南华中学

NAN HUA HIGH SCHOOL

PRELIMINARY EXAMINATION 2020

Subject	:	**English Language**
Paper	:	**1128/02**
Level	:	**Secondary Four Express**
Date	:	**13 August 2020**
Duration	:	**1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

This document consists of **6** printed pages and **2** blank pages.

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10.	And **proximity to significant population centres**	and **danger** to the people **who live nearby.**
11.	When it erupted last, ..it ejected an enormous ash plume into the sky- which is as good a reason as any to get out of town.	Capable **of ejecting a huge ash plume that can cause harm** to the town people.
12.	...potentially fatal...	The existence of wild animals can be potentially **life-threatening**

No of words: _____ [15]

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Section A

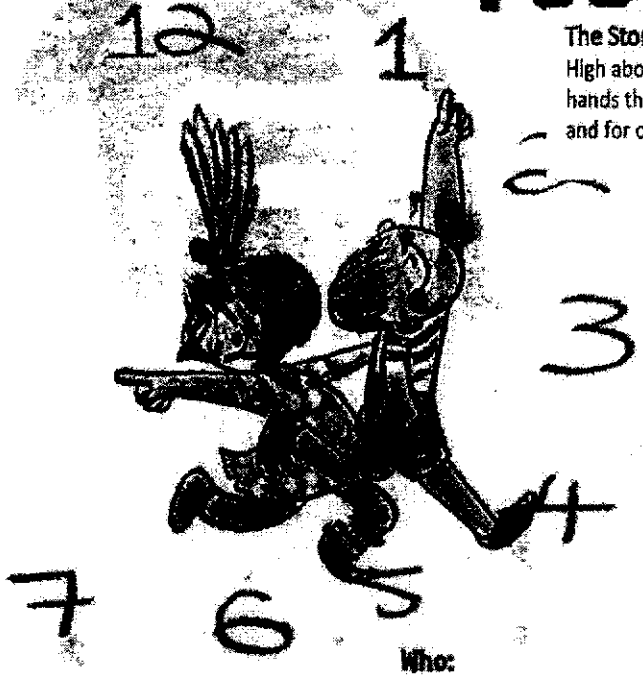
Text 1

Study the poster below and answer Questions 1-4 in the Question Booklet.

Creative Residency Programme:
Artist-Led Imaginative Play

Between Tick and Tock

21, 22, 28, 29 Sept



The Story

High above the bustle of the city, are the eyes that watch and hands that know. It's time to pause the clock...
and for one tiny second between tick and tock, the city stops.

A Sensory Story Experience

Take your time to immerse yourself in this sensory story experience of 'Between Tick and Tock' by Louise Grieg and Ashling Lindsay. Led by our Creative Resident, Myra Loke, discover how this immersive story comes to life with the help of everyday items and through role play. Children aged between 4 to 9 years old will also make and bring home a sound instrument to use with their own stories!

Witness how everyday objects can bring stories to life through our residency programme, demonstrating how stories can be livened up at home to create an environment where kids can lead the play experience!

About the Artist

Myra Loke is a puppeteer, theatre maker, and co-artistic director of The Finger Players with a passion for theatre for young audiences. Myra co-created You Can Reach The Sky, for infant care centres and special needs organisations since 2017.

About the Creative Residency

Inspired by a desire to extend the reach of picture books beyond the book, the Woods in the Books Creative Residency supports creatives to create a body of work that designs experimental literary forms or programmes to engage the community. Over a 6-month period, our resident will explore and push the boundaries of picture book literacy.

When:

21, 22, 28, 29 Septembe

11 AM – 11.30 AM
(3 Months – 3 Year Olds)

2PM – 2.45 PM
(4 – 9 Year Olds)

4 Pm – 4.45 PM
(4-9 Year Olds)

Who:

- 3 Months – 3 Year Olds
- 4-9 Year Olds (Includes homemade sound instrument craft time)

Where:

Woods in the Books
3 Yong Siak Street

Fees*:

$15 for 1 Parent-Child Pair
$10 per additional attendee

*Not including Peatix handling fees

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Section B

Text 2

The text below describes the author's experience during a family outing to a lake. Read it carefully and answer Questions 5-13 in the Question Booklet.

1 We often had Durston's Pond all to ourselves but on our arrival, we found half a dozen male Duvitches, members of the odd family that lived across the street, in possession of it. Tom and I stood apart and ignored the Duvitch boys but Father went up to Mr. Duvitch, who was fishing from the shore of the lake, and put out his hand. "Good morning, Mr. Duvitch! It's nice to see you and the boys here."

2 Mr. Duvitch was a little fellow, a lean starveling of a man with watery blue eyes and a kicked-about look. Gratitude for being agreeably noticed showed in his mosquito-bitten face as he took Father's hand with a trembling one of his own while his tremulous smile showed broken teeth.

3 Father went on affably, "I know the mosquitoes are biting, but are the fish?" Proudly, oh, so proudly, Mr. Duvitch exhibited the catch that would probably feed his family for the better part of a week: a fine mess of bass, perch and sunfish, all of them alive, and swimming around in the oaken washtub in which they had been dropped. Father gave Mr. Duvitch hearty congratulations and said we could not hope to do as well but that we would try.

4 Tom and I soon put the Duvitches out of our minds as we busied ourselves the whole morning fooling around in the water. On a trip to fetch towels and soap, we stopped to look again at the Duvitches' catch of fish. Tom and I, our glances meeting over the big cake of soap in my hand, were similarly and wickedly inspired. We held a brief whispering conversation; and then, egged on by him and quite willing on my own, I played a shameful trick on the Duvitches, the memory of which will come back to the end of my days to plague me. Without considering further, I dropped the cake of soap into the tub of fish.

5 With barely concealed smirks, we swam out to the raft, diving and frolicking in the deep water. After a while, Tom and I could hear muffled exclamations of dismay. Father joined our neighbours in a conclave, looking down at the tub of fish near his feet. After a few moments, he produced the whistle he carried on all our country excursions and blew it piercingly three times, the proclamation of emergency. This meant that Tom and I must come at once.

6 Looking as guilty as we felt, we swam in and joined the group gathering around the tub. In the midst of our stricken neighbours stood Father, holding the half-melted cake of soap in his palm silently but accusingly, for the fish had perished miserably in the soapy water and were unfit to eat. Not only had Tom and I snatched precious food from their mouths but we had brazenly advertised the contempt in which we held them.

7 Father's eyes were narrow slits of blue fire in his white face. I had never seen him so angry. One look at Tom and me told him everything. Words would have been superfluous and my brother and I bowed our heads in acknowledgment of our guilt.

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"You will begin," Father said in a voice I did not recognise, "by saying you're sorry." Our stunned neighbour wiped his blinking eyes as he listened to our mumbled words, which Father made us repeat when they were inaudible.

8 "Turn over the tub," said Father abruptly, addressing us as if we were strangers. We turned it over. The grey soapy water ran away in bubbly rivulets, disappearing in the coarse mat of turf, and the poisoned fish lay exposed on the grass - quiet, strangled, open-mouthed - and somehow looking as if they were silently protesting their horrid unnatural fate. The import of our actions hit us in full force then, as we steeled ourselves to face the rest of our punishment.

Adapted from: "The Strangers That Came to Town" by Ambrose Flack

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Section C

Text 3

The article below is about wind technology in Africa. Read it carefully and answer Questions 14-21 in the Question Booklet.

1 Some people see lemons and make lemonade. William Kamkwamba saw the force of the wind and made a windmill. This is a mighty feat for Kamkwamba, who grew up in Masitala, a farming village off the grid in Malawi, a country in Africa. One day, he spotted a photo of a windmill in a textbook. He decided to make one, hacking together a contraption from scraps such as strips of PVC pipe, rusty car and bicycle parts and blue gum trees.

2 Kamkwamba is not the only one harnessing the power of the wind. Historically, hydropower has been the longest-standing and largest green energy source used in Africa's electricity supply industry, but the last two decades have seen the rise in fortune of wind and solar energy. However, the wind energy market in Africa is perceived as lagging behind other clean power technologies. There are not many locally trained wind energy engineers who are able to focus on hardware and electrical systems. Until now the meagre amounts of investment in African wind energy have predominantly come from governments instead of foreign investors who are wary about pouring money into many countries, especially those with a history of corruption and governmental problems. However, this is changing fast, say experts. Private investors smell profit in beefing-up the continent's over-stretched power grids and swarms of new wind turbines are soon expected to emerge. If all plans on the table come to fruition, the production of electricity will increase tenfold.

3 Like any sector, the wind industry requires clear strategic framework to be able to thrive. Egypt, Ethiopia, Kenya, Morocco and South Africa are leading the charge to build up renewable power, but one of the biggest barriers is insufficient data. Most existing maps of wind and solar resources in Africa do not contain enough detailed information to allow companies to select sites for projects, says Grace Wu, an energy researcher at the University of California, Berkeley. The Berkeley team used a combination of satellite and ground measurements and has since made those data publicly available. The team also incorporated geospatial data—the locations of roads, towns, existing power lines and other factors—that could influence decisions about where to put energy projects. However, with the exception of the North African countries and South Africa, no other country in Africa has implemented a clear plan to boost the industry, posing problems to the adoption of wind technology in the continent. Under the momentum of international agreements like the Paris Accord, 34 out of the 55 African nations have established renewable energy targets, some even going further with a quota for wind, but there is still a big discrepancy with implementation plans.

4 Besides that, like solar, wind is an intermittent energy source that cannot easily be predicted. In addition to that, wind does not have storage capacities. These two shortcomings mainly explain why wind is not considered reliable enough at the moment. Electricity cannot be stored so the whole management exercise is about balancing supply and demand. When the wind blows over a wind farm and delivers

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electricity, that electricity needs to be transported to a destination whether a customer has been identified, and whether the transmission and distribution system can absorb it. This is a just glimpse of the integration problems African networks endure. Also, large upfront costs mean wind is a long way away from overtaking dirtier but cheaper energy sources like coal and gas. By 2030, wind is only expected to account for two percent of Africa's power. Coal is set to remain king at 37 percent, followed by gas at 32 percent. It is predicted that wind will not become a dominant power source but it will become an important contributor to the energy mix.

What is striking about this analysis is that while the potential for wind in Africa is enormous, the resources are clearly underutilised, and the sector lacks ambition. What could transform the industry is a bold vision that would integrate different aspects together, as well as initiatives to boost knowledge and regional capabilities. Africa has the potential to change the paradigm and catapult wind into another success story – just like how Kamkwamba solved the problem of energy in his village.

Adapted from: "The State of Wind Energy in Africa" from Africa's Power Journal

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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 Refer to the illustration on the left of the poster. Which feature of the activity described in the section headed **A Sensory Story Experience** does the illustration show?

.....

.....[1]

2 How would this event be a sensory story experience for the audience?

.....

.....[1]

3 Look at the heading **About the Artist**. Write down **two** phrases in which the advertisement might appeal to people who appreciate an instructor with a wealth of experience.

(i).....[1]

(ii).....[1]

4 Who is the poster aimed at?

.....[1]

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Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.

5 At the beginning of the text, what was peculiar about the lake when the author arrived at Durston's Pond?

.....

..... [1]

6 In Paragraph 2, the author describes Mr Duvitch. Explain how the language used emphasises the unattractiveness of his appearance.

Support your ideas with **three** details from the paragraph.

.....

.....

.....

.....

.....[3]

7 **(a)** In Paragraph 3, the author's father asks, "I know the mosquitoes are biting, but are the fish?" (line 10)

What is the tone of the father's question?

.....[1]

(b) What was the reason for Mr Duvitch's sense of pride?

.....

.....[1]

8 In Paragraph 4, who came up with the idea to play a trick on the Duvitches?

.....[1]

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9 In Paragraph 5, how did Tom and the author know that the Duvitches had discovered what happened to the tub of fish? Answer **in your own words**.

.....

.....[2]

10 Which words or phrases in Paragraph 6 describe the actions of those in the group gathering?

Descriptions	Words or phrases from the passage
(i) afflicted by sorrow	
(ii) noiselessly indicating blame	
(iii) boldly proclaimed	

[3]

11 In Paragraph 7, what **two** things made the author think his father was angry with him?

(i).....

.....

(ii).....

.....[2]

12 In Paragraph 8, the poisoned fish are 'quiet, strangled, open-mouthed – and somehow looking as if they were mutely protesting their horrid unnatural fate.' What is effective about this description?

.....

.....

.....[2]

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13 The structure of the text reflects the changes in the author's thoughts and feelings. Complete the flow chart by choosing one phrase from the box to summarise the main thoughts or feelings presented in each part of the text. There are some extra phrases in the box you do not need to use.

Author's thoughts and feelings

absolute misery	aloof indifference	bitter resentment
devious mischief	escalating horror	shameful regret
willful ignorance		

Flow Chart

Paragraph 1: **(i)** .....

↓

Paragraph 4-5: **(ii)** .....

↓

Paragraph 6-7: **(iii)** .....

↓

Paragraph 8: **(iv)** .....

[4]

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Section C [25 marks]

Refer to Text 3 on page 5-6 of the Insert for Questions 14-21.

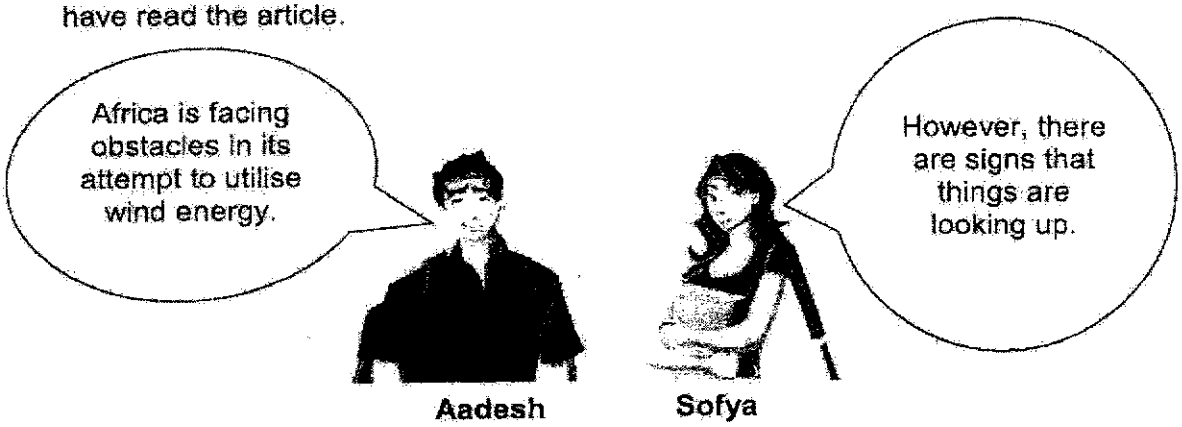
14 In Paragraph 1, building a windmill is described as 'a mighty feat' (line 2) for Kamkwamba. Why do you think the writer described it in this way?

.....[1]

15 From lines 9-10, how do we know that wind energy is becoming increasingly popular?

.....[1]

16 Here is part of a conversation between two students, Aadesh and Sofya, who have read the article.



(a) With reference to Paragraph 2, give **two** reasons to support Aadesh's comment.

(i) .....

.....

(ii) .....

.....[2]

(b) How would Sofya explain her position with reference to Paragraph 2?

.....[1]

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17 In Paragraph 3, which group of words tells us that a structure relating to the identification of aims and interests and the means of achieving them is needed for the wind industry to succeed?

.....[1]

18 Identify a phrase in Paragraph 4 that indicates that the integration problem in Africa is actually larger than what was stated.

.....[1]

19 What does the writer mean by 'Coal is set to remain king' (line 46) when referring to different sources of power supply in Africa?

.....[1]

20 From Paragraph 5, give **two** changes that can improve the wind industry in Africa. Answer **in your own words** as far as possible.

(i) .....

.....

(ii) .....

.....[2]

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21 Using your own words as far as possible, summarise the challenges that countries in Africa faced when adopting wind technology and the actions that need to be taken to overcome these challenges.

Use information only from Paragraphs 3 and 4.

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.

In the adoption of wind technology, Africa faces challenges including.....

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

End of Paper

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NAN HUA HIGH SCHOOL

PRELIMINARY EXAMINATION 2020

Subject	:	**English Language**
Paper	:	**1128/02**
Level	:	**Secondary Four Express**
Date	:	**13 August 2020**
Duration	:	**1 hour 50 minutes**

ANSWERS

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Section A

1 Refer to the illustration on the left of the poster. Which part of the programme described in the section headed **A Sensory Story Experience** does the illustration show?

<Inferential Comprehension>

~~**Accept well-explained answers that show the link between the illustrations and the book~~

(The illustration shows two children pretending to be the hands of a clock with numbers surrounding them) which shows that the activity will include role play. [1].

2 How would this event directly involve the audience?

<Literal Comprehension>

They will make (and bring home) a sound instrument (to use with their own stories). [1]. OR They will be involved in role play.

3 Look at the heading **About the Artist**. Write down **two** phrases in which the advertisement might appeal to people who appreciate an instructor with a wealth of experience.

<Quotation>

(i) **"puppeteer, theatre maker, and co-artistic director (of The Finger Players)" [1]**

(ii) **"(has) co-created You Can Reach The Sky for infant care centres and special needs organisations since 2017" [1]**

4 Who is the poster aimed at?

<Inferential Comprehension>

Parents of children aged 3 months to 9 years old [1].

OR

Families with children aged 3 months to 9 years old.

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Section B [20 marks]

Text 2

Refer to Text 2 on page 3-4 of the Insert for Questions 5-13.

5 At the beginning of the text, what was peculiar about the lake when the author arrived at Durston's Pond?

<Literal Comprehension>

The lake was usually empty when the author visited it but the Duvitches/others were already there on that day. [1]

(A clear contrast must be made to establish how unexpected/unusual the situation at the lake was.)

6 In Paragraph 2, the author describes Mr Duvitch. Explain how the language used emphasises the unattractiveness of his appearance. Support your ideas with **three** details from the paragraph.

<How Language Achieves Impact>

"(lean) starveling (of a man)" suggests that Mr Duvitch was overly thin / emaciated / skeletal / severely/ skinny /malnourished, and did not have the pleasing physique/build of a typical man. [1]

"watery blue eyes" shows that he had rheumy eyes/he was sickly looking, which made him unappealing because he seemed unwell/unhealthy. [1]

"kicked-about look" accentuates the idea that he looked as if he had been ravaged by numerous hardships/went through a lot of difficulty and appeared the worse for wear as a result. [1]
x unkempt

"(his tremulous smile showed) broken teeth" highlights the fact that his teeth were chipped and he looks unappealing/ his looks were adversely/negatively/badly affected by the poor condition of his teeth. [1]
x unkempt

"mosquito-bitten face" shows that his face was swollen and therefore ugly.

Any 3 of the 4 answers.

X "took Father's hand with a trembling one of his own" (This has more to do with Mr Duvitch's nerves than his appearance.)
X "tremulous smile" (This is related to how anxious Mr Duvitch is, rather than how unattractive he is.)

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7(a) In Paragraph 3, the author's father asks, "I know the mosquitoes are biting, but are the fish?" (line 10) What is the tone of the father's question?

<How Language Achieves Impact/Vocabulary>

Humorous OR Friendly/Amiable OR Playful OR teasing OR joking [1]

X Pleasant/Positive/Questioning (too vague)
X Sarcastic/Condescending/Mocking (contradicts the affability of the father)
X Funny
X Affable

7(b) What was the reason for Mr Duvitch's sense of pride?

<Literal Comprehension>

He caught a lot of fish.

OR

He caught enough fish to 'probably feed his family for the better part of a week'. [1]
Focus here should be about the quantity. Anything more -> Excess denies

8 In Paragraph 4, who came up with the idea to play a trick on the Duvitches?

<Inferential Comprehension>

Both Tom and the author. [1]

Reference: "Tom and I, our glances meeting over the big cake of soap in my hand, were similarly and wickedly inspired." (lines 18-19)

9 In Paragraph 5, how did Tom and the author know that the Duvitches had discovered what happened to the tub of fish? Answer **in your own words.**

<How Language Achieves Impact>

They heard <u>muted/indistinct/hushed/faint/unclear</u> <u>cries/expressions/shouts/outbursts</u> [1] of <u>distress/consternation/disappointment/shock/unhappiness/displeasure</u> [1].

10 *From passage:*
"...Tom and I could hear <u>muffled exclamations</u> of <u>dismay</u>." (line 25)
(for muffled)
X masked
X mumbled
X stifled

(for exclamations)
X astonishment
X remarks

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Which words or phrases in Paragraph 6 describe the actions of those in the group gathering?

<Quotation/Vocabulary>

Descriptions	Words or phrases from the passage
(i) afflicted by sorrow	**"stricken"** *(x miserably)* **[1]**
(ii) noiselessly indicating blame	**"silently but accusingly" [1]**
(iii) boldly proclaimed	**"brazenly advertised" [1]**

No marks if quotation marks are missing.

11 In Paragraph 7, what **two** things made the author think his father was angry with him?

<Literal Comprehension>

(i) His eyes were 'narrow slits of blue fire in his white face'. [1]

(ii) He spoke in a voice the author did not recognise. [1]

X 'Father made us repeat (our mumbled words) when they were inaudible.' (This does not necessarily show his anger, just his insistence that the boys' apologies were heard.)

12 In Paragraph 8, the poisoned fish are 'quiet, strangled, open-mouthed – and somehow looking as if they were mutely protesting their horrid unnatural fate.' What is effective about this description?

<How Language Achieves Impact>

The author uses personification / vivid descriptions/imagery to highlight the accusatory appearance of the fish in silently blaming him for their deaths, which emphasises the guilt/horror he felt. [2]

2 or 0 marks.

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13 The structure of the text reflects the changes in the author's thoughts and feelings. Complete the flow chart by choosing one phrase from the box to summarise the main thoughts or feelings presented in each part of the text. There are some extra phrases in the box you do not need to use.

<Evaluative>

Author's thoughts and feelings

absolute misery	aloof indifference	bitter resentment
devious mischief	escalating horror	shameful regret
wilful ignorance		

Flow chart

Paragraph 1: **(i) aloof indifference [1]**

(From passage: 'Tom and I stood apart and ignored the Duvitch boys')

Paragraphs 4-5: **(ii) devious mischief [1]**

(From passage: 'wickedly inspired', 'shameful trick', 'barely concealed smirks')

X shameful regret (This came only later; the foreshadowing phrase 'the memory of which will come to the end of my days to plague me' was not what he felt at that moment.)

Paragraphs 6-7: **(iii) shameful regret [1]**

(From passage: 'looking as guilty as we felt', 'Not only had Tom and I snatched previous food…', 'bowed our heads in acknowledgement of our guilt', 'mumbled words')

Paragraph 8: **(iv) absolute misery [1]**
(From passage: 'The import of our actions hit us in full force then, as we steeled ourselves…') This is the lowest point of the author's feelings.)

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Section C [25 marks]

14 In Paragraph 1, building a windmill is described as 'a mighty feat' (line 2) for Kamkwamba. Why do you think the writer described it in this way?

<Inferential>

*** Clue from the passage: farming village off the grid in Malawi/ He decided to make one, hacking together a contraption from scraps such as strips of PVC pipe, rusty car and bicycle parts, and blue gum trees*

It was a mighty feat as he came from a village with limited resources/ without anything to build a windmill with. [1]
OR
...because he only saw a picture of a windmill in the textbook and was able to recreate it without instructions.
***Accept answers which refer to 'limited resources'.*

15 From lines 9-10, how do we know that wind energy is becoming increasingly popular?

<Literal Comprehension>

(The last two decades have seen) the rise in fortune of wind energy [1].
X any mention of 'solar energy'

16 **(a)** With reference to Paragraph 2, give **two** reasons to support Aadesh's comment.

<Literal Comprehension>

(i) **There are not many locally-trained wind energy engineers (who are able to focus on hardware and electrical systems) [1].**

(ii) **Investment in African wind energy has been meagre (and have predominantly come from governments instead of foreign investors). [1]**

16 **(b)** How would Sofya explain her position with reference to Paragraph 2?

<Literal Comprehension>

Private investors smell profit in beefing up the continent's over-stretched power grids (and swarms of new wind turbines are soon expected to emerge) [1].

17 In Paragraph 3, which phrase tells us that a structure, relating to the identification of aims and interests and the means of achieving them, is needed for the wind industry to succeed?

<Quotation>

'requires clear strategic framework to be able to thrive' [1]
***Award 0 mark for missing quotation marks.*

18 Identify a phrase in Paragraph 4 that indicates that the integration problem in Africa is actually larger than what was stated.

<Quotation>

'just a glimpse (of the integration problems African networks endure)' [1]

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***Award 0 mark for missing quotation marks.*

19 What does the writer mean by 'Coal is set to remain king' (line 46) when referring to different sources of power supply in Africa?

<Inferential>

He is suggesting that coal (is currently and) will continue/still to be the largest/most dominant/main/prominent source of power in Africa [1].

20 From Paragraph 5, give **two** changes that can improve the wind industry in Africa. Answer **in your own words** as far as possible.

<Use Your Own Words>

(i) **A daring/brave/ambitious vision that would assimilate/amalgamate/join/combine different aspects together [1]**

From the passage: a bold vision that would integrate different aspects together

(ii) **Initiatives to improve/enhance/increase knowledge and regional competencies/capacities [1]**

From the passage: initiatives to boost knowledge and regional capabilities

X mix
X strengthen
X abilities, skills

21 Using your own words as far as possible, summarise the challenges that countries in Africa faced when adopting wind technology and the actions that have been taken to overcome these challenges.

Use information only from Paragraphs 3 and 4.

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.

In the adoption of wind technology, Africa faces challenges including.....

***Please refer to Summary Style Descriptors to award marks for Language.*
***Award 1 mark for each correct point up to a maximum of 8 marks.*

	Point from the passage	**Paraphrased point**
1	the wind industry requires clear strategic framework (to be able to thrive)	comprehensible strategic framework is needed
2a	One of the biggest barriers is insufficient data. / Most existing maps of wind and solar resources in Africa do	inadequate data

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	not contain enough detailed information	
2b	to allow companies to select sites for projects	Lack of comprehensive information in maps for companies to choose locations for projects
3	The Berkeley team used a combination of satellite and ground measurements	Both satellite and ground measurements are utilised
4	The team also incorporated geospatial data... that could influence decisions about where to put energy projects.	Including geospatial data that impact locations of projects
5	(with the exception of North African countries and South Africa) no other country in Africa has implemented a clear plan (to boost the industry)	Only a few African nations have clear plans
6	international agreements... have established renewable energy targets	International treaties/pacts/accords have concretised aims for green energy
7	big discrepancy with implementation plans.	large inconsistency with implementation plans
8	wind is an intermittent energy source that cannot easily be predicted	Wind is a sporadic and unpredictable energy source
9	wind does not have storage (capacities)	With no storage capabilities
10	Electricity needs to be transported to a destination whether a customer has been identified, and whether the transmission and distribution system can absorb it	Electricity has to be transferred to places whether or not there are consumers or transmission and distribution structures which can incorporate it.
11	large upfront costs mean wind is a long way away from overtaking dirtier but cheaper energy sources like coal and gas.	Exorbitant start-up costs (compared to coal and gas)

Sample Summary

In the adoption of wind technology, Africa faces challenges including lack of comprehensive information in maps for companies to choose locations for projects and inadequate data. Few African nations have clear plans and there is large inconsistency with implementation plans. Wind is a sporadic and unpredictable energy source without storage capabilities. Electricity has to be transferred to places whether or not there are consumers or transmission and distribution structures which can incorporate it. Start-up costs are also exorbitant compared to coal and gas. Therefore, a comprehensible strategic framework is needed. (9 points – 80 words) Both satellite and ground measurements should be utilised including geospatial data that impact locations of projects. International contracts need concretised aims for green energy. (12 points – 104 words)

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Secondary 4 Express / 5 (Normal Academic)

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ENGLISH LANGUAGE **1128/02**
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