Name: ..... ( ) **Class:** .....

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE (1128/01)
INSERT

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LEVEL:	Secondary 3 Express	**DATE:**	6 May 2019
CLASS(ES):	Secondary 3/1, 3/2 and 3/4 (SBB & OOS)	**DURATION:**	1 hour 50 min

Additional Materials provided: NIL

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until you are told to do so.

Write your name, index 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 and tape.

This insert contains **Section A**.
Write your answers in the spaces provided.
Fasten the completed **Section A** insert to the top of your writing papers.

For Examiner's use:	
Section A	**/ 10**
Section B	**/ 30**
Section C	**/ 30**
Total	**/ 70**

This insert consists of 2 printed pages including this page.

[Turn over]

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about black holes. 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 2 pm. — at

My mother always wears sensible clothes. — ✓

A black hole is not truly a hole. It's quite the opposite. A black hole is a

place in space containing a enormous amount of mass packed very tightly **1** .....

together. It has the capacity to draw in most mass all the time. These **2** .....

objects had so much mass – and therefore gravity – that nothing can **3** .....

escape them, not even light. That make them some of the most extreme **4** .....

objects in the universe. Most black holes form after a giant star, one at **5** .....

least 10 times as massive as our sun, runs out of fuel and collapses. A **6** .....

star shrinks and shrinks and shrinks, eventually, it forms a tiny dark point. **7** .....

This are known as a stellar-mass black hole. Now much smaller than the **8** .....

star that make it, this black hole still has the same mass and gravity. Our **9** .....

galaxies, the Milky Way, may have some 100 million such black holes. **10** .....

Astronomers estimate a new one forms every second.

Adapted from https://www.sciencenewsforstudents.org/article/explainer-what-are-black-holes

--------- End of Insert ---------

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Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE (1128/01)

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LEVEL:	Secondary 3 Express	**DATE:**	6 May 2019
CLASS(ES):	Secondary 3/1, 3/2 and 3/4 (SBB & OOS)	**DURATION:**	1 hour 50 min

Additional Materials provided: A 2-Page Insert
4 sheets of writing paper

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page and on all sheets of writing paper used.

Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid or tape.

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 itself.

For **Section B** and **Section C**, write your answers on the separate writing paper provided.

At the end of the examination, tie Section A together with the writing paper.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

This Question Paper consists of 4 printed pages including this page.

[Turn over]

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Section B [30 marks]

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

Look at the poster about Singapore's nomination of Singapore's Hawker Culture as a national cultural heritage, study the information carefully and plan your answer before beginning to write.

Hawker centres are an integral part of Singaporeans' multicultural way of life. They are spread across our island and serve as "community dining rooms", where friends and families gather, interact and bond over their shared love for food. The school's student body has decided to support the Heritage Board in having Singapore's hawker culture recognised as a UNESCO* Cultural Heritage of Humanity.

As the President of the school's student body, you have been tasked to write to the Heritage Board expressing the school's support of the nomination.

In your letter, you should include the following:

- Explain why you think the hawker culture in Singapore is deserving of the nomination
- Suggest two programmes that the school can plan and organise to support the nomination
- Select two hawker dishes and explain why you think they best represent Singapore's hawker tradition.

You may add any other details you think will be helpful.

Write your letter in **clear, accurate English**, and in a **formal** but friendly tone. Begin your letter with 'Dear Sir/Madam'.

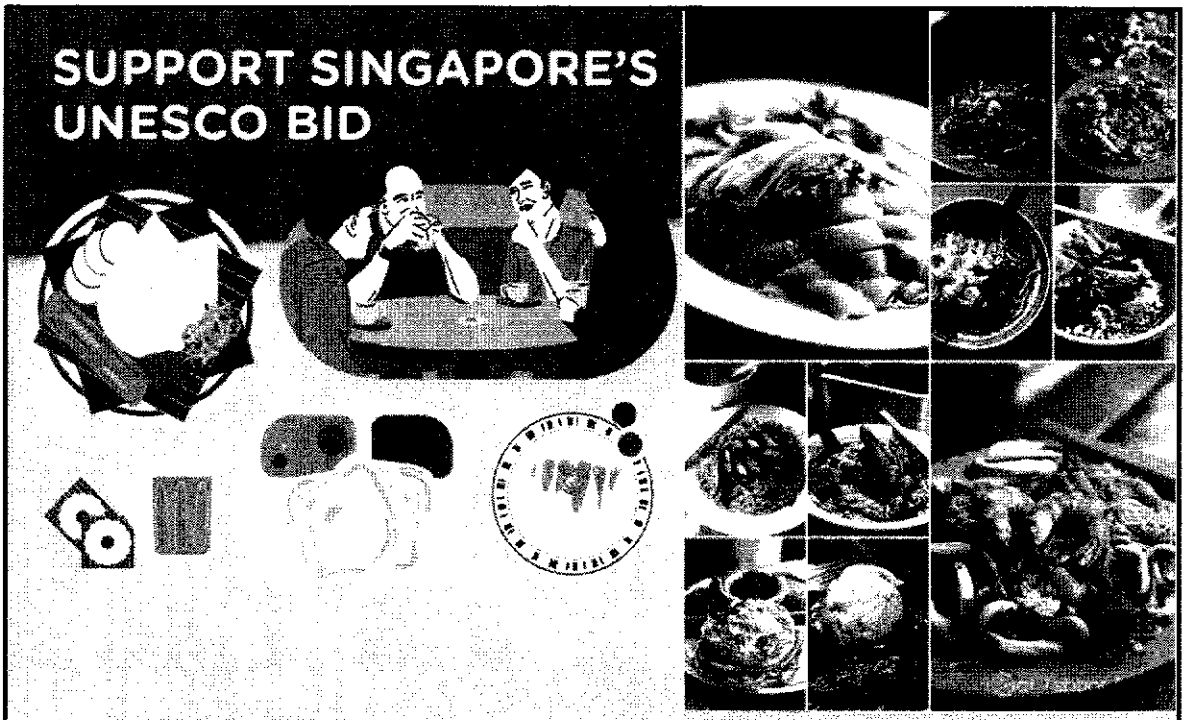
You should use your own words as much as possible.

* United Nations Educational, Scientific and Cultural Organisation

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SUPPORT SINGAPORE'S UNESCO BID



Evolved from street food culture, hawkers and hawker centres have become markers of Singapore as a multicultural city-state. During the formative years of Singapore's independence, hawkers and local communities, with the assistance of the government, came together to develop hawker centres, providing stable livelihoods for hawkers and affordable meals for the population. Today, hawker centres across Singapore continue to serve the needs of diverse communities in residential, recreational and business districts.

Hawker culture is enabled by hawkers in Singapore, who hold the culinary practices associated with food dishes prepared at hawker centres. The food reflects the multicultural make-up of Singapore, comprising mainly Chinese, Malay and Indian as well as various other cultures. Hawkers in Singapore take inspiration from the mixing of cultures, experimenting and adapting dishes to local tastes and context, reflecting a living food heritage through generations. Iconic hawker food include rojak (local salad dish), laksa (spicy noodle soup), satay (skewered meat), roti prata (flat bread with stretched dough and ghee), chicken rice, char kway teow (stir-fried flat noodles) and many other dishes.

Help us by supporting Singapore's bid to have our hawker culture recognised as a cultural heritage by writing to:
https://www.oursgheritage.sg/hawker-culture-public-support/

A Collaborative Effort by:

National Heritage Board

National Environment Agency

新加坡全國商聯總會
THE FEDERATION OF MERCHANTS' ASSOCIATIONS, SINGAPORE

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Section C [30 marks]

Begin your answer on a new sheet of paper.

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

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

1 Describe a memorable occasion when a great disappointment turned out to be a blessing in disguise. Why has this event remained in your memory?

2 "Schools should start later to help students get enough sleep." Do you agree?

3 What are some of the advantages and disadvantages of being a teenager in Singapore?

4 Write about a time when you learnt a valuable lesson from one of your parents. How will this lesson help you later on in life?

--------- End of Paper ---------

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ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMNINATION 2019

SECONDARY 3 EXPRESS
ENGLISH LANGUAGE (1128/02)

INSERT

This Insert consists of 6 printed pages including this page.

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Section A

Text 1

Study the website below and answer Questions 1 – 4 in the answer booklet.

Perhentian Marine Research Sta... ×

https://www.perhentianmarineresearch.com

Perhentian Marine Research Station – Volunteer eco-tourism at its best.

The Perhentian Marine Research Station (PMRS) is an eco-research station located on an island, Pulau Perhentian Kecil, in Trengganu, Malaysia. Volunteer tourists get to do reef cleaning, photo identification of turtles and maintain a coral nursery.



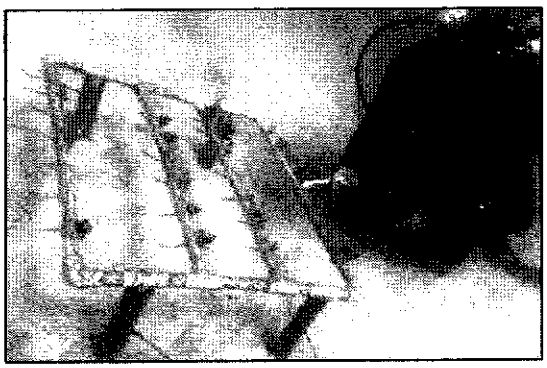
Diver Training and Certification

Duration	Category
1 week	Certified divers
2 weeks	Non-divers

For non-divers, training will be provided before the start of the volunteer experience. The dive school on the island will train you to become a certified diver. By using the established dive centre to run our courses we build stronger bonds with the wider island community and help to keep the locals employed – a win-win situation.

As a participant, you will:

- Take underwater photos and contribute to our ever-growing turtle photo ID database.
- Help preserve other countless species around the island's waters.
- Get to learn methods of protecting and growing the coral reefs.
- Discover and understand the local culture of Malaysia.



Coral Rehabilitation Method
This technique includes attaching coral to a PVC frame, allowing the coral to grow making a new reef.



Photo ID
Contribute to our turtle photo ID database by taking pictures of the marine life underwater.

Adapted from https://www.perhentianmarineresearch.com/volunteer-with-us

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Section B

Text 2

The text below describes a young girl's experience with horses. Read it carefully and answer Questions 5 – 15 in the Answer Booklet.

1 When Grandpa was a young man, there had been herds of livestock spread across the mountain, and they were tended to on horseback. Grandpa's ranching horses were the stuff of legend. Seasoned as old leather, they moved their burly bodies delicately, as if guided by the rider's thoughts. Their massive muscles rippling from under their freshly groomed pelt and powerful legs. Their movement was slippery-smooth, rhythmic with absolute single-minded purpose. It was terrible in its gorgeousness, the flight of the horse.

2 At least, that is what I was told. I never saw them. As Grandpa got older, he ranched less and farmed more, until one day he stopped ranching. He had no need for horses, so he sold the ones that had value and set the rest loose. They multiplied and by the time I was born, there was a whole herd of wild horses on the mountain.

3 Richard called them dog-food horses. Once a year, Shawn, Richard and I would help Grandpa round up a dozen or so to take to the auction in town, where they would be sold. Some years Grandpa would look out over the small, frightened herd bound for the meat grinder, at the young stallions pacing, coming to terms with their first captivity, and a hunger to a bygone era would appear in Grandpa's eyes. Then he would point to one and say, "Don't load that one. That one we'll break"

4 Feral horses do not yield easily, not even to a man like Grandpa. My brothers and I would spend weeks, even months, earning their trust, just so we could touch it. Then we would stroke its long face and gradually, over more weeks, work our hands around its wide neck and down its muscular body. After a month of this, we would bring out the saddle. The horse would toss its head suddenly and with such violence that the halter would snap or the rope would break. Once a large copper stallion destroyed the corral fence, smashed through it as if it were not there, and came out the other side bloody and bruised.

5 We tried not to name them, these beasts we hoped to tame, but we had to refer to them somehow. The names we chose were descriptive, not sentimental: Big Red, Black Mare, White Giant. I was thrown from dozens of these horses as they bucked, reared, rolled or leapt. I hit the dirt in a hundred sprawling postures, each time righting myself in an instant and skittering to the safety of a tree, tractor or fence, in case the horse was feeling vengeful.

6 We never triumphed; our strength of will faltered long before theirs. We got some so they would not buck when they saw the saddle, and a few who would tolerate a human on their back for jaunts around the corral – not even Grandpa dared ride them on the mountain. Their natures had not changed. They were pitiless, powerful avatars from another world. To mount them was to surrender your footing, to move into their domain. To risk being borne away.

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7 The first domesticated horse I ever saw was a bay gelding, and it was standing next to the corral, nibbling sugar cubes from Shawn's hand. It was spring, and I was fourteen. It had been many years since I had touched a horse.

8 The gelding was mine, a gift from a great-uncle on my mother's side. I approached warily, certain that as I moved closer the horse would buck, or rear, or charge. Instead it sniffed my shirt, leaving a long, wet stain. Shawn tossed me a cube. The horse smelled the sugar, and the prickles from his chin tickled my fingers until I opened my palm.

9 "Wanna break him?" Shawn said.

10 I did not. I was terrified of horses, or I was terrified of what I thought horses were – that is, thousand-pound demons whose only ambition was to dash a human's brain against rock. I told Shawn he could break the horse. I would watch from the fence.

11 I refused to name the horse, so we called him the Yearling. The Yearling was already broke to a halter and lead, so Shawn brought out the saddle that first day. The Yearling pawed the dirt nervously when he saw it; Shawn moved slowly, letting him smell the stirrups and nibble curiously at the horn. Then Shawn rubbed the smooth leather across his broad chest, moving steadily but without hurry.

12 "Horses don't like things they can't see," Shawn said, "best to get him used to the saddle in front. Then when he's comfortable with it, with the way it smells and feels, we can move it around back."

13 An hour later the saddle was cinched. Shawn said it was time to mount, and I climbed onto the barn roof, sure that the corral would descend into violence. When Shawn hoisted himself into the saddle, the Yearling merely skittered. His front hooves raised a few inches off the dirt, as if he had pondered rearing but thought better of it, then he dropped his head and his hoofs stilled. In the space of a moment, he had accepted our claim to ride him, to his being ridden. He had accepted the world as it was, in which he was an owned thing. He had never been feral, so he could not hear the maddening call of that other world, on the mountain, in which he could not be owned, could not be ridden.

14 I finally named the yearling, Bud. Every night for a week, I watched Shawn and Bud gallop through the corral in the grey haze of dusk. Then, on a soft summer evening, I stood next to Bud, grasping the reins while Shawn held the halter steady, and stepped into the saddle.

Adapted from 'Educated' by Tara Westover

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Section C

Text 3

The text below is about productive students. Read it carefully and answer Questions 16 – 24 in the Answer Booklet.

1 Is there someone in your class who seems unusually productive? Someone who gets a huge amount done – without working longer?

2 Super-productive students are in every school. The most productive read five times more than their peers, according to research. The research also found that the best student can handle three times as much work as the average student.

3 How do they do it? That's what their peers usually wonder. We wanted to know too.

4 We collected data from over 7,000 students who were rated by their teachers on the level of their productivity and 48 specific behaviours. Each student was also rated by an average of 11 other people, including peers, parents, and others. We identified the specific behaviours that were correlated with high levels of productivity – the top 10% in our sample – and then performed an analysis.

5 Seven consistent traits or behaviours emerged that identified the skills that the most productive students have.

6 Productive students set stretch goals for themselves. Think about your last school holiday. Did you decide to do some extra study after your homework assignments? Maybe you played video games on your mobile or maybe you went onto social media for the whole day. Or maybe you selected a major assignment or project to tackle and were amazed at how much you were able to accomplish in a day.

7 A big project encourages you to pick up your pace and eliminate all distractions. There is some great magic that occurs when students become riveted by the thought of achieving a stretch goal. The students in our study who got the most done made setting stretch goals a habit.

8 Productive students show consistency. We all know students who are 100% reliable. If they say, "It will be done," it will get done. In our study, the most productive students did not see their productivity ebb and flow over time; they did not procrastinate only to pull all-nighters, sacrificing sleep. Instead, they figured out how to consistently deliver results, week after week and month after month. There was a cadence and a rhythm to their work that seemed to keep them going.

9 Few things kill productivity faster than a lack of knowledge or expertise. Productive students have knowledge and technical expertise. When you know what you are doing, you do not have to sacrifice quality for speed. You can get things done both quickly and well. Some students need to spend time searching online for a good tutorial, or asking a fellow classmate for advice. However, the most productive students in our study did not hesitate to ask for help from an expert, like a teacher, when they needed it. They also

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intentionally acquired new information from different sources and worked to expand their expertise. That helped them be skilful, knowledgeable and quick.

10 Productive students are motivated for results, willing to accept responsibility for accomplishing goals and to work at a reasonable pace to achieve good results. They have a great desire for getting results sooner and quicker. They are overjoyed to be able to check something off their to-do list. They are competitive and they compete not only with their classmates but also with themselves to beat their own best.

11 The most productive students are great problem-solvers. They come up with solutions and accomplish work more efficiently. They also tend to anticipate problems or gaps in their knowledge and begin finding solutions in advance, and so avoid some of the problems that other students run into. Social psychologists call this mental contrasting – thinking about what you want to achieve and what might get in the way of you achieving it – and have found that it helps students achieve their goals.

12 They take initiative. For many students, the hardest part of getting an assignment done is starting. The most productive students start quickly, and they never wait to be told to begin. Indeed, their bias for action can get them into trouble sometimes – they might start executing a project before all the other classmates or team mates have bought in. Their teachers rarely complain, because their results tend to speak for themselves.

13 So far it might sound like we are describing a student who is a brilliant individual worker but cannot work well with others. That is not what our study showed. In today's complex education system, very little gets done by someone acting alone. Everything is highly interdependent. The most productive students in our study were highly collaborative and worked well with others. They did not have to spend a lot of time soothing ruffled feathers, because they did not ruffle many feathers in the first place.

14 If you want to be more productive yourself, take a look at this list and ask if there's something you can improve. Do you struggle to get started? Could you be more consistent with your work? If you are trying to help one of your classmates get more done, ask yourself if there is something that could help. Maybe your classmate is working hard but does not have the skills they need to really increase their productivity. Can you help them get those skills? Can you help them set motivating stretch goals?

15 The most productive student might seem to get it all done through magic – or taking shortcuts - like copying or handing in slip-shod work. As it turns out, extreme productivity is just a set of skills, skills that students can acquire and use.

Adapted from https://hbr.org/2018/04/7-traits-of-super-productive-people

--------- End of Insert ---------

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MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE (1128/02)

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LEVEL: Secondary 3 Express **DATE:** 6 May 2019

CLASS(ES): Secondary 3/1, 3/2 and 3/4 (SBB & OOS) **DURATION:** 1 hour 50 min

Additional Materials provided: A 6-Page Insert

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until you are told to do so.

Write your name, index 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 and tape.

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

The Insert and the Answer Booklet will be collected separately.

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	/ 25
Total	/ **50**

This Answer Booklet consists of 8 printed pages including this page.

[Turn over]

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Section A [5 marks]

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

1 Who is the webpage aimed at?

..... [1]

2 Look at the photograph at the top right-hand corner of the poster. How does this photograph help to attract the attention of the reader?

..... [1]

3 Refer to the section headed **Diving Training and Certification**. What does the phrase 'win-win situation' indicate about the objectives of the research station?

.....

.....

..... [1]

4 Refer to the section headed **As a participant, you will**. State **two** ways in which a participant will benefit from volunteering at the research station.

(i) .....

..... [1]

(ii) .....

..... [1]

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Section B [20 marks]

Refer to Text 2 from pages 3 – 4 of the Insert for Questions 5 – 15.

5 At the beginning of the text, the writer describes the horses her grandfather owned. Explain how the language used in Paragraph 1 indicates the writer's thoughts and feelings towards the horses.

Support your ideas with **three** details from Paragraph 1.

.....

.....

.....

.....

.....

..... [3]

6 In Paragraph 2, the writer says, 'At least, that is what I was told. I never saw them'. With reference to Paragraph 1, what is ironic about this statement in Paragraph 2?

.....

.....

..... [2]

7 According to Paragraph 3, what would happen to the wild horses after they were sold off at the auction?

.....

..... [1]

8 Towards the end of Paragraph 3, the writer describes her grandfather's reaction to watching the captured horses, such that 'a hunger to a bygone era would appear in Grandpa's eyes.' Explain **in your own words** what this 'hunger' was.

.....

..... [1]

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9 Which **two** expressions in Paragraph 4 suggest that the horses were difficult to tame?

(i) ..... [1]

(ii) ..... [1]

10 In Paragraph 5, why do you think the writer and her siblings 'tried not to name' the horses that they wanted to tame?

.....

..... [1]

11 In Paragraph 6, the writer says, 'We never triumphed; our strength of will faltered long before theirs. We got some so they would not buck when they saw the saddle, and a few who would tolerate a human on their back for jaunts around the corral – not even Grandpa dared ride them on the mountain.'

Which word or phrase in the given sentences above describes the interactions between the writer's family and the animals.

Descriptions	Word or phrase from the passage
(i) not winning	
(ii) accept for a while	

[2]

12 Which **two consecutive** words in Paragraph 8 suggests that the writer was being cautious?

..... [1]

13 In Paragraph 10, the writer says, 'I was terrified of what I thought horses were – that is, thousand-pound demons whose only ambition was to dash a human's brain against rock.'

What is unusual and effective about this sentence?

.....

.....

.....

..... [2]

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14 In Paragraph 13, the writer thinks to herself that 'the corral would descend into violence'. What does this suggest about her thoughts on her brother's ability to ride the yearling?

..... [1]

15 The structure of the text reflects the main stages of the writer's experience with horses. Complete the flow chart by choosing one phrase from the box to summarise the writer's dominant experience at each stage of the narrative. There are some extra phrases in the box that you do not need to use.

The writer's experiences

making a horse comfortable	hurting horses
caution and fear of horses	taming of horses
in awe of horses	accepting of horses

Flow chart

Paragraphs 1 – 2	**(i)** .....
↓	
Paragraphs 3 – 6	**(ii)** .....
↓	
Paragraphs 7 – 10	**(iii)** .....
↓	
Paragraphs 11 – 12	**(iv)** .....

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 16 – 24.

16 Paragraph 1 begins with two rhetorical questions. Why did the writer begin the text with rhetorical questions?

..... [1]

17 Which **three-word** phrase in Paragraph 2 suggests that the details in the text are authentic?

..... [1]

18 In Paragraph 4, besides teachers' ratings, how did the researchers ensure that the data they collected on the students were unbiased.

.....

..... [1]

19 From Paragraph 7, what did the writer mean by 'some great magic that occurs' when describing students with a stretch goal?

.....

..... [1]

20 From Paragraph 8, what does the phrase 'pull all-nighters' mean?

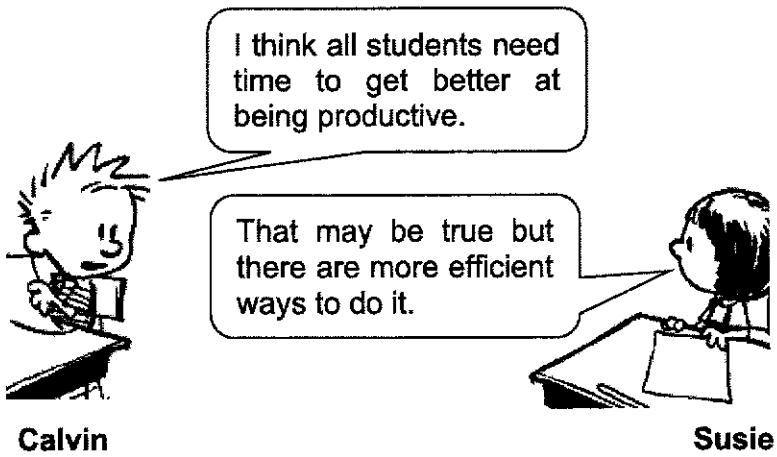
.....

..... [1]

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21 Here is a part of a conversation between two friends, Calvin and Susie who have read the article.



From Paragraph 9:

(i) Give a piece of evidence to explain why Calvin might say that.

.....

..... [1]

(ii) **In your own words**, explain why Susie might think that way.

.....

..... [1]

22 In Paragraph 10, find **two consecutive** words that have the same meaning as 'accomplishing goals'.

..... [1]

23 From Paragraph 14, suggest **two** ways in which you can develop the skill to become more productive.

(i) ..... [1]

(ii) ..... [1]

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24 **Using your own words as far as possible,** summarise the skills and behaviours that a productive student has.

Use information only from Paragraphs 6 to 13.

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

Productive students tend to .....

.....

.....

.....

.....

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.....

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..... No. of words: [15]

---------- End of Paper ----------

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ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019
ENGLISH LANGUAGE (1128/01)
SECONDARY 3 EXPRESS INSERT ANSWER SCHEME

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about black holes. 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 2 pm. — at

My mother always wears sensible clothes. — ✓

A black hole is not truly a hole. It's quite the opposite. A black hole is a
place in space containing (a) enormous amount of mass packed very tightly
together. It has the capacity to draw in (most) mass all the time. These
objects (had) so much mass – and therefore gravity – that nothing can
escape them, not even light. That (make) them some of the most extreme
objects in the universe. Most black holes form after a giant star, one at
least 10 times as massive as our sun, runs out of fuel and collapses. (A)
star shrinks and shrinks and shrinks, eventually, it forms a tiny dark point.
This (are) known as a stellar-mass black hole. Now much smaller than the
star that (make) it, this black hole still has the same mass and gravity. Our
(galaxies,) the Milky Way, may have some 100 million such black holes.
Astronomers estimate a new one forms every second.

1. **an (article)**
2. **more (comparative)**
3. **have (tense)**
4. **makes (SVA)**
5. ✓
6. **The (article)**
7. ✓
8. **is (verb)**
9. **made (tense)**
10. **galaxy (WF)**

Adapted from https://www.sciencenewsforstudents.org/article/explainer-what-are-black-holes

---------- End of Answer Scheme ----------

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ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019
ENGLISH LANGUAGE (1128/02)
SECONDARY 3 EXPRESS ANSWER SCHEME

Section A [5 marks]

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

1 Who is the webpage aimed at?

The webpage is aimed at tourists who want to be volunteers (at the Perhentian Research Station). [1]

2 Look at the photograph at the top right-hand corner of the poster. How does this photograph help to attract the attention of the reader?

The picture shows happy smiling volunteers.
OR
It looks like the volunteers are going out on an exciting adventure. [1]

3 Refer to the section headed **Diving Training and Certification**. What does the phrase 'win-win situation' indicate about the objectives of the research station?

That their objective is to create an environment where both the volunteers/tourists and the locals mutually benefit.
OR
Stronger bonds between the volunteers/tourists and the island community will be built and there will be job opportunities for the locals. [1]

4 Refer to the section headed **As a participant, you will**. State **two** ways in which a participant will benefit from volunteering at the research station.

(i) They will learn how to protect and grow coral reefs [1]

(ii) They will discover and understand Malaysian culture. [1]

DNA: 'Take underwater photographs' and 'Preserve other countless species' both are not benefits, these are their contributions.

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Section B [20 marks]

Refer to Text 2 from pages 3 – 4 of the Insert for Questions 5 – 15.

5 At the beginning of the text, the writer describes the horses her grandfather owned. Explain how the language used in Paragraph 1 indicates the writer's thoughts and feelings towards the horses.

Support your ideas with **three** details from Paragraph 1.

- **"Stuff of legend" suggests that the writer thought her grandfather's horses had a reputation.**
- **"Moved their burly bodies delicately" suggests that she thought they were nimble/ agile despite their bulk/size.**
- **"Massive muscles rippling (from under their freshly groomed pelt and powerful legs)" emphasises how strong she thought the horses were.**
- **"Movement was slippery-smooth, (rhythmic)" suggests that she thought they were graceful (like dancers).**
- **"Terrible in its gorgeousness, the flight of the horse" suggests that she thought the way they moved was absolutely beautiful.** [3]

[1 mark for any three well-explained answers.]

6 In Paragraph 2, the writer says, 'At least, that is what I was told. I never saw them'. With reference to Paragraph 1, what is ironic about this statement in Paragraph 2?

The writer described the horses in such (poetic) detail [1] in Paragraph 1, but had never seen her grandfather's horses [1]. [2]

7 According to Paragraph 3, what would happen to the wild horses after they were sold off at the auction?

The horses would be slaughtered and their meat ground/turned in dog food. [1]

8 Towards the end of Paragraph 3, the writer describes her grandfather's reaction to watching the captured horses, such that 'a hunger to a bygone era would appear in Grandpa's eyes.' Explain **in your own words** what this 'hunger' was.

The 'hunger' was her grandfather's desire to return to the past when he had horses (when he ranched). [1]

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9 Which **two** expressions in Paragraph 4 suggest that the horses were difficult to tame?

(i) **"do not yield easily"** [1]
(ii) **"spend weeks, even months, earning their trust"** [1]
(iii) **"the horse would toss its head suddenly and with such violence that the halter would snap or the rope would break"** [1]

[One mark each for any <u>two</u> of the answers.]

10 In Paragraph 5, why do you think the writer and her siblings 'tried not to name' the horses that they wanted to tame?

They did not want to become too attached to the horses (in case they could not be tamed or had to be sold/eventually had to leave the farm). [1]

11 In Paragraph 6, the writer says, 'We never triumphed; our strength of will faltered long before theirs. We got some so they would not buck when they saw the saddle, and a few who would tolerate a human on their back for jaunts around the corral – not even Grandpa dared ride them on the mountain.'

Which word or phrase in the given sentences above describes the interactions between the writer's family and the animals.

Descriptions	Word or phrase from the passage
(i) not winning	**never triumphed**
(ii) accept for a while	**[would] tolerate** Addition of 'a human' would be excess denied.

[2]

12 Which **two consecutive** words in Paragraph 8 suggests that the writer was being cautious?

'approached warily' [1]

13 In Paragraph 10, the writer says, 'I was terrified of what I thought horses were – that is, thousand-pound demons whose only ambition was to dash a human's brain against rock'.

What is unusual and effective about this sentence?

It is unusual that the writer compares the horses (metaphorically) to devils/hellish creatures (demons) to describe their capacity for (great) violence. OR It is unusual that the writer thought that the horse's sole purpose in life was to kill, which is rather dramatic. [1]
It is effective because it describes the great fear the writer had for horses. [1] [2]

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14 In Paragraph 13, the writer thinks to herself that 'the corral would descend into violence'. What does this suggest about her thoughts on her brother's ability to ride the yearling?

She was pessimistic / not hopeful / had no confidence that her brother would successfully ride the horse. [1]

15 The structure of the text reflects the main stages of the writer's experience with horses. Complete the flow chart by choosing one phrase from the box to summarise the writer's dominant experience at each stage of the narrative. There are some extra phrases in the box that you do not need to use.

The writer's experiences

making a horse comfortable	hurting horses
caution and fear of horses	taming of horses
in awe of horses	accepting of horses

Flow chart

Paragraphs 1 – 2	**(i) in awe of horses**
↓	
Paragraphs 3 – 6	**(ii) taming of horses**
↓	
Paragraphs 7 – 10	**(iii) caution and fear of horses**
↓	
Paragraphs 11 – 12	**(iv) making a horse comfortable**

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 16 – 24.

16 Paragraph 1 begins with two rhetorical questions. Why did the writer begin the text with rhetorical questions?

The writer wants to attract the reader's attention.
OR
The writer wants to provoke the reader to think about this topic. [1]

17 Which **three-word** phrase in Paragraph 2 suggests that the details in the text are authentic?

"according to research" [1]

18 In Paragraph 4, besides teachers' ratings, how did the researchers ensure that the data they collected on the students was unbiased?

The researchers also collected student data from 11 other people who knew the student. [1]

19 From Paragraph 7, what did the writer mean by 'some great magic that occurs' when describing students with a stretch goal?

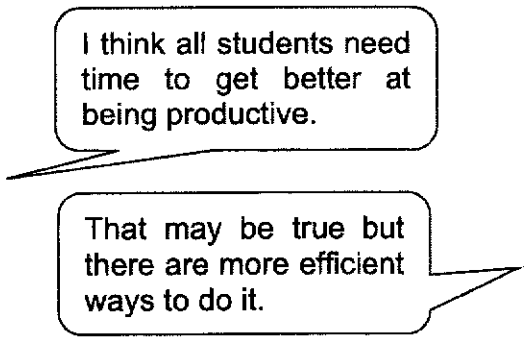
The writer meant that something special/unexplainable happens when students have a stretch goal. [1]

20 From Paragraph 8, what does the phrase 'pull all-nighters' mean?

It means to work through the night (without sleep). [1]

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21 Here is a part of a conversation between two friends, Calvin and Susie who have read the article.



Calvin **Susie**

From Paragraph 9:

(i) Give a piece of evidence to explain why Calvin might say that.

Some students need to spend time searching for information online or asking a friend for advice to become productive. [1]

(ii) **In your own words**, explain why Susie might think that way.

Susie thinks that way because productive students tend to seek help from a knowledgeable person/expert (like a teacher). [1]

22 In Paragraph 10, find **two consecutive** words that have the same meaning as 'accomplishing goals'.

"getting results" [1]

23 From Paragraph 14, suggest **two** ways in which you can develop the skill to become more productive.

(i) **I could study the article/text and see if there is anything I can improve upon.** [1]

(ii) **I could be more consistent with my work.** [1]

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24 **Using your own words as far as possible,** summarise the skills and behaviours that a productive student has.

Use information only from Paragraphs 6 to 13.

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

Para	Text	Points
6	Productive students set stretch goals for themselves. Think about your last school holiday. Did you decide to do some extra study after your homework assignments? Maybe you played video games on your mobile or maybe you went onto social media for the whole day. Or maybe you selected a major assignment or project to tackle and were amazed at how much you were able to accomplish in a day.	**1)** develop stretch goals for themselves **2)** and made it a habit.
7	A big project encourages you to pick up your pace and eliminate all distractions. There is some great magic that occurs when students become riveted by the thought of achieving a stretch goal. The students in our study who got the most done made setting stretch goals a habit.	**3)** They remove all distractions.
8	Productive students show consistency. We all know students who are 100% reliable. If they say, "It will be done," it will get done. In our study, the most productive students did not see their productivity ebb and flow over time; they did not procrastinate only to pull all-nighters, sacrificing sleep. Instead, they figured out how to consistently deliver results, week after week and month after month. There was a cadence and a rhythm to their work that seemed to keep them going.	**4)** They are consistent in getting things done **5)** and do not procrastinate.
9	Few things kill productivity faster than a lack of knowledge or expertise. Productive students have knowledge and technical expertise. When you know what you are doing, you do not have to sacrifice quality for speed. You can get things done both quickly and well. Some students need to spend time searching online for a good tutorial, or asking a fellow classmate for advice. However, the most productive students in our study did not hesitate to ask for help from an expert, like a teacher, when they needed it. They also intentionally acquired new information from different sources and worked to expand their expertise. That helped them be skilful, knowledgeable and quick.	**6)** They actively seek help from experts **7)** and acquire new information from different sources.
10	Productive students are motivated for results, willing to accept responsibility for accomplishing goals and to work at a reasonable pace to achieve good results. They have a great desire for getting results sooner and quicker. They are overjoyed to be able to check something off their to-do list. They are competitive and they compete not only with their classmates but also with themselves to beat their own best.	**8)** They are motivated to achieve results, **9)** willing to be responsible for accomplishing goals **10)** and work at a reasonable pace to achieve good results.

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		11) They compete with others and with themselves.
11	The most productive students are great problem-solvers. They come up with solutions and accomplish work more efficiently. They also tend to anticipate problems or gaps in their knowledge and begin finding solutions in advance, and so avoid some of the problems that other students run into. Social psychologists call this mental contrasting – thinking about what you want to achieve and what might get in the way of you achieving it – and have found that it helps students achieve their goals.	**12)** They can anticipate and solve problems and come up with solutions quickly.
12	They take initiative. For many students, the hardest part of getting an assignment done is starting. The most productive student start quickly, and they never wait to be told to begin. Indeed, their bias for action can get them into trouble sometimes – they might start executing a project before all the other classmates or team mates have been bought in. Their teachers rarely complain, because their results tend to speak for themselves.	**13)** They take initiative OR start without being told to do so.
13	So far it might sound like we are describing a student who is a brilliant individual worker but cannot work well with others. That is not what our study showed. In today's complex education system, very little gets done by someone acting alone. Everything is highly interdependent. The most productive students in our study were highly collaborative and worked well with others. They did not have to spend a lot of time soothing ruffled feathers, because they did not ruffle many feathers in the first place.	**14)** They are collaborative OR work well in teams.

Example:

Productive students tend to develop a habit of setting stretch goals for themselves, are not distracted and spend their time focussed on completing their tasks. They tend to be consistent in getting things done without procrastinating or being told what to do. Productive students seek help by asking an expert or by looking for information from different sources. They are motivated and competitive to get results quickly and are happy with the results. They can also anticipate problems and come up with solutions quickly. They are collaborative and work well with others with minimal conflict.

[91 words]

---------- End of Answer Scheme ----------

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