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BEDOK VIEW SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021

CANDIDATE NAME

REGISTER NUMBER

CLASS

ENGLISH LANGUAGE

1128/01

Secondary Four Express & Five Normal Academic

23 August 2021

Paper 1 Writing

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

Setter: Mr Tan Yew Hock

Parent's / Guardian's Signature: .....

This document consists of **2** printed pages.

[Turn over

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SG Cares | Carry Out An Act of Kindness | Volunteer For A Cause | Join A Group In Action | Stories

A MOVEMENT TO FOSTER A MORE

CARING AND INCLUSIVE SOCIETY

SG Cares is a national movement dedicated to guide and support the goodwill of all who live in Singapore to better help those in need. Giving and kindness can take many forms, spontaneous, informal or organised. From daily acts of kindness to volunteering together with friends, colleagues, neighbours and others - every action matters. Together, we can all play a part, big and small, to make Singapore a more caring and inclusive home for all.

WRS CONSERVATION AMBASSADORS



Guide guests in the parks, sharing interesting animal facts and anecdotes. You will promote conservation awareness while providing meaningful and memorable wildlife experiences for our guests. Full two-day training will be provided.

Criteria for volunteers:

- 13 – 18 years old
- Strong interest in nature and wildlife
- Interest in engaging guests on wildlife conservation

CHANGEMAKERS



Use sports to teach values and character to primary school children. There will be additional training sessions solely for the ChangeMakers as well as debrief sessions. The purpose of the programme is to develop the human capital of the students leaders by having them work with children living in hardship.

Criteria for volunteers:

- 13 – 18 years old
- Able to converse in English. Sports background would be an asset.
- Open-minded
- Able to attend one-day orientation

FRIENDS OF OUR HEARTLANDS



Participate in activities, such as gate painting and spring cleaning, to add cheer to the homes of Senior Residents. Alternatively, organise your own projects to keep them active and engaged. The purpose is to foster care and neighbourly relations.

Criteria for volunteers:

- 13 years and above
- Interest in serving the elderly
- Conversational proficiency in Mandarin, other Chinese dialects, Malay or Tamil would be useful but not compulsory

Adapted from: https://www.sg/singaporecares/volunteer-for-a-cause/

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PRELIMINARY EXAMINATION 2021

CANDIDATE NAME

REGISTER NUMBER

CLASS

ENGLISH LANGUAGE

1128/01

Secondary Four Express & Five Normal Academic

23 August 2021

Paper 1 Writing

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet. Each essay must be accompanied with a plan.
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
% / Grade	/

Setter: Mr Tan Yew Hock

Parent's / Guardian's Signature: .....

This document consists of **12** printed pages and **1** Insert.

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about how the COVID-19 pandemic exposed the undesirable living conditions of our migrant workers in Singapore. 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 June 2020, infection rates among foreign workers living in dormitories		
numbered on the thousands. The coronavirus exposed the not-too-ideal	**1**	.....
living conditions of migrant workers that makes COVID-19 rampant. The	**2**	.....
hope was for migrant workers to recover quickly and for infection in the	**3**	.....
dormitories to cease. Some of the people watching on and wanting their	**4**	.....
recovery was motivated by sincere concern and recognition of our shared	**5**	.....
humanity. Additionally, there were many who needed migrant workers	**6**	.....
back on their feet so their work is integral to our quality of life in Singapore.	**7**	.....
Their salient role in many aspects of our lives is evident, in keep up	**8**	.....
much-needed construction efforts to house the population and in	**9**	.....
maintaining a well-landscape and clean environment for everyone. The	**10**	.....
pandemic has reminded us how we are all inextricably connected.		

Adapted from: https://www.todayonline.com/commentary/ride-wave-goodwill-further-protect-and-recognise-dignity-migrant-workers

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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 printout of a poster in the Insert, study the information carefully and plan your answer before beginning to write.

You have chanced upon a poster on SG Cares, a national movement dedicated to guide and support the goodwill of all Singapore residents to help those in need. As the Chairperson of the Service-Learning Club, you would like to recommend one of the programmes advertised on the poster for the Club members to take part in. This is to give them an opportunity to contribute to a caring society and make lasting changes in the lives of others.

Write a proposal report to your teacher-in-charge to:

- indicate the purpose of joining SG Cares
- state which programme you have selected for the Club
- explain how the members can play a part in the programme
- explain why it is a meaningful programme to take part in.

You may include other details you think will be useful.

Write your report in **clear, accurate English** and in a **polite and persuasive tone** to convince your teacher-in-charge why the Club should join the programme.

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 one of the following topics.

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

Questions 3 – 6

3 'It is impossible to have a good life without friends.' Write about an occasion when you have found this to be true.

4 'Big sporting events like the Olympic Games and the World Cup are a waste of resources.' Do you agree?

5 Write about some of the things that make you happy and relaxed at the end of a school day.

6 How far do you agree that the challenges of life bring out the best in young people?

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

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BEDOK VIEW SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021

CANDIDATE NAME

REGISTER NUMBER

CLASS

ENGLISH LANGUAGE

1128/02

Secondary Four Express and Five Normal Academic

23 August 2021

1 hour 50 minutes

Paper 2 Comprehension

INSERT

Information for Candidates

This insert contains Text 1, 2, and 3.

Setter: Miss Tan Yok Siew

This document consists of **6** printed pages.

[Turn over]

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Section A

Text 1

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

Care Chefs' Table Programme

Food is global, connecting all of us. And in nearly every culture, people make deep connections over food, binding them together bite by bite. But more than 795 million people do not have enough food to eat. CARE is working with renowned chefs in the fight to end global hunger. Contact us at CAREChefs@care.org to learn more.



Who do we help?
On a remote island off the coast of northern Mozambique, the community struggles with food insecurity due to overfishing and the impact of climate change on the environment.
The CARE programme aims to protect the region's fragile ecosystem while also strengthening the livelihood of the people who depend on the area's dwindling resources.

What is the impact?
Through the CARE Chef Advocates, the people learn about protecting the environment, including mangroves, which are often cut down for firewood. By protecting the mangroves, they have better access to crabs and sea snails, leading to better food security for their families.

Become a Partner for Change!

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Section B

Text 2

In the text below, an African young boy encountered a dying deer in the veld[1] while he was out hunting. Read the text carefully and answer Questions 6–16 in the Question Booklet.

1 There it lay, a chocolate-horned figure with legs splayed out. From afar, it looked like a young deer with black ragged tufts of hair sprouting irregularly all over its limp body with patches of raw flesh... But the patches of rawness were disappearing under moving black patches and reappearing elsewhere. "How odd," he thought. He ran closer to the wailing creature as it heaved out small gasps in between and writhed drunkenly from side to side.

2 Upon getting closer, then he knew. He saw the ground – black with ants, great energetic ants that took no notice of him; like a speed train bulleting towards the fighting shape, like glistening black water flowing through the grass. As he drew in his breath while terror and pity seized him, the deer finally gave in under the twisting blackness and the wailing stopped. Now he could hear nothing but the sound of the rustling whispering ants.

3 He raised his rifle to end its pain, but lowered it back. It can no longer feel; its convulsions are a mechanical protest of the nerves. But that was not what made him put down his weapon. It was a swelling feeling of rage, misery and protest that expressed itself in the thought, "If I had not come, it would have died like this anyway. So, why should I interfere? All over the bush, things like this happen, they happen all the time. This is how life goes on; by living things dying in anguish." As though on cue, he suddenly felt in his limbs the myriad swarming pain of the twitching animal that could no longer feel. With gritted teeth, he repeated under his breath: I couldn't have prevented it. There is nothing I can do now.

4 Suffering, sick, and angry, but also grimly satisfied with his new stoicism, he stood there leaning on his rifle, and watched the seething black mound grow smaller. He followed the ants with his eyes and saw them manoeuvring around his feet to trickle back into the grass with pink fragments in their mouths. Seeing those pink bits, he turned away and sternly controlled the convulsing muscles of his stomach, and to his surprise, found hot tears streaming down his cheeks.

5 The helpless shape had grown small. Now it looked unrecognisable. He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked. Ants were ebbing away from the bones, their pincers full of meat. The boy looked at them, big black ugly insects. A few were standing and gazing up at him with small glittering eyes. "Go away!" he ordered the ants, very coldly. And he fancied that the ants turned and went away.

6 He bent over the bones and touched the sockets in the skull; that was where the eyes had been, he thought incredulously. What had happened? The boy bent curiously towards the skeletal frame. Then he saw that the back leg that lay uppermost strained out in the tension of death, was snapped midway in the thigh, so that broken bones jutted over each other uselessly. So that was it! Limping into the ant-masses which it could not escape from, once it had sensed the danger. Yes, but how had the leg been broken? Had it fallen, perhaps? Impossible, a deer was too light and graceful. What could possibly have happened?

[Turn over]

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7 Even as he imagined the crowd of running and shouting hunters, and the flying stones, and the leaping deer, another picture came into his mind. He saw himself: on any one of these bright mornings while hunting, discovering a dying deer. He saw himself with the rifle lowered, wondering whether he should end its torture. Then, as suddenly as the thought came, it suddenly went away. He realised that it was getting late in the morning and that he desired for his breakfast, and he figured that it was not worthwhile to reflect on his actions for an animal that would have died anyway.

8 For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility. Then he straightened up, and looked down at the bones with an odd expression of dismay, all the anger gone out of him. His mind went quite empty: all around him he could see trickles of ants disappearing into the grass. The whispering noise was faint and dry, like the rustling of a cast snakeskin.

Adapted from The Sunrise on the Veld by Doris Lessing

veld[1]: flat open land with grass and no trees in South Africa

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Section C

Text 3

The text below discusses different music styles and how these have shaped society over the years. Read it carefully and answer Questions 17-22 in the Question Paper.

1 If there is one antidote that can invigorate, soothe and enthuse the human soul and spirit all at the same time, then that elixir has to be music. This potent potion has yet another remarkable ability: it floors all barriers and differences, connecting mankind from every nook and cranny of the universe, providing enjoyment for millions.

2 Just as mankind has evolved, so has music. Over the years, cross-cultural influences, the invention of musical instruments and technological advancements have given birth to an assortment of music, running the gamut from hardcore blaring to mellow notes. In today's music catalogue, there is a style to suit every personality, age group, mood and occasion.

3 One of the oldest and most respected genres in the music world is classical music, bringing historical elegance to the modern era. Distinguished by a fascinating orchestral colour that is produced by neat arrangements of string, woodwind, brass and percussion instruments, classical music has a homophonic texture with a defined and regular rhythm. Research has revealed that the organised and complex nature of a classical composition with varying intensity stimulates children's brains, igniting their creative and analytical abilities. A classical form that constitutes a 60-beats-per-minute pattern has a significant impact on activating the left and right brain and thus maximises learning and retention of information. In addition to enhancing the cognitive skills, the harmony of notes and chords in the melodious versions of classical music has a therapeutic effect that counters stress and anxiety and calms the nerves, inducing a state of tranquility. It is no wonder then that a Bach, a Beethoven or a Mozart piece greets you when you step into hospitals, clinics and learning environments.

4 If classical music follows conservative conventions, rock 'n' roll beats break rules and racial barriers. Elvis Presley and Chuck Berry were two pioneer solo musicians critical in defining and popularising rock 'n' roll music. The Rolling Stones, The Beatles and The Beach Boys were rock bands that followed suit in the subsequent years but injected a more artful essence into this genre of pop music, appealing even more to the masses. Rock 'n' roll was at once admired and adored by the rebellious youth of that period, being a source of expression for their inner angst and anguish. On the social front, rock 'n' roll music had widespread influences, setting fashion trends, becoming a medium for free thought and self-expression and merging the social scenes between the blacks and the whites. Characterised by narrow range melodies and deep, grainy voices, the infectious rhythm and stomping backbeats of rock 'n' roll music incite spontaneous energy and make it eminently danceable and continues to do so in present times.

5 Rap made its appearance in the 1970s and earned a less than favourable reputation for its morally and socially inappropriate content. Undeniably, it is unnerving to note that raps containing offensive content are sanctioned in the music industry. What then are the musical elements of this music genre that continue to appeal to the current generation despite having the most controversies? In contrast to other forms of music which are mostly sung or played, rap music evolved like a chant where lyrics or rhymes are rapidly spoken and complemented by constant beat, over music made up of drum beats and electronic instruments. It is almost like a chic style of poetry recitals. Since its inception, rap song lyrics

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have matured from perky and funky to complex and thought-provoking. While the violent and sexist lyrics of rap songs are argued to elicit a negative feeling in the listener and become a stimulus for sexist attitudes, the musical portion of rap, denoted by high rhythmic metres, brings on an adrenaline rush of energy in the listeners. *45*

6 Old or modern, fast or slow, subdued or electrifying, the pulse and metre of each music type draws different emotions from different people at different times and is vastly dependent on a person's personal preferences and perceptions. Music has a profound effect on mankind regardless of time, space and age.

Adapted from Music Over Time by Shanas Krishnan

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BEDOK VIEW SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021

CANDIDATE NAME

REGISTER NUMBER

CLASS

English Language

1128/02

Secondary Four Express and Five Normal Academic

23 August 2021

Paper 2 Comprehension

1 hour 50 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue, correction fluid or correction tape.

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

Information for Candidates

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
% / Grade	/

Setter: Miss Tan Yok Siew

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Section A [5 marks]

For Examiner's Use

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.

1 How does the picture depict the message that 'Food is global, connecting all of us.'?

.....

..... [1]

2 Under the section "Who do we help?", give **one** reason for the dwindling resources of the island community.

.....

..... [1]

3 In what way does the cutting down of mangroves affect the people's livelihood?

.....

.....[1]

4 Who is the target audience for this poster?

.....

.....[1]

5 Which sentence gives the main message of the poster?

.....

..... [1]

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Section B [20 marks]

For Examiner's Use

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

6 In Paragraph 1, there are descriptions of the dying deer. Explain how the language used in the paragraph portrays the dying deer in pain.

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

.....

.....

.....

.....

.....

..... [3]

7 In Paragraph 2, the writer describes the boy's observation of the ants.

What do the following similes suggest about the ants' movements?

Descriptions of the ants	The ants' movements
'like a speed train bulleting towards the fighting shape' (line 7)	
'like glistening black water flowing through the grass' (lines 7-8)	

[2]

8 What is effective about the phrase 'twisting blackness' (line 9)?

.....

..... [1]

[Turn over]

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For Examiner's Use

9 **(a)** In Paragraph 3, why did the boy grit his teeth?

.....

..... [1]

(b) Which word in Paragraph 4 conveys the same idea as in **9(a)**?

..... [1]

10 In lines 23–24, 'to his surprise, found hot tears streaming down his cheeks'. Why was the young boy surprised?

.....

..... [1]

11 'He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked.' (lines 25–28)

In the sentences above, the writer describes the condition of the dead deer being eaten up by the ants. How does the writer emphasise the ants' impressive ability to cleanly eat the deer's flesh?

.....

..... [1]

12 Explain what was happening when the boy 'fancied that the ants turned and went away' (lines 30-31)

.....

..... [2]

13 In Paragraph 6, what was the realisation the boy had when he thought, 'So that was it!' (line 36)?

.....

..... [1]

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For Examiner's Use

14 Why was the boy not bothered by his guilt at the end of Paragraph 7?

(a) .....

.....

(b) .....

..... [2]

15 In Paragraph 8, 'For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility.' (lines 46-47)

What do the phrases 'he would not face it' and 'refusing to accept the responsibility' suggest about the attitude of the boy towards the death of the deer?

.....

..... [1]

[Turn over]

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For Examiner's Use

16 The structure of the text reflects the boy's thoughts and feelings as he witnessed the dying deer being attacked and eaten slowly by the ants.

Complete the flowchart by choosing one word from the box to summarise the main thoughts or feelings presented in each part of the text.

There are some extra words in the box you do not need to use.

The boy's thoughts and feelings

disgusted	**determined**	**doubtful**	**nonchalant**	**amazed**	**conflicted**	**puzzled**

Flow chart

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

↓

Paragraph 2: terrified

↓

Paragraph 3: **(ii)** .....

↓

Paragraphs 4–5 **(iii)** .....

↓

Paragraph 6 : inquisitive

↓

Paragraphs 7-8 : **(iv)** .....

[4]

[Turn over]

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Section C [25 marks]

For Examiner's Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17–22.

17 Besides the word 'antidote' (line 1), pick out another word in Paragraph 1 which refers to music as a cure.

..... [1]

18 In Paragraph 1, the writer states that music 'floors all barriers and differences' (line 3).

(a) What does this expression say about music?

.....

..... [1]

(b) How is music able to floor 'all barriers and differences'? **Answer in your own words.**

.....

.....

..... [2]

19 In Paragraph 3, which phrase suggests that classical music can improve our thinking ability?

.....

..... [1]

[Turn over]

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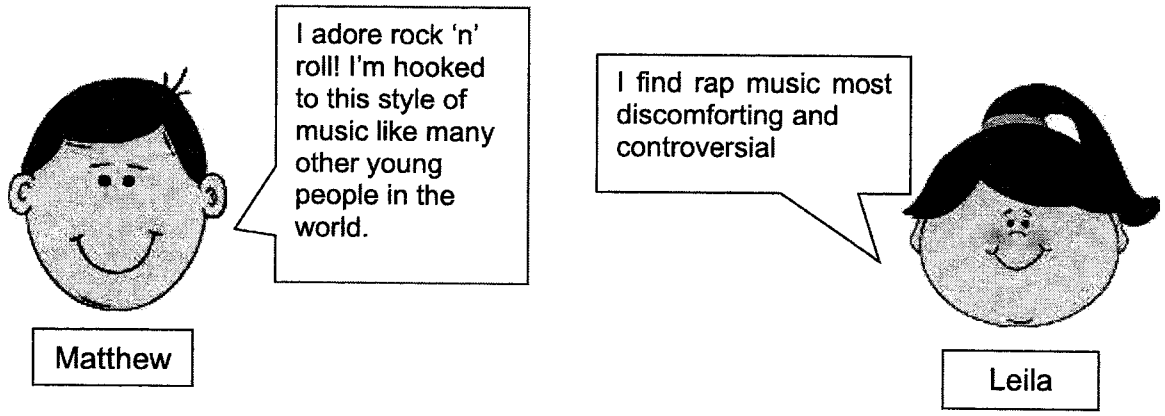
For Examiner's Use

20 With reference to Paragraphs 3 and 4, pick out the main differences between classical music and rock 'n' roll music.

Type of Music	Musical Characteristic	
	Musical Arrangement	Rhythm and Beat
Classical Music		
Rock 'n' Roll Music		

[2]

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



(a) From Paragraph 4, give **two** characteristics of rock 'n' roll music that have attracted young people like Matthew.

.....

.....

.....[2]

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For Examiner's Use

(b) How would Leila explain her view with reference to Paragraph 5?

.....

..... [1]

22 **Using your own words as far as possible**, summarise the different effects that music has on humans, as outlined in the passage.

Use only information from Paragraphs **3 to 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 to begin).

Different styles of music affect people in different ways. Classical music.....

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[Turn over]

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No. of words: [15]

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BEDOK VIEW SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021

ENGLISH LANGUAGE

Secondary Four Express and Five Normal Academic

Paper 1 Writing

1128/01

23 August 2021

1 hour 50 minutes

ANSWER SCHEME

Setter: Mr Tan Yew Hock

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about how the COVID-19 pandemic exposed the undesirable living conditions of our migrant workers in Singapore. 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 June 2020, infection rates among foreign workers living in dormitories		
numbered on the thousands. The coronavirus exposed the not-too-ideal	1	**.....in/by (prep).....**
living conditions of migrant workers that makes COVID-19 rampant. The	2	**.....made (t).....**
hope was for migrant workers to recover quickly and for infection in the	3	**.....infections (pl)....**
dormitories to cease. Some of the people watching on and wanting their	4	✓
recovery was motivated by sincere concern and recognition of our shared	5	**.....were (SVA).....**
humanity. Additionally, there were also many who needed migrant workers	6	**....However (conn)..**
back on their feet so their work is integral to our quality of life in Singapore.	7	**..as/because (conj).**
Their salient role in many aspects of our lives is evident, in keep up	8	**.....keeping (vf).....**
much-needed construction efforts to house the population and in	9	✓
maintaining a well-landscape and clean environment for everyone. The	10	**well-landscaped**
pandemic has reminded us how we are all inextricably connected.		**(wf)**

Adapted from: https://www.todayonline.com/commentary/ride-wave-goodwill-further-protect-and-recognise-dignity-migrant-workers

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BEDOK VIEW SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021

CANDIDATE NAME

REGISTER NUMBER

CLASS

English Language

1128/02

Secondary Four Express and Five Normal Academic

23 August 2021

Paper 2 Comprehension

1 hour 50 minutes

ANSWERS

Setter: Miss Tan Yok Siew

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PartnerInLearning
121

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Section A [5 marks]

		For Examiner's Use
Text 1 **Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-5.**		
1	How does the picture depict the message that 'Food is global, connecting all of us'? 1m **The picture / photo shows that <u>CARE Chef Advocates are smiling and laughing / interacting with the locals</u>, suggesting that <u>food is a bridge to foster ties among people of different races / ethnicities</u>.** **OR** **The picture shows <u>people from different backgrounds / cultures / parts of the world coming together to cook</u> suggesting that <u>food is a way to bring people together</u>.**	LO3: Recognise writer's intention through the use of illustrations/images.
2	Under the section **"Who do we help?** give **one** reason for the dwindling resources of the island community. 1m **Overfishing** **OR** **impact of climate change** **OR** **cutting down of mangroves for firewood.** [Literal - Accept only ONE answer. 'Climate change' alone is not enough as it merely indicates a change in the temperature/climate, whereas 'impact' shows the damage done to the environment] [Do not accept – food insecurity only]	LO3: Recognise writer's intention through the use of words.
3	In what way does the cutting down of mangroves affect the people's livelihood? 1m **By cutting down the mangroves, the sea creatures which are sold by the people would die, <u>affecting the income</u> of the people.** **OR** **They would not have any sea creatures / crabs and sea snails to <u>sell for an income</u>**	LO2: Use contextual clues and make inferences based on contextual information

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	Must show understanding of 'livelihood', meaning to make a living, i.e. selling of these creatures for an income. If students only write 'lose access to food' or 'cause food insecurity', they have not demonstrated this understanding. [Literal – The phrasing of response must show understanding.]	
4	Who is the target audience for this poster? 1m **People who would like to donate / volunteer / help to battle world hunger** **OR** **Chefs who want to contribute to battle global hunger** Do not accept - 'chefs' (alone), 'people who love to cook' as these are too vague. 'Organisations' also not accepted as CARE is already an organisation, and would not communicate with other organisations with an advertisement.	LO2: identify the audience
5	Which sentence gives the main message of the poster? 1m **"Become a Partner for Change!"** Must include ! exclamation mark	LO2: scan for main idea
Section B [20 marks]		
Refer to Text 2 on pages 3 and 4 of the Insert for Questions 6-16.		*For Examiner's Use*
6	In Paragraph 1, there are descriptions of the dying deer. Explain how the language used in the paragraph portrays the dying deer in pain. Support your ideas with three details from Paragraph 1. 3m	LO3: demonstrate understanding of how a writer's style can impact reader's interpretation
	'wailing' suggests that the sound the dying deer made was a long loud high cry which is typical of a person, or an animal, who is suffering. [1] (portrayal through sound)	
	'heaved out small gasps in between' suggests that the dying deer had difficulty in breathing, which is typical of a person in agony or distress. [1] (portrayal through breathing difficulty)	

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	'writhed drunkenly from side to side' suggests that the dying deer was continuously twisting / squirming / contorting its body / experiencing spasms possibly due to an injury. [1] (portrayal through uncontrollable movements) **Accept:** 'patches of rawness' suggests that the deer's layer of skin had been peeled off / eaten away since its flesh was exposed, which must have stung the deer. **[1]** (portrayal through a gory appearance) Do not accept: 'limp body' because it portrays a weak being that lacks the strength or energy, or something that is not stiff or firm, hence it doesn't necessarily portray pain.	
7	In Paragraph 2, the writer describes the boy's observation of the ants. What do the following similes suggest about the ants' movements? 2m	LO3: Recognise Writer's intention through choice of words

Descriptions of the ants	The ants' movements
'like a speed train bulleting towards the fighting shape' (line 7)	**They moved very / extremely fast / rapidly / swiftly** (Answer needs to show intensity.)
'like glistening black water flowing through the grass' (lines 7-8)	**They moved fluidly / smoothly / in sync / continuously** Do not accept – unison / uniformed / orderly / gracefully / swiftly

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8	What is effective about the phrase 'twisting blackness' (line 9)? 1m **It shows (1) how the group of black ants worked together (2) to kill the dying deer as though they were strangling it.** **OR** **It shows (1) a large number of ants swarming the deer and (2) killing it.** **OR** **It shows (1) a sheer number / large number of ants (2) attacking the deer.** **need to have (1) and (2) to get 1m**	LO2: Use contextual clues & make inferences based on contextual information
9	**(a)** In Paragraph 3, why did the boy grit his teeth? 1m **He was trying to control / contain his overwhelming emotions.** ('control' and 'overwhelming' is needed due to 'the myriad swarming pain' to show intensity.)	LO2: Use contextual clues & make inferences based on contextual information
9	**(b)** Which word in Paragraph 4 conveys the same idea as in **9(a)**? 1m **The word is 'stoicism'.**	Vocab LO3: Deduce meaning of words
10	In lines 23–24, 'to his surprise, found hot tears streaming down his cheeks'. Why was the young boy surprised? 1m **He did not expect himself to cry as crying showed that he had come to terms with the fact that he could not have saved the deer.** **OR** **He did not expect to be so affected by the death of the deer since such things happened all the time in the veld.** **OR** **He thought he had already accepted the inevitable death / come to terms with the inevitable death / of the deer. Therefore, to shed tears for something he had accepted the fact was odd / surprising.**	LO2: Use contextual clues & make inferences based on contextual information

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11	'He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked.' (lines 25–28) In the sentences above, the writer describes the condition of the dead deer being eaten up by the ants. How does the writer emphasise the ants' impressive ability to cleanly eat the deer's flesh? 1m **By using a short and abrupt sentence after the two long descriptive sentences.**	Vocab LO3: Deduce meaning of words
12	Explain what was happening when the boy 'fancied that the ants turned and went away' (lines 30-31) 2m **He imagined the ants were obeying his order when he shouted [1] but that was not possible and the ants were simply moving away on their own. [1]**	LO2: Use contextual clues & make inferences based on contextual information
13	In Paragraph 6, what was the realisation the boy had when he thought, 'So that was it!' (line 36)? 1m **It referred to the boy figuring out / discovering why the deer died / how it let itself to be eaten up by ants.**	LO3: Recognise writer's intention through their choice of words
14	Why was the boy not bothered by his guilt at the end of Paragraph 7? 2m **(a) 'He desired for his breakfast'. [1]** **(b) 'it was not worthwhile to reflect on his actions for an animal that would have died anyway'. [1]**	LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation LO3: Recognise writer's intention through their choice of words
15	In Paragraph 8, 'For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility.' (lines 46-47) What do the phrases 'he would not face it' and 'refusing to accept the responsibility' suggest about the attitude of the boy towards the death of the deer? 1m **He was resolute / certain / adamant / relentless / steadfast / unyielding** in believing that he could not have changed the outcome of the situation. **OR** **He was in denial of his responsibility for its death.**	LO2: Use contextual clues & make inferences based on contextual information

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	OR **He felt he was <u>not accountable</u> for its death.** Not accepted – He was in denial of the deer's death (did not show responsibility instead stated his refusal to believe the deer was dead.)	
16	The structure of the text reflects the boy's thoughts and feelings as he witnessed the dying deer being attacked and eaten up slowly by the ants. Complete the flowchart by choosing one word from the box to summarise the main thoughts or feelings presented in each part of the text. 4m There are some extra words in the box you do not need to use. **The boy's thoughts and feelings** **disgusted determined doubtful nonchalant amazed conflicted puzzled** **Flow chart** Paragraph 1 : **puzzled** Paragraph 2 : *terrified* Paragraph 3 : **conflicted** Paragraphs 4 – 5 : **disgusted** Paragraph 6 : *inquisitive* Paragraphs 7 – 8 : **determined**	LO4: Recognise the plot structure

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-22.		*For Examiner's Use*
17	Besides the word 'antidote' (line 1), pick out **another** word in Paragraph 1 which refers to music as a cure. 1m **"elixir"** **OR** **"potion"**	LO2: Scan for details

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<table>
<tr><td>18</td><td>In Paragraph 1, the writer states that music 'floors all barriers and differences' (line 3).

(a) What does this expression say about music? 1m

Music removes / breaks down the things / obstacles that separate the different people of the world.</td><td>Vocab LO3: Deduce meaning of words</td></tr>
<tr><td>18</td><td>(b) How is music able to floor 'all barriers and differences'? Answer in your own words. 2m

(from passage : connecting mankind from every nook and cranny of the universe)
By bringing together people from all parts of the world [1]

(from passage : providing enjoyment to millions)
By bringing happiness/entertainment to many people [1]

must include all the underlined words
must not include the words from the text e.g. connect / providing / enjoyment / enjoy</td><td>LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation

LO3: Recognise writer's intention through their choice of words</td></tr>
<tr><td>19</td><td>In Paragraph 3, which phrase suggests that classical music can improve our thinking ability? 1m

"enhancing the cognitive skills"</td><td>LO2: Scan for details</td></tr>
<tr><td>20</td><td>With reference to Paragraphs 3 and 4, pick out the main differences between classical music and rock 'n' roll music. [2]

<table>
<tr><th rowspan="2">Type of Music</th><th colspan="2">Musical Characteristic</th></tr>
<tr><th>Musical Arrangement</th><th>Rhythm and Beat</th></tr>
<tr><td>Classical Music</td><td>organised and complex harmony of notes and chords / melodious

must include organised and complex</td><td>defined and regular rhythm

OR

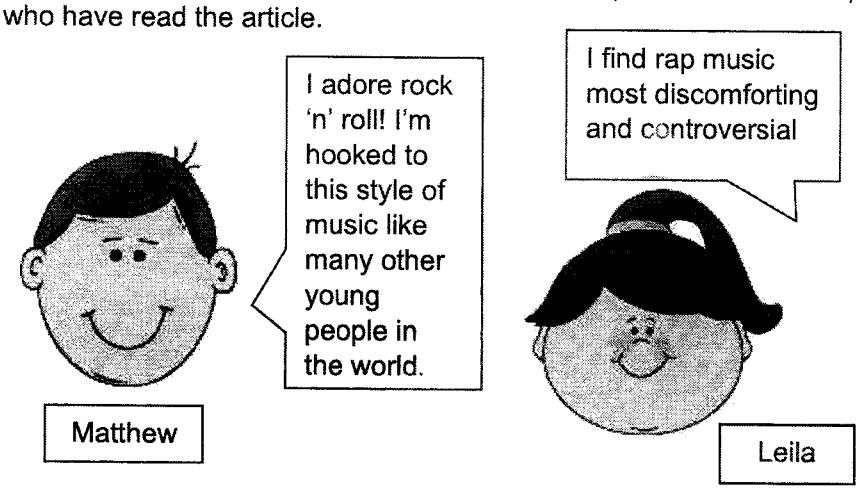
Homophonic texture with a defined and regular rhythm</td></tr>
<tr><td>Rock 'n' Roll Music</td><td>narrow range melodies</td><td>Infectious rhythm

stomping backbeats

danceable = zero</td></tr>
</table>

1 mark for MUSICAL ARRANGEMENT for Classical AND Rock 'n' Roll</td><td>LO2: Scan for details and compare-contrast</td></tr>
</table>

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	1 mark for RHYTHM & BEAT for Classical AND Rock 'n' Roll Check spelling of rhythm!	
21	Here is part of a conversation between two friends, Matthew and Leila, who have read the article.  	
21	**(a)** From Paragraph 4, give **two** characteristics of rock 'n' roll music that have attracted young people like Matthew. 2m **(i) infectious rhythm** **(ii) stomping backbeats / can easily dance to the energetic beat / incite spontaneous energy / make it eminently danceable**	LO2: Scan for details
21	**(b)** How would Leila explain her view with reference to Paragraph 5? 1m **Its content is unnerving / offensive / morally & socially inappropriate.**	LO2: Use contextual clues & make inferences based on contextual information

22	**Using your own words as far as possible**, summarise the different effects that music has on humans, as outlined in the passage. **Use only the information from paragraphs 3 to 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 to begin) **Different styles of music affect people in different ways. Classical music.....**

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From Passage	Own Words
Classical Music	**Classical Music**
1. **stimulates** children's brains and **igniting** their creative and analytical **abilities**	1. **activates** the left and right brain / **enhances** the **cognitive skills** and **sparks** their creativity and analytical **skills** / **energises** their brain
2. **maximises** learning and **retention** of information	2. **optimises** learning and **memory** / **storing** information (in the brain)
3. has a **therapeutic** effect / **counters** stress and anxiety and calms the nerves, **inducing a state of tranquility**	3. has a **calming effect** / **reduces** stress and anxiety / nervous attacks **creating peacefulness**
Rock 'n' Roll Music	**Rock 'n' Roll Music**
4. break(s) racial barriers / merging the social scenes between the blacks and the whites	4. **can bring together people from different racial backgrounds**
5. a source of expression for their inner angst and anguish	5. **serves as an outlet for young people to release their frustrations**
6. **setting** fashion trends	6. **starting** new trends in fashion
7. a medium for free thought and self-expression	7. ... and (to) **express** themselves freely
8. incites spontaneous energy	8. **triggers impromptu vitality / vigour / power**
Rap Music	**Rap Music**
9. **elicit(s)** a negative feeling in the listener	9. **evokes** a negative **reaction**
10. become(s) a **stimulus** for sexist attitudes	10. an **impetus** to form sexually-biased attitudes
11. **brings on** an **adrenaline rush** of energy	11. **causes** listeners to be **extremely energized / excited**

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Summary

Different styles of music affect people in different ways. Classical music ….

activates / **enhances** their **cognitive skills** and **sparks** their creativity / energises their brain [1]. It **optimises** learning and **memory**. [2] Furthermore, it has a **calming effect** reducing stress. [3] Rock 'n' Roll **can bring together people from different racial backgrounds.** [4] It **serves as an outlet for young people to release their frustrations** [5] **and to express themselves freely.** [6] **Moreover, it triggers impromptu vitality** [7] **and sets fashion trends.** [8] **Rap music, however, causes** listeners to be **extremely energized** [9] **evoking** a negative **reaction** [10] **and is** an **impetus** to form sexually-biased attitudes [11].

80 words

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