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Class	Index Number	Name

新加坡海星中学

MARIS STELLA HIGH SCHOOL
PRELIMINARY EXAMINATION
SECONDARY FOUR

ENGLISH LANGUAGE
Paper 1 Writing
Section B and C

1128/01
16th August 2021
1 hour 50 minutes
(Sections A, B and C)

INSERT

READ THESE INSTRUCTIONS FIRST

This insert contains **Sections B and C**.

Write your class, index number and name in the spaces provided on the work you hand in.

Write in dark blue or black pen.

Do not use paper clips, highlighters, glue or correction fluid.

Write your answers in the spaces provided.

The total number of marks for this section is 60.

For Examiner's Use
60

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Section B [30 marks]

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

You should look at the printout of a poster on page 3, study the information carefully and plan your answer before beginning to write.

You have seen a poster promoting a series of events organised by the Council for Youths in Sports & the Community entitled "Youths in Motion!" The events aim to encourage young people to be active, make friends and learn skills in a healthy way. You have participated in one of the events. You have been asked by your teacher to write an article about the experience. The article will be published in your school's newsletter called *Marist Snippets*. Your article should explain the reasons for your choice and encourage your schoolmates to take part in the same event.

Your article for the newsletter must include the following content:

- a title to attract the readers' attention
- why the event appealed to you
- what you gained from the experience
- why your schoolmates should participate in this event

Write your article in clear, accurate English and in a lively, engaging tone to encourage your schoolmates to participate in the event you have chosen.

You should use your own words as much as possible.



COUNCIL FOR YOUTHS IN SPORTS & THE COMMUNITY

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COME AND JOIN OUR EXCITING EVENTS

AN AMAZING RACE



What it is about:
- Walk as a team to ten checkpoints
- Decide the best route to reach checkpoints which include places in Chinatown, Bugis and Little India
- Solve puzzles at checkpoints before moving on

Benefits:
- Learn to strategise, collaborate and manage time
- Opportunities to interact with team members and make friends
- Get on your feet and walk your way to iconic landmarks

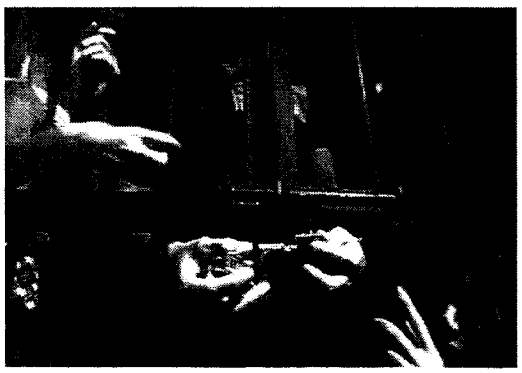
K-POP DANCE CHALLENGE



What it is about:
- Form a team, practise your dance moves and participate in a dance competition
- One hour of free time in an air-conditioned studio before the competition
- Select the song to dance to from a vast song list provided by the studio

Benefits:
- Get a workout by learning the hottest K-pop dance steps from a professional dancer
- Learn how to cooperate with others
- Make friends and share Korean culture with other K-pop fans

ESCAPE THE 3 ESCAPE ROOMS



What it is about:
- Band together to solve riddles and uncover clues
- Search for the hidden key
- Make your way through an obstacle course within each of the three chilling rooms – the mental ward, the prison cell and the haunted mansion

Benefits:
- Learn teamwork, communication skills and time management
- Meet strangers and make new friends
- Get active as you make your way pass obstacles to escape each room within a time limit

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. Describe the ways you take to keep healthy as part of your daily activities. Explain why you find them effective.

2. Write about a time when you made a friend in an unusual situation and how this friendship has impacted you.

3. What, in your opinion, are the advantages and disadvantages of travelling overseas for holidays?

4. To what extent do you agree that young people today are selfish and only concerned with their own happiness? Give reasons for your view.

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Class	Index Number	Name

新加坡海星中学

MARIS STELLA HIGH SCHOOL
PRELIMINARY EXAMINATION
SECONDARY FOUR

ENGLISH LANGUAGE
Paper 1 Writing
Section A : Editing

1128/01
16th August 2021
1 hour 50 minutes
(Sections A, B and C)

INSERT

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your class, index number and name in the spaces provided on the work you hand in.

Write in dark blue or black pen.

Do not use paper clips, highlighters, glue or correction fluid.

Write your answers in the spaces provided.

The total number of marks for this section is 10.

For Examiner's Use
10

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Section A [10 marks]

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

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

Examples:

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

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

Jellyfish are mostly free-swimming marine animals with umbrella-shaped

bells and trailing tentacles, just a few are anchored to the seabed by stalks 1 .....

rather than being mobile. The bells pulsate to providing propulsion for highly 2 .....

efficient movement. The tentacles are arm with stinging cells and may be used 3 .....

to capture prey and defence against predators. The stinging cells used by 4 .....

jellyfish to subdue their prey can injure humans. Thousands of swimmers 5 .....

are sting every year with effects ranging from mild discomfort and serious 6 .....

injury to even death. The small box jellyfish are responsible for many 7 .....

of this deaths. When conditions are favourable, jellyfish can form vast 8 .....

swarm, which can be responsible for damaging fishing gear by filling fishing 9 .....

nets and sometimes clog the cooling systems of power and desalination 10 .....

plants which draw their water from the sea.

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Class/ Index Number /	Centre Number/ 'O' Level Index Number /	Name

新加坡海星中学

MARIS STELLA HIGH SCHOOL

PRELIMINARY EXAMINATION

SECONDARY FOUR

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **16 August 2021**

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

Answer all questions for Section A, Section B and Section C in the Question Booklet provided.

At the end of the examination, submit **separately:**

- Insert
- Question Booklet

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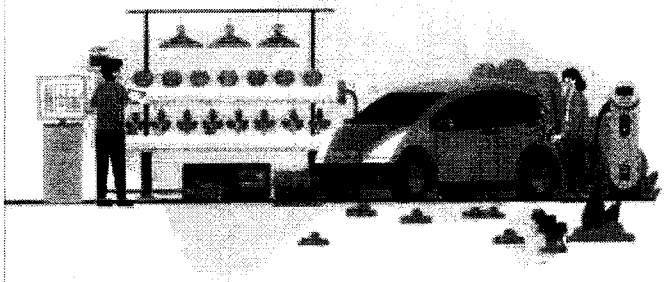
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Section A [5 marks]

Text 1

Refer to the poster below, and answer Questions 1-4 in the Question Booklet.

WHY WAIT TILL TOMORROW FOR GREENER TOMORROWS?



"The Singapore Green Plan 2030 is an ambitious long-term plan... **to secure a green, liveable, and sustainable home for generations of Singaporeans to come.**"

Heng Swee Keat
Deputy Prime Minister
Minister for Finance

GREEN PLAN 2030

Details at: singaporebudget.gov.sg

gov.sg

HARNESSING TECHNOLOGY

$60 million to support tech adoption in agri-food sector

$30 million to support transition to electric vehicles (EV)

- 60,000 EV charging points by 2030
- Zero Additional Registration Fee for EVs (Jan 2022 to Dec 2023)
- Adjusted road tax for EVs to be comparable to non-electric cars

ENSURING GREEN FINANCING

Government-issued green bonds for public infrastructure projects

Up to $19 billion public sector green projects identified

SUPPORTING SUSTAINABILITY PLANS



Helping businesses to go green

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Section B [20 marks]

Text 2

The text below describes what happened when a boy and his father were on their way to the coast in post-apocalyptic America, which had been devastated by widespread fire. Read the text carefully and answer Questions 5-14 in the Question Booklet.

1 At the top of the hill they stood in the cold and the wind, catching their breath. He looked at the boy.

"I'm alright," the boy assured.

2 The man put his hand on his shoulder and nodded toward the open country below them. He got the binoculars out of the cart and glassed the plain down there where the shape of the burnt city stood in the greyness like a charcoal drawing sketched across the waste. Charred and limbless trunks of trees stretching away on every side. The river bed lay broken like a fallen plate. Some burned houses in the clearing left abandoned. Farther along were mangled billboards advertising motels. Everything as it once had been before was now faded and weathered. Nothing was the same anymore. A beautiful future was unimaginable.

3 Roused from his wakeful sleep the next morning, the man brought the boy and descended the hill. They passed through the city at noon that day. The man kept his pistol in his hand and the boy close to his side. The city was mostly burnt. No sign of life. Everything was covered in ash and dust. Fossil tracks in the dried sludge. A corpse in a doorway dried to leather. Grimacing at the sight, he pulled the boy closer.

4 All the day following they travelled through the drifting haze of wood smoke. The smoke was coming off the ground like mist and the thin black trees were burning on the slopes like flickering candles. Late in the day, they came to a place where the fire had crossed the road and the macadam[1] was still warm and soft. The hot black tar sucked stubbornly at their shoes as they stepped. Advancement would be futile. They would be delayed.

"We'll have to wait," he said in frustration.

5 They backtracked and camped on the actual road and when they went on in the morning, the macadam had cooled. They came across a set of tracks cooked into the tar. They had appeared suddenly. He squatted and studied them. Someone had come out of the woods in the night and continued down the melted roadway.

"Who is it?" asked the boy.

"I don't know."

6 As they followed the tracks, they soon came upon a scruffy looking stranger shuffling unsteadily along the road, dragging one leg with difficulty and stopping from time to time to stand stooped and uncertain before setting off again. They paused.

"What should we do, Papa?"

7 They followed the stranger for quite a distance but at his pace they were losing the day. All of a sudden there was a streak of bold light, and he slumped without a fight and sat heavily on the road. He did not get up again. He was as burnt-looking as the country, his clothes scorched and black. One of his eyes was seared shut and his hair was but a nitty

macadam[1] - broken stone of even size, bound with tar or bitumen and used in successively compacted layers for surfacing roads and paths.

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wig of ash upon his blackened skull. The boy hung to his father's coat. No one spoke. As they passed, they saw that his shoes were bound up with wire and coated with road tar, and he sat there in silence, bent over in his rags. The boy kept looking back.

"Papa, what's wrong with the man? Can we help him?" he whispered.

"No. We can't help him. He's been struck by lightning."

8 They went on. The boy was crying. He kept looking back. When they got to the bottom of the hill, the man stopped and looked back up the road. The burned man had fallen over, and at that distance you could not even tell what it was.

"I'm sorry, there's nothing to be done for him. We can't fix him. You know that, don't you?"

The boy stood looking down. He nodded his head. Then they went on, and he did not look back again.

Adapted from The Road by Cormac McCarthy

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Section C [25 marks]

Text 3

The article below is about how working hard is now seen as a status symbol. Read it carefully and answer Questions 15 – 20 in the Question Booklet.

1 Almost 120 years ago, sociologist Thorstein Veblen coined the term "conspicuous consumption". He used it to refer to rich people flaunting their wealth through obvious wasteful spending. Why buy a thousand-dollar suit when a hundred-dollar one served the same function? The answer, Veblen said, was power. The rich asserted their dominance by showing how much money they could burn on things they did not need. However, the acquisition of insanely expensive items is not the only way that modern elites project power. More recently, another status symbol has emerged. Today, identifying oneself as a member of the ruling class does not just require conspicuous consumption. It requires conspicuous production.

2 If conspicuous consumption involves the worship of luxury, conspicuous production involves the worship of labour. It is not about how much you spend; it is about how hard you work. Nowhere is this more visible than among America's chief executive officers (CEOs). Today's top bosses are devoted work-worshippers, nearly to the point of perversity. Some begin their days at 3.45 am; others clock 100-hour weeks at work. These individuals are not working out of necessity. For them, work is about the public display of productivity as a symbol of power, as evidence to themselves and others that their wealth is well-deserved.

3 The irony is that gruelling work weeks are not exclusively an elite phenomenon. Far from it. Many of the less fortunate perform similar feats of productivity – a study by the Economic Policy Institute found that workers work significantly more hours than they did a few decades ago. The reason is simple: wages have barely changed since the 1970s, which means today's workers have to work harder to make ends meet.

4 Most people will never attain the heights of CEO-style hyper-work, but they can still obsess over the idea of productivity. One way is to turn your leisure into labour by "working on yourself". The most obvious example is exercise, which is now immensely popular among working professionals. Other than simply engaging in simple workouts like jogging around the neighbourhood, dedicated facilities like fitness studios and luxury gyms now cater to continued productivity beyond office hours. And they exist alongside a complementary ecosystem of organic food stores and juice bars, where one obtains the proper fuel to engage in such activities, further reinforced with a healthy daily diet.

5 The stated reason for all this is "health". In actual fact, the amount of time that many of the better-off spend exercising far exceeds what is required to be healthy. That's because the intricate demands of today's fitness and nutritional routines are not ultimately about well-being. They are designed to express socio-economic status. Today, you can typically estimate a person's level of income by their physique – their status is literally inscribed on the body. Attaining such a build isn't just about being thinner, but also being precisely muscled in all sorts of ways. These bodies embody levels of work beyond what is required, thus proving that one deserves to be rich.

6 But you do not have to be a CEO or an affluent professional to participate in conspicuous production. Technology has made it possible for everyone to see everything as an opportunity for productivity. You can measure your sleep and steps with a Fitbit, your wittiness with Twitter, and your popularity with Facebook. You can transform these measurements into data streams that can be monitored, analysed and optimised with the use of computer algorithms. You can turn your life into a factory – and not just metaphorically. In transferring your life online, you produce economic value for others. You might not get paid for the hours spent on these platforms, but they generate real revenue for the platforms' owners.

Adapted from: https://www.theguardian.com/technology/2017/apr/24/new-status-symbol-hard-work-spending-ceos

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Class/ Index Number /	Centre Number/ 'O' Level Index Number /	Name

新加坡海星中学

MARIS STELLA HIGH SCHOOL
PRELIMINARY EXAMINATION
SECONDARY FOUR

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02
16 August 2021
1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: INSERT

READ THESE INSTRUCTIONS FIRST

Write your class, index number, Centre number, O level index number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** the 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.

The total number of marks for this paper is 50.

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50

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Section A [5 marks]

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

1 Refer to the heading at the top of the poster. How does the heading involve the reader?

.....

.....

.....[2]

2 Look at the text under **Harnessing Technology**. How is the government encouraging the agri-food industry to go green?

.....

.....[1]

3 The government encourages businesses to adopt green initiatives. Suggest how this is depicted by the photograph found under the text **Supporting Sustainability Plans**.

.....

.....[1]

4 What is **one** change that will be implemented to encourage more individuals to switch to electric cars?

.....

.....[1]

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Section B [20 marks]

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

5 At the beginning of this text there is a description on the burnt landscape of the city. Explain how the language used in Paragraph 2 emphasises the devastation caused by the fire.

Support your ideas with **three** details from Paragraph 2.

.....

.....

.....

.....

.....

..... [3]

6 Paragraph 3 begins with, 'Roused from his wakeful sleep…'
What is (i) unusual and (ii) effective about the phrase 'wakeful sleep'?

(i) it is unusual because .....

.....

.....[1]

(ii) it is effective because .....

.....

.....[1]

7 In Paragraph 3, what **two** things did the man do to show that he was vigilant?

.....

..... [1]

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8 From Paragraph 3, how do we know that animals and people had lived in the city before the fire? State **two** pieces of evidence and explain.

(i).....

.....

(ii).....

..... [2]

9 Which **two separate words** in Paragraph 4 describe the situations when the land was ravaged by fire?

Situations	Word from the passage
(i) smoky and hazy atmosphere	
(ii) pointless	

[2]

10 We are told that 'The hot black tar sucked stubbornly at their shoes as they stepped.' (lines 20 – 21)

(i) Which phrase likens the tar to a person?

.....[1]

(ii) What does this suggest about the tar?

.....[1]

11 In Paragraph 5, find the evidence that suggests that the macadam had cooled. **Answer in your own words.**

.....[1]

12 What do the actions in this phrase 'shuffling unsteadily along the road, dragging one leg with difficulty and stopping from time to time to stand stooped...' (lines 29 – 31) suggest about the physical state of the stranger?

.....[1]

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13 'All of a sudden there was a streak of bold light and he slumped without a fight and sat heavily on the road. He did not get up again.' (lines 34 – 35)

(i) Explain how the writer creates a contrast between these two sentences.

.....

.....[1]

(ii) What is the effect of this contrast on the reader?

.....

.....[1]

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14 The structure of the text reflects the man's emotions to his situation at different stages of the narrative. Complete the flow chart by choosing one word from the box to summarise his dominant emotion at each stage. There are some extra words in the box you do not need to use.

The man's dominant emotions

annoyed	regretful
confused	curious
resigned	disappointed
hopeless	

Flow chart

Paragraphs 1 – 2: (i).....

↓

Paragraph 4: (ii)..... .....

↓

Paragraphs 5 – 6: (iii).....

↓

Paragraphs 7 – 8: (iv).....

[4]

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Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 15 – 20.

15 **(a)** The writer states that rich people were 'flaunting their wealth through obvious wasteful spending' (lines 2-3). What is the writer's attitude towards such people?

.....[1]

(b) Identify a two-word phrase in Paragraph 1 that reinforces this attitude.

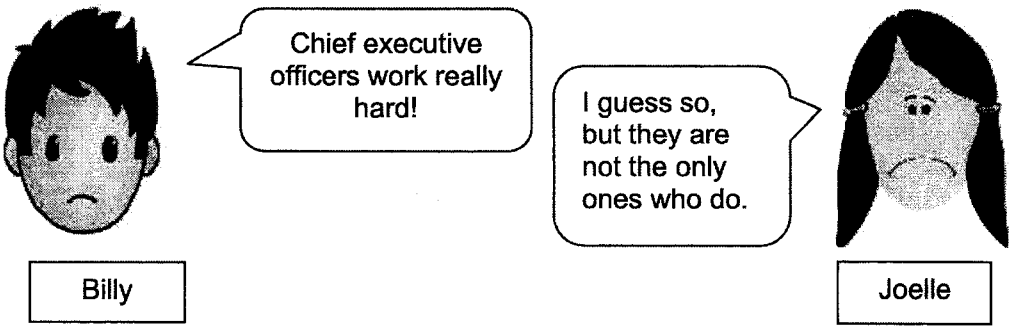
.....[1]

16 With reference to Paragraph 2, give two reasons why America's chief executive officers work long hours. **Answer in your own words.**

(i).....[1]

(ii).....[1]

17 Here is part of a conversation between two students, Billy and Joelle, who have read the article.



(a) Identify **two** details from Paragraph 2 that Billy can give to support his view.

(i).....[1]

(ii).....[1]

(b) Give a piece of evidence from paragraph 3 to support Joelle's view.

.....

.....[1]

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18 In Paragraph 4, a 'complementary' (line 28) ecosystem of facilities is mentioned. Which other word in the paragraph supports this idea?

.....[1]

19 With reference to Paragraph 5, explain fully how a person's level of income is 'literally inscribed on the body' (lines 34-35).

.....

.....

.....[2]

20 **Using your own words as far as possible**, summarise the methods that people can use to pursue conspicuous productivity beyond their work hours.

Use only information from Paragraphs 4 to 6.

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).

People can work on themselves during their personal time by .....

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No. of words: [15]

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Answers

Jellyfish are mostly free-swimming marine animals with umbrella-shaped	
bells and trailing tentacles, just a few are anchored to the seabed by stalks	1 although / though / but / while / and
rather than being mobile. The bells pulsate to providing propulsion for highly	2 provide (infinitive)
efficient movement. The tentacles are arm with stinging cells and may be used	3 armed (adj)
to capture prey and defence against predators. The stinging cells used by	4 defend (word form – n to v)
jellyfish to subdue their prey also harm humans. Thousands of swimmers	5 -
are sting every year, with effects ranging from mild discomfort and serious	6 stung (past participle)
injury to even death. The small box jellyfish are responsible for many	7 -
of this deaths. When conditions are favourable, jellyfish can form vast	8 these (demonstrative pronoun - plural
swarm, which can be responsible for damaging fishing gear by filling fishing	9 swarms (collective noun – plural)
nets and sometimes clog the cooling systems of power and desalination	10 clogging (v con't)
plants which draw their water from the sea.	

Note:
1. - however is not accepted: however requires 2 commas
7. - jellyfish – used as plural throughout the passage
10. - refer to the tense use in general – "by filling fishing nets" / (by) "clogging the cooling systems"

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2021 Sec 4 Prelim Exam Paper 2 Section A
Visual Text Answers

Green Plan 2030

1. Refer to the heading at the top of the poster. How does the heading involve the reader? [2]

Type of Question: How Language Achieves Impact

It involves the reader through the **use of a rhetorical question / question** [1] + to make the reader feel the **immediacy/urge** to participate/join green efforts **now**/to start taking actions **soon/right away**/take part in the plan **now**.[1]

It involves the reader through **repetition** of "tomorrow" and "tomorrows" [1] to urge readers to **not wait for the future/following day** to start on green efforts/**not delay further** to start going green[1]/to **reflect on current actions/stop procrastinating** on green efforts.[1]

Skill(s) needed:	• Both technique & accurate effect must be clearly indicated to get 2 marks • Students will need to identify the technique in the question—either the use of a rhetorical question/question/repetition • Students also need to identify the effect on the reader, which leads to a change in action or reflection about what they need to change.
Not acceptable:	• The heading asks the question "Why wait till tomorrow for greener tomorrows?" This makes the reader ponder about the question and why they are not doing anything for a greener tomorrow, thus involving the reader **(effect is vague "not doing anything", poor link to overall message of starting green efforts now)** • It involves the reader through the use of bold/capitalized font / to get the reader to read on further. **(effect is too general and does not relate to context of addressing the issue now)** • The use of capitalised / bold font catches/draws the reader's attention to the message of going green / makes reader feel the importance of the message. **(no clear action elicited from reader)** • It involves the reader to get a headstart on sustainable and green living. **(wrong expression:** headstart does not convey the meaning of urgency/starting soon, rather it means an advantage over others at the beginning) • It attracts the reader's attention with a play on words by having "tomorrow" rhyme with "tomorrows". **(no clear effect)** • It involves the reader through the repetition of "tomorrow" and "tomorrows" which makes the heading easier to remember/reinforces the main message of going green. **(no clear action elicited from reader)** • It uses a rhetorical question to make the reader think of why are they waiting for tomorrow to go green. **(1m for technique, no mark for unclear explanation that repeats the heading)**
Accepted	• It involves the reader by asking a question, making him feel the need to go green now • The heading involves the reader to go green soon and not wait for the future, which can be indicated by the question posed to the reader.

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2021 Sec 4 Prelim Exam Paper 2 Section A
Visual Text Answers

2. Look at the text under **Harnessing Technology**. How is the government encouraging the agri-food industry to go green?
[1]

Type of Question: Literal Question

The government is providing funding/financial aid/up to 60 million dollars to support technology adoption in the agri-food sector.

Skill(s) needed:	• Scanning of relevant detail from the text
Not acceptable:	• The government is offering money to support the agri-food industry to adopt technology. **(wrong term 'money' used)**
Accepted	• There is a 60 million fund to help support companies to adopt technology in the agri-food sector.

3. The government encourages businesses to adopt green initiatives. Suggest how this is depicted by the photograph found under the text **Supporting Sustainability Plans**. [1]

Type of Question: Relationship between Image-Text

The photograph shows various eco-friendly/environmentally-friendly /recyclable/biodegradable/paper-based products/packaging that businesses can adopt/develop/switch over to.

OR

The government is encouraging businesses to switch to the use of more environmentally friendly products /recyclables/paper-based/biodegradable products as shown in the picture.

OR

The photograph shows the use of one-time disposables which the government is encouraging businesses to reduce/ stop usage of.

Skill(s) needed:	• Students are required to identify the meaning conveyed by the image and the overall message of the poster and link it to an action proposed by the government. • Answer should not just describe what is shown in the photograph, but also be worded to include an action/initiative (how) by the government or businesses.

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2021 Sec 4 Prelim Exam Paper 2 Section A
Visual Text Answers

Not acceptable:	• Government encourages business to sell items that are reusable to carry out supporting sustainability plan **(idea of 'sell' is inaccurate here)** • Businesses should change the material being used **(switch to other materials rather than change the material used)** • All the containers, cups and packet holders used in shops are being depicted and made with recycled materials, hence the adoption of green initiatives **(no action described here)** • The photograph depicts paper-based products, hence the government will provide these products to businesses **(wrong link to message)** • The photograph shows many reusable items like reusable bags, thus this encourages businesses to reuse their industry materials as much as they can, reducing waste. **(expression of 'industry materials' is unclear)** • It is depicted as business providing disposables made out of recyclable materials such as paper **(incomplete answer, did not answer to the question on what government did)** • All the containers, cups and packaging used in shops are being depicted and made with recycled materials, hence the adoption of green initiatives. **(incomplete answer, subject of businesses/government is missing)**
Accepted	• This is to show that businesses are encouraged to use more of paper products which can be recycled instead of plastic products. • The photograph shows many disposable materials, suggesting that the government is encouraging businesses to reduce the use of disposables.

4. What is **one** change that will be implemented to encourage more individuals to switch to electric cars?

   Any of the following that explains what the change is:
   - **More/Increase in** electric vehicle charging points
   - **Zero additional registration fee** for electric vehicles
   - **Adjusted/lower road tax** for EVs **to be comparable** to non-electric cars

Skill(s) needed:	• Scanning of relevant detail from the text
Not acceptable:	• Individuals are encouraged to switch to electric cars with adjusted road tax (incomplete answer as the idea of 'comparable to non-electric cars' is missing)

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Visual Text Answers

Accepted	

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PAPER 2
SECTION A – VISUAL TEXT COMPREHENSION

General Observations

- Some candidates were not able to fulfill the question requirements for the 1st question (i.e., How Language Achieves Impact).
- Majority of them were able to cope with the Image-Text connection question, as well as the direct questions that simply required lifting from the visual text.

Question 1
For this question of impact on reader, some candidates were able to describe the effect on the reader through an immediacy/urgency effect in their call to action, but omitted the technique. Some candidates gave an unclear or vague effect or simply repeated the phrase from the heading "asked to not wait till tomorrow" or "makes the reader ponder about the question", of which no mark was awarded. Fewer candidates mentioned the technique of repetition in their responses.

Question 2
The majority of the candidates were able to pick the correct initiative provided by the government to support adoption in the agri-food industry.

Question 3
Most candidates were able to describe the photograph as well as link it to an appropriate action by the government. Candidates who did not score the mark merely described the photograph without describing an action/initiative by the government, hence they did not answer the question. These candidates may not have read the question carefully and understood the question requirement – 'on how the government encouraged businesses to go green'. Some candidates worded their answer in such a way to describe what businesses did rather than phrase it as what the government did to encourage/support the initiative.

Question 4
The majority of students were able to do this question, which was arguably the easiest question out of the 4. However, there were some students who gave incomplete answers for point 3 on adjusted road tax as it is insufficient to mention 'adjusted road tax' without the idea of 'comparable to non-electric cars' to make it attractive for car-owners to switch over.

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Section B [20 marks]

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

5 At the beginning of this text there is a description on the burnt landscape of the city. Explain how the language used in Paragraph 2 emphasises the **devastation caused by the fire**.

Support your ideas with **three** details from Paragraph 2.

.....

.....

.....

.....

.....

..... [3]

(i)"(burnt city stood in the greyness) like a charcoal drawing sketched across the **waste**" shows that the fire caused the whole city to be ruined **AND shrouded / covered in dust** and/or **ash** [1]

Other answers: **the city had been reduced to soot** (has the idea of both 'ruined and covered in ash')
The city was charred by the fire so everything looked darkened.
X the city was burnt to a crisp (cannot use 'burnt' as part of the explanation. It is in the sentence "the **burnt** city stood in the greyness like a charcoal drawing sketched across the waste.")

(ii)"charred and limbless trunks of trees stretching away on every side" emphasises that the city was **filled with trees** where their leaves and **branches were incinerated,** leaving only the trunks remained [1].

Other answers: **Branches of ALL the trees had been incinerated, leaving only the trunks**. (has the idea of 'filled with')

X branches of the trees were burned leaving the trucks on BOTH sides of the road (this is not what the passage described)

(iii)"the river bed lay broken like a fallen plate" emphasises that due to the severe fire, the river bed had **cracked** as the river had dried up completely [1].
X broke into pieces (cannot use 'broke' as it is part of the quote)

6 Paragraph 3 begins with, 'Roused from his wakeful sleep…'
What is (i) unusual and (ii) effective about the phrase 'wakeful sleep'?

(i) it is unusual because .....

.....
.

.....[1]

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(ii) it is effective because .....

.....

.....[1]

(i) it is unusual because wakeful means **unable to nap well / unable to fall asleep** while **sleep means to nap / slumber / at restful stage**. These two words are **opposite / contradicting** in meaning yet they are **placed side by / used together** [1].

Penalty words: Wakeful, awake, wake, sleep, asleep

(ii) it is effective because it shows that the man was **unable to have a restful sleep** / his sleep was **disturbed** / Though he was sleeping, he was **unable to really rest well** / Though he was sleeping, **his quality of the sleep was very poor** / He was unable to fall into **deep sleep**. [1].

X he was restless / uneasy (not the same meaning as not being able to rest)
X woke up a lot of times in his sleep (no evidence to suggest that)
X did not get any sleep (factually wrong)
X unable to sleep ('well' is missing)
X he was alert / vigilant (he was actually sleeping so how can he still be alert?)
X did not sleep much (this is quantity, not quality)
X the sleep was uncomfortable (inapt vocab)
X difficulty falling asleep (not the same idea of not sleeping well)

7 In Paragraph 3, what **two** things did the man do to show that he was vigilant?

.....
.

..... [1]

The man kept his **pistol in his hand and the boy close to his side** [1].

Need both actions to get one mark.

8 From Paragraph 3, how do we know that animals and people had lived in the city before the fire? State **two** pieces of evidence and explain.

(i).....

.....
.

(ii).....

..... [2]

There are **'fossil tracks** in the dried sludge'. Fossils are **dead animals' remains embedded in rocks** and this implies that **animals actually lived in the city before the fire killed them**. [1]

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There is a '**corpse** in the doorway'. A corpse is a **dead person or animal** and this implies that **people or animals actually lived in the city before they were killed by the fire**. [1]

9 Which **two separate words** in Paragraph 4 describe the situations when the land was ravaged by fire?

Situations	Word from the passage
(i) smoky and **hazy** atmosphere	mist [1] X haze
(ii) pointless	futile [1]

[2]

10 We are told that 'The hot black tar sucked stubbornly at their shoes as they stepped.' (lines 20 – 21)

(i) Which phrase likens the tar to a person?

'sucked stubbornly (at their shoes)' [1]
X 'the hot black tar sucked stubbornly' (excess denied / this is not a phrase)
X 'sucked' (this is not a phrase)
.....[1]

(ii) What does this suggest about the tar? (question is asking about the quality of the tar, not what the tar is doing.)

It suggests that the tar is very **sticky**. [1]
.....[1]

Must consider the intensity as reflected by 'stubbornly' so 'very' must be part of the answer.
X not let go easily (vague, cannot use personification as answer)

11 In Paragraph 5, find the evidence that suggests that the macadam had cooled. **Answer in your own words.**

A set of **footprints** [tracks] was **hardened / solidified / dried up** [cooked] and imprinted onto the tar. [1]
Penalty words: tracks, cooked.
X footprints on the tar (missing the idea of hardened and imprinted)

.....[1]

12 What do the actions in this phrase 'shuffling unsteadily along the road, dragging one leg with difficulty and stopping from time to time to stand stooped...' (lines 29 – 31) suggest about the physical state of the stranger?

It suggests that the stranger was **injured** (and tired) [1].
.....[1]
X weak (why? too vague)

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X about to die (no info on that)

13 'All of a sudden there was a streak of bold light and he slumped without a fight and sat heavily on the road. He did not get up again.' (lines 34 – 35)

(i) Explain how the writer creates a contrast between these two sentences.

.....

.....[1]

The writer used a **long descriptive sentence** followed by a **short statement of fact** to show the contrast between the two sentences. [1]

(ii) What is the effect of this contrast on the reader?

.....
.

.....[1]

The effect is to create a sense of **suspense / tension** for the readers to speculate on what had happened.
OR

The effect is to create a **sense of shock / abruptness** to emphasise how sudden and unexpected the lightning strike was [1]

X wonderment (positively connotated)

14 The structure of the text reflects the man's emotions to his situation at different stages of the narrative. Complete the flow chart by choosing one word from the box to summarise his dominant emotion at each stage. There are some extra words in the box you do not need to use.

The man's dominant emotions

annoyed	regretful
confused	curious
resigned	disappointed

Flow chart

Paragraphs 1 – 2: (i).....
Hopeless

Clue: 'Everythi .ce
weathered. Nothing was the same anymore. A beautiful future was unimaginable.'

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Paragraph 4: **(ii)**..... .....
Annoyed

Clue: 'The hot black tar sucking stubbornly at their shoes as they stepped. Advancement would be futile. They would be delayed.

"We'll have to wait," he said in frustration.

Paragraphs 5 – 6: (iii).....
Curious

Clue: 'He squatted and studied them.'
"Who is it?" asked the boy.
"I don't know."
they followed the tracks

Paragraphs 7 – 8: (iv).....
Resigned

Clue: "No. We can't help him. He's been struck by lightning."

"I'm sorry, there's nothing to be done for him. We can't fix him. You know that, don't you?"

[4]

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Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 15–20.

15 **(a)** The writer states that rich people were 'flaunting their wealth through obvious wasteful spending' (lines 2-3). What is the writer's attitude towards such people?

Disapproval [1m]

Other acceptable answers:	Disgust, annoyance, irritation, disbelief, critical, scorn, disdain

Skill(s) needed:	*(ref: 2017 Q14)* Infer writer's attitude based on word choice.
Not accepted:	sarcastic, mocking, spiteful, disappointed, confused frustrated *(implies narrator is upset that he is unable to do anything about it)* Dislikes, distaste *(too vague)*

(b) Identify a two-word phrase in Paragraph 1 that reinforces this attitude.

'insanely expensive' [1m]

Other acceptable answers:	

Skill(s) needed:	*(ref: 2017 Q14)* Identify similar word choice from rest of para 1.
Not accepted:	burn on obvious wasteful / wasteful spending *(this is already given in the initial quote. **Reinforcement** refers to **additional** support for the idea.)*

16 With reference to Paragraph 2, give **two** reasons why America's chief executive officers work long hours. **Answer in your own words.**

(i) **Show everyone / mass exhibition of their status/dominance [1m]**
(from text: public display of productivity as a symbol of power)

(ii) **Prove that they are entitled to be rich [1m]**
(from text: as evidence to themselves and others that their wealth is well-deserved)

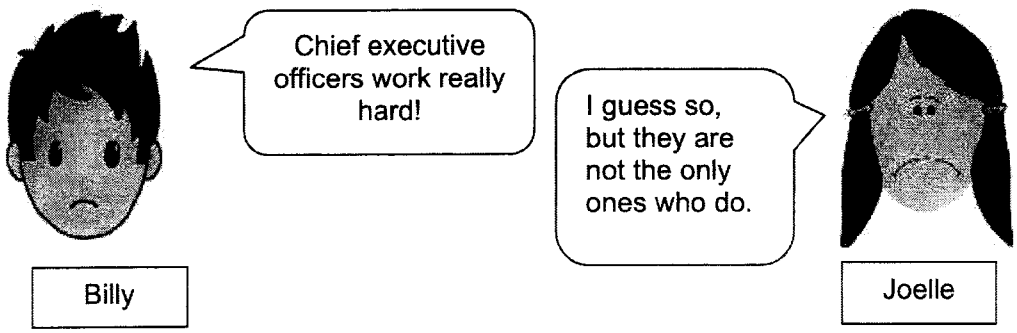
Other acceptable answers:	i) outward show / show off / project, strength/superiority ii) justify/worthy, money/fortune/affluence

Skill(s) needed:	*(ref: 2020 Q15, 2016 Q 18)* To identify two reasons from paragraph 3 and paraphrase them accurately.
Not accepted:	Penalty words: Public, display, power, evidence, wealth, deserved i) influence *(too weak for 'power')* ii) show *(not sufficient for 'evidence')* ii) specifying themselves or others **only** *(changed meaning)* ii) success *(inaccurate paraphrase of 'wealth', which is far more specific)*

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17 Here is part of a conversation between two students, Billy and Joelle, who have read the article.



(a) Identify **two** details from Paragraph 2 that Billy can give to support his view.

(i) **Some begin their days at 3.45 am [1m]**

(ii) **Others clock 100-hour weeks at work [1m]**

Other acceptable answers:	Acceptable paraphrases, e.g.: • start working very early • work very long hours

Skill(s) needed:	Provide and interpret evidence to support understanding by identifying the correct answer from para 2.
Not accepted:	are devoted work-worshippers *(restatement of opinion, not supporting detail)* not working out of necessity, symbol of power, wealth is well-deserved *(reason for work, not supporting detail of hard work)*

(b) Give a piece of evidence from paragraph 3 to support Joelle's view.

Many of the less fortunate perform similar feats of productivity / Workers work significantly more hours than they did a few decades ago [1m]

Other acceptable answers:	

Skill(s) needed:	Provide and interpret evidence to support understanding by identifying the correct answer from para 3.
Not accepted:	wages have barely changed since the 1970s, which means today's workers have to work harder to make ends meet *(explanation, not evidence)* gruelling work weeks are not exclusively an elite phenomenon *(statement, not evidence)*

18 In Paragraph 4, a 'complementary' (line 28) ecosystem of facilities is mentioned. Which other word in the paragraph supports this idea?

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reinforced [1m]

Other acceptable answers:	

Skill(s) needed:	*(ref: 2019 Q17)* Understand the word quoted in the question and identify another word in the paragraph that conveys a similar idea. *Complementary: combining in such a way as to enhance or emphasise the qualities of each other or another.*
Not accepted:	alongside – has the idea of coexisting, but not mutual enhancement.

19 With reference to Paragraph 5, explain fully how a person's level of income is 'literally inscribed on the body' (lines 34-35).

Richer bodies are <u>thinner</u> and <u>precisely muscled,</u> [1m]

proving that people are able to put in <u>unnecessary effort</u> / <u>do more than is required</u> into maintaining them (and thus participate in conspicuous production) [1m]

Other acceptable answers:	(Second point can be directly from the text) embody levels of work beyond what is required...

Skill(s) needed:	*(ref: 2020 Q5, but expanded into 'explain fully')* To understand para 5 and identify explanations for how wealth can be physically embodied. Explain fully -> To identify both observable traits, as well as the underlying significance.
Not accepted:	Attaining such a build isn't just about being thinner, but also being precisely muscled in all sorts of ways *(not addressing the question – 'such a build' reference unclear)* proving that one deserves to be rich *(does not explain embodiment of wealth)* can afford nutritious food / gym memberships *(not from paragraph 5)*

20 **Using your own words as far as possible**, summarise the methods that people can use to pursue conspicuous productivity beyond their work hours.

Use only information from Paragraphs 4 to 6.

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).

People can work on themselves during their personal time by.....

No	Original from passage	Rephrased	W.C
1	engaging in <u>simple workouts</u> like jogging around the neighbourhood *(lines 25-26)*	taking part in <u>straightforward</u> forms of <u>exercise</u>.	7

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		(rejected: "instead of simple workouts" - need to express as a method that people can use to be awarded.) *(note: Focus on the point, not the example.)*	
2	dedicated facilities like fitness studios and luxury gyms now cater to continued productivity beyond office hours *(lines 26-27)*	They can also make use of specialised exercise venues. *(note: idea of exercise required. Focus on the point, not the examples.)*	9
3	complementary ecosystem of organic food stores and juice bars, where one obtains the proper fuel to engage in such activities *(lines 27-29)*	This can be accompanied by buying nourishing (pesticide-free/chemical-free) food and beverages,	10
4	further reinforced with a healthy daily diet. *(line 29)*	and regularly eating nutritious food.	5
5	the amount of time that many of the better-off spend exercising far exceeds what is required to be healthy *(lines 30-31)* *OR* embody levels of work beyond what is required *(line 36)*	They can spend excessive amounts of time/effort exercising,	8
6	Attaining such a build isn't just about being thinner, but also being precisely muscled in all sorts of ways. *(lines 35-36)*	which will result in a slimmer and heavily toned body.	10
7	You can measure your sleep and steps with a Fitbit, *(line 39)*	They can also measure their activity, *(note: requires reference to measurement using tech tools)*	4
8	your wittiness with Twitter, and your popularity with Facebook. *(lines 39-40)*	and how humorous and well-liked they are using technological tools / social media, *(note: requires reference to measurement using tech tools)*	10
9	You can transform these measurements into data streams that can be monitored, analysed and optimised with the use of computer algorithms. *(lines 42-43)*	which can be converted to data to be processed by computer algorithms.	12
10	You can turn your life into a factory – and not just metaphorically. In transferring your life online, you produce economic value for others. You might not get paid for the hours spent on these platforms, but they generate real revenue for those platforms' owners. *(lines 42-44)*	This ends up generating profits for the owner of online platforms (which is yet another form of being productive.)	11

People can work on themselves during their personal time by taking part in straightforward forms of exercise. They can also make use of specialised exercise venues. This can be accompanied by buying nourishing food and beverages, and regularly eating nutritious food. They can spend excessive amounts of time exercising, which will result in a slimmer and heavily toned body. They can also measure their activity, and how humorous and well-liked they are using technological tools, which can be converted to data to be processed by computer algorithms.

[77 words for first 10 points]

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