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# East Spring Secondary School

***Towards Excellence and Success***

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

**Class:** .....

## Preliminary Examination 2021
## Secondary 4 Express / 5 Normal Academic

## ENGLISH LANGUAGE

**Paper 1 Writing** **1128/01**

**23 August 2021** **1 hour 50 minutes**
**Monday** **0800 - 0950**

INSERT

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**READ THESE INSTRUCTIONS FIRST**

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



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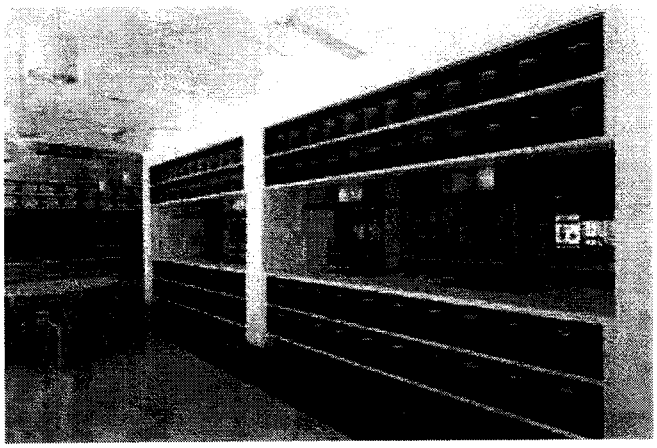
rc.gov.sg

## A new neighbourhood project!

We are looking for your views before the final decision is made. Which project would you prefer? Email the Chairman at chairman@rc.sg to give your views.

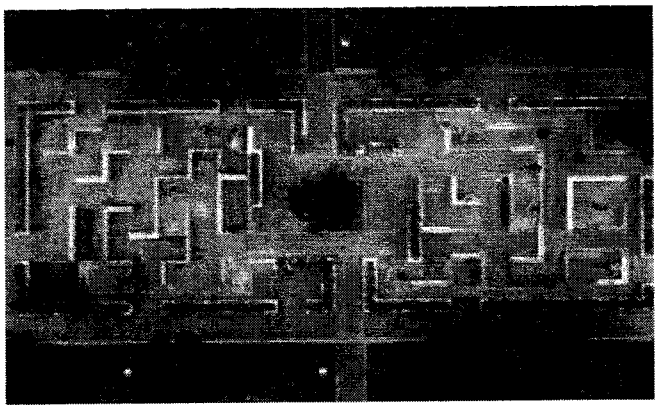
### Communal Kitchen

- A shared kitchen for everyone to use
- Bright and cheery design
- 360 square metres (the size of four HDB 4-room flats)
- The public can use it on any weekday from 9 a.m. to 6 p.m.
- Encourage interaction and the building of social networks among stay-alone seniors
- Residents can meet on a regular basis to plan, cook and share healthy and affordable meals



### Maze Garden

- A shared recreational area for everyone to use
- A network of paths and hedges designed as a puzzle
- A place that people can go to practise parkour
- A pit stop for foreigners seeking something different to visit in Singapore
- Suitable for elderly folks to take walks in the morning
- Fun areas for children to play in the late afternoon after school hours



### Art Workshop

- A flexible workshop space for everyone to use
- Art practice rooms for teaching painting skills to individuals and small groups
- Free regular workshops conducted by volunteers
- The space will be decked out in Scandinavian-inspired furniture designed by residents in the neighbourhood
- 2 small art studios available for private events





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# East Spring Secondary School

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

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## Preliminary Examination 2021
## Secondary 4 Express / 5 Normal Academic

## ENGLISH LANGUAGE

**Paper 1 Writing** **1128/01**

**23 August 2021** **1 hour 50 minutes**
**Monday** **0800 - 0950**

Candidates answer in the Question Booklet.
Additional materials: Insert

---

**READ THESE INSTRUCTIONS FIRST**

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

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.

| |
|---|
| /70 |

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

*Setter: Mr Shaiful*



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**Section A** [10 marks]

**Question 1**

Carefully read the text below, consisting of 12 lines, about the effective use of social media. 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. .....✓.....

Social media, if harnessed appropriately can help enhance the relationship

between a company or their customers. In today's digital age, where almost **1** .....

everyone are connected virtually, having a corporate presence on the web can **2** .....

help organisations connect and reach out to their virtual community. Doing so **3** .....

nurture a brand that can be vital to the success of a company in the real world. **4** .....

Organisations need to be mindful that just as technology evolves, so do **5** .....

customers. Today's customers are more discerning and will rarely rely on the **6** .....

single source of information. It is therefore important that companies developed a **7** .....

strategy that revolves around their own distinctive brand with authentic and focus. **8** .....

While it is good to have presence in as many online portal as possible, **9** .....

community engaging can put a strain on employees. In view of this, target **10** .....

choices should be made based on the company's brand elements.

*Adapted from: Vantage Views III, page 86.*



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

The Chairman of the Residents' Committee (RC) in your neighbourhood has announced that there will be an exciting new project to develop a common space in your housing estate. Three ideas for the project have been shortlisted and posted on the RC website. Before making the final decision, the Chairman has invited any residents who would like to express their preference to write an email to explain their views.

Write an email to the Chairman of the Residents' Committee to explain your views. In it you should explain:

- which project you like best and why
- in what ways the project would benefit you personally
- how this project would benefit the whole neighbourhood
- how this project would make the neighbourhood special.

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

Write your email in clear, accurate English. Your tone should be polite and persuasive, showing your enthusiasm for this new development.

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.**

**Questions 3–6**

**3** Describe a famous person whom you admire. Explain why you think he or she is a good role model for teenagers.

**4** 'The secret of happiness is to help others.' Write about a time when this was true for you.

**5** 'What you eat reveals who you are.' What are your views?

**6** 'People participate in competitions just to win and losing is never an option.' Do you agree?

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

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**END OF PAPER**



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**East Spring Secondary School**
***Towards Excellence and Success***

**Name:** _____ ( )

**Class:** _____

## Preliminary Examination 2021
## Secondary 4 Express / Secondary 5 Normal (Academic)

**English Language**
**Paper 2** **1128/02**
Insert

**23 August 2021** **1 hour 50 minutes**
**Monday** **1040 – 1230**

*Additional Materials:*
*Question Booklet*

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**INSTRUCTIONS TO CANDIDATES**

Write your name, class and register number in the spaces provided on this booklet.

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

**ALL** answers must be written in the Question Booklet.

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This booklet consists of **6** printed pages including the cover page.

*Setter: Mr Zulhilmi*



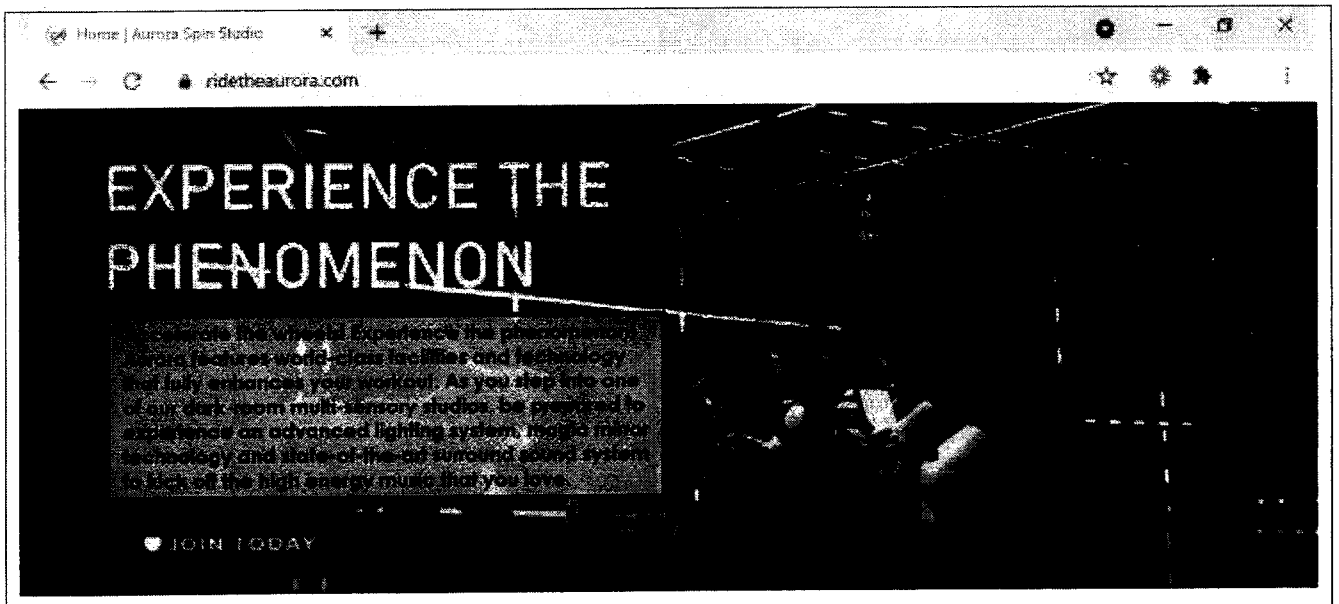
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## Section A [5 marks]

**Text 1**

*Study the advertisement below and answer **Questions 1–4** in the **Question Booklet**.*




## ABOUT US

We don't just cycle, we ***Ride***

Sick playlists, state-of-the-art lighting system and dark-room studios with digital surround sound. Are you ready to #ExperienceThePhenomenon?

Click here for:

OUR WEEKLY SCHEDULE

**Sweat for 45 minutes**
Enter an immersive space with state-of-the-art lighting system and surround sound system, introducing you to a *Ride* like never before.

**Burn up to 800 calories**
The harder you *Ride*, the more you burn. Push your body to the next level.

**Choose from 30 trainers**
Each with their own curated playlist, you'll find the *Ride* that's the right fit for you. Let them set the pace as you lose yourself in the music.

**Ride in the dark**
Darkened, club-themed studios amplify your *Riding* experience and get you in the zone.

**Get equipped**
We provide professional grade indoor cycling shoes with standard cleats. All you need to do is come in your comfortable active wear.

**Freshen up**
Luxurious shower facilities with full amenities are available to keep you fresh after the *Ride*.

## MEMBER EXCLUSIVES

MYPROTEIN

**MYPROTEIN** delivers a range of quality products including protein powder, vitamins and power foods.

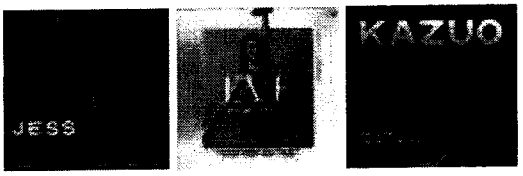
Join us today for a 20% discount.

SugarMeActive

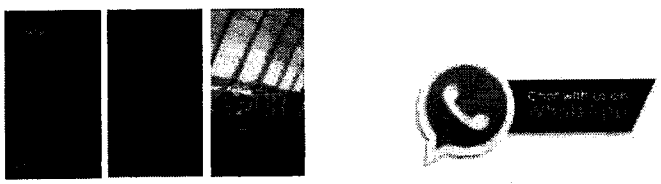
**Sugarmeactive** is a local brand that aims to provide quality and affordable athleisure.

Join us today for a 15% discount.

## #INSTAGRAM




## #TIKTOK



*Adapted from: https://www.ridetheaurora.com/*



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**Section B** [20 marks]

**Text 2**

*The text below, adapted from* Mawson's Will: The Greatest Survival Story Ever Written *by* Lennard Bickel, *tells a story of Mawson's survival. Read it carefully and answer* ***Questions 5–13*** *in the* ***Question Booklet****.*

**1** He toiled up a long, rising slope, heavily covered with snow. The sun was hidden, but its light and warmth filtered through the low cloud. He took off his waterproof jacket for easier movement and, along with his gloves, tied it on the back of the sledge. He strained his eyes to find the safest path in the horrible, deceptive glare. Several times he stopped short of open-mouthed crevasses; twice he actually scraped past gaping cracks he had not seen. He then came on smooth snow, and the sledge was running well when without any sign he went through to his thighs. He clambered out and resumed his climb up the slope. Peering out from under his goggles, he made out the line of the crevasse on the edge of which he had just fallen through. It went to the south beyond vision; he turned to the north, and, fifty metres on, all trace had vanished into a field of flat, clear snow that offered him a path back to his westering course.

**2** In the next instant, he felt himself falling, his stomach a plummeting lead weight. Then the rope yanked viciously, cutting the harness into his body, bringing a sea of bright-coloured pain. He was suspended over a black, bottomless chasm. Now he could feel the sledge, pulled by his weight, sliding across the snow towards the edge of this icy pit – nearer and nearer. In seconds the bulk of the sledge would rush over the broken snow bridge, and then he would fall into the abyss. The thought flashed to his mind: "So – this is the end!"

**3** The movement stopped. Against some unseen ridge or roll of snowdrift, the sledge halted; and now he swung four metres down the sheer walls of steely-blue ice, two metres apart.

**4** Slowly he spun in the crevasse, drooping with despair, at the end of the rope. Above, the lowering sky was a narrow band of light; below him were unseen black depths. Cautiously lifting his arms, he could just touch the crevasse walls. Smooth and cold, they offered no fingerhold. Overhead the light showed the line of the rope cutting deep into the broken snow bridge, and he was fearful that sudden movement could again start the sledge sliding towards the edge. He held his position; the sledge did not move when he swung his legs in a wide arc. Gratitude filled his heart. Yet, how could he haul his weight directly upwards on four metres of rope with his bare hands, his clothing full of snow, his body weak from starvation? Despairing, he turned his mind to the sledge propped in the snow above. How much did it weigh? Would it hold his weight? He pictured his possessions on the sledge, and instantly he saw the bag of food stacked on the mid-platform, and in the fear that clouded his brain, he knew that he must make every effort to reach the bag.

**5** The thought of wasted food galvanised him to action, and he was reaching a long skinny arm above his head, closing his bare fingers around the first knot in the rope. Shutting his mind against pain and stress, he lunged upwards with his other hand and pulled his chin level. Again he reached – and he was six feet nearer the ledge; once more, and then again, holding the rope between his knees, feeling for the knots with his feet now – and he was level with the broken snow bridge. The treacherous, compacted snow was crumbling. Several times he tried to crawl to safety, and he was halfway to solid ice when the whole ledge fragmented under him. Again he crashed to the full length of the rope.

**6** Once more the sledge held its grip in the snow. Once more he dangled, limp, suspended in the chill. His hands were bleeding, all the skin of his palms had gone, his fingertips were black, and



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his body was freezing fast from the snow clogging his clothing, the deep cold of the ice walls shutting him in. He asked – why just hang here waiting for a frozen death? Why not end it quickly? Later he would write: "It was a moment of rare temptation. To pass from petty exploration of this world to vaster worlds beyond..." He could see the sorrowing face of his beloved Paquita, the faces of his comrades – and again the food waiting on the surface. Buck up! Fight! Try again! *40*

7 His strength was draining fast; he was growing deadly cold. Soon it would be all over and done with. By what he later called "supreme effort", he scaled the rope, knot after knot, and, with a wild flailing kick, thrusted himself into the snow above the solid ice. *45*



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**Section C** [25 marks]

**Text 3**

*The text below, adapted from* The Cat *by* Muriel Beadle, *discusses the charms of cats and their associations in different cultures. Read it carefully and answer* ***Questions 14–19*** *in the* ***Question Booklet****.*

1 Cats are beautiful and graceful animals, soft and sleek to the touch, amiable in expression, patient with children who carry them with legs dangling, and amusing when they pounce upon a ball of crinkled paper or chase spots of sunlight on a wall. Cats are small and clean and endearing, as millions of lonely people can testify; the purr of a cat on a lap makes solitude endurable.

2 Some of their most charming features, however, stem from the fact that they are specialised hunters; hunting is what they were evolved to do, and it is the key to their whole behaviour, whether one is talking about wild cats, farm cats or cats which spend their lives in city apartments and hardly ever see a mouse. Those soft paws which slither harmlessly over even the most delicate of objects also ensure its silent progress while some poor mouse is unaware of its impending doom. The crinkling of paper alerts it to a game of toss and catch, but it is the same sound that mice make in their burrows, and it triggers an age-old instinct to chase and kill. The kitten which amuses us by probing with its paw into a box is in fact developing the skills that enable it to search out prey underground. When it bats a ball of wool around and tosses it in the air, it is rehearsing the gruesome way in which full-grown cats "play" with their victim before its death.

3 Indeed, the cat has long been the subject of superstition and strange beliefs. The ancient Egyptians associated the cat with their gods, especially with Bastet, goddess of the moon, and temple carvings represent her as cat-headed. Certainly, at night a cat's eyes reflecting moonlight create an eerie effect. Many motorists have experienced a sudden shiver when their headlights picked up their moonlike glow; no wonder some people have believed the fire of their eyes to be that of the Devil himself.

4 Even in death the cat could be given costly and special treatment by the Egyptians. Coffins have been found with the cat's likeness painted on top, and eyes fashioned from expensive crystal and gold, and the body elaborately encased in strips of linen. Perhaps the most amazing evidence of this special treatment was the discovery last century of thousands of mummified cats just outside a small Egyptian village on the River Nile. Nineteen tons of their remains were unearthed, packed in layers six metres deep.

5 It is perhaps not surprising that the ancient Egyptians paid so much respect to the cat, for it is highly likely that they were the first people to domesticate the creature. No doubt because of their religious associations, cats were jealously guarded by the Egyptians. Their export was forbidden for at least a thousand years after they first appeared, although eventually they made their way East and West as the trade routes opened up and traders smuggled them out, some to Europe, others far afield to China, and then to Japan. Its close association with Egyptian gods earned it respect among the religions of the West; the cat found its way into their paintings, possibly as a symbol of fertility.

6 It would not be long before it lost this special respect. One of the religions which had welcomed it now began to hunt it down. Tales were put about women who worshipped the Devil, and who practised evil magic to harm others. To escape detection, it was said they turned themselves into cats to cast their spells unseen. Cats were then considered partners in this practice of evil magic.



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7 Its reputation for fertility that had once brought it popularity with fine Egyptian ladies was now a sign of its ungodly nature. Its amazing ability to fall immense distances and survive gave rise to a fearful yearly ritual in one European town. Cats were tossed from the highest point of the city, no doubt to test their capacity to survive the fall and thus to prove their supernatural powers. Even to this day that same city conducts a yearly procession in which thousands of people dress up as cats of all shapes and sizes, and the same fall is enacted, though mercifully with dummy cats. *40*



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**East Spring Secondary School**
***Towards Excellence and Success***

**Name:** _____ ( )

**Class:** _____

**Preliminary Examination 2021**
**Secondary 4 Express / Secondary 5 Normal (Academic)**

**English Language**
**Paper 2** **1128/02**

**23 August 2021** **1 hour 50 minutes**
**Monday** **1040 – 1230**

# QUESTION BOOKLET

**INSTRUCTION TO CANDIDATES**

Write your name, class and register number in the spaces provided on this booklet.

Answer **ALL** questions in the spaces provided in this booklet.

Answers *must* be written in blue or black ink.

**INFORMATION FOR CANDIDATES**

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

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

**Section A** consists of 5 marks.

**Section B** consists of 20 marks.

**Section C** consists of 25 marks.

The total marks for this paper is **50**.

| For Examiner's Use | |
|---|---|
| **Section A** | |
| **Section B** | |
| **Section C** | |
| **Total** | |

This booklet consists of **8** printed pages including the cover page.

*Setter: Mr Zulhilmi*



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**Section A** [5 marks]

*Refer to the advertisement, **Text 1**, on page 2 of the Insert and answer Questions 1–4.*

1. Look at the banner at the top of the webpage. With reference to the text just below the heading **EXPERIENCE THE PHENOMENON**, what feature of the studio is conveyed in the photograph?

.....

.....[1]

2. With reference to the information under the segment **ABOUT US**, what is the intended effect of repeating the word 'Ride'?

.....

.....[1]

3. With reference to the caption under the tagline 'We don't just cycle, we *Ride*', state **two** ways the webpage tries to attract the attention of young readers.

**(i)** .....

.....[1]

**(ii)** .....

.....[1]

4. Give an example of the benefits the company provides to encourage new members to join.

.....

.....[1]



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**Section B** [20 marks]

*Refer to **Text 2** on pages 3–4 of the Insert and answer Questions 5–13.*

**5.** From Paragraph 1, pick out **two** phrases of not more than two words each showing the writer's close encounter with an accident.

**(i)** .....

**(ii)** .....[2]

**6.** At the beginning of Paragraph 2, the writer fell into a crevasse. Explain how the language used in Paragraph 2 conveys his experiences when falling.

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

.....

.....

.....

.....

.....

.....[3]

**7.** What does the repeated use of the word 'would' at the end of Paragraph 2 tell us about what the writer was doing or thinking about at that moment?

.....

.....[1]

**8.** **(a)** In Paragraph 3, what effect does the writer create by using a short sentence followed by a longer one?

.....

.....[1]

**(b)** The writer tells us 'now he swung four metres down the sheer walls of steely-blue ice, two metres apart' (line 18). Explain what the writer is trying to tell us about his situation.

.....

.....[1]



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**9.** In Paragraph 4, explain fully why the writer's heart was filled with gratitude.

.....

.....[2]

**10.** Explain what the following phrases suggest about the writer's attitude towards his situation.

**(i)** 'with his bare hands, his clothing full of snow, his body weak from starvation' (lines 25–26)

.....

.....[1]

**(ii)** 'he must make every effort to reach the bag' (line 29)

.....

.....[1]

**11.** In Paragraph 5, identify the words or phrases which tell us about the writer's attempts to save himself.

| The writer's attempt | Words or phrases from passage |
|---|---|
| **(i)** The writer was motivated | |
| **(ii)** The writer persevered continuously | |
| **(iii)** The writer's efforts were futile | |

[3]

**12.** In Paragraph 6, we were told that the writer would later write: 'It was a moment of rare temptation. To pass from petty exploration of this world to vaster worlds beyond…' Explain what the 'vaster worlds beyond' refer to.

.....

.....[1]



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**13.** The structure of the text reflects the stages of the writer's experience and his responses to the situation at those stages. Complete the flow chart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box you do not need to use.

**The writer's situation and his responses**

| | | |
|---|---|---|
| too exhausted to continue | not giving up | plunging into danger |
| out of danger | overwhelmed with emotions | getting to safety |

**Flow chart**

Paragraphs 1–2: **(i)** .....

↓

Paragraphs 3–4 **(ii)** .....

↓

Paragraphs 5–6 **(iii)** .....

↓

Paragraph 7 **(iv)** .....

[4]



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## Section C [25 marks]

*Refer to **Text 3** on pages 5–6 of the Insert and answer Questions 14–19.*

**14.** **(i)** At the end of Paragraph 1, what is the writer implying about lonely people?

.....

.....[1]

**(ii)** **In your own words**, how does the purr of a cat on a person's lap help?

.....

.....[1]

**15.** In Paragraph 2, cats' charming features are referenced to their behaviour as specialised hunters.

Name **two** of these features, and the hunting characteristics they are linked to.

| | Features | Hunting characteristics |
|---|---|---|
| **(i)** | ..... | ..... |
| | ..... | ..... |
| **(ii)** | ..... | ..... |
| | ..... | ..... |

[2]

**16.** In Paragraph 3, why have some people believed that the fire of a cat's eyes to be the Devil?

.....

.....[1]



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**17.** Here is a part of a conversation between two friends, Hariz and Devin, who have read the article.




**Hariz** **Devin**

**(a)** Identify **two** examples from Paragraph 4 that Hariz can give to support his view.

**(i)** .....

**(ii)** .....[2]

**(b)** With reference to Paragraph 6, how would Devin explain his position?

.....

.....[1]

**18.** With reference to Paragraph 7, give **in your own words** the **two** reasons why one European town started tossing cats from the highest point of the city as a yearly ritual.

**(i)** .....

**(ii)** .....[2]

**19.** **Using your own words as far as possible**, summarise how and why cats were respected by Egyptians and Westerners.

**Use only the information from Paragraphs 4 and 5.**

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

*Dead or alive, cats were given special treatment such as* .....

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| Style | / 7 |
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## SECTION A (QUESTION 1) ANSWERS

Social media, if harnessed appropriately can help enhance the relationship between a company **or** their customers. In today's digital age, where almost everyone **are** connected virtually, having a corporate presence on the web can help organisations connect and reach out to their virtual community. Doing so **nurture** a brand that can be vital to the success of a company in the real world. Organisations need to be mindful that just as technology evolves, so do customers. Today's customers are more discerning and will rarely rely on **the** single source of information. It is therefore important that companies **developed** a strategy that revolves around their own distinctive brand with **authentic** and focus. While it is good to have presence in as many online **portal** as possible, community **engaging** can put a strain on employees. In view of this, target choices should be made based on the company's brand elements.

1 **and** (conjunction)
2 **is** (SVA)
3 ✓
4 **nurtures** (SVA)
5 ✓
6 **a** (article)
7 **develop** (tense)
8 **authenticity** (WF)
9 **portals** (singular/plural)
10 **engagement** (WF)

*Adapted from: Vantage Views III, page 86.*



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**2021 PRELIMINARY EXAMINATION** More papers at www.
Secondary 4 Express / 5 Normal (Academic)

**ANSWER KEY**

**1128 / 02**

**Section A** [5 marks]

| Table of Specifications | | | |
|---|---|---|---|
| **No.** | **Question Type** | **Question Number** | **Marks** |
| 1 | Literal, Inferential, Evaluative | 4 | 1 |
| 2 | Visual Impact | 1 | 1 |
| 3 | Familiar Concepts | 3 | 2 |
| 4 | Personal Engagement | 2 | 1 |
| 5 | Non-linear Layout | | |
| | | **Total Marks** | **5** |

**1.** Look at the banner at the top of the webpage. With reference to the text just below the heading **EXPERIENCE THE PHENOMENON**, what feature of the studio is conveyed in the photograph?

| **ANSWER [1]** – *any 1* | **ACCEPT** | **DO NOT ACCEPT** |
|---|---|---|
| • darkroom<br>• multi-sensory<br>*(mic on trainer can represent aural experience)*<br>• advanced lighting system | | • magic mirror technology<br>• surround sound system<br>• high energy music<br>*(Features are not depicted)*<br>• If more than 1 feature negates |

**2.** With reference to the information under the heading **ABOUT US**, what is the intended effect of repeating the word 'Ride'?

| **ANSWER [1]** | **ACCEPT** | **DO NOT ACCEPT** |
|---|---|---|
| To enthuse/excite[1] the readers to be part of the unique (cycling/spinning) experience[2] that Aurora/the studio provides.<br>**[Both parts must be present]** | • To *emphasise* the unique/fun (accept sensible synonyms) experience / cycling with the studio (Aurora) that cannot be experienced elsewhere (Accept similar nuances) | |

**3.** With reference to the caption under the tagline 'We don't just cycle, we Ride', state **two** ways the webpage tries to attract the attention of young readers.

| **ANSWER [2]** | **ACCEPT** | **DO NOT ACCEPT** |
|---|---|---|
| **(i)** Using the slang/lingo 'Sick' / 'Sick playlists'<br>**(ii)** Using the hashtag '#ExperienceThePhenomenon'<br>**[Explanation that these features are relatable to young readers is not needed because question stem is 'state']** | If 'S' in 'Sick' is not capitalised | • If the details quoted are misspelt<br>• If the 'E', 'T', 'P' in the hashtag are not capitalised (since it is a specific tag)<br>• Using Instagram/TikTok *(not part of information under heading)* |

**4.** Give an example of the benefits the company provides to encourage new members to join.

| **ANSWER [1]** – *any 1* | **ACCEPT** | **DO NOT ACCEPT** |
|---|---|---|
| • Members get 20% discount for MYPROTEIN purchases<br>• Members get 15% discount for Sugarmeactive purchases | Members get discount for MYPROTEIN/Sugarmeactive purchases | • Member benefits / exclusives<br>• Discounts |



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**Section B** [20 marks]

| Table of Specifications | | | |
|---|---|---|---|
| **No.** | **Question Type** | **Question Number** | **Marks** |
| 1 | Literal | | |
| 2 | Inferential | 7, 8(b), 9, 10, 12 | 1, 1, 2, 2, 1 |
| 3 | Own-Word | | |
| 4 | Quote/Vocabulary | 5, 11 | 2, 3 |
| 5 | Language for Impact | 6, 8(a) | 3, 1 |
| 6 | Global | 13 | 4 |
| | | **Total Marks** | **20** |

**5.** From Paragraph 1, pick out **two** phrases of not more than two words each showing the writer's close encounter with a fatal accident.

| ANSWER [2] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| **(i)** 'stopped short' [1]<br>**(ii)** 'scraped past' [1] | | • If phrase is > two words<br>• If misspelt |

**6** At the beginning of Paragraph 2, the writer fell into a crevasse. Explain how the language used in Paragraph 2 conveys his experiences **when falling**. Support your ideas with **three** details from the paragraph. *(Similar to 2018 Q5)*

| ANSWER [3] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| (The metaphor) 'his stomach a plummeting lead weight'[1] emphasises that he was falling very quickly[2]. | Explanations with similar nuances | • If any kind of superlative is missing in the explanation<br>• If explanation is negated by extra detail, *e.g. because of heavy weight of stomach*<br>• If explanation is not linked to his experience when falling, *e.g. the rope pulled him…* |
| (The personification) 'the rope yanked viciously'[1] emphasises that he stopped falling very suddenly[2]. | | |
| (The metaphor) 'a sea of bright-coloured pain'[1] emphasises that the cut from the harness caused him to bleed very badly[2].<br>**[Both Detail and Explanation must be present]** | | |

**7.** What does the repeated use of the word 'would' at the end of Paragraph 2 tell us about what the writer was doing or thinking about at that moment?

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| He was anticipating his demise. | Similar answers, *e.g. worst possible outcome* | • Explanations that do not involve him falling *further*/dying<br>• Answer only depicts falling |



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**8(a).** In Paragraph 3, what effect does the writer create by using a short sentence followed by a longer one? *(Similar to 2017 Q7)*

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| The short sentence creates suspense. The long sentence reveals the outcome. | Answers conveying suspense | |

**8(b).** The writer tells us 'and now he swung four metres down the sheer walls of steely-blue ice, two metres apart' (line 18). Explain what the writer is trying to tell us about his situation.

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| He was not out of danger. | Similar explanations, e.g.<br>• He was in a dangerous / dire / helpless situation<br>• He was in a situation that was difficult/impossible to escape | • Answers conveying emotions or attitude instead of his situation, *e.g. he was still suffering*<br>• Vague answers, *e.g. close to dying / dying / bad/unpleasant/undesirable situation* |

**9.** In Paragraph 4, explain fully why the writer's heart was filled with gratitude.

| ANSWER [2] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| • The sledge did not move when he swung his legs. [1]<br>• He still had a chance to save himself. [1] | • He was not going to die (yet) / still safe / still alive / not dead / have not fallen | • Indirect answers, *e.g. He was scared that the sledge might fall if he moves* |

**10.** Explain what the following phrases suggest about the writer's attitude towards his situation. *(Similar to 2020 Q7)*

| ANSWER [2] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| **(i)** He was <u>defeated</u>. | **(i)** helpless / almost lost hope / despondent / demoralised | • Resignation or similar ideas<br>• Hopelessness → describes situation, not attitude |
| **(ii)** He was <u>driven</u> to climb up. | **(ii)** determined | • Excitement or similar ideas<br>• Desperation → he was motivated to save his food |



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**11.** In Paragraph 5, identify the words or phrases which tell us about the writer's attempts to save himself.
*(Similar to 2020 Q11)*

| ANSWER [3] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| **(i)** galvanised him to action | galvanised | • If misspelt *(the question reiterates 'from the passage')*<br>• If any word(s) is/are missing from any of the details<br>• 'Again he crashed' → missing 'full length of the rope' doesn't convey enough futility<br>• 'Again he crashed to the full length of the rope' → sentence, not words/phrases |
| **(ii)** once more, and then again | Several times he tried | |
| **(iii)** crashed to the full length of the rope | | |

**12.** In Paragraph 6, we were told that the writer would later write: 'It was a moment of rare temptation. To pass from petty exploration of this world to vaster worlds beyond…' Explain what the 'vaster worlds beyond' refer to.

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| Life after death. | • Paradise<br>• Heaven or hell<br>• Afterlife<br>• Underworld | • Death / dying<br>• Other world / Another world<br>• Meeting God → answer doesn't depict a place |

**13.**

| too exhausted to continue | not giving up | plunging into danger |
|---|---|---|
| out of danger | overwhelmed with emotions | getting to safety |

*Paragraphs 1–2*: plunging into danger [1] (× getting to safety – not evident in Paragraph 2)
*Paragraphs 3–4*: overwhelmed with emotions [1]
*Paragraphs 5–6*: not giving up [1] (× too exhausted to continue – the writer was not dispirited throughout)
*Paragraph 7*: out of danger [1] (× getting to safety – there was an outcome)
**DO NOT ACCEPT**:
- Misspelling (or grammar) that changes the meaning of the word or mars pronunciation of the word

4



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## Section C [25 marks]

| Table of Specifications | | | |
|---|---|---|---|
| **No.** | **Question Type** | **Question Number** | **Marks** |
| 1 | Literal | 15, 16 | 2, 1 |
| 2 | Inferential | 14(i) | 1 |
| 3 | Own-Word | 14(ii), 18 | 1, 2 |
| 4 | Quote | | |
| 5 | Language for Impact | | |
| 6 | Evaluative | 17 | 3 |
| 7 | Summary | 19 | 15 |
| | | **Total Marks** | **25** |

**14(i).** At the end of Paragraph 1, what is the writer implying about lonely people?

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| Lonely people own cats. | Lonely people need cats. | Lonely people *like* cats. *(Answer must show cat as a necessity)* |

**14(ii). In your own words**, how does the purr of a cat on a person's lap help?

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| *From passage: makes solitude endurable*<br>Own words: It makes loneliness[1] tolerable[2]. [1]<br>**[Both ideas must be substituted]** | Similar substitutes | Change in word form, *e.g. can be endured* |

**15.** In Paragraph 2, cats' charming features are referenced to their behaviour as specialised hunters. Name **two** of these features, and the hunting characteristics they are linked to. *(Similar to 2020 Q14)*

| ANSWER [2] – *any 2* | | DO NOT ACCEPT |
|---|---|---|
| **Features** | **Hunting characteristics** | |
| **(i)** soft paws (slithering harmlessly over delicate objects) | silent progress when chasing a prey | If idea of chasing a prey/mouse is missing |
| **(ii)** crinkling of paper alerts it to a game of toss and catch | instinct to chase and kill | If idea of being alerted is missing |
| **(iii)** probing with its paw into a box | skills that enable it to search out prey underground | |
| **(iv)** batting a ball of wool around and tossing it in the air | gruesome way in which full-grown cats "play" with their victim before its death | |

**16.** In Paragraph 3, why have some people believed that the fire of a cat's eyes to be the Devil?

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| Motorists have experienced a sudden shiver when their headlights picked up the moonlike glow in a cat's eyes.<br>**[Underlined parts must be present]** | | At night a cat's eyes reflecting moonlight create an eerie effect *('eerie effect' is vague)* |



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**17.** *(Similar to 2020 Q16)*




**(a).** Identify **two** examples from Paragraph 4 that Hariz can use to support his view.

| ANSWER [2] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| **(i)** The eyes on a cat's coffin were fashioned from expensive crystal and gold<br>**(ii)** The body of a cat/cat's coffin was elaborately encased in strips of linen | **(i)** 'eyes fashioned from expensive crystal and gold'<br>**(ii)** 'the body elaborately encased in strips of linen' | • Coffins found with the cat's likeness painted on top<br>• Remains unearthed, packed in layers twenty feet deep<br>*(Do not convey costliness)* |

**(b).** With reference to Paragraph 6, how would Devin explain his position?

| ANSWER [1] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| Cats were associated to women who practised evil magic to harm others. | Cats were associated to women who worshipped the Devil. | Cats were considered partners in *this practice* of evil magic. *('this practice' is vague)* |

**18.** With reference to Paragraph 7, give **in your own words** the **two** reasons why one European town started tossing cats from the highest point of the city as a yearly ritual. *(Similar to 2020 Q15)*

| ANSWER [2] | ACCEPT | DO NOT ACCEPT |
|---|---|---|
| **(i)** *From passage: to test their capacity to survive the fall*<br>Own words: To test cats' ability to land unharmed [1]<br>**(ii)** *From passage: to prove their supernatural powers*<br>Own words: To prove their mystical/mysterious ability [1] | Similar substitutes | Change in word form |

**19.** From Paragraphs **4–5**.

TWO key demands: 1) how cats were respected by Egyptians and Westerners
2) why cats were respected by Egyptians and Westerners

*Dead or alive, cats were given special treatment such as …*

Max 8

| # | Point | Line(s) | Key Demand |
|---|---|---|---|
| 1 | Coffins have been found with the cat's likeness painted on top | 21–22 | 1 |
| 2 | eyes fashioned from expensive crystal and gold | 22–23 | 1 |
| 3 | the body elaborately encased in strips of linen | 23 | 1 |



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**1128 / 02**

| | | | | | |
|---|---|---|---|---|---|
| | 4 | remains unearthed were packed in layers twenty feet deep | 25–26 | 1 | |
| | 5 | cats were jealously guarded by the Egyptians | 29–30 | 1 | |
| | 10 | Their export was forbidden for at least a thousand years after they first appeared | 29–30 | 1 | |
| | 6 | the cat found its way into Western paintings, possibly as a symbol of fertility. | 33–34 | 1 | |
| | 7 | Egyptians were the first people to domesticate the creature | 28 | 2 | |
| | 8 | because of their religious associations | 28–29 | 2 | |
| | 9 | Its close association with Egyptian gods earned it respect among the religions of the West | 32–33 | 2 | |
| | NOTE:<br>• Do not consider any point beyond 80 words.<br>• Award up to 7 marks for Style/Language; refer to standard summary rubrics. | | | | Max 7 |



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| SUMMARY STYLE DESCRIPTORS | |
|---|---|
| Mark | |
| **7** | ▪ There is a **sustained and successful attempt** to **rephrase** the text language.<br>▪ The summary is free from lifting except for phrases from the text which are difficult to substitute.<br>▪ Apart from very occasional slips, **the language is accurate**. |
| **5-6** | ▪ There is a **noticeable attempt** to **rephrase** the text.<br>▪ The summary is **free from** stretches of **concentrated lifting**.<br>▪ The language is **almost always accurate**. **Serious errors** will be so **isolated** as to be almost unnoticeable. |
| **3-4** | ▪ There are recognisable but **limited attempts** to **re-phrase** the text detail.<br>▪ Groups of **text expression** are **interlaced with own words**.<br>▪ The expression may not always be secure, but the **attempt to substitute** the text will **gain credit.**<br>▪ The language is **largely accurate**. |
| **1-2** | ▪ Wholesale copying of large areas of the text, but **not** a complete **transcript**.<br>▪ Attempts to substitute **own language** will be **limited to single** word expression.<br>▪ **Irrelevant sections of the text** will be **more frequent** at this level and below.<br>▪ Meaning is not in doubt but **serious errors** are becoming **more frequent**. |
| **0** | ▪ Pretty well a **complete transcript** of the **text** expression.<br>▪ Originality is barely noticeable.<br>▪ There may also be **random transcription** of **irrelevant sections** of the text.<br>▪ **Heavy frequency of serious errors**, impeding the reading in many places. |



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