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BOON LAY SECONDARY SCHOOL

PRELIMINARY EXAMINATION

2021

Name	( )
Class	

Subject	: English Language
Paper No	: Paper 1 - Insert
Subject Code	: 1128/01
Level	: Secondary Four Express & Five Normal Academic
Date/Day	: 25th August 2021/ Wednesday
Time	: 0815-1005
Duration	: 1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of **2** printed pages

2021/Prelims/4E5N/EL P1- Insert

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BOON LAY SECONDARY SCHOOL

PRELIMINARY EXAMINATION

2021

Name	( )
Class	

Subject	: English Language
Paper No	: Paper 1 – Answer Booklet
Subject Code	: 1128/01
Level	: Secondary Four Express & Five Normal Academic
Date/Day	: 25th August 2021/ Wednesday
Time	: 0815-1005
Duration	: 1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces at the top of the 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.

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	
Section B	
Section C	
Total	

This Question Paper consists of **10** printed pages and **1 Insert.**

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the creation of vacuum cleaner. 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:

They arrived (to) my destination at 3 p.m. ..... at .....

My mother always wears sensible clothes. ..... √ .....

For many centuries, removing dust and dirt from one's floor covering meant

heaving it off the ground, hanging it up somewhere, and beating it into submit **1** .....

with a paddle. Eventually, people decided there has to be an easier way. In 1860, **2** .....

an inventor from Iowa named Daniel Hess added a breath of fresh air to the carpet **3** .....

cleaning game, registering the patent of an invention that consisted in drawing fine **4** .....

dust and dirt through the machine by means of air drafts. Problematically, an **5** .....

operator of this machine had to use bellows to create the air needed to draw on **6** .....

the dirt, which rendered it little more than useless, but Hess's idea got other people's **7** .....

creative cogs turning manual. In 1869, Ives McGaffey devised the 'Whirlwind', a **8** .....

machine that stood upright or used the crank to rotate a fan which moved the air **9** .....

around. However, owners find the machine so difficult to use. It took many tries **10** .....

before the modern day vacuum cleaners were invented.

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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 webpage in the Insert. Study the information carefully and plan your answer before beginning to write.

The Student Development Department has planned to organise an enrichment programme for the Secondary 3 students for the upcoming September school holidays. Three programmes have been shortlisted and you have been tasked to encourage students to sign up for one of the programmes. Write an article in the school website and explain the reasons for your choice of enrichment programme.

Your article for the website must include:

- a title to attract the reader's attention
- choice of programme and why the programme appeals to you
- how the activity can benefit the students in school
- how the learning from this activity can help students in the future.

Write your article for the school website in clear, accurate English and in a lively, engaging tone to encourage your schoolmates to sign up for the enrichment programme that you have chosen.

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.

Question 3-6

3. Describe an unexpected incident that changed your life. What have you learnt from the incident?

4. 'I have never felt so guilty before.' Write about a time when this happened.

5. It is often said that students today are too concerned with grades and certificates. What is your opinion?

6. 'A child should never be allowed to feel bored.' Do you agree with this statement? Give reasons for your views.

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

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BOON LAY SECONDARY SCHOOL

PRELIMINARY EXAMINATION

2021

Name	( )
Class	

Subject	**: ENGLISH LANGUAGE**
Paper No	**: PAPER 2 - INSERT**
Subject Code	**: 1128/02**
Level	**: SECONDARY FOUR EXPRESS / FIVE NORMAL ACADEMIC**
Date/Day	**: 25 AUGUST 2021, WEDNESDAY**
Time	**: 1100 – 1250**
Duration	**: 1 HOUR 50 MINUTES**

READ THESE INSTRUCTIONS FIRST

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

This Insert consists of 6 printed pages

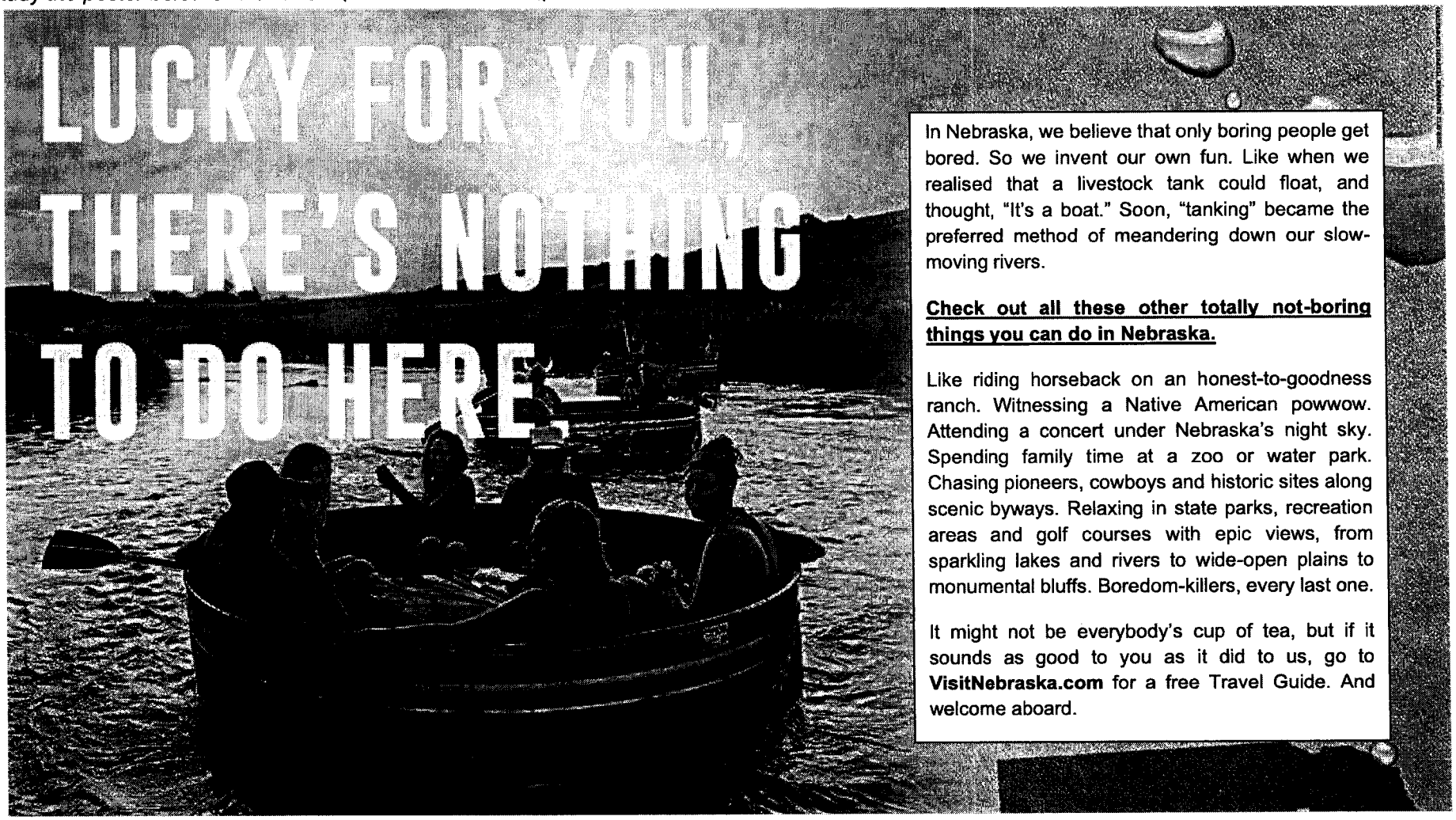
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BP~148

Section A

Text 1

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



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Section B

Text 2

The text below describes the arrival of a girl at her grandparents' house in Kyoto, Japan. Read carefully and answer Questions 5-15 in the Question Booklet.

1 Nori would say that her life had officially begun the day she laid eyes on the imposing property that rested serenely between the crests of two green hills. Stunningly beautiful, the house exuded magnificence at the height of its glory, and yet, despite this beauty, Nori felt her stomach clench and her gut churn. Her mother rarely took her anywhere, and somehow seeing the building – a blend of mystery and formidability - she knew that something was waiting for her there that she would not like.

2 The faded blue automobile skidded to a stop on the street across from the estate. There were words engraved at the top of the main gate, embossed in gold lettering.
"Okaasan, what do those letters say?"
The woman seated beside her let out a stifled sigh. It was clear that she'd been a great beauty in her day. She was still gorgeous, but her young face was beginning to reflect the toll life had taken on her. She would not meet her daughter's gaze.
"Kamiza," she answered at last. "It says Kamiza."
"That's our name, isn't it?" Nori chirped, her curiosity immediately piqued.
Her mother let out a strangled giggle that made the hair on the back of Nori's neck stand up.
"Yes," she responded softly, eyes alight with a strange look that Nori's limited vocabulary did not have the means to name. "That is our family name. This is where my mother and father live, child. Your grandparents."

3 Nori felt her heartbeat quicken. Her mother had never before made any mention of relatives or family. Indeed, the two of them had drifted along in solitude so long it seemed strange to Nori that they could actually be anchored to a tangible place.
"Did you live here once, Okaasan?"
"Once," her mother said dryly. "Before you were born. A long time ago."
Nori scrunched her face up in a frown. "Why did you leave?"
"That's enough questions now, Noriko. Get your things. Come."
Nori obeyed, biting her lip to refrain from inquiring further. Her mother did not like questions. For the first time since she'd been roused at dawn that morning, Nori noticed that her mother was not carrying any bags.

4 "Noriko," she said, with such unusual affection saturating her tone that it left Nori in near disbelief, "I want you to make me a promise. Promise me you will obey."
The request caught her off guard. Not because it was unlike something her mother would say, but because not once in her life had Nori ever disobeyed. It didn't seem like something that needed to be requested. Her confusion must have been evident because her mother turned and knelt down so that they were nearly eye level.

5 "Noriko," she said, with an urgency Nori had never heard before. "Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this."
Nori thought to herself that this conversation was very odd. A thousand questions burned her tongue. She swallowed them back and nodded.

6 "Now listen. You will go inside the gate, Nori. Your grandparents will ask you your name. They will ask where I have gone and you will tell them that I did not tell you. That you don't know. Do you understand?"

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Nori felt her mouth begin to go dry. Her heart fluttered against her chest, like a little bird trying to escape a cage. "Okaasan, where are you going? Aren't you coming with me?" Nori's voice began to scale up in panic.

"Nori, hush. You have no reason to cry. Stop crying this instant!"

She felt the tears that had begun to well recede inside her eye sockets with frightening speed. It seemed that they too were bound to obey. Her mother hesitated, searching for words for several long moments. Finally, she decided there were none and settled for patting her daughter twice on the top of the head.

"I'll watch you go. Go on. Get your things.'

7 Noriko picked up her belongings and proceeded slowly towards the gate which towered menacingly over her. Her steps grew smaller and smaller as she inched disbelievingly up the walkway. She turned in desperation to her mother, who by now had made her way back to the car.

8 "Okaasan..." Nori whimpered, as noiseless as she could. She wanted to run back to her mother, but something kept her pinned to the spot. That something held her there, relentless and pitiless in the strength of its grasp. It did not let her move, nor breathe, nor cry out as she watched her mother give her one last, strangely bright gaze before getting back into the car and shutting the door behind her. She could not so much as blink as she watched the car speed down the street, around the corner, and out of sight.

Adapted from Fifty Words for Rain by Asha Lemmie

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Section C

Text 3

The text below is about global warming and how it affects us. Read carefully and answer Questions 16-22 in the Question Booklet.

1 In the summer of 2003 an area of high atmospheric pressure camped out above western and central Europe. Superheated over the Mediterranean, the giant swirling air mass rebuffed incursions of cooler Atlantic air for several weeks. In France, temperatures rose steadily, topping out for eight days at an astonishing 40°C. As the heat built up, people began to die.

2 It was Europe's hottest summer in 500 years, scientists later determined, was clearly linked to climate change. Among the many climatic threats that scientists associate with global warming, an uptick in heat waves is the most intuitive and immediate. As greenhouse gases released by human activities continue to increase in the atmosphere, heat waves will become longer and individual days will become hotter.

3 The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. If we fail utterly to do that, by 2100 the heat-related death toll could rise above 100,000 a year in the U.S. Elsewhere the threat is far greater: In India, for example, the death toll could reach 1.5 million. And even if we do rein in emissions, the planet will continue to warm for decades. A juggernaut is in motion, and it will fundamentally change how most of the planet lives.

4 Extreme heat has pernicious effects even when it isn't lethal. Researchers link higher temperatures with a greater incidence of premature, underweight, and stillborn babies, and heat exhaustion affects mood, behaviour, and mental health. Hotter weather makes people more violent, across income levels. It lowers children's test scores and shrinks productivity.

5 The International Labour Organisation predicts that high heat levels will, by 2030, cut total working hours by 2.2 percent, equivalent to losing 80 million full-time jobs, mostly in low- to middle-income countries. Even in affluent ones, low-wage outdoor workers—in construction or agriculture, for example—will be hit hard.

6 By 2050, a third of the world's population could be living in places that feel like today's Sahara, where the average high temperature in summer now tops 40°C. Billions of people will face a stark choice: Migrate to cooler climates, or stay and adapt. Retreating inside air-conditioned spaces is one obvious work-around—but air-conditioning itself, in its current form, exacts a steep price on the planet. It contributes to warming the planet, accounting for 1.25 billion tons of carbon dioxide emissions in 2016. Not to mention, historically, residential air-conditioning has been considered a luxury, with especially frigid indoor temperatures signifying power and prestige. It's unaffordable to many of the people who need it most.

7 In India, when the temperature surpasses 40.5°C, government agencies advise people to stay inside and drink cool water. But the advice is not helpful to the tens of millions whose homes are hotter inside than out, who lack electricity to operate fans or misters—only 8 percent of Indian households have air-conditioning—or who, like Noor Jehan, don't have homes at all.

8 Jehan, 36, has lived outdoors, in a South Delhi park, all her life. She works even when the thermometer reaches 47°C. "When I come back home," she says, "there's no water to even take a bath to clean the grime and dust and cool down." Her drinking water source is more than a mile away. Her sister Afsana and her three children cope by placing mats

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on the sidewalks, to rest or even sleep. "The passing cars create a bit of breeze," Afsana says. But the sidewalks often don't cool off until about 2 a.m. 45

9 The problem of extreme heat is mortally entangled with larger social problems, including access to housing, to water, and to health care. You might say it's a problem from hell.

Adapted from Too Hot to Live by Elizabeth Royte

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BOON LAY SECONDARY SCHOOL

PRELIMINARY EXAMINATION

2021

Name	( )
Class	

Subject	: **ENGLISH LANGUAGE**
Paper No	: **PAPER 2 – QUESTION BOOKLET**
Subject Code	: **1128/02**
Level	: **SECONDARY FOUR EXPRESS / FIVE NORMAL ACADEMIC**
Date/Day	: **25 AUGUST 2021, WEDNESDAY**
Time	: **1100 – 1250**
Duration	: **1 HOUR 50 MINUTES**

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on the work you hand in.
Write in dark blue or black ink on the Question Booklet.
Do not use staples, paper clips, highlighters, glue or correction fluid.

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

The number of marks is given in brackets [ ] at the end of each question or part question.

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Section A	
Section B	
Section C	
Total	

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Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the insert for Questions 1-4.

1 The poster begins with the headline "Lucky for you, there's nothing to do here."

In what way is this headline effective?

.....

..... [1]

2 Look at the photograph in the poster. With reference to the information on the right of the poster, which activity does the photograph illustrate?

.....

..... [1]

3 The poster provides a list of activities that visitors can do in Nebraska. Which type of visitors do these activities aim to attract?

(i) **Riding horseback on an honest-to-goodness ranch**: .....

.....

(ii) **Relaxing in state parks, recreation areas and golf courses with epic views**: .....

..... [2]

4 Which phrase is intended to give the impression that Nebraska is unique and appeals to a specific group of people?

.....

..... [1]

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Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert to answer Questions 5-16.

5 At the beginning of the text, Nori arrived at her grandparents' house in Kyoto, Japan. Explain how the language used emphasises the appearance of the house in Nori's eyes.

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

.....

.....

.....

.....

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..... [3]

6 Which **one** word in paragraph 2 suggests that Nori's mother encountered hardship after leaving her family home?

..... [1]

7 In paragraph 2, what do the following phrases suggest about what Nori's mother felt about Nori's question?

Phrase	**It suggests that Nori mother felt...**
'let out a stifled sigh' (line 10)	
'would not meet her daughter's gaze' (line 12)	

[2]

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8 In paragraph 4, what **two** things did Nori's mother do that were out of character?

(i) .....

.....

(ii) .....

..... [2]

9 'It didn't seem like something that needed to be requested.' (lines 33-34)

What does this sentence suggest about how Nori had been brought up since young?

.....

..... [1]

10 '"Noriko," she said, with an urgency Nori had never heard before. "Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this."' (lines 36-39)

With reference to the sentences above, explain how the writer emphasises the insistence Nori's mother had in getting Nori to make her promise.

.....

.....

..... [1]

11 In paragraph 5, the writer says Nori's '*heart fluttered against her chest, like a little bird trying to escape a cage.*' (lines 45-46)

How are the following expressions particularly effective?

Expression	**It emphasises...**
'heart fluttered against her chest'	
'like a little bird trying to escape a cage'	

[2]

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12 In paragraph 6, give an example of how Nori had been well-trained to follow all instructions.

.....

..... [1]

13 In paragraph 8, what made Nori appear pitiful as she watched her mother leave?

.....

..... [1]

14 '*That* something held her there, relentless and pitiless in the strength of its grasp. *It* did not let her move, nor breathe, nor cry out...' (lines 59-61)

(a) What do you think 'that' and 'it' could be?

..... [1]

(b) What does it suggest about Nori's character?

.....

..... [1]

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15 The structure of the text reflects the different stages of Nori's arrival at her grandparents' house. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box that you do not need to use.

Stages of Nori's arrival

a terrifying realisation	piling on the pressure
appealing for understanding	impending sense of doom
eagerness to find out	a display of strength
a quiet acceptance	

Flow chart

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

↓

Paragraphs 2-3: **(ii)** .....

↓

Paragraphs 4-5: **(iii)** .....

↓

Paragraphs 6-8: **(iv)** .....

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-22.

16 In paragraph 1, give **two** reasons why temperatures in France topped 40°C for eight days.

(i) .....

.....

(ii) .....

..... [2]

17 In paragraph 2, it is mentioned that 'individual days will become hotter' (line 10). Which phrase in the paragraph supports this idea?

.....

..... [1]

18 The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. (lines 11-12)

What does the phrase 'of course' suggest about the writer's opinion of this solution?

.....

..... [1]

19 With reference to paragraph 3, explain why reducing greenhouse gas emissions might not solve global warming. **Answer in your own words.**

.....

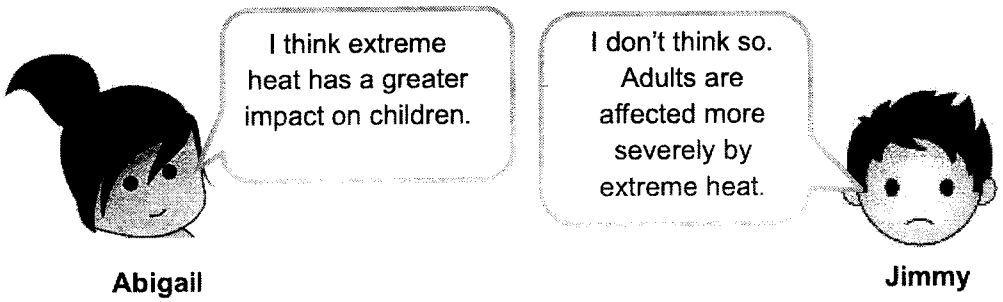
.....

..... [2]

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20 Here is a part of a conversation between two students, Abigail and Jimmy who have read the passage.



(a) With reference to Paragraph 4, identify two pieces of evidence that Abigail can use to support her stand.

(i) .....

.....

(ii) .....

..... [2]

(b) With reference to paragraph 5, explain why Jimmy thinks that extreme heat has a more severe impact on adults.

.....

..... [1]

21 What does the writer mean when he says that the problem of extreme heat is 'mortally entangled with larger social problems' (line 46)?

.....

..... [1]

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22 **Using your own words as far as possible**, summarise the effectiveness and ineffectiveness of the measures people take to combat heat waves.

Use only information from paragraphs 6 to 8.

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).

One way to combat heat waves is .....

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

End of paper

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the creation of vacuum cleaner. 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:

They arrived (to) my destination at 3 p.m. ..... at .....

My mother always wears sensible clothes. ..... √ .....

For many centuries, removing dust and dirt from one's floor covering meant

heaving it off the ground, hanging it up somewhere, and beating it into submission — 1 .....

with a paddle. Eventually, people decided there had to be an easier way. In 1860, — 2 .....

an inventor from Iowa named Daniel Hess added a breath of fresh air to the carpet — 3 √

cleaning game, registering the patent of an invention that consisted of drawing fine — 4 .....

dust and dirt through the machine by means of air drafts. Problematically, the — 5 .....

operator of this machine had to use bellows to create the air needed to draw in — 6 .....

the dirt, which rendered it little more than useless, but Hess's idea got other people's — 7 √

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creative cogs turning manually. Ives McGaffey devised the 'Whirlwind', a 8 .....

machine that stood upright and used the crank to rotate a fan which moved the air 9 .....

around. However, owners found the machine so difficult to use. It took many tries 10 .....

before the modern day vacuum cleaners were invented.

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BOON LAY SECONDARY SCHOOL

PRELIMINARY EXAMINATION

2021

Name	( )
Class	

Subject	: **ENGLISH LANGUAGE**
Paper No	: **PAPER 2 – ANSWER SCHEME**
Subject Code	: **1128/02**
Level	: **SECONDARY FOUR EXPRESS/FIVE NORMAL ACADEMIC**
Date/Day	: **25 AUGUST 2021, WEDNESDAY**
Time	: **1050 - 1240**
Duration	: **1 HOUR 50 MINUTES**

ANSWER SCHEME

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the insert for Questions 1-4.

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1 The poster begins with the headline "Lucky for you, there's nothing to do here." In what way is this headline effective?

The headline juxtaposes the idea of not having anything to do with the idea of being lucky creates an element of surprise for its readers because it is unusual for one to feel lucky when one is bored. This encourages them to read on and find out the reason why. [1]

Qn requires students to examine the effect of the headline. Many students give the purpose which it isn't enough.

Students who wrote 'feel curious' need to establish why they are curious.

2 Look at the photograph in the poster. With reference to the information on the right of the poster, which activity does the photograph illustrate?

The activity illustrates tanking, a floating livestock tank that visitors could use to meander down the river. [1]

3 The poster provides a list of activities that visitors can do in Nebraska. Which type of visitors do these activities aim to attract?

(i) Riding horseback on an honest-to-goodness ranch: ***Visitors who are adventurous / enjoy outdoor activities***

(ii) **Relaxing in state parks, recreation areas and golf courses with epic views:** ***Visitors who enjoy the nature / nature lovers*** [2]

Not accepted: visitors who like horses - honest-to-goodness ranch suggests that the visitors are into horseback riding. Like horses doesn't mean enjoying riding. Also, golfing isn't sedentary. visitors who enjoy laid back activities / sedentary activities are not accepted. Sight-seeing and touring are not accepted too.

4 Which phrase is intended to give the impression that Nebraska is unique and appeals to a specific group of people?

"might not be everybody's cup of tea". [1]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert to answer Questions 5-15.

5	At the beginning of the text, Nori arrived at her grandparents' house in Kyoto, Japan. Explain how the language used emphasises the appearance of the house in Nori's eyes.	[3]

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	Support your ideas with **three** details from paragraph 1.	
	'imposing property that rested serenely between the crests of two green hills' suggests that the house had a commanding presence that stood out amidst the peaceful surroundings. **'exuded magnificence at the height of its glory' suggests that the house still appeared grand and majestic to Nori.** **'a blend of mystery and formidability' suggests that the house appeared secretive and ominous, hiding many secrets, possibly dark and powerful secrets of its owners.** Other accepted key words: Imposing: intimidating Magnificence: extravagant Mystery: suspense Depending on how students quoted the first phrase, they may or may not get the mark. The main focus is on 'imposing property'. If students quoted 'rested serenely between the crests of two hills', the idea is the house stands out amidst the nature/the house is a stark contrast to its peaceful surroundings. No mark awarded if only 'rested serenely' is quoted. Common unaccepted phrase: 'stunningly beautiful' - not a figurative phrase	
6	Which **one** word in paragraph 2 suggests that Nori's mother encountered hardship after leaving her family home?	[1]
	The word is 'toll'. Most students got this right. Common wrong answer: stifled (when it is already in Q7).	
7	In paragraph 2, what do the following phrases suggest about what Nori's mother felt about Nori's question?	[2]

Phrases	**It suggests that Nori's mother felt...**
let out a stifled sigh (line 10)	**frustration/exasperation/resignation** Answers not accepted: annoyed/angry/irritated - too strong Mother was not angry as shortly after, she 'let out a strangled giggle'.
would not meet her daughter's gaze (line 12)	**guilt/discomfort** Other accepted answers: ashamed/embarrassed

8	In paragraph 4, what **two** things did Nori's mother do that ~~were~~ out of character?	[2]

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	She spoke to Nori with such unusual affection. **She made Nori promise to obey although Nori had never once disobeyed.**	
9	'It didn't seem like something that needed to be requested.' (lines 33-34) What does this sentence suggest about how Nori had been brought up since young?	[1]
	Her mother was very strict with her as obedience was expected and not needed to be requested of her. Many students understood the question to be how Nori became/turned out to be, when the question is about how she had been brought up.	
10	'"Noriko," she said, with an urgency Nori had never heard before. "Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this."' (lines 36-39) With reference to the sentences above, explain how the writer emphasises the insistence Nori's mother had in getting Nori to make her promise.	[1]
	The writer repeated 'Promise me' a few times to emphasise Nori's mother's exhortation of a promise to obey from Nori. **OR** **The writer used imperatives 'Do not...' to emphasise how Nori's mother instructed Nori not to commit certain acts.** Students are expected to recognise the question requires them to 'Explain how', not just to give the 'How'. They should identify the writer's technique and explain how the technique emphasises Nori's mother's insistence, and not merely repeating what's already in the question.	
11	In paragraph 5, the writer says Nori's 'heart fluttered against her chest, like a little bird trying to escape a cage.' (lines 45-46) How are the following expressions particularly effective?	[2]
	Expression / **It emphasises...** heart fluttered against her chest — **how afraid Nori was who realised she could be abandoned by her mother.** like a little bird trying to escape a cage — **how trapped/helpless she felt by her promise to her mother to obey and not question.** Students are required to explain the effect of each expression in its context. Many students had no context in their answers. Afraid of? Trapped by?	

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12	In paragraph 6, give an example of how Nori had been well-trained to follow all instructions.	[1]
	Although she wanted to cry, her tears that had begun to well receded inside her eye sockets with frightening speed at her mother's command to stop crying. Many students can get this question right. Students should not quote as it will not answer the question sufficiently.	
13	In paragraph 8, what made Nori appear pitiful as she watched her mother leave?	[1]
	She was whimpering, yet she could not run back to her mother/cry out for her.	
14	'*That* something held her there, relentless and pitiless in the strength of its grasp. *It* did not let her move, nor breathe, nor cry out…' (lines 59-61) (a) What do you think 'that' and 'it' could be?	[1]
	Her obedience/promise to obey Some students interpreted 'that' and 'it' to be two separate things. 'Her mother's words/instructions' is not accepted as it was her promise to her mother to listen to instructions that was stopping her from moving or crying; it was not solely due to her mother's instructions.	
	(b) What does it suggest about Nori's character?	[1]
	She had strong self-control/willpower. 'She is obedient/trustworthy' is not accepted because it does not capture the fear/desperation she felt having been left alone by her mother. Students need to consider the promise she had made as described in the above lines.	
15	The structure of the text reflects the different stages of Nori's arrival at her grandparents' house. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box that you do not need to use.	

Stages of Nori's arrival

a terrifying realisation	piling on the pressure
appealing for understanding	impending sense of doom
eagerness to find out	a display of strength
a quiet acceptance	

Flow chart

Paragraph 1 impending sense of doom [1]

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Paragraphs 2-3
eagerness to find out [1]

Paragraphs 4-5
piling on the pressure [1]

Paragraphs 6-8
a terrifying realisation [1]

Common error: a quiet acceptance/a display of strength. Do ensure the phrase covers Paragraphs 6-8.

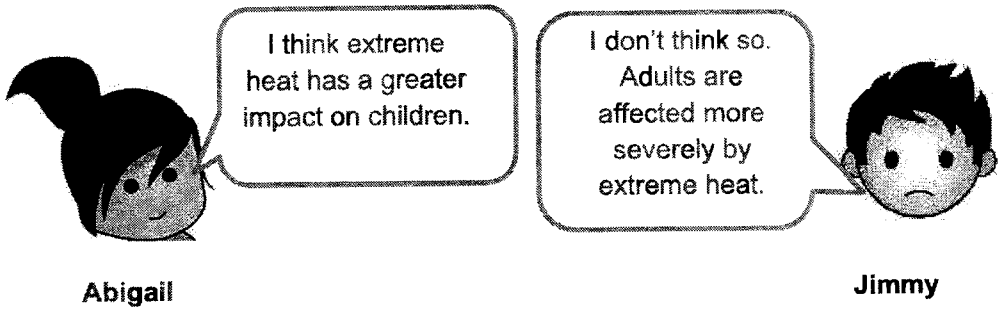
Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-22.

16	In paragraph 1, give two reasons why temperatures in France topped 40°C for eight days.	
	(i) There is an area of high atmospheric pressure above the western and central Europe. [1] ***(ii) There is a giant swirling air mass that rebuffed incursions of cooler Atlantic air for several weeks. [1]***	[2]
17	In paragraph 2, it mentioned that 'individual days will become hotter' (line 10). Which phrase in the paragraph supports this idea?	
	"an uptick in heat waves".	[1]
18	The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. (lines 11-12) What does the phrase 'of course' suggest about the writer's opinion of this solution?	
	It suggests that the writer thinks that the solution is an obvious solution / straightforward solution / widely recognised solution. Not accepted: logical - it doesnt mean obvious. known by everybody - doesn't mean widely recognised. Accepted: acknowledged	[1]
19	With reference to paragraph 3, explain why reducing greenhouse gas emissions might not solve global warming. **Answer in your own words. - adjective & Verbs must change [paraphrasing the main idea]**	

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	Reduction in greenhouse gas emissions might not solve global warming because even if it is controlled / curbed / restrained, global temperatures will still rise for many years to come. **Actual text: "And even if we do rein in emissions, the planet will continue to warm for decades."** Students didn't answer this well as they picked the wrong evidence from the text. Accepted answers: many years / more than 10 years. Not accepted: years / a long time (too vague & meaning is different from many decades)	[2]
2)	Here is a part of a conversation between two students, Abigail and Jimmy who have read the passage.  	
	(a) With reference to Paragraph 4, identify two pieces of evidence that Abigail can use to support her stand. ***(i) Extreme heat has a greater impact on children because it can cause infants to be born prematurely, infants to be underweight, or even deaths. [1]*** ***(ii) Extreme heat has a greater impact on children because it can lower children's test scores and productivity. [1]***	[2]

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	Students who lifted the full evidence from text are wrong as the second part of the sentence isn't about children.	
	(b) With reference to paragraph 5, explain why Jimmy thinks that extreme heat has a more severe impact on adults? ***Extreme heat can cause a reduction in working hours which is equivalent to a loss of 80 million full-time jobs.*** Many students wrote loss of jobs. Loss of jobs isn't an outcome, it is a comparison used to highlight the severity of reduction in working hours.	[1]
21	What does the writer mean when he says that the problem of extreme heat is 'mortally entangled with larger social problems' (line 46)?	
	The writer is suggesting that the problem of extreme heat is connected and worsened by societal issues, which cannot be easily resolved. Students are confused by the concept. Answer presents a chain reaction about how global warming is exacerbated by societal issues. Many wrote that global warming causes many societal issues which is conceptually wrong. Accepted answers: intertwined / related to	[1]
22	**Using your own words as far as possible**, summarise the effectiveness and ineffectiveness of the measures people take to combat heat waves. **Use only information from paragraphs 6 to 8.** 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).	
	Text | **Own words**	[15]

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migrate to cooler climates	relocate to colder countries.
or stay and adapt.	Alternatively, one can remain and adjust
Retreating inside air-conditioned spaces.	to the weather by hiding in air-conditioned areas.
It contributes to warming the planet. X increase carbon emissions	However, air-conditioning not only makes the earth even hotter,
residential air-conditioning has been considered a luxury, X especially frigid temperature signifying power.	it is seen as an indulgence and
It's unaffordable to **many of the people who need it most.** (students need to indicate this)	is expensive for the needy. X air con is expensive
people to stay inside and drink cool water	Remaining indoors and hydrating themselves is also a solution
not helpful to the tens of millions whose homes are hotter inside than out, who **lack electricity to**	but ineffective for those whose houses lack electricity to reduce indoor temperatures and

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operate fans or misters (students need to indicate this)	
there's no water to even take a bath to clean the grime and dust and cool down." Her drinking water source is more than a mile away	have no access to clean water.
cope by placing mats on the sidewalks, to rest or even sleep	Resting on pathways becomes an option
"The passing cars create a bit of breeze," Afsana says. But the sidewalks often don't cool off until about 2 a.m	But these areas remain warm till late night.

One way to combat heat waves is ***to relocate to colder countries. Alternatively, one can remain and adjust to the weather by hiding in air-conditioned areas. However, air-conditioning not only makes the earth even hotter, it is also seen as an indulgence and is expensive for the needy. Remaining indoors and hydrating themselves can be a solution but is ineffective for those who lack access to clean water and electricity to reduce indoor temperatures. Resting on pathways becomes an option but they remain warm till late night.***

No. of words: 80

Summary descriptors

Marks	Descriptors
6-7	• There is a **noticeable attempt to rephrase** the text. • The summary is free from **stretches of concentrated lifting**. • Attempts to use synonyms to replace key ideas of the text are **always successful.** • Attempts to use connectors to join ideas together are **always successful**. • The language is **almost always accurate. Serious errors are unnoticeable.**

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		4-5	• Limited attempts to re-phrase the text detail. • Groups of **text expression are interlaced with own words.** • Attempts to use synonyms to replace key ideas of the text are **mostly successful.** • Attempts to use connectors to join ideas together are **mostly successful**. • Language is **largely accurate**, some slips in tense, verb form or subject verb agreement errors.		
		3	• Groups of **text expression are interlaced with own words.** • Attempts to use synonyms to replace key ideas of the text are **somewhat successful.** • **Some attempts** to use connectors to join ideas together. • **Noticeable** errors in tense, verb form or subject verb agreement errors that do not mar communication.		
		2	• **Wholesale copying of large areas** of the text. • **Lack connectors** to join ideas together • **Frequent** errors in tense, verb form or subject verb agreement errors that mar communication.		
		1	• **Heavy frequency of serious errors.** • Originality is **barely noticeable**.		

End of paper

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