# SINGAPORE CHINESE GIRLS' SCHOOL
# PRELIMINARY EXAMINATION 2020
# SECONDARY FOUR
# O-LEVEL PROGRAMME

CANDIDATE NAME

CLASS 4

CENTRE NUMBER 2 5 4 1

REGISTER NUMBER

INDEX NUMBER

## ENGLISH LANGUAGE 1128/01

Paper 1 Writing

QUESTION BOOKLET

**Thursday** **6 August 2020** **1 hour 50 minutes**

Candidates answer in the Question Booklet.

Additional Materials: Insert

| For Examiner's Use |
| --- |
| |

This question booklet consists of **15** printed pages (including this cover page), **1** blank page and **1** Insert.

[Turn over

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## Section A [10 marks]

### Question 1

Carefully read the text below, consisting of 12 lines, about computers. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (√) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

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

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

Back in the 1970s and 1980s, if you wanted a home computer to do

almost anything in all, you had to write your own programme to do it. Today, 1 .....

most computer user rely on prewritten programmes like Microsoft Word 2 .....

and Excel or download apps for their tablets and smartphones. Most 3 .....

people saw their computers as tools that help them do jobs, and not 4 .....

complex electronical machines they have to pre-programme. Some would say 5 .....

that was just as well, because most of us have better things to do than 6 .....

computer programming. Then again, if we all rely on computer programmes 7 .....

and apps, someone has to write them, and those skills needs to survive. 8 .....

Thankfully, there has been the recent resurgence of interest in computer 9 .....

programming. 'Coding', an informal name as programming, is being 10 .....

taught in schools with the help of a programming language like Scratch.

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**Section B** [30 marks]

**You are advised to write between 250 and 350 words for this sec**

**Question 2**

You should look at the printout of an information sheet in the insert, study the information carefully and plan your answer before beginning to write.

Your class has recently completed a project to help migrant workers and plans to organise another project to teach them a skill. There are three options for this upcoming project and you have to select one of them. Write a proposal to your Level Head.

Your proposal should include the following information:

- what the class learned from the previous project
- how the upcoming project will be organised
- why you are confident this upcoming project will be a success.

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

Write your proposal in clear, accurate English and in a confident and polite tone to convince the Level Head that the class will contribute meaningfully to the welfare of the migrant workers.

You should use your own words as much as possible.



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**Section C** [30 marks]

**This section is to be detached and handed in separately.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CANDIDATE NAME | | | | | | | | | |
| CLASS | 4 | | | | REGISTER NUMBER | | | | |
| CENTRE NUMBER | 2 | 5 | 4 | 1 | INDEX NUMBER | | | | |

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

**Questions 3-6**

3 What kind of person do you aspire to be in the future? Describe your ideal traits and explain why.

4 'It was such a breathtaking moment!' Write about a time when this happened.

5 'Authentic learning never takes place in the classroom.' What are your views?

6 'A chain is only as strong as its weakest link.' Do you agree?

Please write your chosen question number (**3, 4, 5** or **6**) here: .....

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## Section B

Read the information sheet below and use the information to answer the question on page 3 of the Question Booklet.

### HELPING MIGRANT WORKERS



***English Language***

Communication is a huge concern, especially for construction workers. Sometimes, serious injuries occur at work when there is miscommunication.

Being conversant in basic English will allow these workers to communicate meaningfully with superiors at work and explain problems to doctors, when necessary. The ability to speak English will also help them assimilate into a foreign culture and be part of the wider social fabric.



***Culinary / Baking Skills***

Being from a different culture, many foreign domestic helpers are unable to prepare suitable meals or bake delicious desserts for their employers. These challenges add stress and affect self-esteem if the necessary guidance is not provided.

The ability to cook simple dishes or bake will boost confidence and subsequently lead to improved job performance. Culinary or baking skills will also pave the way for greater economic independence in the future when domestic work is no longer viable.



***Computer Literacy***

Some migrant workers have never used a computer before in their lives and are unable to harness technology.

Being digitally literate brings the world closer to them. Apart from basic skills, those who are more digitally savvy may learn more advanced applications. Computer literate migrant workers will have practical skills that will be a life-long asset and enhance future employability.

Adapted from scwo.org.sg / *https://www.channelnewsasia.com/news/singapore/dr-english-wants-to-build-bridges-between-locals-migrant-workers-8840362*

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**Answer**



## Sec 4 OLP EL Prelim Exam 2020 Paper 1: Section A (EDITING)

### Section A [10 marks]

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Examples:

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

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

| | | |
|---|---|---|
| Back in the 1970s and 1980s, if you wanted a home computer to do | | |
| almost anything **in all**, you had to write your own programme to do it. Today, | | 1. at (prep) |
| most computer **user** rely on prewritten programmes like Microsoft Word | | 2. users (singular/ plural) |
| and Excel or download apps for their tablets and smartphones. Most | | 3. ✓ |
| people **saw** their computers as tools that help them do jobs, and not | | 4. see (T) |
| complex **electronical** machines they have to pre-programme. Some would say | | 5. electronic (word form) |
| that **was** just as well, because most of us have better things to do than | | 6. is (T) |
| computer programming. Then again, if we all rely on computer programmes | | 7. ✓ |
| and apps, someone has to write them, and those skills **needs** to survive. | | 8. need (SVA) |
| Thankfully, there has been **the** recent resurgence of interest in computer | | 9. a (article) |
| programming. 'Coding', an informal name **as** programming, is being | | 10. for (conj) |
| taught in schools with the help of a programming language like Scratch. | | |
| | | |



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## Section B (Examiner's marking notes)

**Expectations:**
A '**proposal**' is clearly indicated in the instructions so students should use the correct format:
To:..... OR Formal Letter format
From:..... (etc)

A **formal** tone is required. Also stated that the student should be **confident and polite** so this is a good test of the candidate's ability to strike a balance. Weaker students may sound a tad arrogant/ condescending instead of being appropriately assertive without being offensive.

1st bulleted point: ***what the class learned from the previous project***
(students must use own ideas as the information is not provided. Must also pay attention to *'completed a project to help migrant workers'* so possible ideas include fund-raising, collection of used clothes, etc but must not repeat content provided in the information sheet. The Past Tense should be used in this case)

2nd bulleted point: ***how the upcoming project will be organised***
(students who read the instructions carefully will understand that they only need to write on **one** of the three skills [EL, Culinary/Baking skills, Computer Literacy] mentioned. Good candidates will include logical content on organisation and provide sufficient details on how the skill will be taught. As an 'authentic' project, only credible suggestions should be given. Most of our students are more experienced in baking (rather than cooking main dishes) and therefore, they are given a choice within a choice. The Future Tense should be used here.)

3rd bulleted point: ***why you are confident that this upcoming project will be a success***
(should link to instructions: *'.....to convince the Level Head that the class will contribute meaningfully to the welfare of the migrant workers'*. Good candidates will latch on to this part of the instructions and avoid digressing into unnecessary elaboration on how the class will find the project enjoyable, for example. The focus should be on benefits for the migrant workers and not for the students themselves. The Future Tense should be used here.)

NB: Students may write about the same category of migrant workers (for both past and upcoming project) or choose a different category for the upcoming project. No restrictions in this case.

## Section C (Examiner's Marking Notes)

**3 What is the kind of person you aspire to be in the future? Describe your ideal traits and explain why.**

- Candidates must note tense. If they explain anecdotes or past experiences to justify their points, then it will be in past tense. Otherwise, all writing should be in present / future tense.
- "Ideal Traits" – could include one's proposed characteristics / personality / life journey / approach in life
- As a reflective essay, more competent candidates would engage readers with strong, contemplative and meaningful reflections, instead of just listing traits. Stronger candidates would also be able to zoom in to descriptive and vivid writing.
- Average candidates would be able to focus their essay and answer the question requirements.
- Weak candidates would struggle with tenses.



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**4 'It was such a breathtaking moment!' Write about a time when this happened.**

- This question expects candidates to engage in a recount, highlighting particularly a point in time.
- "Breathtaking" – awe-inspiring, magnificent, spectacular. (Usually associated with a scene or experience)
- Stronger, more competent writers would excel in descriptive, vivid writing, as well as make full use of opportunities posed by the question to highlight broader big ideas through reflection. Eg. The wonders of nature / joy of service, the realization of how minute man is vs. grandeur of the mountain, etc.
- Average candidates would select appropriate incidents and be able to retell the incident, however, they may not engage much in descriptive writing.
- Weak candidates would struggle with the question and may select slightly irrelevant examples.

**5 'Authentic learning never takes place in the classroom.' What are your views?**

- 'Authentic learning': allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.
- *Disagree*:
  - Part of the role of education is to provide students with authentic learning
  - Many question in syllabus / exams are application questions that allow students to use their prior knowledge (eg. Math application questions, literature philosophical questions)
- *Agree*:
  - The physical constraints of the classroom hinders one from stepping into the real world. Authentic learning in fact happens outside of the classroom through various forms:
    - Planned outdoor curriculum – Eg. Learning journeys (Geography field trips)
    - Planned
    - Informal setting – Eg. Learning that takes place at home, everyday life experiences

**6 'A chain is only as strong as its weakest link.' Do you agree?**

- The idiom stresses that each individual's success is vital to the success of the entire group. It may or may not be used in reference to a person's physical strength or work ethic.
- Some concepts to consider and unpack:
  - Chain / Link – everyone is part of the chain. This explores the interdependency and interconnectedness of everyone
  - "only as strong as" – the perception / success of one is dependent on another
  - One could also explore how 'weakest link' may be one's archilles heel
- Average candidate will use personal examples and anecdotes to support this point. Eg. CCA competition – when one plays with a sprained ankle, one could jeopardize our chances of winning.
- Stronger candidates would use a good mix of both personal examples as well as current affairs / broader examples to support the point. (Eg. Leadership / Society). They would also reflect that it is therefore important to lift one another up
- Weaker students would go out of point.



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# O-LEVEL PROGRAMME

CANDIDATE NAME

CLASS 4

CENTRE NUMBER 2 5 4 1

REGISTER NUMBER

INDEX NUMBER

## ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

INSERT

**Thursday** **6 August 2020** **1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

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

Submit this Insert.

This Insert consists of 6 printed pages (including this cover page).

[Turn over

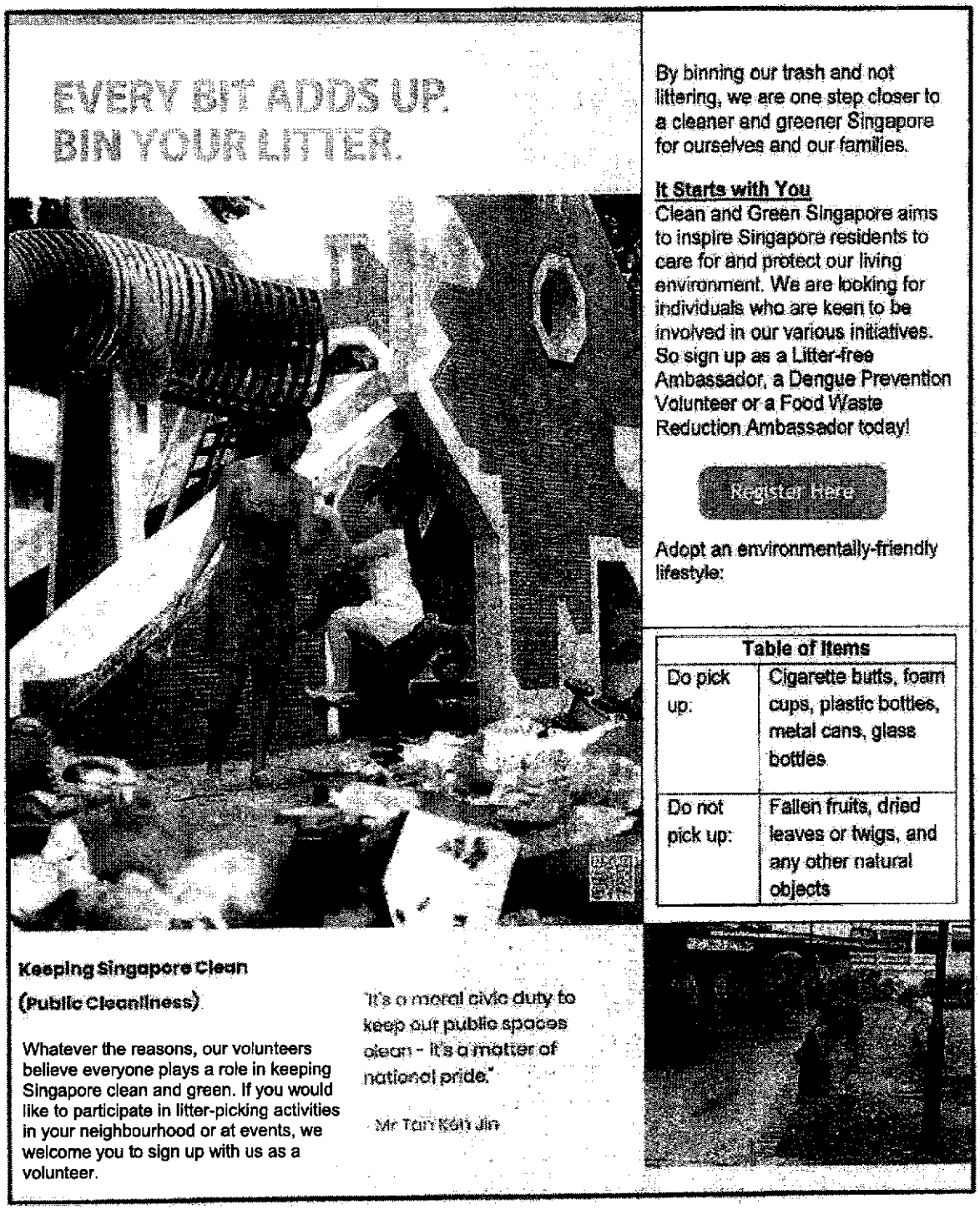
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## Section A

**Text 1**

*Study the poster below and answer Questions 1 – 5 in the Question Booklet.*




*Visual text adapted from www.cgs.gov.sg*

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## Section B

### Text 2

*The text below describes what happened when Mrs Chorbadjian was preparing for a family gathering to celebrate her eighty-ninth birthday. Read the text carefully and answer Questions 6 – 16 in the Question Booklet.*

1 Mrs Chorbadjian was turning 89 years old today and she was determined to celebrate it as never before. Presents and toasts, speeches and kisses, flowers and cakes, she wanted the lot. After all, how many times in life could one turn 89?

2 To be fair, she did not exactly show her age. She hardly looked 85. Everyone said so, especially on days she had rested and eaten well. This was not one of those days, though. The night before she had tossed and turned in the double bed where she slept alone since her husband's death, a clamour of concerns and fears coursing through her mind. She wanted, no, she needed her birthday dinner to be perfect. Everything had to come about exquisitely — the food, the drinks, the talks, the atmosphere. Not only for her sake, but also for her children's and grandchildren's. Lately there had been tension among her three sons, and she was hoping that this family gathering might help to melt the ice. Family gathering, she thought to herself. What a peculiar concept! When she was growing up, there was no such thing. Why should there be? You did not have to bring together what was never apart. You knew that you were always with each other, at every meal and every fast, both the spirits of the living and the ghosts of the past.

3 This morning, up on her feet at dawn, despite her aching limbs and weary eyes, she had baked a trayful of her favourite dessert. Sweet and crunchy, a decent portion of khadaif[1] would go a long way, warming anyone's heart — even hearts hardened by stupid, stupid politics! Her sons had always held different political views but lately views had turned into certainties and certainties into head-clashing battles in which nobody won, everyone bled a little. Even so, tonight they would all tuck into the mouth-watering khadaif, her three sons and their loved ones, and that should amount to something, of this she had no doubt. For Mrs Chorbadjian was one of those women restlessly bent on feeding the people around them, strangers and relatives alike, urged on by some unshakeable belief that if only everyone had a fuller belly, the world would be, if not a better place, at least a calmer one.

4 Sitting now in a moss-green velvet armchair by the window, Mrs Chorbadjian tried to concentrate on the crossword puzzle by her side, to no avail. She sighed. Maybe her late husband was right, after all. Maybe she had a tendency to worry too much — 'tendency' being one of those words he used habitually. Then again, Mrs Chorbadjian believed, only two kinds of people in this world succeeded in not worrying: the fools and the optimists, which as far as she was concerned were often the same individuals. The rest of humanity binged on anxiety.



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5 Out of the corner of her eye, she checked to see how Felicita was doing. The young Filipina help was straightening out the damask tablecloth, smoothing down creases, busy as a bumblebee. In a matter of hours, she would vacuum the rugs, polish the silver, shine the crystal, mop the floors, clean out the guest bathroom, and just as the sun went down, set up the large, mahogany dining table. She would also find time to walk the dog, a brown hound, a Hungarian Vizsla, named Danube. Thankfully, the food was going to be catered, but still, it was a lot of work. Mrs Chorbadjian had several times offered to bring in help, but Felicita insisted she could do it all by herself, now that the bruises on her arms had mostly healed and the nasty swelling around her left eye had begun to subside. This morning she was even humming as she dusted the mantle above the fireplace. It was a light and breezy melody — not the kind of tune you would expect from a woman who had been to hell and somehow managed to come back.

6 Had her husband been alive, Mrs Chorbadjian knew, he would have objected to her hiring Felicita. He would be worried that after what she had been through the young woman might not be very stable — stability being another favourite word of his. *Now, let's not make a rash decision. You wouldn't want a less-than-stable person in the house, darling, would you?*

*Adapted from 'Family Gathering' by Elif Shafak.*

[1]*khadaif: a Middle Eastern dessert*

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## Section C

**Text 3**

*The article below explores the art of walking. Read it carefully and answer Questions 17 – 24 in the Question Booklet.*

**1** Pedestrian: a word fitted to the most drab, tedious and monotonous moments of life. We do not want to lead pedestrian lives. Yet maybe we should. Many of history's great thinkers have been pedestrians. Henry David Thoreau and William Wordsworth, Virginia Woolf and Mahatma Gandhi – all were writers who hinged the working of their minds to the steady movement of their feet. They felt the need to get up and get the blood moving, leaving the page to put on a hat and go outside for a stroll. In doing so, they were in step with the antipodal forces of motion and rest, a driving force written into the laws of nature.

**2** These days, perambulation becomes a matter of proving, achieving, gaining, winning. The frantic attempt to get somewhere, and to be on time about it, amounts to a struggle against the clock: when we reach a destination, we must immediately set off again, intent on the next stopping place. Moving our feet is just the drudgery endured between moments of rest.

**3** Walking is increasingly mediated by technological gadgets worn on wrists or gripped in hands. We spend an increasing amount of time 'screening' the world – taking in most of life through a contracted frame that captures objects of immediate interest. We check our email midstride, tally up to our steps on a Fitbit or smartwatch to get in shape or stuff earbuds into ears to drown out the traffic or the street life. To live with eyes on the screen is to be attached, stuck in the frame, taking in what is presented to us and re-presented to us again. It becomes, we fear, the life of a follower. Instead of asking, *What do I see? How might I tell you?*, we are told instead how to see, and often what to feel – much of which is determined by algorithm.

**4** 'The art of walking' is antithetical to 'screening' the world we live in, and there is no pre-programmed set of rules or calculations involved. Walking, simply for the sake of a walk, can be a brief respite in our otherwise frenetic lives, allowing us to detach so we might see life for ourselves again, not unlike a child does. This, according to German Philosopher, Immanuel Kant, is the freedom of any form of art. Artists allow us to peer into the world through their eyes. But we do not need to visit a museum in order to be absorbed in artful perception and contemplation. Walking as an artist gives us this rare opportunity too. We can just step out the front door, pay attention, and perceive and feel for ourselves.

**5** Still, someone might ask, 'what is the point of simply meandering'? This would be like asking what the point of watching a sunset is, or asking the value of gazing at a Rembrandt artwork, or smelling a rose. The answer is simple: 'for the experience alone'. A genuinely aesthetic experience of beauty is aimless. Sunsets and paintings and roses do not seize our minds with the iron grip that daily life typically exerts. Watching a golden ball dissolving into the horizon in orange and pink hues is not going to add to our bank accounts or social status.



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There is a certain beauty in the awareness of being fully alive while striding through a given space at a given time. This cannot be attained through a page or a screen, but only through ears and eyes and nose and skin: the sensation of sky and light, of a building's grace or immensity, of waves and wind, rocks and leaves, a boundless horizon. When we peer through a screen, we cut off these sensations, limiting too the promenade of thoughts going by – our own insights and visions, not someone else's.

6 So let the mind wander in the open expanse before us. Use the time afoot as Woolf would do, as an opportunity and space in which 'to spread [the] mind out'. We can behold, rather than be held. Woe the society that sees little or no value in this.

*Adapted from 'For the full life experience, put down all devices and walk', aeon.co, written by John Kaag and Susan Froderberg, March 2020.*

**END OF INSERT**

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# PRELIMINARY EXAMINATION 2020
# SECONDARY FOUR
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CANDIDATE NAME

CLASS 4

CENTRE NUMBER 2 5 4 1

REGISTER NUMBER

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## ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

QUESTION BOOKLET

**Thursday** **6 August 2020** **1 hour 50 minutes**

Candidates answer in the Question Booklet.

Additional Materials: Insert

| For Examiner's Use |
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This question booklet consists of **10** printed pages (including this cover 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 – 5.**

1 Look at the photograph at the top left of the poster. In what way does the picture aim to persuade people to volunteer for the campaign?

_____

_____ [1]

2 Refer to the section header '**It Starts with You**'. What are two activities that volunteers can engage in?

_____

_____

_____ [1]

3 Refer to the **Table of Items** of what one should pick up from the ground. What do you think will be done to the items after they are removed? Suggest one way.

_____

_____

_____ [1]

4 What is the main purpose of this poster?

_____

_____ [1]

5 Which sentence is intended to give you the impression that keeping the environment clean is expected of everyone?

_____

_____ [1]

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## Section B [20 marks]

**Refer to Text 2 on pages 3 – 4 of the Insert for Questions 6 – 16.**

6 In Paragraph 1, we are told that Mrs Chorbadjian was 'determined' to celebrate her birthday 'as never before' (lines 1-2). State the reason why she felt this way.

.....

..... [1]

7 In Paragraph 2, we are told that on the previous night, 'a clamour of concerns and fears [coursed] through [Mrs Chorbadjian's] mind' (lines 8-9).

Explain the effectiveness in the use of 'clamour' in the quotation above.

.....

.....

.....

..... [2]

8 Quote the word in Paragraph 2 that 'ice' in the expression 'melt the ice' (line 14) refers to.

..... [1]

9 'What a peculiar concept!' (lines 14-15).

To what does 'concept' refer?

.....

..... [1]



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10 According to Paragraph 2, what were family relationships like for Mrs Chorbadjian when she was a child? Explain fully **in your own words.**

[2]

11 To Mrs Chorbadjian, baking her favourite dessert was to '[warm] anyone's heart – even hearts hardened by stupid, stupid politics!' (lines 21-22)

Explain how the language used in this quotation effectively conveys Mrs Chorbadjian's attitude towards politics.

[2]

12 In Paragraph 3, we are told that 'everyone bled a little' in the 'head-clashing battles'. In what way do you think 'everyone bled a little' (lines 24-25)?

[2]

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13 The writer reveals in Paragraph 4 that Mrs Chorbadjian had a 'tendency to worry too much' (line 34).

From the same paragraph, quote the sentence that shows that it is typical for others to worry excessively as well.

.....

..... [1]

14 From Paragraph 5

(i) What were the two visible signs that Felicita 'had been to hell' (line 51)?

.....

.....

.....

..... [2]

(ii) In what way do you think Felicita had experienced 'hell'?

.....

..... [1]

15 *'Now, let's not make a rash decision. You wouldn't want a less-than-stable person in the house, darling, would you?'* (lines 56-57)

Why do you think the writer includes these words in italics?

.....

..... [1]



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16 The structure of the text reflects Mrs Chorbadjian's thoughts and feelings as she prepares for her birthday celebration. Complete the flow chart by choosing one word to summarise the main thoughts or feelings presented in each part of the text. There are some extra words you do not need to use.

**Mrs Chorbadjian's thoughts and feelings**

| | | |
|---|---|---|
| Tranquility | Confidence | Lethargy |
| Keen Understanding | | Rage |
| Impatience | Admiration | Uneasiness |

**Flow Chart**

**Paragraph 1**

Anticipation

**Paragraph 2**

.....[1]

**Paragraph 3**

.....[1]

**Paragraph 4**

Justification

**Paragraph 5**

.....[1]

**Paragraph 6**

.....[1]

[4]

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## Section C [25 marks]

**Refer to Text 3 on pages 5 – 6 of the Insert for Questions 17 – 24.**

**17** In Paragraph 1, explain **in your own words** why most are uninterested in walking.

[1]

**18** What is unusual about the writers' claim that walking allows one to 'step with the antipodal forces of motion and rest' (lines 7-8)?

[1]

**19** From Paragraph 2

**(i)** What is the writers' attitude towards pedestrians today?

[1]

**(ii)** With reference to same paragraph, explain why you think the writers have that attitude.

[2]

**20** In Paragraph 3, the writers refer to the pervasiveness of technology. Identify two separate words used in this paragraph which describe the firm hold that gadgets have over us.

[1]



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21 Here is part of a conversation between two students who are discussing the use of technology during walks:

| | |
|---|---|
| Gregory | You cannot deny that technology allows us to do tasks more conveniently. |
| Fan | I disagree. Technological gadgets in fact disempower us. |

(i) Referring to the use of technology in Paragraph 3, provide **one** example that can support Gregory's opinion.

[1]

(ii) With reference to the same paragraph, state the sentence which reinforces Fan's belief.

[1]

22 According to Woolf, taking walks help 'to spread [the] mind out' (line 48). Explain what Woolf means **in your own words.**

[1]

23 'Woe the society that sees little or no value in this.' (lines 49-50) What tone does the writer use towards those who do not subscribe to the 'art of walking'?

[1]

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**This page is to be detached and handed in separately.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CANDIDATE NAME | | | | | | | | | |
| CLASS | 4 | | | | REGISTER NUMBER | | | | |
| CENTRE NUMBER | 2 | 5 | 4 | 1 | INDEX NUMBER | | | | |

**24** **Using your own words as far as possible,** summarise the benefits that one can gain from walking without agenda.

**Use only information from Paragraphs 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.

*The benefits one can gain from walking without agenda include* _____

**[Turn over**

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No. of words: [15]

**END OF QUESTION BOOKLET**

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**Answer**

1. Look at the photograph at the top left of the poster. In what way does the picture aim to persuade people to volunteer for the campaign? [1] [INF FROM PIC]

   Some misunderstanding:
   - Question asks about the picture and not the heading.
   - Inaccurate context : "There is litter on the streets / it is a littered park"
   - Inaccurate focus - It is important to take into context / understanding the MAIN FOCUS: girl in playground filled with litter
     - X a playground filled with litter
     - X an iconic singapore space - hence do not want distinct Singaporean monuments (wrong word) to be covered in trash (a building, structure, or site that is of historical importance or interest.)
     - X smile tells us that this should be a fun activity
     - X playground filled with cockroaches

   - Ans: **[Pic – describe context]** a girl playing at a playground, typically found in Singapore, except that the playground is full of rubbish (Focus of the image in relation to the context is needed).
     **+ [any acceptable link that causes a positive effect]** hence, a playground that is meant to be a space of fun for children has become an unsuitable and dangerous place. This causes people to realise that one can make a difference to one's living environment / this would persuade one to want to clean the area in order to protect children from harm.

   - *The picture depicts a middle-aged woman accompanying a girl to the playground filled with rubbish. The picture shocks readers that litter accumulates, turning common spaces dirty and uninhabitable, hence persuading others to volunteer to prevent Singapore from turning into a city with litter.* (Edited - 4DY Mae Sann)
   - *The photograph shows a mother and daughter having fun at a playground in Singapore, but they are surrounded by piles of litter and rubbish. This will shock others into realising the consequence of a Singapore that is not clean and its impact on families, thus persuading one to volunteer to avoid such a scenario. (Edited - 4CO Tyra)*

2. Refer to the section headed It Starts with You. What are two activities that volunteers can engage in? [1] [Direct – but need to tweak statement]

X They can be involved in environmentally-friendly initiatives / lead an environmentally-friendly lifestyles (Vague response)

   - Ans: (Any 2) Pick up litter / an activity that involves them promoting to others the importance of not wasting food / Removing stagnant water around the area or raising the awareness of how to prevent dengue via an activity
   - NOTE: 2 activities needed for 1 mark. Need to tweak clue "litter-free ambassador", "Dengue prevention volunteer" and "Food waste reduction ambassador" to write it in the form of an activity.

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3. Refer to the **Table of Items** of what one should pick up from the ground. What do you think will be done to the items after they are removed? Suggest one way. [1] [INF]

   Focus of the table of items as well and the items listed
   FOCUS: sorting of items

   - EITHER OR:
     - They will be sorted out into recyclables or non recyclable items
     - They can be recycled
     - They may be thrown away
     - X Disposed of responsibly (Vague)
     - X They are categorised into categories (vague)
     - X Materials can be recycled. Furthermore, clean and green handles the materials in an environmentally-friendly way (Excess denies)
     - X They will be brought to factories (What? Not all?)

4. What is the main purpose of this poster? [1] [Purpose / Effect]

   Only 1 answer / point allowed (Main Purpose). Cannot give 2 points.

   - To get readers to **sign up as volunteers to** keep Singapore clean.

   - X To play their part (vague) and keep their environment clean (explicit clause "sign up" indicates it is not just about raising awareness)
   - X involved

5. Which sentence is intended to give you the impression that keeping the environment clean is expected of everyone? [1] [vocab]

   - "It's a **moral civic duty** to keep our public spaces clean – it's a matter of national pride." OR
   - "Whatever the reasons, our volunteers believe **everyone plays a role** in keeping Singapore clean and green."

   X "It's a moral civic duty to keep our public spaces clean - it's a matter of national pride." - Mr Tan Ken Jin

**SECTION B**

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6. In Paragraph 1, we are told that Mrs Chorbadjian was 'determined' to celebrate her birthday 'as never before' (lines 1-2). State the reason why she felt this way. [1] Direct

   - Ans: One could turn 89 only once/ Living to such an old age was a rare occurrence.

7. In Paragraph 2, we are told that on the previous night, 'a clamour of concerns and fears [coursed] through [Mrs Chorbadjian's] mind'. Explain the effectiveness in the use of 'clamour' in the quotation above. [2] Lang Use for Effect

   - Ans: The word "clamour" means a loud noise (made usually made by a group). [1m] Thus, the word is effective in conveying how the multitude of fears and concerns she had did not allow her to rest/ bombarded her. [1m]

8. Quote the word in Paragraph 2 that 'ice' in the expression 'melt the ice' (line 14) refers to. [1] Vocab
   - The word is "tension".

9. 'What a peculiar concept!' (lines 14-15) To what does 'concept' refer? [1] Direct
   - It refers to the idea of a family gathering.

10. According to Paragraph 2, what were family relationships like for Mrs Chorbadjian when she was a child? Explain fully in your own words. [2] Own Words

**2 out of 3 points needed: [1m each]**

| | |
|---|---|
| "You didn't have to bring together what was never apart. You knew that you were always with each other | • There was unity in the family |
| at every meal and every fast, | • In times of abundance and lack/ through thick and thin |
| both the spirits of the living and the ghosts of the past. | • Regardless of whether they were physically present or only present in spirit/ regardless of whether they were alive or dead |

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11. To Mrs Chorbadjian, baking her favourite dessert was to '[warm] anyone's heart – even hearts hardened by stupid, stupid politics!' (lines 21-22) Explain how the language used in this quotation effectively conveys Mrs Chorbadjian's attitude towards politics. [2] Lang Use for Effect

- Mrs Chorbadjian's (strong) disapproval of politics [1m]
- is conveyed through the words "hearts hardened" which show how having different political views or inclinations can stop one from having kind feelings towards another OR is conveyed through the use (or repetition) of the word "stupid" which suggests (or emphasises) that politics is ineffectual in leading to a reasonable outcome. [1m]

12. In Paragraph 3, we are told that 'everyone bled a little' in the 'head-clashing battles'. In what way do you think 'everyone bled a little' (lines 24-25)? [2] Inferential

- All were hurt/ suffered OR no one was spared [1m]
- Because of their argument/ fight/ conflict/ competition due to opposing views. [1m]

13. The writer reveals in Paragraph 4 that Mrs Chorbadjian had a 'tendency to worry too much' (line 34). From the same paragraph, quote the sentence that shows that it is typical for others to worry excessively as well. [1] Direct

- Ans: "The rest of humanity binged on anxiety."
- *Note—Incorrect Answer: "Then again, Mrs Chorbadjian believed, only two kinds of people in this world succeeded in not worrying: the fools and the optimists, which as far as she was concerned were often the same individuals."*

14. From Paragraph 5

(i) What were the two visible signs that Felicita 'had been to hell' (line 51)? [2] Direct

- She had bruises on her arms [1m] and a nasty swelling around her left eye [1m].

(ii) In what way do you think Felicita had experienced 'hell'? [1] Inferential

- She had been the victim of physical abuse.

15. '*Now, let's not make a rash decision. You wouldn't want a less-than-stable person in the house, darling, would you?*' (lines 56-57) Why do you think the writer includes these words in italics? [1] Inferential

- Ans: The words in italics are the exact words that Mrs Chorbadjian thought that her husband would have said to her and the writer included these words to show us how close he still seemed to Mrs Chorbadjian though he had already died [1m].

16. The structure of the text reflects Mrs Chorbadjian's thoughts and feelings as she prepares for her birthday celebration. Complete the flow chart by choosing one word to summarise the main thoughts or feelings presented in each part of the text. There are some extra words you do not need to use. [4] Global Question

**Paragraph 2: Uneasiness** [1]

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**Paragraph 3: Confidence** [1]

**Paragraph 4: Justification** [1]

**Paragraph 5: Admiration** [1]

## SECTION C

17. In Paragraph 1, explain in your **own words** why most are uninterested in walking. [1]
[OWN WORDS]

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- Ans: Many consider it to be dull
- ***NOTE:*** evidence taken from "drab, tedious and monotonous"
    i. dull / tiresome, repetitive
- ***NOTE:*** candidates cannot reuse the root word of the term "disinterested" – eg. "interesting" / "interest"

- X Dull and challenging
- X dry and dull
- X dull and irritating

18. What is unusual about the writers' claim that walking allows one to 'step with the antipodal forces of motion and rest' (lines 7-8)? [1] [WRITER'S USE]

Focus: on contradiction (contradictory forces)
X lifting of words "motion" and "rest" will not be able to effectively convey your understanding. (Do not reuse words without explanation)
X Always note the focus / intention of the sentence. This was not about the natural vs. scientific world.

*(Antipodal: in opposition to)*
- Usual – we associate walking / motion to be a physical activity
- Unusual – that while it is both allowing one to move, that it also allows one to take respite in the midst of labour

19. From Paragraph 2

(i) What is the writers' attitude towards pedestrians today? [1] [TONE / ATTITUDE]
- critical / disapproving / disdainful

- X annoyed / disappointed/ pities (feeling), he thinks they are ... (thoughts), he is criticising their... (action)
- X cynical

(ii) With reference to same paragraph, explain why you think the writers have that attitude. [2] [INFERENCE]

Provide evidence + then link your evidence & explain how it answers the question

**The FOCUS here is on: one's GOAL and not only about the rush / walking quickly**
**Goal: To prove/ achieve; To get somewhere; To reach on time**

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- Because walking becomes a matter of "proving, achieving, winning gaining" [1] (lifting allowed but context needed) – it just highlights man's yearning to be superior or better than others [1]
- One just walks "to get somewhere" / "to reach a destination" [1] – hence the act of walking is disregarded, walking is only meant as a means to an end. [1]
- ***NOTE:*** Answer needs to be extended – 'explain' – so candidates should highlight context, and then link to their reason (reason needs to be negative)

X Lifting without explanation
X odd expression: 'walking for the sake of walking"
X just to rush / to rush against time ('rushing against time' is not the same as 'being on time')

20. In Paragraph 3, the writers refer to the pervasiveness of technology. Identify two separate words used in this paragraph which describe the **firm hold** that gadgets have over us. [1] [Vocab]

Precision of intensity needed

- "gripped" and "stuck"
- X ' attached' – Weak intensity (Does not accurately convey the 'firm' hold)
- X mediated

21. Here is part of a conversation between two students who are discussing the use of technology during walks:

| | |
|---|---|
| Gregory | You cannot deny that technology allows us to do tasks more conveniently. |
| Fan | I disagree. Technological gadgets in fact disempower us. |

(i) Referring to the use of technology in Paragraph 3, provide one example that can support Gregory's opinion. [1] [DIRECT]

- "check email midstride" /
- OR "tally up our steps on a Fitbit or smartwatch to get in shape"

- ***NOTE:*** not accepted: X wearing earbuds to drown out the traffic or the street life - nothing to do with a specific task
- X Fitbits to keep in shape (vague)
- X easier capturing of objects of immediate interest (point here was about mediation in the passage)

(ii) With reference to the same paragraph, state the sentence which reinforces Fan's belief. [1] [VOCAB]

- "Instead of asking, what do I see? what might I tell you?, we are told instead how to see - and often what to feel - much of what is determined by algorithm."

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22. According to Woolf, taking walks help 'to spread [the] mind out' (line 48). Explain what Woolf means **in your own words.**. [1] [OWN WORDS]

- "spread the mind out" – expand / widen our current experiences and knowledge

Contextual knowledge of the expression needed (not about relaxing the mind).
Candidates who did not get this mark was largely affected by their language.

X Open our minds (exp)
X allows our mind to go in any direction
X let the mind wander on its own
X allows us to think more freely / think clearer

23. 'Woe the society that sees little or no value in this.' (lines 49-50) What tone does the writer use towards those who do not subscribe to the 'art of walking'? [1] [TONE/ ATTITUDE]

- Ans: Despairing / solemn / pitying
- (Meaning of 'woe' – great sorrow or distress)
  X mocking / sympathetic / disappointed / pitiful / sorrowful / scornful / critical

24. **Using your own words as far as possible**, summarise the benefits that one can gain from walking without agenda. **Use only information from Paragraphs 4 and 5.**

| | | |
|---|---|---|
| 1 | brief respite in our otherwise frenetic lives / allowing us to detach | Walking gives us a break from our hectic lives |
| 2 | we might see life for ourselves again, **not unlike a child does** | free to see the world with a **child-like perspective**<br><br>**[No marks given without 'child' /'child-like']** |
| 3 | (like art, we are) absorbed in artful perception | We become very aware of / observe the world from our perspectives |

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| | | |
|---|---|---|
| 4 | and contemplation | Allowing for reflection |
| 5 | A genuinely | An authentic |
| 6 | aesthetic experience of beauty is aimless | Visually appealing experience / feeling when one is without agenda |
| 7 | Sunsets and paintings and roses do not seize our minds with the iron grip that daily life typically exerts. | What we see during the walks relaxes our minds from the stresses of life |
| 8 | Watching a golden ball dissolving into the horizon in orange and pink hues is not going to add to our bank accounts or social status. | Although appreciating nature may not bring tangible benefits |
| 9 | There is a certain beauty in the awareness of being fully alive | There is a type of allure in physically experiencing the sensations of living |
| 10 | limiting too the promenade of thoughts going by – our own insights and visions | We do not restrict our understanding and dreams |

NB: Point no. 8 is accepted only if linked to point no.9.

Point no. 9 on its own is accepted.

No marks given if expressions are vague / inaccurate even if key words are present.

Should follow the sequence. There's no necessity for rearrangement of points.

When in doubt, students should lift some of the content points. Too much paraphrasing without proper comprehension of passage often results in a lower score for 'content'.

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# TANJONG KATONG SECONDARY SCHOOL
**Preliminary Examination 2020**
**Secondary 4**

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## ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension **4 August 2020**

INSERT **1 hour 50 minutes**

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