Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL

O

PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/1**

PAPER 1 Writing **22 July 2015**

1 hour 50 minutes

Additional Materials: Writing Paper

Instructions to Candidates

Write your name, register number and class at the top of this page, as well as on each sheet of writing paper you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A, Section B** and one question from **Section C.**

For **Section A** write your answers in the spaces provided on the question paper.
For **Section B** and **Section C,** write your answers on the separate writing paper provided.
At the end of the examination, submit each section separately.

The number of marks is given in brackets [ ] at the head of each section.

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Section A [10 marks]

Carefully read the text below consisting of 13 lines about the need for water conservation in Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2pm. ____at____

My mother always wears sensible clothes. ____✓____

For a water-scarce country, Singapore has done remarkably well since independence with providing clean water to both citizens and industries. The national water agency PUB has announced plans for a underground reservoir system to enhance storage capacity and help the city deal better with climate-change effects. And after decades of certainty, the city-state needs to improve its water conservation efforts. When Singapore faced its longest and worse dry spell in history last year, instead of saving water, people consume 5 per cent more over the two months. That is a clear sign that more need to be done to cultivate a culture of conservation. Singaporeans need to be reminded of the primacy of this scarce resource, especially younger generations which have never experienced water ration. A proper understanding of water's strategic importance is key to ensuring the sustainability and future success of this global city.

1) .....
2) .....
3) .....
4) .....
5) .....
6) .....
7) .....
8) .....
9) .....
10) .....

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Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the printout on page 4, study the information carefully and plan your answer before beginning to write.

You are President of the Art Club in your school. As part of the school's SG50 celebrations, your Co-Curricular Activity has been invited to organise an activity for the Secondary 2 students. You have been tasked by the teacher-in-charge to propose an activity that the Art Club will organise. Recently, you came across details of an EZ-Link card design competition on a website and would like to organise a similar competition for the students. You intend to submit the winning entries for the EZ-Link card design competition.

Write an email to the teacher-in-charge of the Art Club in which you will:

- describe the competition you are planning
- explain the relevance of the competition to the school's SG50 celebrations
- outline your plans to carry out the competition
- explain the rationale for the selection criteria of the winning entries

Write your email in clear, accurate English and in an appropriate tone, seeking the approval and support of the teacher-in-charge.

You should use your own words as much as possible.

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ez-link PRESENTS

MY JOURNEY // MY HOME

EZ-LINK SG50 CARD DESIGN ART COMPETITION

In celebration of Singapore's Golden Jubilee and 50 years of progress in 2015, EZ-Link is unveiling a nation-wide "My Journey, My Home" Card Design Art Competition.

"My Journey, My Home" calls for participants to depict what SG50 means to them. Four winning designs will be printed on 200,000 ez-link cards which will be made available to the public. The set will be a meaningful collectible to commemorate Singapore's 50th birthday.

EZ-Link will pledge part of the sales proceeds of these cards to the Dyslexia Association of Singapore (DAS), in support of children with dyslexia to help them achieve their fullest potential and be a part of Singapore's prosperity and growth beyond 50 years.

SG 50

SUBMISSION DEADLINE
31 OCTOBER 2015

Four Grand Winners (one from each category) will have their designs printed on ez-link cards for sale island-wide as part of **EZ-Link SG50 Card Design Art Competition** ez-link card series.

20 designs will be recognised as 'Best of Show' with a token of appreciation.

ENTRY CATEGORIES

DAS Participants
- 12 years old & below
- 13 – 25 years old

Open Category
- 12 years old & below
- 13 – 25 years old

FIND OUT MORE @ EZLINK.COM.SG/HAPPENINGS/SG50

Organised by: ez-link

Supported by: NATIONAL ARTS COUNCIL SINGAPORE

In Celebration of: SG 50

Beneficiary: DAS Dyslexia Association of Singapore

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Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on <u>one</u> of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1 Describe some of the things that make you proud of your country.

2 Describe a person, place or activity that interests you greatly and explain why you feel so.

3 Do you agree that young people are becoming increasingly self-centred?

4 'Great works are performed not by strength but by perseverance'. Write about some occasions when you have found this to be true.

- End of Paper -

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NGEE ANN ANS 7

EL PRELIM 1 2015 - EDITING

SECTION A

For a water-scarce country, Singapore has done remarkably well since independence with providing clean water to both citizens and industry. The national water agency PUB has announced plans for a underground reservoir system to enhance storage capacity and help the city deal better with climate-change effects. And after decades of certainty, the city-state needs to improve its water conservation efforts. When Singapore faced its longest and worse dry spell in history last year, instead of saving water, people consume 5 per cent more over the two months. That is a clear sign that more need to be done to cultivate a culture of conservation. Singaporeans need to be reminded of the primacy of this scarce resource, especially younger generations which have never experienced water ration. A proper understanding of water's strategic importance is key to ensuring the sustainability and future success of this global city.

1) in / by (pp)
2) ~~a~~ an (art)
3) ✓
4) But / Yet (con)
5) worst (wf)
6) consumed (t)
7) needs (sv)
8) ✓
9) who (pro)
10) rationing (wf)

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EL PRELIM 1 2015 – SITUATIONAL WRITING (EMAIL)

SECTION B

SUGGESTED OUTLINE FOR EMAIL

Introduction	• Objectives of school's SG50 celebration • How the idea for the EZ-Link card design competition was conceived • Need for support of the teacher-in-charge
Body Paragraphs	1. Description of competition - Name of competition - Theme - Submission deadline - Prizes 2. Explanation of the relevance of the competition to the school's SG50 celebrations - How will the competition promote sense of belonging / national pride / national identity - How it commemorate 50 years of independence 3. Outline of plans to carry out the competition - Registration - Publicity - Judging - Exhibition 4. Rationale for the selection criteria - Closely follows the theme of 'My Journey, My Home' - Focus is on transport - Students must explain why the criteria is important/relevant
Conclusion	• Concerns • Resources needed • Advice from teacher-in-charge • Involvement of teacher-in-charge as judge

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EL PRELIM 1 2015 – CONTINUOUS WRITING

SECTION C

1	*Describe some of the things that make you proud of your country.*
	• Treatment: Description/Explanation • Students should identify at least two things that makes them proud of their country - 'Things' can include places, food, items, systems, behaviour - For every 'thing' mentioned, students must explain why it makes them feel proud • The country need not be Singapore if students are not Singaporeans. • Students should not equate pride with happiness – should focus on their pride/satisfaction rather than happiness • Students should not discuss what they are displeased with
2	*Describe a person, place or activity that interests you greatly and explain why you feel so.*
	• Treatment: Description/Explanation • Students must only choose **one** person/place/activity that interests them • Explanations must be provided to support their claim • Students should be able to distinguish that the focus of the essay should be on what 'interests' them. They should not equate it to 'like'. Interest = the feeling of wanting to know or learn about something or someone Like = find agreeable, enjoyable, or satisfactory
3	
4	*'Great works are performed not by strength but by perseverance'. Write about some occasions when you have found this to be true.*
	• Treatment: Personal Recount • Students should write about more than one occasion which shows how they persevered to achieve their goals/something great (great works) • Essay should not focus on one single occasion

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Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL O

PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

INSERT **1 hour 50 minutes**

Additional Materials: Question Booklets I, II and III

Instructions to Candidates

This Insert contains Text 1, Text 2 and Text 3.

Checked by student: _____ Date: _____

This document consists of 6 printed pages.

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2

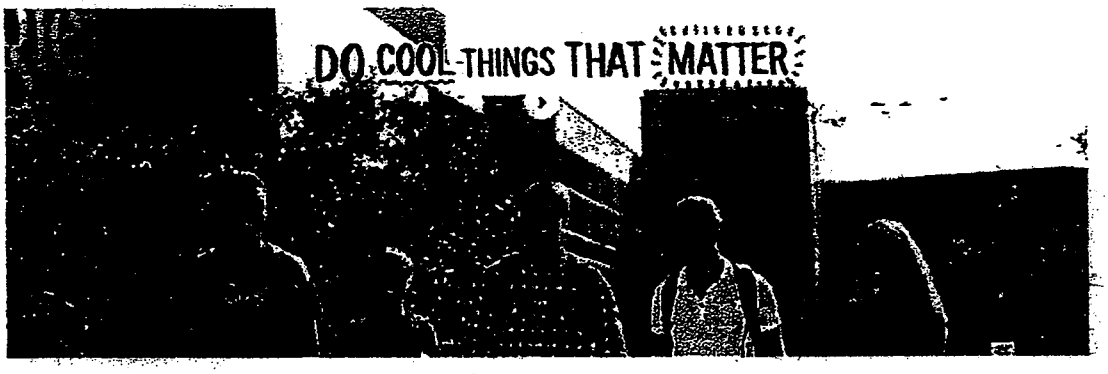
Section A

Text 1

Study the webpage below and answer Questions 1 to 4 in Question Booklet I.

Google **Careers**

About Google Careers Students

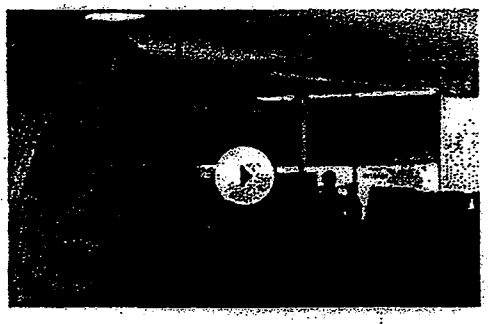


Search all student jobs



Technical Internships

Build new features and improve our products (and get some extra guidance along the way). Start dates are flexible and are offered year-round, but you'll need to commit to at least three months of full-time work.



Product Management Internships

Get a head start on learning how to drive product development while working at Google speed. Start dates are flexible, but you'll need to commit to at least three months of full-time work over the summer.



How to Apply

We'll take you through the steps of applying for a job or an internship (and don't worry: we won't tell anybody you read the manual).



Culture at Google

Not sure what to make of this whole "Google" thing? Wondering whether it is right for you? Pull up a chair and stay a spell. Let us tell you a bit about why we love working here.

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Section B

Text 2

The text below is an account of a climber's experience as he explores Ethiopia's bedrock with the help of the local orphans. Read the text carefully and answer Questions 5-14 in Question Booklet II.

1 I jumped down from the bus and hurried out of the station before any street urchins attached themselves to my shadow. Finding a nearby hotel, I dropped my bag and headed out of the door. I had been in Ethiopia for just four months and, in such a mountainous country, had made it my custom to get to the highest point above every city I visited, to scan for climbing opportunities. My climbing shoes were always stuffed in my backpack.

2 The village of Mekele sits in the high desert of Tigray, northern Ethiopia, just a few hours from the famous Gheralta massif, a world of sandstone towers and rock churches. I reached the edge of town and came across a holy man. With my broken Amharic, I mustered the question: Path to mountain? He may have interpreted my question as more metaphysical than literal, and took me by hand up a series of steep, rocky roads, walking for some ten minutes to an Ethiopian Orthodox church. I told him I was looking for *dingay*, the Amharic word for rock. Spotting an interesting boulder, I bade him farewell.

3 He sat and watched from the church wall. When I reached the boulder, he gestured that it was indeed a *dingay*. Curious to find out more, I walked around a corner, looking back at the holy man. He waved his arms furiously with his sacred book in the air, as if trying to tell me something about the *dingays*.

4 I immediately came to a half-dozen boulders at the base of a ten-metre wall. In seconds, I was surrounded by children who gathered in excitement, shouting the word *farenji*, or foreigner.

5 There are few moments of solitude in Ethiopia, Africa's second-most populous country. If not following you, asking questions, holding hands and vying for gifts and friendship, rural Ethiopians could just as easily spend the day staring at you. I thought that day would be different, and perhaps the holy man had been trying to save me the trouble of dealing with a pack of desperate children. On the hunt for boulders, I had crossed an invisible line and entered the hectic world of the Mekele rock orphans.

6 A boy wearing tattered pants and an oversized, dusty white T-shirt stepped toward me. He said his name was Samy and he was twelve. He grabbed my hand.

7 "Come," he said in Amharic. The rest of the boys eagerly watched as I followed Samy to a small opening at the bottom of the cliff. He crawled out of the sunlight into the rock, and his feet disappeared into the tunnel's shadows.

8 "Come," he repeated. Without much assessment, I bent down and started crawling up the ramp leading to the cave. After three metres, I reached a chamber where

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Samy waited. I switched my Ethiopian cell-phone flashlight and saw that the space was just one metre wide. I assumed this was the end of the cave tour.

9 I looked back down the tunnel, where numerous scrubby-headed rock orphans entered behind us, blotting out the light and the rest of the world. Samy pointed up and started climbing.

10 "Come," he called from above my head. I stuck the cell-phone in my mouth and employed my chimneying technique. The walls of the cave were conglomerate masses of rounded stones, frozen in time, following an ancient volcanic explosion in the Great Rift Valley before there were orphans.

11 After another two metres, I reached the next chamber, where Samy was wedged between the walls, smiling. I could no longer see the entrance of the cave, and the terrain above resembled a narrow mouth of crooked teeth leading to an ever-tighter oesophagus. Suffocating, difficult. I wrestled with thoughts of claustrophobia. Sought quiet, steady breathing.

12 I looked at Samy and read an adolescent coolness in his beady eyes. He had sat there numerous times. Again, he pointed up and moved. I had to remove the backpack and give it to Samy so I could manoeuvre through the vertical cavern. After another two metres I reached a chamber where I could look down, into the darkness where I could hear the voices but see no children.

13 If the rock orphans were after my backpack, this was their time. Samy was just below me. All he had to do was drop it to his friends. Instead he handed it up and joined me in the chamber. This time he smiled wider and pointed to a corner of the cave where a faint light filtered through the darkness.

14 "End," he said. I did not know if he meant it was the end for me or the cave, but I was thrilled to see sunlight. The final move – which I call the birth canal – required worm-like manoeuvring. Headfirst, I shifted my shoulders through a thirty-centimetre split. After negotiating the shoulders, I slid my hips through, one at a time, and came out in a small cave perched eight metres above the ground.

15 I was overcome with happiness and looked back at Samy, whose 35-kilogramme body seemed to dart through the hole. We hugged and shouted our triumph over the top of the city. If the holy man had prayed for me, his prayer was answered. I struggled to understand the child, but thought he said I was the first *farenji* to do this.

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Section C

Text 3

The article below is about how the discovery of the origins of the whale could unlock the secrets of evolution. Read the text carefully and answer Questions 15-21 in the Question Booklet III.

1 Thirty-seven million years ago, in the waters of the prehistoric Tethys Ocean, a sinuous, 15-metre-long beast with gaping jaws and jagged teeth died and sank to the seafloor. Over thousands of millennia a mantle of sediment built up over its bones. The sea receded, and as its former seabed became a desert, the wind began to plane away the sandstone and shale above the bones. Slowly the world changed. Shifts in the Earth's crust pushed India into Asia, heaving up the Himalaya. In Africa, the first human ancestors stood up on their hind legs to walk. The pharaohs built their pyramids. Rome rose, Rome fell. And all the while the wind continued its patient excavation. Then one day, Philip Gingerich showed up to finish the job.

2 At sunset one evening last November, Gingerich, a vertebrate palaeontologist at the University of Michigan, lay full length beside the spinal column of the creature, called *Basilosaurus*, at a place in the Egyptian desert known as Wadi Hitan. The sand around him was strewn with fossil shark teeth, sea urchin spines, and the bones of giant catfish. Gingerich was searching for a key bit of the creature's anatomy.

3 He moved down the spine toward the tail, probing around each vertebra with the handle of his brush. Then he stopped, and set down the tool. "Here's the mother lode," he said. Clearing the sand delicately with his fingers, he laid bare a slender bone, barely thirty centimetres long. "It isn't every day that you see a whale's leg," he said, lifting the bone reverently in both hands.

4 *Basilosaurus* was indeed a whale, but one with two delicate hind legs, each the size of a three-year-old girl's leg, protruding from its flanks. These winsome little limbs – perfectly formed yet useless, at least for walking – are a crucial clue to understanding how modern whales, supremely adapted swimming machines, descended from land mammals that once walked on all fours. Gingerich has devoted much of his career to explaining this metamorphosis. Once celebrated as the best evidence against evolution, Gingerich has shown that whales may be evolution's best proof.

5 The common ancestor of whales and of all other land animals was a four-legged creature that hauled itself out of the sea onto some muddy bank about 360 million years ago. Its descendants gradually improved the function of their primitive lungs, morphed their fins into legs, and adapted their jaw joints to hear in the air instead of water. Mammals turned out to be among the most successful of these land lovers; by 60 million years ago they dominated the Earth. Whales were among a tiny handful of mammals to make an evolutionary U-turn, retrofitting their earthly body plan to sense, eat, move, and mate underwater.

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6 How whales accomplished such an enormous transformation has baffled even the greatest scientific intellects. Recognising the dilemma as one of the greatest challenges to his theory of evolution by natural selection, Charles Darwin took a stab at accounting for whales in the first edition of *Origin of Species*. He noted that black bears had been seen swimming with their mouths open for hours at a time on the surface of a lake, feeding on floating insects. "I can see the possibility in a race of bears becoming, by natural selection, more and more aquatic in their structure and habits, with larger and larger mouths," Darwin concluded, "till they became a creature as monstrous as a whale." His critics poked such loud and gleeful fun at this image, however, that he eventually omitted it from later editions of the book.

7 Nearly a century later George Simpson, the well-known palaeontologist of the 20th century, was still at a loss to explain where whales fit in his otherwise orderly evolutionary tree of mammals. "Whales are on the whole the most peculiar and deviant of mammals," he remarked peevishly. "There is no proper place for them in the natural order of things. They may be imagined as coming from a different dimension or planet!"

8 If science could not account for the transformation of whales, anti-evolutionists argued, perhaps it never happened. They reasoned that land animals that began to adapt to aquatic life would soon be neither bird nor fish, incapable of surviving in either medium. And if whales really had made this huge transition, where were the fossils to prove it?

Copyright Acknowledgements
Text 1: Adapted and extracted from https://www.google.com/about/careers/students/
Text 2: Adapted and extracted from 'The Rock Orphans of Mekele' by Nico Parkinson, Ascent
Text 3: Adapted and extracted from 'The Valley of the Whales' by Tom Mueller, National Geographic

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Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL O

PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET I **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets II & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

Checked by student: _____ Date: _____

This document consists of 2 printed pages.

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Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1–4.

1 Explain how the photograph at the top supports the tagline for the webpage – 'Do Cool Things that Matter'.

.....

..... [2]

2 With reference to the internships offered, give two features which would appeal to potential applicants.

.....

..... [1]

3 '(and don't worry: we won't tell anybody you read the manual)'
Why does Google assure potential applicants not to 'worry'?

.....

.....[1]

4 Refer to the write-up under the heading 'Culture at Google'. What does the phrase 'Pull up a chair and stay a spell' suggest about the culture of the company?

.....[1]

- End of Booklet I -

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Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL

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PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET II **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

Checked by student: _____ Date: _____

This document consists of 4 printed pages.

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Section B [20 marks]

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–14.

5 At the beginning of this text, the writer has just arrived in the village of Mekele.

Explain how the language used in Paragraph 1 emphasises his eagerness to explore his surroundings for climbing opportunities. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

.....[3]

6 '...before any street urchins attached themselves to my shadow' (lines 1-2).

Explain the effectiveness of this description in conveying how the street children behave when they see travellers like the writer.

.....

.....[1]

7 Why did the writer find it hard to communicate with the holy man? **Answer in your own words.**

.....

..... [1]

8 'He may have interpreted my question as more metaphysical than literal...'(lines 10-11).

(i) What evidence is there to show that the holy man thought that the writer was asking a 'metaphysical' question?

..... [1]

(ii) Give another example which suggests that the writer felt that the holy man could not understand him.

.....[1]

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9 In paragraph 3, the writer and the holy man communicate through their actions. Explain in the table below what each party is trying to convey to the other.

Action	Message
'...he gestured that it was indeed a *dingay*.'	
'...I walked around a corner, looking back at the holy man.'	
'He waved his arms furiously with his sacred book in the air...'	

[3]

10 'I thought that day would be different ...' (lines 24-25).

Explain what the writer was referring to here.

.....[1]

11 'On the hunt for boulders, I had *crossed an invisible line* and entered the hectic world of the Mekele rock orphans' (lines 26-28).

What does the italicised expression tell you about the writer's experience in encountering the orphans?

.....[1]

12 'I could no longer see the entrance of the cave, and the terrain above resembled a narrow mouth of crooked teeth leading to an ever-tighter oesophagus. *Suffocating, difficult.* I wrestled with thoughts of claustrophobia. *Sought quiet, steady breathing.*' (lines 46-49).

(i) Explain how the writer creates a contrast between the sentences in italics and the rest of the sentences.

.....

..... [1]

(ii) What is the effect of this contrast?

.....

..... [1]

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13 In paragraph 14, the writer is climbing the last part of the route led by Samy.

Explain fully the effectiveness of the writer's description of the final move as 'the birth canal' (line 60).

.....

.....

.....

.....[2]

14 The structure of the text reflects how the writer feels as he completes the climbing route set out by the rock orphans. Complete the flow chart by choosing one word or phrase from the box to summarise his thoughts and feelings in each part of the text. There are some extra words in the box you do not need to use.

Main focus

relieved	exhilarated	bold
wary	intrigued	panic

Flow chart

Paragraphs 8-10: **(i)** .....

↓

Paragraphs 11-12: **(ii)** .....

↓

Paragraphs 13-14: **(iii)** .....

↓

Paragraphs 15: **(iv)** .....

[4]

- End of Booklet II -

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Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL

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PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET III **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & II

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

Checked by student: _____ Date: _____

This document consists of 4 printed pages.

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Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–21.

15 What does the expression 'patient excavation' (line 9) suggest about the process of uncovering the bones?

..... [1]

16 'Then one day, Philip Gingerich showed up to finish the job' (lines 9-10).

(i) How does the sentence contrast with the rest of paragraph 1?

.....

..... [1]

(ii) What does it suggest about Philip Gingerich's role in the discovery?

.....

..... [1]

17 The writer portrays Gingerich to be a committed and passionate palaeontologist. Show how this is conveyed with any **one** observation in Paragraph 2.

.....

..... [2]

18 "'It isn't every day you see a whale's leg," he said, lifting the bone reverently in both hands' (lines 20-21).

(i) Explain what Gingerich means when he says 'It isn't every day...'

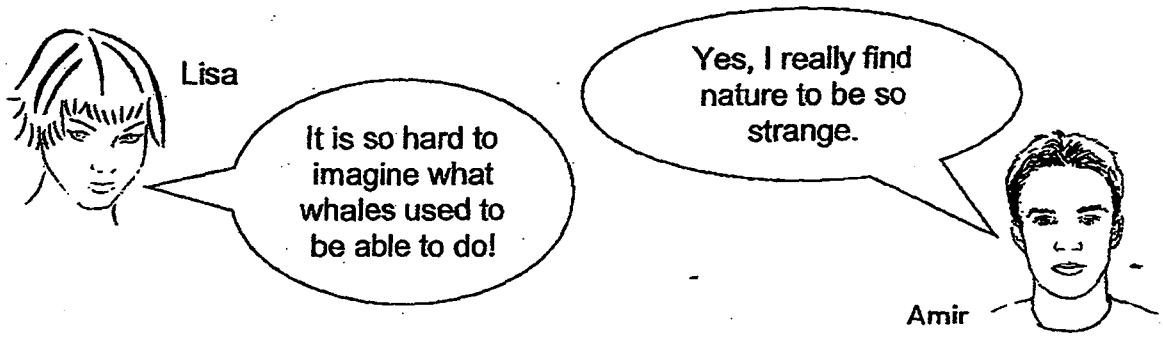
..... [1]

(ii) What attitude is Gingerich expressing in the way he lifts the bone 'reverently'?

..... [1]

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19 Here is a part of a conversation between two students, Lisa and Amir, who have read the article.



(i) Give evidence from paragraph 4 which illustrates Lisa's view.

..... [1]

(ii) Explain how Amir would explain his view with reference to paragraph 5.

.....

..... [1]

20 What did Darwin's critics think of his theory?

..... [1]

21 **Using your own words as far as possible,** summarise the different views and ideas on the evolution of whales throughout the years.

Use only information from paragraphs 6–8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Darwin tried to account for how the whales evolved by.....

.....

.....

.....

.....

.....

.....

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No. of words: _____ [15]

- End of Booklet III -

--- End Of Paper ---

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ANS

Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL

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PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET I **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets II & III

Instructions to Candidates

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Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1–4.

Legend:
E.D: Excess Denies
F: Wrong focus
Ltd: Limited expression
^^: Not enough elaboration

1 Explain how the photograph at the top supports the tagline for the webpage – 'Do Cool Things that Matter'.

.....

..... [2]

It shows young people who are smiling/enjoying themselves [describe-1]
Which suggests the sense of fulfilment/achievement they feel from doing things that 'matter' [explain how it 'matters'-1]

Student's Answer: It shows a picture of young adults who are smiling and dressed smartly. It suggests that they feel accomplished when doing meaningful things.

Comments: Students tend not to describe the emotions of the people portrayed, but talk about the more superficial things like the clothes they wear.

Some even link matter to the scientific aspect of the word, which is not the focus here.

[INFER: Students need to describe and link features of the photograph to the tagline.]

2 With reference to the internships offered, give two features which would appeal to potential applicants.

.....

..... [1]

Potential applicants would get some extra guidance.
They can start anytime / they can decide when they would like to start.
They can apply throughout the year.
They can get a head start over others if they work there.

Comments: Some students tend to talk about the 3 months of compulsory internship, which is not something that would appeal to applicants who want to work for a short duration. Others merely describe the job description (E.g. Building new features to improve on the products)

[FACTUAL: ANY TWO, some recasting/rephrasing required]

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3 '(and don't worry: we won't tell anybody you read the manual)'
Why does Google assure potential applicants not to 'worry'?

.....

.....[1]

They understand that potential applicants might be worried about being seen as inexperienced / incompetent / lacking confidence / needing guidance / needed instructions by the company if they read the manual.

Student's Answer: It suggests that they are embarrassed to expose the fact that they are inexperienced because they have to read the manual.

Student's Answer: They do not want to appear as though they are not competent for the job, by reading the manual.

[INFER: What kind of impressions are created if you read the manual to do things? What's there to worry about?]

4 Refer to the write-up under the heading 'Culture at Google'. What does the phrase 'Pull up a chair and stay a spell' suggest about the culture of the company?

.....[1]

It suggests that the company is welcoming / friendly / inviting.

[LANG. EFFECT/STYLE/TONE]

Student's Answer: They appear to be warm and friendly. OR The employers at Google are approachable and welcome new employees to its company.

XX: They are friendly, laid-back and easy-going. E.D.
XX: It suggests that the place is magical.

Comments: Students tend to have a lot of Excess Denies (E.D.) because they tend to include more than one contrasting adjective to describe.

- End of Booklet I -

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PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

ANSWERS BOOKLET II **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper. obuy and himion Paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Section B [20 marks]

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–14.

5 At the beginning of this text, the writer has just arrived in the village of Mekele.

Explain how the language used in Paragraph 1 emphasises his eagerness to explore his surroundings for climbing opportunities. Support your ideas with three details from the paragraph.

LEARNING POINTS :

- DO NOT LABEL LITERARY DEVICES IN YOUR ANSWER.
THIS MAY LEAD TO INACCURACY

- ANSWER IN FULL SENTENCES IN RESPONSE TO THE QUESTION

.....

.....

.....

.....

.....[3]

He jumped down from the bus – shows his haste to get off the bus

The word 'jumped' in the phrase 'jumped down from the bus' shows his haste to get started on the exploration.

'jumped off the bus' shows his haste to start exploring. (NOT A FULL SENTENCE)

The use of figurative language (X) in 'jumped off the bus' shows that he was eager to explore.

'jumped off the bus' ...appeals to the reader's sense of touch (X) as the fast motion of his body crystallises his eagerness.

He hurried out of the station before any street urchins attached themselves to his shadow – he did not want to be waylaid or waste time disengaging himself from the locals

The word 'hurried' suggests that he wanted to begin his exploration as soon as possible.

He found a nearby hotel – wasted no time in his search for accommodations

The fact that he settled for a 'nearby hotel' instead of taking time to make a choice shows that he did not want to waste time before starting his exploration

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He dropped his bag and headed out of the door – he did not unpack anything or check the room but immediately left.

His action of dropping his bag and heading out the door without spending time in the room shows that he was eager to begin exploring.

He headed out the door shows he was eager (X)

He always had his climbing shoes packed in his backpack , which shows his readiness to climb and explore at any time

Having his climbing shoes in his backpack shows how he wanted to access them easily, because he wanted to be ready to climb at any notice

'Climbing shoes stuffed in my backpack' uses <u>metaphor</u> / is a hyperbole (X)to show that he is always ready to explore.

Not accepted:

It was his custom to scan for... - intent, habit, not about immediacy of action
Custom is not eagerness

Climbing shoes... shows his interest (X)

[ANY THREE – supported by explanations]

6 '...before any street urchins attached themselves to my shadow' (lines 1-2).

Explain the effectiveness of this description in conveying how the street children behave when they see travellers like the writer.

.....

.....[1]

As your shadow cannot be separated from you, it / the word 'attached' is effective in showing
how very closely they will follow any foreigners.
how difficult it will be to separate yourself from the children once they get a hold of you /
how difficult it will be to shake them off / lose them - once they get a hold of you.

It shows how they are glued (X) to you – do not answer using figurative language

Not accepted – they are like sea urchins who stick themselves to foreigners.

Answer must reference the language used. Students do not link the answer to the description:
It (X) shows that they will follow the foreigners closely.

[LANGUAGE USE]

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7 Why did the writer find it hard to communicate with the holy man? **Answer in your own words.**

.....

..... [1]

He was not proficient / fluent in the language ('With my broken Amharic').
Thus he was not confident of his language / he was not sure if he had the right words / could not find the right words ('I mustered the question') [1]

Not accepted:
He could not speak in full sentences / proper sentences. (not a barrier to communication)

There was a language barrier.(vague)

He spoke the language incorrectly. (not true – he had a limited command of the language)

8 'He may have interpreted my question as more metaphysical than literal...'(lines 10-11).

(i) What evidence is there to show that the holy man thought that the writer was asking a 'metaphysical' question?

..... [1]

He led the writer to an Ethiopian Orthodox church.

Learning point: Evidence questions allow you to lift, but the lifting must be selective and focused. (F / ED)

ED He took me by the hand up s series of steep, rocky roads, walking for some ten minutes to an Ethiopian church.

(ii) Give another example which suggests that the writer felt that the holy man could not understand him.

.....[1]

The writer had to rephrase his question / ask the question in another manner.
OR

He found the answer to his question on his own by spotting an interesting boulder.

Not accepted:
He sat down and watched / waved (no evidence / link to understanding)

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9 In paragraph 3, the writer and the holy man communicate through their actions. Explain in the table below what each party is trying to convey to the other.

Action	Message
'...he gestured that it was indeed a *dingay*.'	
'...I walked around a corner, looking back at the holy man.'	
'He waved his arms furiously with his sacred book in the air...'	

[3]

Action	Message
'...he gestured that it was indeed a *dingay*.'	***The holy man was affirming*** ***the writer's query.*** ***that it was a rock***
'...I walked around a corner, looking back at the holy man.'	***The writer was seeking confirmation from the holy man.*** ***enquiring whether he should go on*** ***Whether he could (X) go on*** ***Asking for approval (X)*** ***Trying to get more information (X)***
'He waved his arms furiously with his sacred book in the air...'	***The holy man was warning / alerting the writer.*** ***Stopping him from proceeding*** ***No evidence:*** ***Telling him to come back / return(X)*** ***Telling him to get out of there (X)*** ***To inform him about something(X)*** ***Showing him the book (X)***

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10 I thought that day would be different ...' (lines 24-25).

Explain what the writer was referring to here.

.....[1]

He was referring to the thought that he could have a moment/day of solitude.

He did not expect to have a crowd of people around him./ be disturbed / bothered/ followed / trailed

He was referring to the typical behaviour of the Ethiopians of crowding visitors.

A larger understanding of the context is required. Not accepted:

He was referring to the children (X) following him.

He was referring to the people staring (X) at him.

11 'On the hunt for boulders, I had *crossed an invisible line* and entered the hectic world of the Mekele rock orphans' (lines 26-28).

What does the italicised expression tell you about the writer's experience in encountering the orphans?

.....[1]

He did not expect it/did not see it coming/could not have foreseen such an encounter/ was surprised

He had unknowingly/unintentionally/ accidentally / suddenly /moved into the area.

Not accepted: He was shocked (X) – word too strong

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12 'I could no longer see the entrance of the cave, and the terrain above resembled a narrow mouth of crooked teeth leading to an ever-tighter oesophagus. *Suffocating, difficult.* I wrestled with thoughts of claustrophobia. *Sought quiet, steady breathing.*' (lines 46-49).

(i) Explain how the writer creates a contrast between the sentences in italics and the rest of the sentences.

.....

..... [1]

He creates a contrast by
varying the sentence length alternately
using sentence fragments and complete sentences alternately
alternating incomplete sentences with complete sentences
juxtaposing experience and narration

Not accepted – inaccurate

He uses more descriptive words in the longer sentences (X –the short sentences also have descriptive words)

He alternates sentences on actions with sentences on thoughts (X – both have thought and action)

(ii) What is the effect of this contrast?

.....

..... [1]

The effect of the contrast in the shorter sentences reflect the writer's experiences of / reactions to claustrophobia where he is (literally)getting short of breath

13

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In paragraph 14, the writer is climbing the last part of the route led by Samy.

Explain fully the effectiveness of the writer's description of the final move as 'the birth canal' (line 60).

.....

.....

.....

.....[2]

Learning point : ANALOGIES / METAPHORS – answers must draw the similarities between the two situations.

Like a birth canal, the passage was narrow and constricting. (squeezy X) [1]

As a baby laboriously moves down the birth canal , the author had to struggle / found it challenging to climb to reach the light/opening. [1]

The passage was dark, like a birth canal.

The birth canal is the final stage of a baby's journey to the outside world; similarly, the passage was the last phase of the writer's journey.

The writer had to move head first through the passage, like a baby does when it is born. (giving birth X)

Not accepted:

As a baby starts a new life, the author was looking forward to starting his lide afresh./ a new life / a new beginning (over-reading)

The author had to suffer during the journey like a baby giving birth. (X)

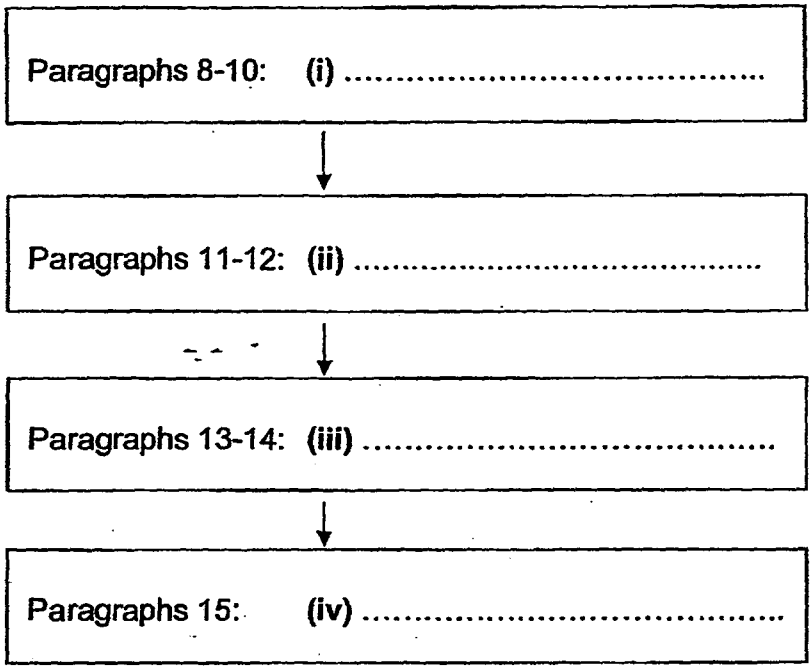
14 The structure of the text reflects how the writer feels as he completes the climbing route set out by the rock orphans. Complete the flow chart by choosing one word or phrase from the box to summarise his thoughts and feelings in each part of the text. There are some extra words in the box you do not need to use.

Main focus

relieved	exhilarated	bold
wary	intrigued	panic

Flow chart

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[4]

(i) intrigued
(ii) panic
(iii) wary
(iv) exhilarated

- End of Booklet II –

OTHER COMMENTS:

- **Do not repeat yourself.**
- **Learn to express yourself succinctly – wordiness shows a lack of conviction in what you are saying and does not necessarily impress the marker.**
- **Spend time constructing your response**
- **Respond in full sentences where possible.**
- **Read over your answer to see if it is an accurate response to the requirements of the question.**
- **Watch your tenses!**

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PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

ANSWERS BOOKLET III **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & II

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper.
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Answer all questions.
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Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–21.

15 What does the expression 'patient excavation' (line 9) suggest about the process of uncovering the bones?

..... [1]

It suggests that it was a slow process.
Painstakingly long/ difficult and long/ a very long time/ tedious process
It took a long time X

16 'Then one day, Philip Gingerich showed up to finish the job' (lines 9-10).

(i) How does the sentence contrast with the rest of paragraph 1?

.....

..... [1]

It contrasts with the rest of the paragraph by showing the difference in the time Philip took in comparison with just letting nature take its course over history / showing how long nature took / showing how quickly he completed the job in comparison with how long nature took.
It is a reference to the historical events...X

(ii) What does it suggest about Philip Gingerich's role in the discovery?

.....

..... [1]

It suggests that his role is significant/key/important/monumental/ momentous/ catalytic in the discovery of the bones. [Answer to the question]

His role was big/ huge/ he was the first/ his role has impacted people X

17 The writer portrays Gingerich to be a committed and passionate palaeontologist. Show how this is conveyed with any **one** observation in Paragraph 2.

.....

..... [2]

[This question requires you to give the best possible response from a few possible ones.]
He was lying full length on the sand which shows he has no qualms about getting dirty/ being uncomfortable.

The sand around him shows the amount of excavation work he has done with the

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fossil shark teeth, sea urchin spines, and bones of giant catfish.
He was working in a desert which is very hot / he was searching for a key bit of information/ he was working past sunset...X

18 "'It isn't every day you see a whale's leg," he said, lifting the bone reverently in both hands' (lines 20-21).

(i) Explain what Gingerich means when he says 'It isn't every day...'

..... [1]
He means that it is very rare/ uncommon/ unusual/ to see a whale's legbone.

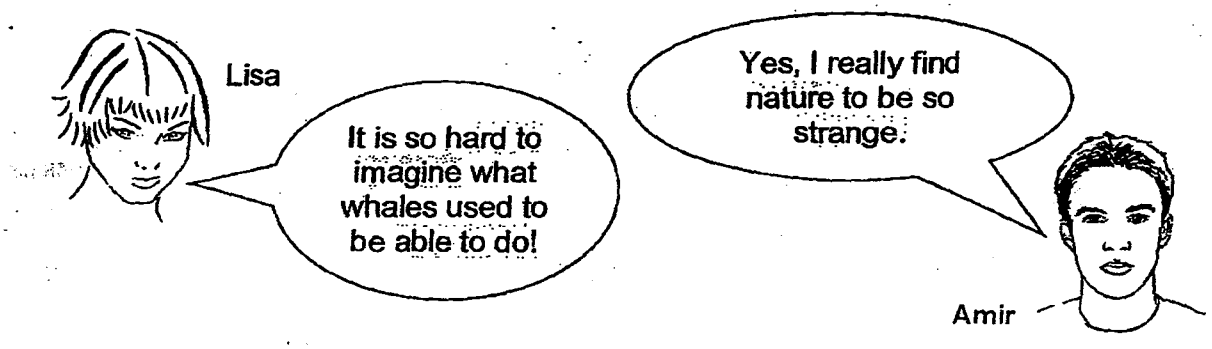
It is not easy to see it X abnormal X

(ii) What attitude is Gingerich expressing in the way he lifts the bone 'reverently'?

..... [1]
He is in awe/awed/filled with wonder/ amazed/ fascinated.

He appreciates it / he is careful/ he respects it X

19 Here is a part of a conversation between two students, Lisa and Amir, who have read the article.



(i) Give evidence from paragraph 4 which illustrates Lisa's view.

..... [1]
Whales used to be able to walk on all fours. [Recasting of answer]

OR 'modern whales with supremely adapted swimming machines descended from land mammals that once walked on all fours.

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(ii) Explain how Amir would explain his view with reference to paragraph 5.

.....

..... [1]

He could refer to the fact that the whales are among the tiny handful of mammals that made an evolutionary U-turn, retrofitting their earthly body plan to sense, eat, and mate underwater-/ OR that land mammals evolved from a creature from the sea / that sea creatures could learn to walk and breathe on land
[focus is on the means of adaptation and evolution in order to survive on land or sea - which shows how strange nature is].

It hauled itself from land.....X

20 What did Darwin's critics think of his theory?

..... [1]
They thought it was ridiculous/implausible/a joke./ nonsensical/ absurd/ [use the correct form of the word]
Impossible / nonsense/ invalid/ stupid/ funny/ hilarious/ amusing/ flawed/ amusing/ X
Mocked/ poked fun X
Funny & absurd X
Funny & ridiculous X

21 **Using your own words as far as possible,** summarise the different views and ideas on the evolution of whales throughout the years.

Use only information from paragraphs 6–8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Darwin tried to account for how the whales evolved by.....

.....

.....

.....

.....

.....

.....

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No. of words: _____ [15]

- End of Booklet III -

--- End Of Paper ---

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PT	LIFTED	OWN WORDS
	Darwin tried to account for how the whales evolved by	
01	noted that black bears had been seen swimming with their mouths open for hours at a time on the surface of a lake, feeding on floating insects.,	observing that black bears fed with their mouths ajar on the water/lake
02	"I can see no difficulty in a race of bears being rendered, by natural selection, more and more aquatic in their structure and habits	He theorised that these bears had adapted to live in water
	with larger and larger mouths," Darwin concluded, "till a creature was produced as monstrous as a whale."	And their mouths grew bigger till they became whales.
03	His critics poked such loud and gleeful fun at this image,	His critics thought this so ridiculous
04	however, that he eventually omitted it from later editions of the book	so Darwin retracted his theory.
05	Nearly a century later George Simpson, the well-known palaeontologist of the 20th century, was still at a loss to explain where whales fit in his otherwise orderly evolutionary tree of mammals / There is no proper place for them in the natural order of things "	Simpson was puzzled that whales did not belong to any of the classifications for mammals.
06	"Whales are on the whole the most peculiar and deviant of mammals," he remarked peevishly.	He saw them as strange,
07	"They may be imagined as coming from a different dimension or planet!	seeming to belong to another world.
08	If science could not account for the transformation of whales, / And if whales really had made this huge transition,	As it could not be explained by science
09	Anti-evolutionists argued, perhaps it never happened. / where were the fossils to prove it	maybe the whales never evolved in the first place
10	They reasoned that land animals that began to adapt to aquatic life would soon be neither bird nor fish, incapable of surviving in either medium.	it is not possible to classify or see the survival of any creature that evolved fro land to sea

Darwin tried to account for how the whales evolved by *observing that black bears fed on insects with their mouths ajar on water He theorised that these bears adapted to live in water and their mouths grew bigger till they became whales. His critics thought this so ridiculous so Darwin retracted his theory. Simpson was puzzled that whales did not belong to any of the classifications for mammals. He saw them as strange, belonging to another world. As it could not be explained, maybe the whales never evolved in the first place. Furthermore, it is not possible to classify or see the survival of*

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any creature that evolved from land to sea. (102 words)

Summary Style Descriptors

7m	• **Sustained** and **successful** attempt to re-phrase text language • Free from lifting except for phrases which are difficult to substitute • Apart from very occasional slips, language is **accurate**
5-6m	• **Noticeable attempt** to re-phrase text • **Free from** stretches of **concentrated lifting** • Language **almost always accurate. Serious errors** are **isolated** or almost unnoticeable.
3-4m	• Recognisable but **limited attempts** to re-phrase text detail. Groups of text expression are **interlaced with own words** • Expression not always secure but attempt to substitute text will gain credit • Language **largely accurate**
1-2m	• **Wholesale copying of large areas** of text but **not a complete transcript**. Attempts to substitute own language **limited to single word** expression • Meaning is not in doubt but **serious error** are more **frequent** • **Irrelevant sections of text more frequent** at this level and below
0m	• Pretty well a **complete transcript** of the text expression. Originality is barely noticeable • **Heavy frequency of serious errors** impeding reading in many places • **Random transcript of irrelevant sections** of the text

No of Points reworded (Maximum of 8 points)	Marks awarded for Style
[redacted]	1-2m
[redacted]	2-3m
[redacted]	3-4m
[redacted]	4-5m
[redacted]	5-6m
[redacted]	5-7m

Students may be penalised if there are grammatical errors in the answer and obtain the lower mark in the mark range.

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If there are attempts to substitute other words/structures other than those underlined in the answer, credit may be given.

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