10

Name _____ Class _____ Register Number _____

1128/01

15/SA1/EL/1

ENGLISH LANGUAGE
PAPER 1

Thursday 30 APRIL 2015 1 HR 50 MIN

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

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Section A [10 marks]

Carefully read the text below, containing 12 lines, about the pain of residents four years after the Japan tsunami. 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 (✓) 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 2 pm. ...at.....

My mother always wears sensible clothes. ...✓.....

March 11 2011, is engraved on Japan's collective psyche – the day a

terrified 9.0 – magnitude undersea earthquake sent the ocean 1 .....

barrelling into the coast. Almost 19,000 people is killed as the waters 2 .....

flattened communities and poisoned farmland. They also set on the 3 .....

worse nuclear catastrophe in a generation, pushing reactors in 4 .....

Fukushima into meltdown that spewing invisible toxic radiation into the 5 .....

air. Since then, vast areas have been out of bounds. Thousand of 6 .....

people afflicted by the tsunami are unable to turn the page on the horror 7 .....

of 2011 because their grief is frozen on time as they cannot find the 8 .....

body they need to mourn. Tens of thousands made homeless cannot 9 .....

return home because of worries over elevated radiation levels. 10 .....

Street signs glorying atomic power have since been removed.

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VICTORIA SCHOOL
FIRST SEMESTRAL EXAMINATION
(SECONDARY THREE)

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the work you hand in.
Write your answers in dark blue or black pen 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.**

Section A is an Insert.
For **Section A**, write your answers in the spaces provided on the Insert.
For **Section B and Section C**, write your answers on the writing paper provided.
Begin each section on a fresh page.
At the end of the examination, fasten all your work securely together.

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

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This Question Paper consists of **4** printed pages and **1** Insert.

Setter: Mrs Helen Chew

[Turn Over]

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ANSWERS FOR S3 SA1 PAPER 1 SECTION A 2015:

REFERENCE	ERROR	CORRECT ANSWER	MARKS	ERROR TYPE
1	terrified	terrifying	[1]	adjective
2	are	were	[1]	tense
3	on	off	[1]	phrasal verb
4	worse	worst	[1]	superlative
5	that	and/ spewed	[1]	connector /verb form
6	thousand	thousands	[1]	plural form
7	no error	✓	[1]	
8	on	in	[1]	preposition
9	body	bodies	[1]	Plural form
10	no error	✓	[1]	

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Victoria School			English Department	
Level: Secondary Three SA1 2015			P1: Paper 1 Section B	
Task Write a speech to recommend appropriate activities to celebrate SG50				
Task assessment				
Competence			**Formatting**	
Point		✓ /x	Circle if omitted	
1	Coherent introduction with clear purpose		▪ Wrong format (e.g. letter)	1 m
2	Explain the objective		▪	
3	Selection of one initiative from webpage and reason		▪ No line spacing after paragraphs	1 m
4	One appropriate activity not from webpage (link to SG50 celebration) with elaboration		▪	
5	Second appropriate activity not from webpage (link to SG50 celebration)) with elaboration		▪	
6	One benefit to the students with elaboration		▪	
7	Second benefit to students with elaboration		▪	
8	Appropriate conclusion to reinforce the choices		▪	
9	Conscious use of writing style that is appropriate and links back to Purpose-Audience-Context (PAC)		▪	
10			▪	
Serious errors (1m to be deducted per error):			▪	
▪ Wrong audience X teachers X no name of form teacher e.g Miss Quan)		-1m	Maximum of 2 marks deduction	
▪ Wrong purpose		-1m	**Non-penalty errors:**	
▪ Wrong tone		- 1m	▪ No flush left	
Total marks for competence			**Total deductions**	
Total marks for task fulfilment = Total marks for competence – Total deduction (e.g. 10-2=8)				
			Language	
			Total score for Paper 1 Section 2	
Comments:				

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Name _____ Class _____ Register Number _____

1128/01

15/3SA1/EL/1

ENGLISH LANGUAGE
PAPER 1

THURSDAY 30 April 2015 1 HR 50 MIN

VICTORIA SCHOOL

SEMESTRAL ONE EXAMINATION
(SECONDARY THREE)

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the work you hand in.
Write your answers in dark blue or black pen 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**.

Section A is an Insert.
For **Section A**, write your answers in the spaces provided on the Insert.
For **Section B and Section C**, write your answers on the writing paper provided.
Begin each section on a fresh page.
At the end of the examination, fasten all your work securely together.

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

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Setter: Mrs Helen Chew

[Turn Over]

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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 of a webpage on Page 3. Study the information carefully and plan your answer before beginning to write.

Singapore is celebrating the 50th anniversary of its independence in 2015. The SG50 Committee has organised many national and community programmes to celebrate what the people have been through as a nation. The three most current initiatives are shown in the webpage. As the Chairperson of your class, you feel strongly that your class should take part in one of these initiatives to commemorate the occasion. Write a speech to convince them that your choice is a meaningful one. Your speech will be delivered before your classmates and Form Teacher.

In your speech

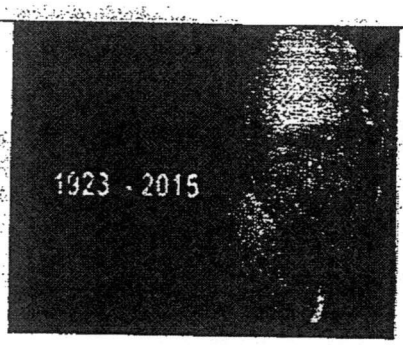
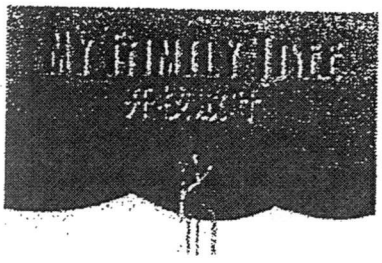
- explain briefly the objective of SG50 celebrations
- state the initiative you have chosen and why it is appropriate for the occasion
- suggest two other appropriate activities not in the webpage for your class to do
- suggest two ways that your classmates can benefit from these activities.

Write your speech in clear, accurate English and in a persuasive and enthusiastic tone.

You should use your own words as much as possible.

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SG50 Current Initiatives to celebrate Singapore's 50th birthday:

	Remembering Lee Kuan Yew. The nation mourns but Singapore will continue to remember Mr Lee, who at 36 years old became Prime Minister of Singapore in 1959. Join us in honouring him, pen your memories and his achievements here . bit.ly/rememberinglky #sgmemory #rememberingLeeKuanYew
	Past Forward showcases 74 projects presenting different photographs and stories, revealing aspects of Singapore's past that are lesser-known. Join us for this showcase on 17-20 March! Location: The Plaza, National Library 100 Victoria Street, 188064
	The "Singapore Family History Writing Competition" invites you to create your family tree chart to preserve your own memories and the nation's. Download the chart below and use it as a basis to fill in details of your family members. Send in your entries now and win prizes.

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Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write 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. What is one event that happened in your school recently which makes you proud?

2. 'Failure causes some to break, others to break records'. Do you find this to be true among teenagers?

3. What are some objects from childhood that have significance to you?

4. Would you like to be a tourist to Space? Discuss.

- END OF PAPER -

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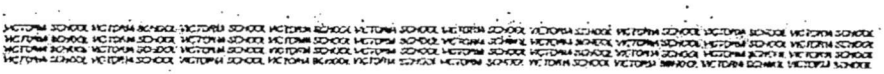
Name _____ Class _____ Register Number _____

1128/02

15/S3A1/EL/2

ENGLISH LANGUAGE
PAPER 2

Thursday 30 APRIL 2015 1 hour 50 minutes





VICTORIA SCHOOL
SEMESTRAL ASSESSMENT ONE
SECONDARY THREE

INSTRUCTIONS TO CANDIDATES

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

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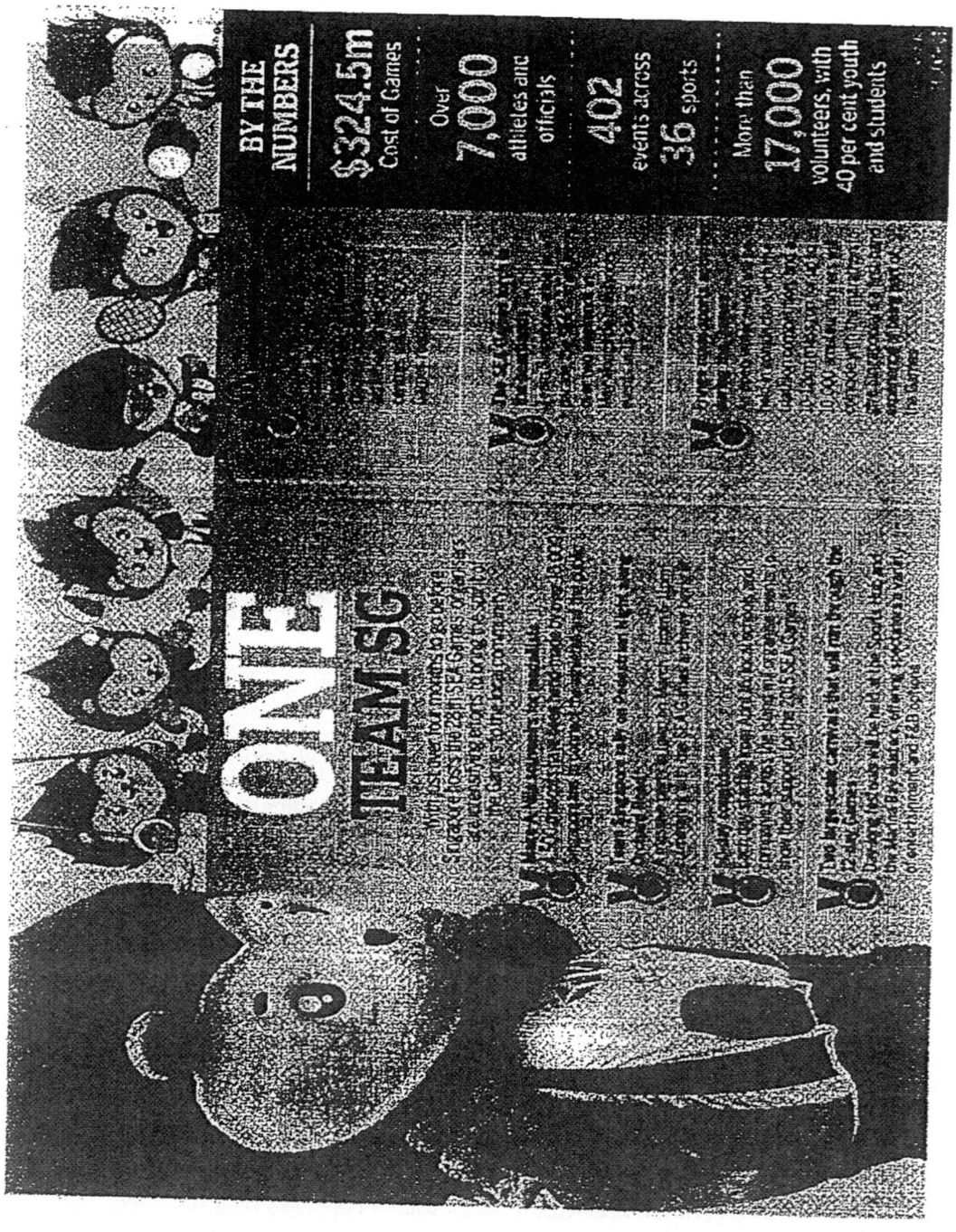
Setter: Mr Raphael Ong

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Section A

Text 1

Study the information sheet below and answer Questions 1-4 in the Question Paper.



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Section B

Text 2

The text below describes the experience of Wing on his first day as a recruit serving the Singapore Armed Forces. Read it carefully and answer Questions 5 – 17.

1 The grassroots leaders, with immaculate hair and shirts, sat in a strict row on the stage, with the Member of Parliament (MP). The bright sun's late morning rays brushed life into the potted plants. The official speaking was encouraging the recruits to do their best during their period of conscription. Wing couldn't decide if the official was smiling or squinting at the light. The herd of young men, restless and uncertain, stood on the basketball court of the community centre. Relatives of the conscripts were in the audience, more anxious about identifying their close ones than in the sending off ceremony.

2 "Finally, do your best for your country and for your parents. I have faith that all of you here today will come out as fine soldiers and gentlemen. Thank you." The applause was feeble and quickly drowned by the sudden rousing fanfare played over the audio system.

3 Charted buses ferried the recruits to where they boarded three-tonners headed for Pulau Tekong. Under the dimness of the green canopy, everyone was quiet, anticipating the discipline that was expected of them. The corporal who sat at the end of the lorry told them to sing. The recruits hurriedly conferred with one another on songs that they were familiar with. Finally they settled on a national jingle and belted it out loudly but mechanically. Those who knew the lyrics sang a little louder. But after five minutes, they were at a loss again and still did not know each other any better. By the time they reached Changi jetty, the silence had grown louder.

4 They were asked to dismount and await instructions. Wing was excited as he had been studying all his life and was anxious for something different. More than that, he had never been away from home. "Stand up!" barked a sergeant who had just appeared. The recruits, stunned but compliant, got up hurriedly. One of them, his legs weak from pins and needles, fell down. He was quickly supported by those around him. "I'm Sergeant Effendi, one of your section leaders and I will be with you for the next three months. All of you are, from now on, recruits of Platoon 21 of Foxtrot company. Do I make myself clear?' The group answered in staggered unison.

5 Sergeant Effendi briefed them on administrative details and led them onto the launch which would bring them to the island. They waited for over an hour before it was filled. Some of the recruits who were friendlier introduced themselves to the others. By the time the vessel was ready to move, it was packed. The soldiers were so close together that their knees were pressed against one another's. At that moment, Wing felt he had a sense of what it felt to be an immigrant, travelling to Singapore in a crowded junk. It was not so much the physical discomfort; it was the sense of being with many strangers heading to the same uncertain fate.

6 "I want all the beds to be moved to the sides with a cupboard between each one," Sergeant Effendi said at the door to the bunk. "Is that understood? Twenty minutes. All of you in physical training (PT) kit outside."

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7 The forty recruits rushed to assemble their living quarters. By the end of the time limit, the bunk was still in disarray. But some who had claimed a bed as their own were starting to change out of their civilian clothes. Wing was one of the last to emerge from his bunk. Sergeant Effendi made the whole platoon run to the water tank three hundred metres away and back in half a minute. Once again, the ones who arrived first were scolded for allowing the less fit members trail behind. The platoon was punished with push-ups until everyone could chant the timing in unison.

8 The one who made them return to their feet was not Sergeant Effendi but a young Indian man. He was dressed in a white polo shirt and shorts with gold-rimmed spectacles. It was their platoon commander, Lieutenant Krishnan. He looked no older than his twenty-one years. Wing wondered about the youth of his leaders. Could young men only two or three years his senior be trusted to lead an entire platoon of men with weapons? But then, how old was considered old enough?

Adapted from Heartland by Daren Shiau

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Section C

Text 3

The text below is a young woman who is dying from a terminal disease and her desire to cryonically preserve her body. Read it carefully and answer Questions 18 – 25 in the Question Paper.

1 "Reddit[1], help me find some peace in dying young (I'm 23)," began the post under the username "pizzarules1000." A fairly recent college graduate who had studied neuroscience, Suozzi posted scans and pictures of herself to prove she was not a scam artist or a liar. Suozzi then posted a video blog about her situation and canvassed Redditors for help fulfilling her dream of being cryonically preserved. "My prognosis looks pretty bleak at this point," she wrote, "and though I am hoping to exceed the 6-10 month median survival, I have to prepare to die."

2 Those that believe in "Futurology" share a common belief that the bleeding edge of science exists in a zone that might seem unachievable now but will prove prophetic later. Believers refer to major scientific successes as proof that what was simply fiction in the past is reality now. Futurology lumps together a wide array of disciplines, many of them related to the idea of transhumanism — the process by which humans will one day be integrated with artificial intelligence (AI). Though our knowledge of it is at a primitive stage, progress has been at a fairly rapid pace. The desire to overcome one's meatbody and be uploaded into a permanent robotic avatar is part of transhumanism; "Free Your Body" could be the slogan. But not all futurology is optimistic — some predictions are for disaster. The hope of extending life is a central tenet, though.

3 In a sense, life extension is like a nonbeliever's version of heaven, an atheist's dream of eternal life facilitated by scientific innovation. To the faithful, death is just another disease that will eventually be overcome by the power of science and the intellectual capacity of the human mind. Cryonics is supposed to allow all of us who happened to be born too early to wait for a cure. There are debates about what is actually preserved by the cryonic process: A freezing process that involves producing ice crystals in the body. Currently how well cryopreservation actually preserves vital cell structures, particularly in the brain, is still a matter of debate.

4 Cryonics proponents believe death will become a reversible state when the tech catches up with what the mind can conceive. They know the odds are not good but explain it as such: With death, there is a zero percent chance of resuscitation. With cryonics, there is at least a chance, however infinitesimally small it might be.

5 There is also an understanding that most human beings are unsettled by the idea of life on Earth after death. What if the extending one's life turns out to involve mind uploading — the idea of taking the brain's information, essentially putting your personality on a new device? Mind uploading is still just hypothetical, but some hope that the mind will someday be able to exist on mechanical systems for as long as eternity. They say mind uploading makes some people uncomfortable because they don't want to consider their brain and personality equivalent to a computer program, a series of executed commands that merely happens to run on an imperfect system called the human body.

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doomed to decompose.

6 Kim Suozzi's desire for life extension is a stubborn refusal to accept her fate. She was an extremely smart young woman whose life had barely just begun when she received her diagnosis, she had exhausted all the options mainstream science had to offer. Doctors had told her that even experimental surgery on her brain stem would be pointless. The tumor would just grow back. She wrote, "I wish I could give a particularly compelling reason why I deserve another chance at life, but there's not much to say. I'm still just a kid, and hadn't even finished college when I was diagnosed."

7 Some people called it a folly, telling Suozzi to accept the inevitability of her brutally unfair death. But most Reddit posters saw it as an act of extreme hope from a rationalist who had reached the limits of rationality and wanted to keep pushing on. She signed off one post, "Live again or die trying." The next year, Suozzi's boyfriend posted an update, letting the board know that Suozzi had gotten her wish.

Reddit[1] is an entertainment, social networking, and news website where registered community members can submit content, such as text posts or direct links.

Adapted from Grantland 'Reddit, Help Me Find Some Peace in Dying Young': Cryonics, Futurology, Death, and a Wish

- END OF INSERT -

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Name _____ Class _____ Register Number _____

1128/02

15S/SA/EL/2

ENGLISH LANGUAGE
PAPER 2

Thursday 30 APRIL 2015 1 hour 50 minutes



VICTORIA SCHOOL
SEMESTRAL ASSESSMENT ONE
SECONDARY THREE

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the Question Booklet.
Write your answers in dark blue or black pen on the Question Booklet.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Read the Insert that contains Text 1, Text 2 and Text 3.
Answer **all** questions.

Write your answer for the summary question on the **Writing Paper** provided.

The Question Booklet will be collected **separately** from the summary.
The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
Section A	/5
Section B	/20
Section C	/10
Summary	/15
Total	/50

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Section A [5 marks]

Refer to the information sheet (Text 1) on page 2 for Questions 1-4

For Examiner's Use

1 What is the intended effect of the heading 'One Team SG'?

.....

..... [1]

2 What idea is the multiple illustrations of Nila at the top of the information sheet trying to establish?

.....

..... [1]

3 According to the list of events, identify **two** activities where participants will have the opportunity to meet SEA Games athletes.

.....

..... [2]

4 Which phrase gives the main purpose of the information sheet?

.....

..... [1]

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 17.

For Examiner's Use

5 The beginning of the text describes a ceremony for new conscripts.

Explain how the language used in Paragraph 1 emphasises the formality of the occasion. Support your ideas with two details from the paragraph.

.....

.....

..... [2]

6 Pick out a word in paragraph 1 which conveys the idea of impatience.

..... [1]

7 Give two reasons why the relatives of the conscripts found it hard 'identifying their close ones' (lines 7-8).

.....

.....

..... [2]

8 What does the phrase 'the applause was feeble' (line 11) suggest about the audience's attitude?

.....

..... [1]

9 'The corporal who sat at the end of the lorry told them to sing' (lines 15-16). Why do you think he wanted the recruits to do this?

.....

..... [1]

10 Give a reason why the recruits 'settled on a national jingle' (lines 17-18) as their choice of song.

.....

..... [1]

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For Examiner's Use

11 What does the phrase 'the silence had grown louder' (lines 20-21) suggest about the mood in the three-tonner?

.....

..... [1]

12 Find words in Paragraph 4 which suggest

(i) Eagerness to start anew ..... [1]

(ii) Fearful obedience ..... [1]

13 At the end of Paragraph 4, why was writer's use of the phrase 'in staggered unison' to describe the way the group answered unusual?

.....

..... [1]

14 With reference to Paragraph 5, explain why Wing felt like an immigrant on board the vessel. **Answer in your own words.**

.....

.....

..... [2]

15 In Paragraph 7, the writer describes the scene as the recruits enter their bunks for the first time. What does the phrase 'bunk was still in disarray' tell us about how the recruits were feeling?

.....

..... [1]

16 What tone is the writer creating in the phrase 'how old was considered old enough' (lines 56-57)?

.....

..... [1]

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For Examiner's Use

17 The structure of the text reflects the main stages in the narrative.
Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main Focus

entering the unknown	breaking the rules	not knowing when to stop
growing uncertainty	wise advice	an unnecessary display
	following orders	

Flow chart

Paragraph 1-2
.....[1]
↓
Paragraph 3
.....[1]
↓
Paragraph 4
A stern introduction
↓
Paragraph 5
New friendships forged
↓
Paragraph 6-7
.....[1]
↓
Paragraph 8
.....[1]

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 25

For Examiner's Use

18 In Paragraph 1, Suozzi explains her situation in Reddit. What does the phrase 'I have to prepare to die' tell us about her state of mind?

.....

..... [1]

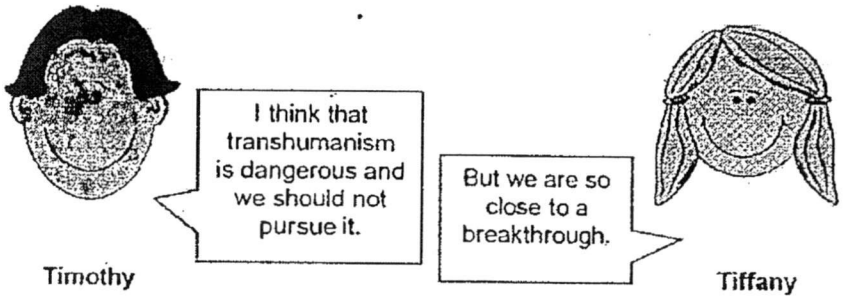
19 With reference to Paragraph 2, explain why do some feel that there is a convincing argument that Futurology is a realistic concept? **Answer in your own words.**

.....

.....

..... [2]

20 Here is a part of a conversation between two students, Timothy and Tiffany who have read the article.



(i) How would Tiffany explain her position with reference to lines 14-16?

.....

..... [1]

(ii) Identify a reason from Paragraph 2 that Timothy can give to support his view.

.....

..... [1]

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For Examiner's Use

21 The writer refers to Suozzi's 'stubborn refusal to accept her fate' (line 44). Identify two examples of this in Paragraph 6.

.....

.....

..... [2]

22 Identify a word in Paragraph 6 with same meaning as convincing.

..... [1]

23 Why did Suozzi believe that she 'deserved another chance at life' (lines 49-50). **Answer in your own words.**

.....

..... [1]

24 'But most Reddit posters saw it as an act of extreme hope from a rationalist who had reached the limits of rationality and wanted to keep pushing on.' (lines 53-54)

What does the phrase 'an act of extreme hope' suggest about the decision to preserve herself?

.....

..... [1]

25 **Using your own words as far as possible,** summarise the reasons why some believe in life extension and others are wary of it.

Use only information from paragraphs 3, 4 and 5.

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).

Those that believe in extending one's life beyond death often ..... [15]

- END OF PAPER -

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Class Register Number

Name

1128/02

15/SA1/E/P2

ENGLISH LANGUAGE
PAPER 2

Thursday 30 APRIL 2015 1 hour 50 minutes

VICTORIA SCHOOL
SEMESTRAL ASSESSMENT ONE
SECONDARY THREE

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the Question Booklet.
Write your answers in dark blue or black pen on the Question Booklet.
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Read the Insert that contains Text 1, Text 2 and Text 3.
Answer **all** questions.

Write your answer for the summary question on the **Writing Paper** provided.

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For Examiner's Use	
Section A	/5
Section B	/20
Section C	/10
Summary	/15
Total	/50

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Section A [5 marks]

Refer to the information sheet (Text 1) on page 2 for Questions 1-4			For Examiner's Use
1	What is the intended effect of the heading 'One Team SG'?		
	Highlight the need for **unity** Show that hosting the SEA Games is a **collaborative** effort **Note: A lot of answers repeated the idea of "one"(e.g. *to show readers that they are one team with the athletes*) – that's just repetition from the phrase in the question, so NO marks awarded**	[1]	
2	What idea is the multiple illustrations of Nila at the top of the information sheet trying to establish?		
	A **variety** of different sports will be on display during the SEA Games X many sports (many does not convey the idea of difference)	[1]	
3	According to the list of events, identify **two** activities where participants will have the opportunity to meet SEA Games athletes.		
	SEA Games torch in the heartlands – "Team Singapoe athletes will parade the SEA Games torch" **Fringe mass sports activities during the Games – "Open water event will be held in conjuction with the triathlon competition"** Note: key idea is to **MEET the athletes**; activities chosen must be the ones where it is clearly stated that they will meet them (not implied OR activities where it is a possibility e.g. Make a Nila)	[2]	
4	Which phrase gives the main purpose of the information sheet?		
	To bring the spirit of the Games to the local community **Note: Key word in this question is PHRASE – a lot of candidates gave sentences, especially *bring the spirit of the Games to the local community* which is an imperative**	[1]	

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 17.			For Examiner's Use
5	The beginning of the text describes a ceremony for new conscripts. Explain how the language used in Paragraph 1 emphasises the formality of the occasion. Support your ideas with two details from the paragraph.		
	'immaculate hair and shirts': Made sure their hair and shirts were perfect Took care that their hair and shirts were perfect for the occasion Dressed properly for the occasion (the idea of deliberate effort is made in improving physical appearance for the occasion) X They looked /were neat 'sat in a strict row': Chairs were carefully placed/ arranged in a straight line (Again deliberate effort is the focus) X the chairs were straight	[2]	
6	Pick out a word in paragraph 1 which conveys the idea of impatience.		
	Restless	[1]	
7	Give two reasons why the relatives of the conscripts found it hard 'identifying their close ones' (lines 7-8).		
	1.Bright sun 2.The young men were in a herd/many and in a group X bald/ same haircut/ same uniform/ many people	[2]	
8	What does the phrase 'the applause was feeble' (line 11) suggest about the audience's attitude?		

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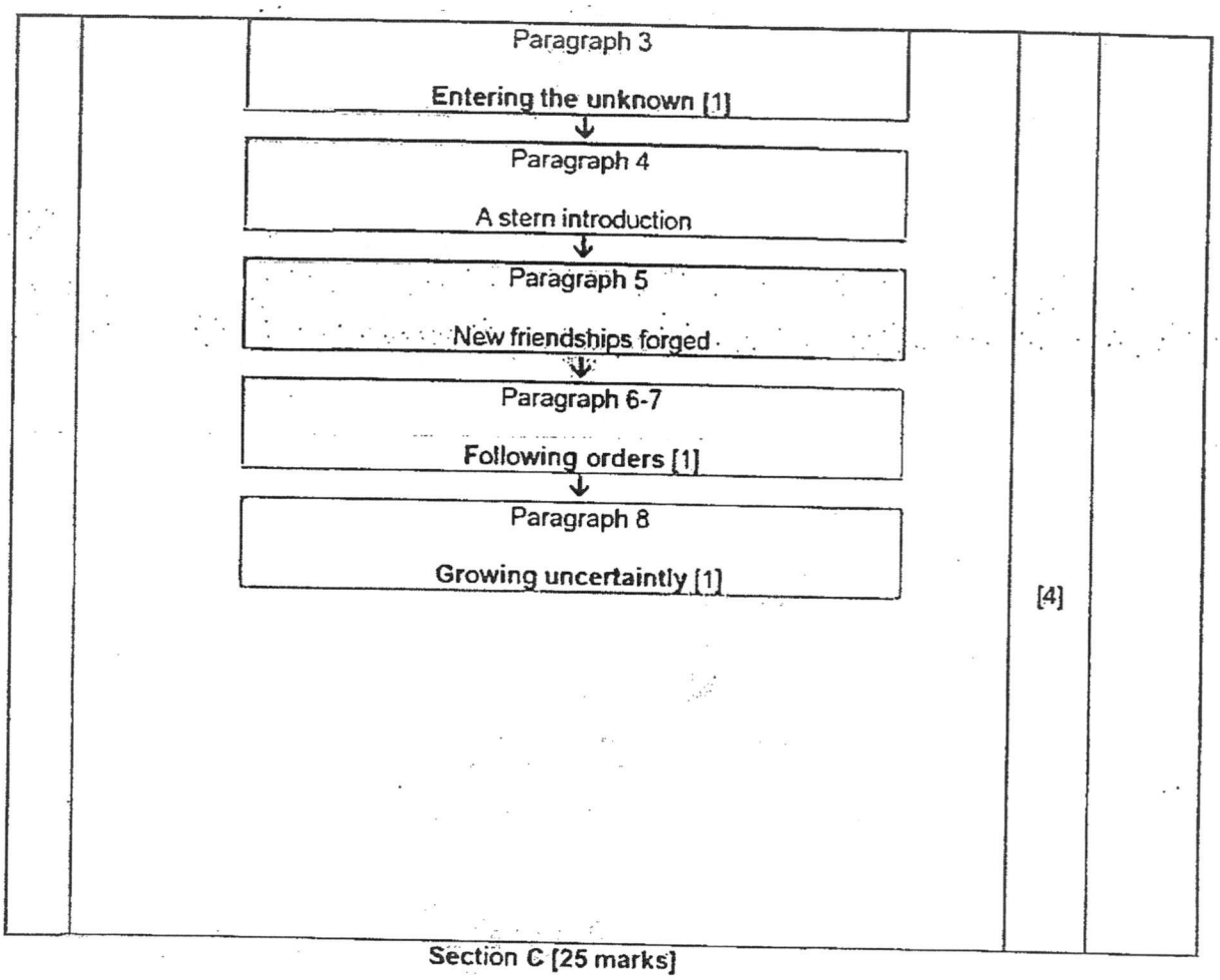
	Disinterest/ uninterested / indifferent **Not enthusiastic/ excited /focussed/ eager** **X lazy and not interested** **X not happy/ serious / exciting/ impressed/ supportive/ energetic**	[1]	
9	'The corporal who sat at the end of the lorry told them to sing' (lines 15-16). Why do you think he wanted the recruits to do this?		
	Bond/ form friendships/ build on teamwork /break the ice/ get to know one another **X relax/ break the silence /lift their spirits**	[1]	
10	Give a reason why the recruits 'settled on a national jingle' (lines 17-18) as their choice of song.		
	Their nationality was the only thing that was common/ familiar/ popular in the group **X appropriate/ display patriotism**	[1]	
			For Examiner's Use
11	What does the phrase 'the silence had grown louder' (lines 20-21) suggest about the mood in the three-tonner?		
	Solemn/ sombre/ awkward **X tense/ sad /dull/ confused/ nervous**	[1]	
12	Find words in Paragraph 4 which suggest		
	(i) **Eagerness to start anew 'Anxious for something different'**	[1]	
	(ii) **Fearful obedience 'Stunned but compliant'**	[1]	
13	At the end of Paragraph 4, why was writer's use of the phrase 'in staggered unison' to describe the way the group answered unusual?		
	Unusual: Staggered means the opposite of unison/ it is unsual for the two words of opposite/ contrasting meaning to be used together	[1]	
14	With reference to Paragraph 5, explain why Wing felt like an immigrant on board the vessel. **Answer in your own words.**		

being with many strangers	**Was with a great number of people he did not know**

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	heading to the same uncertain fate	**were <u>unsure</u> of <u>what lay ahead for them / destiny/ future</u>** **X unknown destination/ place**	[2]	
15	In Paragraph 7, the writer describes the scene as the recruits enter their bunks for the first time. What does the phrase 'bunk was still in disarray' tell us about how the recruits were feeling?			
	State of panic/ flustered/ anxious/ worried/ scared/ nervous **Xconfused/ stressed**		[1]	
16	What tone is the writer creating in the phrase 'how old was considered old enough' (lines 56-57)?			
	Contemplative/ reflective **X questioning/ curious/ incertainty/ doubt/ unusual**		[1]	
				For Examiner's Use
17	The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use. **Main Focus** entering the unknown / breaking the rules / not knowing when to stop growing uncertainty / wise advice / an unnecessary display following orders **Flow chart** Paragraph 1-2 **An unnecessary display** [1] ↓			

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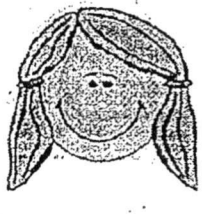


[4]

Section C [25 marks]

	Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 25		For Examiner's Use
18	In Paragraph 1, Suozzi explains her situation in Reddit. What does the phrase 'I have to prepare to die' tell us about her state of mind?		
	Calm/ pragmatic/ realistic/ accepted her fate/ prepared to face her fate **X not afraid** **Note: a lot of candidates gave the opposite answer (e.g. she was NOT ready) which is a clear misreading of the text**	[1]	
19	With reference to Paragraph 2, explain why do some feel that there is a convincing argument that Futurology is a realistic concept? Answer in your own words.		
	big scientific **leaps** **1m if both words are changed**	**Huge/major/significant/noteworthy/important scientific advances/achievements/successes/**	[2]

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	were once considered impossible 1m to change one word	accomplishments Were in the past unbelievable/ unrealistic/ previously thought to be a dream Note: most of the candidates were not able to score this mark, as a lot did not rephrase "impossible" Also, for those who did attempt to rephrase, the rephrase was not done accurately X fiction X unreal X fake X false		
20	Here is a part of a conversation between two students, Timothy and Tiffany who have read the article.			
	 I think that transhumanism is dangerous and we should not pursue it. Timothy But we are so close to a breakthrough.  Tiffany			
	(i) How would Tiffany explain her position with reference to lines 14-16?			
	process by which humans will one day be integrated with artificial intelligence (AI), Though our knowledge of it is at a primitive stage, progress has been at a fairly rapid pace	Progress in transhumanism has been at a fairly rapid pace	[1]	
	(ii) Identify a reason from Paragraph 2 that Timothy can give to support his view.			
	Not all futurology is optimistic — some predictions are for disaster		[1]	
				For Examiner's Use
21	The writer refers to Suozzi's 'stubborn refusal to accept her fate' (line 51). Identify two examples of this in Paragraph 6.			
	1m: she had exhausted all the options mainstream science had to offer			

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	1m: she even wanted to try experimental surgery even though doctors said it would be useless Note: a lot of candidates weren't able to get the second mark. A lot of answers were incomplete – I need to see an evidence of ACTION (her wanting to opt for the surgery EVEN THOUGH it wouldn't work)	[2]	
22	Identify a word in Paragraph 6 with same meaning as convincing.		
	compelling	[1]	
23	Why did Suozzi believe that she 'deserved another chance at life' (lines 49-50). Answer in your own words.		
	Young Note: a lot of candidates chose to rephrase this as "*she was just a mere child*" → that's NOT what Suozzi was implying when she declared that "I'm just still a kid" !!	[1]	
24	'But most Reddit posters saw it as an act of extreme hope from a rationalist who had reached the limits of rationality and wanted to keep pushing on.' (lines 53-54) What does the phrase 'an act of extreme hope' suggest about the decision to preserve herself?		
	Did not have much chance of succeeding/ low probability/ almost impossible/ may be impossible/ low chance/ most likely to fail OR Stubborn/unwilling to let go of life/ persistent/ desperate/ refused to resign to her fate/ irrational X risky X last resort Note: a lot candidates answered that it was a futile attempt/ it was not going to work. However, that is NOT conveyed by the phrase – rather what needs to	[1]	
25	Using your own words as far as possible, summarise the reasons why some believe in life extension and others are wary of it. Use only information from paragraphs 3, 4 and 5. 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).		
	Those that believe in extending one's life beyond death often	[15]	

1	dream of eternal life	everlasting life
2	born too early to wait for a cure	wait for a solution

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	3	what is actually preserved by the cryonic process	what is conserved		
	4	how well cryopreservation actually preserves vital cell structures	how well cryopreservation actually protects important cell formations		
	5	death will become a reversible state OR will eventually be overcome by the power of science and the intellectual capacity	death will become a variable/revocable state		
	6	odds are not good	chances are not good		
	7	there is at least a chance	at least a possibility		
	8	unsettled by the idea of life on Earth after death	uncomfotable by the concept of existance on Earth after death		
	9	mind will someday be able to exist on mechanical systems for as long as eternity	mind will someday be able to survive on mechanical systems forever		
	10	don't want to consider their brain and personality equivalent to a computer program	don't want to think that their thoughts and character equal to a computer program		

- END OF PAPER -

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