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

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2021

ENGLISH LANGUAGE (1128/01)

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LEVEL: Secondary 4 Express, 4 Normal (Academic) & 5 Normal (Academic) **DATE:** 25 August 2021

CLASS(ES): Secondary 4/1, 4/2, 4/4SBB and 5/1 **DURATION:** 1 hour 50 min

Additional Materials provided: A 4-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 pen on both sides of the paper.
Do not use staples, paper clips, glue, or correction fluid and tape.

Answer **Section A, Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

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

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

This Question Booklet consists of 12 printed pages including this page.

[Turn over]

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about food delivery. 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. ✓

In the past, many families in Singapore did not have the habit of

ordering in. Fast forward from the early 2000s when pizza and fast **1** .....

food could be ordered through a tele-operator. You just need to **2** .....

have the flyers handy. The state of the food delivery landscape **3** .....

remained as such until the 2010s where the gig economy started to **4** .....

took off and brought us operators such as foodpanda, Deliveroo and **5** .....

GrabFood. However, using these apps in their early years were not as **6** .....

smoothed an experience as it is today. You needed reservoirs of **7** .....

patience to put on with technical glitches and less than stellar customer **8** .....

service. The recent pandemic has made this food deliver culture more **9** .....

of a normality than novelty. Food vendors too are increasingly joining **10** .....

these platforms to gain access to the largely digitalised customer base.

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

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2021

SECONDARY 4 EXPRESS AND 5 NORMAL (ACADEMIC)
ENGLISH LANGUAGE (1128/01)

INSERT

This Insert consists of 4 printed pages including this page.

[Turn over]

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SG GREEN PLAN for schools

SG Green Plan for schools encourages young people to connect with their environment by allowing them the opportunity to actively protect it. It starts in the classroom; it expands to the school and eventually fosters change in the community at large.



Water

- Reduce water wastage
- Use water-efficient appliances at home



Food

- Support local produce
- Grow your own edibles at home or in a school or community garden



Energy

- Switch off electrical appliances at the socket when not in use.
- Use fan instead of air-con
- Set air-con temperature at 25°C
- Use energy-efficient appliances



Waste

- Reduce, Reuse and Recycle Right
- Buy, order and use only what you need
- Bring your own bag or container
- Repair instead of buying new items



Do more!

- Start an environmental movement in school or in your community
- Volunteer in environmental activities like tree planting. Citizen science programmes, litter picking and community outreach.



You can play a part to make a positive environmental impact!



Adapted from: https://www.greenplan.gov.sg/images/resources/sgp_actionables.jpg

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Section B [30 marks]

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

Question 2

You should look at the poster in the Insert, study the information carefully and plan your answer before beginning to write.

The Green Club in your school has planned to conduct an assembly programme to promote sustainable practices suggested by the SG Green Plan campaign among students and staff. As the President of your school's Green Club, your teacher-in-charge has assigned you the task of presenting a speech during the assembly programme.

Write a speech to be presented to your schoolmates and teachers persuading them to adopt environmentally friendly practices. In your speech, give details of:

- why you believe everyone needs to do more to save the environment
- how your schoolmates and teachers can contribute to the green efforts while in school
- how your schoolmates and teachers can contribute to the green efforts in their own homes
- what possible student-led initiatives could be implemented in your school.

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

Write your speech to the school in clear, accurate English. Your tone should be polite and persuasive to encourage your schoolmates and teachers to play their part to make a positive environmental impact.

You should use your own words as much as possible.

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Section C [30 marks]

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

Questions 3 – 6

3 In your opinion, does learning to speak one's own Mother Tongue fluently result in a deeper connection with their cultural roots? Give reasons for your views.

4 Describe a childhood experience that taught you to value your family and explain why you cherish this memory.

5 "The prevalence of modern technology makes education in schools obsolete." What are your views?

6 To what extent do you agree that having job satisfaction is more important than drawing a high pay?

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

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

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2021

SECONDARY 4 EXPRESS & 5 NORMAL (ACADEMIC)
ENGLISH LANGUAGE (1128)

INSERT

This Insert consists of 6 printed pages including this page.

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Section A

Text 1

Study the poster below and answer Questions 1 – 4 in the Answer Booklet.



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Section B

Text 2

The text below is about the author's time spent in London. Read it carefully and answer Questions 5 – 14 in the Answer Booklet.

1 I am still not entirely clear why my fifteen year-old self, living inside a loving, unrestrictive family, would choose to leave Egypt, the horses, the Red and Mediterranean seas, the friends, Thunder the German Shepherd I fed with my own hands (and who was anything but thunderous) – and, perhaps most importantly, my own name and fly 3,500 kilometres north to live in a large, unheated stone house with forty English boys in the middle of soggy fields and under a sky that almost never broke, where I was Robert and only sometimes Bob.

2 I had fallen for the landscape some five years before, when I was ten. We were visiting London, but then, hearing that a cousin was boarding in a school in Somerset – or was it Dorset or perhaps even Devon? We decided to take the train west from Paddington. I remember the station, and the way the carriage seemed to become lighter as the density of the capital fell away, as though the pull of gravity was stronger in the city. It was impossible to stop looking out of the window, where the view was full of lush green hedgerows and clear blue sky. Once we were off the train, we drove through hedges that rose high on either side of the road embracing us. Water running in rivers, or lingering in drops on leaves, making the air sweet with the scent of morning dew. The further we went, the narrower and deeper the lanes became, as if the earth was taking us home. The clouds were interlaced thickly together, with the comfort of a soft cotton headrest welcoming us from above. It all gave me the impression, which I see now was a strange thing for a ten-year-old boy to think, that if I were to put something down here, something of personal value that might be, to anyone else, of no value at all and therefore more vulnerable to damage, it would not be moved. I would be able to come back later and find it exactly where I had left it.

3 If this explains my coming to England, it does not explain my departure from Cairo. Perhaps I did not trust in the constancy of my parents' life, or the life they had created for themselves in Egypt, where many decisions were suspended because "We'll be in Libya by then." It's not that England felt more permanent but I thought I could be in charge of my own fate here.

4 However, this love affair with the English landscape turned dark on my first day. The instructions from my parents were that, on landing at Heathrow, I was to take a black London cab directly to school. What my parents thought would be a comfort turned into a stressful journey. The London driver got lost. Night was falling. The man became more and more impatient. He threatened to leave my giant suitcase and me in one of the deserted country lanes.

5 Looking back, I think I might have annoyed him earlier. He had stopped at a petrol station to refuel and left the engine running. Coming from Cairo, where drivers turn off the ignition at traffic stops, this seemed horribly wasteful. My upbringing placed a heavy moral value on waste. A few grains of rice left on

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my plate would provoke my mother to say, "But how precisely have these grains offended you now?" When the London cabby got back into the car, I asked him, "Excuse me, please, why didn't you switch off your engine?" He looked at me in the rear view mirror and said, "You're right there, mate; it's *my* engine." After about an hour more of driving around in the dusk, he stopped the car and asked me to get out. I decided to remain silent.

6 Years later, it suddenly made sense why my friends have always assumed that, after more than a quarter of a century of living in England, I will eventually move to another country. Something about me, or about the life I have created in London, seems impermanent. I am often unnerved by exiles I meet who, like me, have found themselves living in London but who, unlike me, have surrendered to the place and therefore exude the sort of resigned stability I lack. Naked adoption of native mannerisms or the local dialect – this has always seemed to me a kind of humiliation. And yet, like a jealous lover, I believed I knew London's secrets better than most of its natives. When, after Prime Minister Tony Blair's visit to Libya in 2004, members of Qaddafi's inner circle began to buy houses in the British capital, sometimes in my neighbourhood, I told myself that my London was not theirs. I became grateful to have settled in a city whose most essential character is secrecy. My silent condemnation of those fellow exiles who wished to assimilate was my feeble act of fidelity to the old country, or maybe not even to Libya but to the young boy I was when we left.

Adapted from 'The Return' by Hisham Matar

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Section C

Text 3

The text below is about a man in a crowd who stood out for what he believed in. Read it carefully and answer Questions 15 – 21 in the Answer Booklet.

1 There is a famous black-and-white photograph from the era of the Third Reich. It is a picture taken in Hamburg, Germany, in 1936, of shipyard workers, a hundred or more, facing the same direction in the light of the sun. They are heiling in unison, their right arms rigid in outstretched allegiance to the Fuhrer.

2 If you look closely, you can see a man in the upper right who is different from the others. His face is gentle but unyielding. Modern-day displays of the photograph will often add a helpful red circle around the man or an arrow pointing to him. He is surrounded by fellow citizens caught under the spell of the Nazis. He keeps his arms folded to his chest, as the stiff palms of the others hover just inches from him. He alone is refusing to salute. He is the one man standing against the tide.

3 Looking back from our vantage point, he is the only person in the entire scene who is on the right side of history. Everyone around him is tragically, fatefully, categorically wrong. In that moment, only he could see it.

4 His name is believed to have been August Landmesser. At the time, he could not have known the murderous path the hysteria around him would lead to. But he had already seen enough to reject it. He had joined the Nazi Party himself years before. By now though, he knew first-hand that the Nazis were feeding Germans lies about Jews, the outcastes of his era, that, even this early in the Reich, the Nazis had caused terror, heartache, and disruption. He knew that Jews were anything but Untermenschen[1], that they were German citizens, human as anyone else. He was an Aryan in love with a Jewish woman, but the recently enacted Nuremberg Laws had made their relationship illegal. They were forbidden to marry or to have sexual relations, either of which amounted to what the Nazis called "racial infamy".

5 His personal experience and close connection to the scapegoated caste allowed him to see past the lies and stereotypes so readily embraced by susceptible members – the majority, sadly – of the dominant caste. Though Aryan himself, his openness to the humanity of the people who had been deemed beneath him gave him a stake in their well-being, their fates tied to his. He could see what his countrymen chose not to see.

6 In a totalitarian regime such as that of the Third Reich, it was an act of bravery to stand firm against an ocean. We would all want to believe that we would have been him. We might feel certain that, were we Aryan citizens under the Third Reich, we surely would have seen through it, would have risen above it like him, been that person resisting authoritarianism and brutality in the face of mass hysteria.

[1] Untermenschen means a person considered racially or socially inferior in German Language.

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7 We would like to believe that we would have taken the more difficult path of standing up against injustice in defence of the outcaste. But unless people are willing to transcend their fears, endure discomfort and derision, suffer the scorn of loved ones and neighbours and co-workers and friends, fall into disfavour of perhaps everyone they know, face exclusion and even banishment, it would be numerically impossible, humanly impossible, for everyone to be that man. What would it take to be him in any era? What would it take to be him now?

Adapted from 'Caste: The Origins of our Discontents' by Isabel Wilkerson

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

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ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2021

ENGLISH LANGUAGE (1128/02)



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LEVEL: Secondary 4 Express and 5 Normal (Academic)

DATE: 25 August 2021

CLASS(ES): Secondary 4/1, 4/2, 4/4SBB and 5/1

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 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 10 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 The poster places emphasis on an 'eco-lifestyle' and living the 'eco-way'. List **TWO** words that "eco" could be derived from.

i) .....

ii) ..... [1]

2 How does the poster propose that we save electricity?

i) .....

ii) ..... [1]

3 How are the '7 Good Water Saving Habits' presented in the poster and why is it presented as such?

.....

.....

..... [2]

4 Look at the speech bubble under the heading 'Live the ECO Way'. Which word suggests that an eco-lifestyle is not completely effective in protecting our environment?

..... [1]

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Section B [20 marks]

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

5 The author shared at the start of the passage that his dog, a German Shepherd, named Thunder 'was anything but thunderous' (line 4). What does this imply about the dog's personality?

..... [1]

6 In Paragraph 1, the author leaves the safe confines of his home in Egypt to live in an 'unheated stone house with forty English boys in the middle of soggy fields and under a sky that almost never broke...' (lines 6 – 7).

Pick out the phrase from the lines above that represents the appropriate weather condition.

Description of the surroundings	Phrase from the passage
(i) Hard, cold abode	
(ii) Raining continuously	

[2]

7 From Paragraph 1, identify the clue that tells us that 'Robert' or 'Bob' was not his real name.

.....

..... [1]

8 From Paragraph 2, what does the author mean when he mentions that he 'had fallen for the landscape some five years before...' (line 9)?

.....

..... [1]

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9 'I remember the station, and the way the carriage seemed to become lighter as the density of the capital fell away, as though the pull of gravity was stronger in the city. It was impossible to stop looking out of the window.' (lines 12 – 15)

i) Identify **two** separate words from the lines above that show how the author viewed life in the city in contrast to that of the suburban area he was travelling to.

a) .....

b) ..... [1]

ii) Why did the author feel that it 'was impossible to stop looking out of the window' (lines 14 – 15)?

.....

..... [1]

10 From Paragraph 2, the landscape seems to be drawing the author in. Explain how the language used to describe the landscape affirms the author's decision to move to London and make it his home.

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..... [3]

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11 'Coming from Cairo, where drivers turn off the ignition at traffic stops, this seemed horribly wasteful. My upbringing placed a heavy moral value on waste. A few grains of rice left on my plate would provoke my mother to say, "But how precisely have these grains offended you now?"' (lines 39 – 43)

i) Based on the lines above, how would you describe the author's upbringing?

..... [1]

ii) Identify a detail from Paragraph 5 which proves that the author's upbringing has influenced his life.

.....

..... [1]

iii) What is the mother's tone of voice when she questions him about leaving a few grains of rice on his plate?

..... [1]

12 'When the London cabby got back into the car, I asked him, "Excuse me, please, why didn't you switch off your engine?" He looked at me in the rear view mirror and said, "You're right there, mate; it's *my* engine."' (lines 43 – 46)

i) How did the author offend the driver?

.....

..... [1]

ii) How would you describe the attitude of the driver towards the author when he emphasises on the words 'my engine' in line 46?

..... [1]

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13 In Paragraph 6, the author once again shares about his love affair with London. However, this time, he highlights that he behaved 'like a jealous lover' (line 55). Why was the author jealous?

.....

..... [1]

14 The text shares the author's conflicted love for London. Complete the flow chart by choosing one phrase to summarise the author's emotional upheaval at each stage. There are some extra phrases you do not need to use.

Author's Emotions

Falling in love with the beauty of the countryside
Judgement day
A journey that turned sour
Unable to comprehend his own decision to leave home
A sense of belonging
An adventure begins

Flow chart

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

↓

Paragraphs 2 – 3 **(ii)** .....

↓

Paragraphs 4 – 5 **(iii)** .....

↓

Paragraph 6 **(iv)** ..... [4]

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Section C [25 marks]

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

15 What does the black-and-white photograph tell you about the technology of that era?

..... [1]

16 "They are heiling in unison, their right arms rigid in outstretched allegiance to the Fuhrer." (lines 4 – 5)

Quote a phrase and word from Paragraphs 1 and 2 respectively that has the same meaning as 'heiling'.

From the Passage	Quote
(i) A ***phrase*** from Paragraph 1	
(ii) A ***word*** from Paragraph 2	

[2]

17 What is unusual and effective about the description of August Landmesser's face being 'gentle but unyielding' in line 7?

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..... [2]

18 From Paragraph 2, why do you think people 'add a helpful red circle around the man or an arrow pointing to him'? (lines 8 – 9)

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..... [1]

19 'He is the one man standing against the tide.' (lines 11 – 12)

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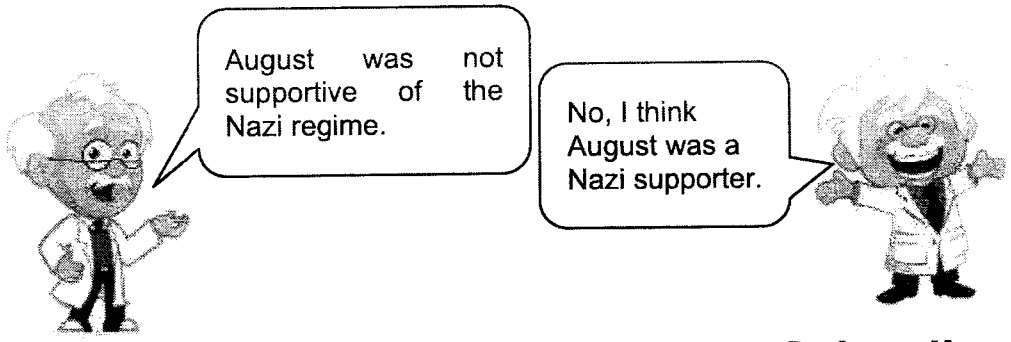
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What does this line suggest about the man's perspective?

.....

..... [1]

20 Here is part of a conversation between two professors.



Professor Sun **Professor Moon**

(a) Give **one** detail from Paragraph 2 that supports Professor Sun's point of view.

.....

..... [1]

(b) Give **two** pieces of evidence from Paragraph 4 that support Professor Moon's point of view.

(i) .....

..... [1]

(ii) .....

..... [1]

21 **Using your own words as far as possible,** summarise the reasons why August Landmesser did not support the Nazis and the possible consequences

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one has to face when standing up for the outcastes.

Use only information from Paragraphs 4 – 7.

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).

August Landmesser might not have known the extent of the genocide that would take place but .....

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ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2021
ENGLISH LANGUAGE (1128/01)
SECONDARY 4 EXPRESS AND 5 NORMAL (ACADEMIC) ANSWER SCHEME

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the food delivery. 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. ✓ .....

In the past, many families in Singapore did not have the habit of ordering in. Fast forward (from) the early 2000s when pizza and fast food could be ordered through a tele-operator. You just (need) to have the flyers handy. The state of the food delivery landscape remained as such until the 2010s (where) the gig economy started to (took) off and brought us operators such as foodpanda, Deliveroo and GrabFood. However, using these apps in their early years (were) not as (smoothed) an experience as it is today. You needed reservoirs of patience to put (on) with technical glitches and less than stellar customer service. The recent pandemic has made this food (deliver) culture more of a normality than novelty. Food vendors too are increasingly joining these platforms to gain access to the largely digitalised customer base.

1	to (preposition)
2	needed (tense)
3	✓
4	when (r. pronoun)
5	take (to-infinitive)
6	was (SVA)
7	smooth (word form)
8	up (preposition)
9	delivery (word form)
10	✓

Adapted from https://www.channelnewsasia.com

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

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ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2021
ENGLISH LANGUAGE (1128/02)
SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC) ANSWER SCHEME

Section A [5 marks]

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

1 The poster places emphasis on an 'eco-lifestyle' and living the 'eco-way. List **TWO** words that "eco" could be derived from.

i) ecology / ecological

ii) economy / economic / economical

iii) ecosystem / ecocsystems [1]

2 How does the poster propose that we save electricity?

i) **By switching off power sockets of home appliances.**

ii) **By choosing energy efficient appliances.**

iii) **Set the air-conditioner temperature at 25 degrees celsius.**

iv) **Use a fan in place of the air-conditioner.**

(1 mark for any 2 of the 4 options.) [1]

3 How are the '7 Good Water Saving Habits' presented in the poster and why is it presented as such?

It is presented in the form of a water droplet (1m) and it is presented as such to highlight how precious water is which is why we must save it / to highlight how every drop of water is precious and we should not waste it (1m). [2]

4 Look at the speech bubble under the heading 'Live the ECO Way'. Which word suggests that an eco-lifestyle is not completely effective in protecting our environment?

minimises
DNA: 'minimise' [1]

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Section B [20 marks]

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

5 The author shared at the start of the passage that his dog, a German Shepherd, named Thunder 'was anything but thunderous' (line 4). What does this imply about the dog's personality?

It was docile / timid / shy / demure / gentle / reserved / tame.
DNA: quiet / calm [1]

6 In Paragraph 1, the author leaves the safe confines of his home in Egypt to live in an 'unheated stone house with forty English boys in the middle of soggy fields and under a sky that almost never broke…' (lines 6 – 7).

Pick out the phrase from the lines above that represents the appropriate weather condition.

Description of the surroundings	Phrase from the passage
(i) Hard, cold abode	unheated stone house
(ii) Raining continuously	(a) sky that almost never broke

[2]

7 From Paragraph 1, identify the clue that tells us that 'Robert' or 'Bob' was not his real name.

The clue is that he had left everything behind including his own name. [1]

8 From Paragraph 2, what does the author mean when he mentions that he 'had fallen for the landscape some five years before…' (line 9)?

He fell in love with the surroundings / scenery / views / perspective. [1]

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9 'I remember the station, and the way the carriage seemed to become lighter as the density of the capital fell away, as though the pull of gravity was stronger in the city. It was impossible to stop looking out of the window.' (lines 12 – 15)

i) Identify **two** separate words from the lines above that show how the author viewed life in the city in contrast to that of the suburban area he was travelling to.

a) lighter

b) density [1]

ii) Why did the author feel that it 'was impossible to stop looking out of the window' (lines 14 – 15)?

He loved the scenic view of the countryside too much. [1]

10 From Paragraph 2, the landscape seems to be drawing the author in. Explain how the language used to describe the landscape affirms the author's decision to move to London and make it his home.

- **"hedges that rose high on either side of the road embracing us" seems to highlight how the plants/ bushes were hugging the author, giving him comfort.**
- **"Water running in rivers, or lingering in drops on leaves, making the air sweet with the scent of morning dew" showed how the author enjoyed / appreciated the fresh air presented in the countryside.**
- **"The further we went, the narrower and deeper the lanes became, as if the earth was taking us home" highlights how even the pathways seem to be welcoming the author to his new home.**
- **"The clouds were interlaced thickly together, with the comfort of a soft cotton headrest welcoming us from above" gives the feeling that the author can expect a comfortable and peaceful rest when he reaches home.** [3]

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11 'Coming from Cairo, where drivers turn off the ignition at traffic stops, this seemed horribly wasteful. My upbringing placed a heavy moral value on waste. A few grains of rice left on my plate would provoke my mother to say, "But how precisely have these grains offended you now?"' (lines 39 – 43)

i) Based on the lines above, how would you describe the author's upbringing?

It was strict / had a heavy emphasis on values. [1]

ii) Identify a detail from Paragraph 5 which proves that the author's upbringing has influenced his life.

The author listened to the "instructions" from his parents though they were not with him physically. [1]

iii) What is the mother's tone of voice when she questions him about leaving a few grains of rice on his plate?

Her tone was sarcastic / mocking. [1]

12 'When the London cabby got back into the car, I asked him, "Excuse me, please, why didn't you switch off your engine?" He looked at me in the rear view mirror and said, "You're right there, mate; it's *my* engine."' (lines 43 – 46)

i) How did the author offend the driver?

He questioned him on why he did not switch his engine off at the petrol station. [1]

ii) How would you describe the attitude of the driver towards the author when he emphasises on the words 'my engine' in line 46?

He was irritated / infuriated / aggressive / annoyed / angry.

DNA: upset (does not show intensity of the driver's ire) [1]

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13 In Paragraph 6, the author once again shares about his love affair with London. However, this time, he highlights that he behaved 'like a jealous lover' (line 55). Why was the author jealous?

He was jealous because he felt possessive over London and wanted to emphasise his knowledge of the country to the new immigrants. [1]

14 The text shares the author's conflicted love for London. Complete the flow chart by choosing one phrase to summarise the author's emotional upheaval at each stage. There are some extra phrases you do not need to use.

Author's Emotions

Falling in love with the beauty of the countryside
Judgement day
A journey that turned sour
Unable to comprehend his own decision to leave home
A sense of belonging
An adventure begins

Flow chart

Paragraph 1	(i)	Unable to comprehend his own decision to leave home
↓		
Paragraphs 2 – 3	(ii)	Falling in love with the beauty of the countryside
↓		
Paragraphs 4 – 5	(iii)	A journey that turned sour
↓		
Paragraph 6	(iv)	A sense of belonging

[4]

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Section C [25 marks]

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

15 What does the black-and-white photograph tell you about the technology of that era?

It was not very advanced. / It was backward.
DNA: 'Technology was outdated.

[1]

16 "They are heiling in unison, their right arms rigid in outstretched allegiance to the Fuhrer." (lines 4 – 5)

Quote a phrase and word from Paragraphs 1 and 2 respectively that has the same meaning as 'heiling'.

From the Passage	Quote
(i) A ***phrase*** from Paragraph 1	arms rigid in outstretched allegiance
(ii) A ***word*** from Paragraph 2	salute

[2]

17 What is unusual and effective about the description of August Landmesser's face being 'gentle but unyielding' in line 7?

It is unusual because August has two contrasting facial expressions described at the same time.
It is effective in showing the dilemma / conflict he faced in not supporting the Nazis mentally but he did not dare to openly defy the vast majority who did.

[2]

18 From Paragraph 2, why do you think people 'add a helpful red circle around the man or an arrow pointing to him'? (lines 8 – 9)

It was easier to spot him in the crowd. / It was not easy to spot him in the photograph.

[1]

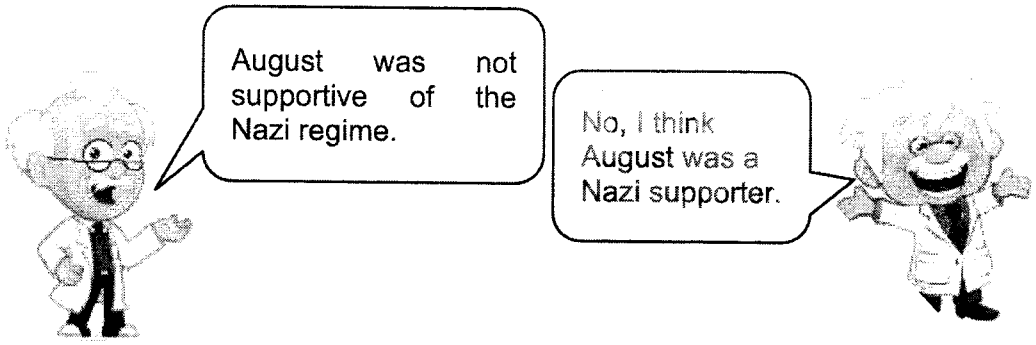
19 'He is the one man standing against the tide.' (lines 11 – 12)

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What does this line suggest about the man's perspective?

His perspective was not popular. / His perspective was different from the majority. [1]

20 Here is part of a conversation between two professors.



Professor Sun **Professor Moon**

(a) Give **one** detail from Paragraph 2 that supports Professor Sun's point of view.

He kept his arms folded to his chest even though the stiff palms of the others hover just inches from him. / He alone is refusing to salute. [1]

(b) Give **two** pieces of evidence from Paragraph 4 that support Professor Moon's point of view.

(i) **He had already seen enough to reject the Nazis.** [1]

(ii) **He knew first-hand that the Nazis were feeding the Germans lies about the Jews. / He had joined the Nazi party himself.** [1]

21 **Using your own words as far as possible,** summarise the reasons why August Landmesser did not support the Nazis and the possible consequences

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one has to face when standing up for the outcastes.

Use only information from Paragraphs 4 – 7.

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).

August Landmesser might not have known the extent of the genocide that would take place but…

No	Lifted from the passage	Rephrased form
The reasons why August Landmesser did not support the Nazis		
1	he had already seen enough to reject it.	he had witnessed enough to resist it.
2	he knew first-hand that the Nazis were feeding Germans lies about Jews	He knew right from the start that the Nazis were spreading fake information about the Jews.
3	the Nazis had caused terror, heartache, and disruption	They had instilled fear, pain and chaos.
4	His personal experience and close connection to the scapegoated caste allowed him to see past the lies and stereotypes of the dominant caste.	His personal encounter with the Jews enabled him to look beyond all the falsehood painted about the Jewish people.
5	his openness to the humanity of the people who had been deemed beneath him gave him a stake in their well-being	He saw the Jews as human beings and was concerned for them.
6	resisting authoritarianism and brutality in the face of mass hysteria	He went against the strict obedience and cruelty that the Nazis demanded.
The possible consequences one has to face when standing up for the outcastes.		
7	people are willing to transcend their fears	People have to be able to look beyond their own fear.
8	endure discomfort and derision,	They would also have to bear with mockery and embarrassment.
9	suffer the scorn of loved ones and neighbours and co-workers and friends,	People closest to you will look at you with contempt
10	fall into disfavour of perhaps everyone they know,	and you will feel ostracised by everyone
11	face exclusion and even banishment	who will ban your very presence.

August Landmesser might not have known the extent of the genocide that would take place but **he had witnessed enough to resist it. He knew right**

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from the start that the Nazis were spreading fake information about the Jews. They had instilled fear, pain and chaos. His personal encounter with the Jews enabled him to look beyond all the falsehood painted about the Jewish people. He saw the Jews as human beings and was concerned for them. He went against the strict obedience and cruelty that the Nazis demanded. People have to be able to look beyond their own fear. They would also have to bear with mockery and embarrassment. People closest to you will look at you with contempt and you will feel ostracised by everyone who will ban your very presence. [15]

(11 points – 117 words)

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

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