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NORTH VISTA SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2021

10

NAME: _____ ( ) **CLASS:** _____

SUBJECT: ENGLISH LANGUAGE **DATE: 17 AUGUST 2021**

LEVEL/STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL (ACADEMIC) **TIME: 1 HOUR 50 MINUTES**

CODE: 1128/1

INSTRUCTIONS TO CANDIDATES

Write your answers in the spaces provided.

Hand in the completed **Section A** separately.

SECTION A

EDITING

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about research findings on brain health. 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 the 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. ___✓___

Exercise can freshen and renovate the white matter in our brains, potentially

improving their ability to think and remember as we age, according to a new **1** .....

study on brain health. It show that our brain remodels itself when people **2** .....

become more physically active. In those which remain sedentary, on the other **3** .....

hand, it tends to fray and shrink. The findings underscored the dynamism of **4** .....

our brains and how they constantly transform themselves in response to how **5** .....

we live and move. An idea that adult brains can be malleable is a fairly recent **6** .....

finding, in scientific terms. Since the late 1990s, most researchers believed **7** .....

human brains were physically fixing and inflexible after early childhood. We **8** .....

were born, it was thought, with most of the brain cells we would ever have. For **9** .....

this scenario, the structure and function of our brains would only decline with **10** .....

age. But science advanced, thankfully, and revised that gloomy forecast.

Adapted from https://cnalifestyle.channelnewsasia.com/wellness/how-walking-can-build-up-the-brain-15222638

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NORTH VISTA SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2021

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SUBJECT: ENGLISH LANGUAGE

DATE: 17 AUGUST 2021

LEVEL/STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL ACADEMIC

TIME: 1 HOUR 50 MINUTES

CODE: 1128/1

READ THESE INSTRUCTIONS FIRST

INSERT

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

This question paper consists of 2 printed pages.

[Turn over

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Section B

Read the printout of a poster below and use the information to answer the question on page 2 of the Question Booklet for Section B.

Youth Humanitarian Leadership Camp 2021

WANTED

Youth leaders aged 15 - 17 years old



Young, passionate and eager to make a difference?
Join the Youth Humanitarian Leadership Camp to learn how to be a humanitarian leader!

This 3-day, 2-night training camp will provide you with essential knowledge of humanitarian action, help you understand today's humanitarian landscape and equip you with essential life-saving and leadership skills – all to prepare you to lead humanitarian expeditions and serve the community in the future!

Don't miss this opportunity to learn from the Singapore Red Cross – the world's largest humanitarian network, with over 150 years of humanitarian action and experience.

Day 1
UNLEASHING THE POWER

- Learn about the Principles of Humanitarian Action
- Learn life-saving skills (First Aid & Bandaging)
- Gain basic knowledge on disaster management
- Hone active listening and critical thinking skills

Day 2
INSPIRING SOCIAL CHANGE

- Discuss local and international social issues
- Explore ways to advocate change in the community
- Develop plans to serve various social causes
- Learn different leadership styles

Day 3
HUMANITARIAN EDUCATION

Visit a social organisation to serve a social cause

21 – 23 November 2021
Singapore Red Cross Campsite
Red Cross Campsite 62 Jalan Khairuddin, Singapore 457524

S$75 per pax
(Inclusive of accommodation, meals, camp t-shirt & plenty more)

Sign Up Here! Please visit **redcross.sg** or call **6664 0500** for more info.

SINGAPORE

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NORTH VISTA SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2021

30

NAME: _____ ( ) **CLASS:** _____

SUBJECT: ENGLISH LANGUAGE

DATE: 17 AUGUST 2021

LEVEL/STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL (ACADEMIC)

TIME: 1 HOUR 50 MINUTES

CODE: 1128/1

INSTRUCTIONS TO CANDIDATES

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

For this section, write your answers in the spaces provided.

At the end of the examination, hand in this section separately.

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

Additional Materials: Insert

SECTION B

SITUATIONAL WRITING

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Section B [30 marks]

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

Question 2

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

Your school is planning to embark on humanitarian expeditions to help communities in need and is hoping to recruit students to lead these expeditions. Your school has received information on an upcoming camp organised by the Singapore Red Cross to train students to become youth humanitarian leaders and lead humanitarian expeditions. As a student writer of the school newsletter, you have been asked to write an article to invite students in your school to participate in this camp. This article will be published in the upcoming issue of the school newsletter.

Your article for the newsletter must include the following content:

- a title to attract readers' attention
- why students should participate in the camp
- what students will learn at the camp
- how the camp will benefit students in the future

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

Write your article in clear, accurate English and in an inviting and persuasive tone, to attract students to sign up for the camp.

You should use your own words as much as possible.

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PRELIMINARY EXAMINATION 2021

30

NAME: _____ ( ) **CLASS:** _____

SUBJECT: ENGLISH LANGUAGE **DATE: 17 AUGUST 2021**

LEVEL/STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL (ACADEMIC) **TIME: 1 HOUR 50 MINUTES**

CODE: 1128/1

INSTRUCTIONS TO CANDIDATES

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

Answer one question from this section.

Write your answers in the spaces provided.

At the end of the examination, hand in this section separately.

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

SECTION C

CONTINUOUS WRITING

This question paper consists of 6 printed pages

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Section C [30 marks]

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

Questions 3-6

3 'It is important in life to work towards being the best version of ourselves.' What are some ways in which you think you can reach your fullest potential?

4 With the advent of the internet, people have been spoilt for choice. Do you think there have been any situations in which this has been beneficial to you?

5 'It is impossible to foster strong community spirit in modern times.' Discuss.

6 Describe the impact that a place or object has on you and explain its significance.

<u>Planning/ Idea generation</u>

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

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PRELIMINARY EXAMINATION 2021

NAME: _____ ( ) **CLASS:** _____

SUBJECT: ENGLISH LANGUAGE **DATE: 17 AUGUST 2021**

LEVEL/STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL (ACADEMIC) **TIME: 1 HOUR 50 MINUTES**

CODE: 1128/2

INSTRUCTIONS TO CANDIDATES

INSERT

This insert contains Text 1, Text 2 and Text 3 for SECTION A, B and C respectively.
Write all answers in the Question Papers.

This insert consists of 6 printed pages.

[Turn over

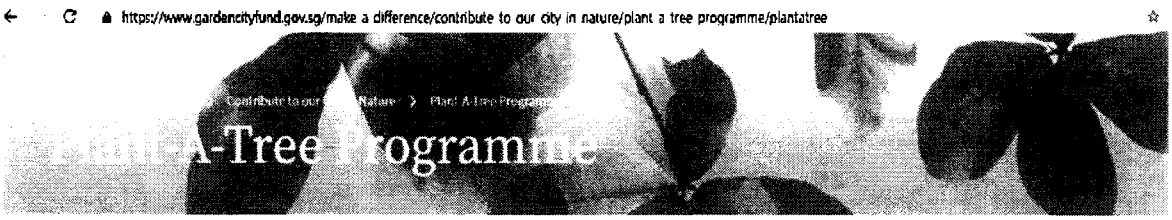
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Section A

Text 1

Study the webpage below and answer Questions 1-4 in the Question Paper for Section A

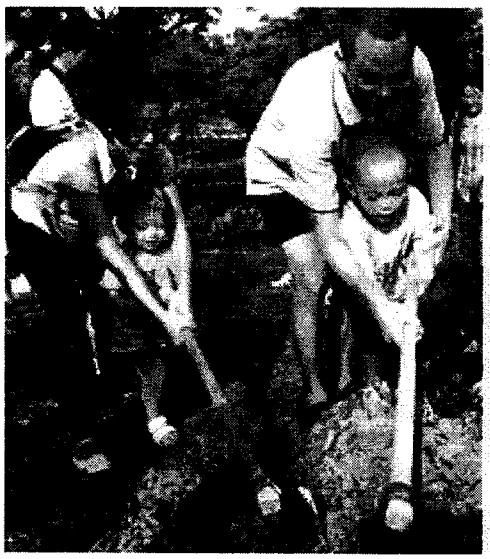


About the Plant-A-Tree Programme

Caring for the environment is the social responsibility of every individual. The **Plant-A-Tree Programme** is a platform for organisations and individuals to actively participate in the greening of our **City in Nature**. Every tree planted will also contribute to the **OneMillionTrees** movement over the next 10 years. This aims to restore nature back to our city and redouble our efforts to green our urban infrastructure on an unprecedented scale.

Why plant trees?

Aren't there already enough trees in Singapore? Definitely not! Trees are like any other living organism, which will grow old and become weak. Hence, in order to sustain our lush greenery, we need to constantly plant new trees. This programme aims to give you a chance to donate to the cost of a young tree and plant it yourself, providing a special connection with Nature.



Why is this important?

We all work hard for the financial security of our families and to achieve a comfortable lifestyle. How about securing the future of our environment for the generations to come? The Plant-A-Tree Programme is your 'green investment' for the future.

What is in it for the community?

Studies have shown that when people are surrounded by greenery, they are measurably healthier and build better family relationships. Visual exposure to trees is also known to reduce stress levels in our fast-paced world.



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Section B

Text 2

The text below is about a bond trader's lifestyle. Read it carefully and answer Questions 5-13 in the Question Booklet for Section B.

1 The offices of Sloane Brothers were housed in the top seven floors of an undistinguished international-style skyscraper on Broadway, near St. Paul's Chapel. The trading floor took up the entire expanse of the highest floor, which was another reason why Mark did not mind coming to work a little early. At that time of day, the vast space was deserted, the only sound was the hum of florescent lights and the occasional whine of a police siren could be heard bleeding through glass. Telephone receivers slept in their cradles like smug black cats, their skins sleek with the oil of absent hands.

2 The night cleaning crew barely went near the desks; they did not want to misplace a memo, or hit the wrong switch. They would, however, vacuum the carpet to a suede-like smoothness. Mark took his shoes off and walked to the massive Chicago windows, leaning a shoulder against the cold pane as he sipped the black coffee he'd bought down the street at Grace Deli. The beverage was so hot it reddened his fingers through the nested layers of styrofoam.

3 Looking uptown, he could see the Empire State, which at dawn resembled a giant syringe injecting light into the brightening sky. Closer to him, just across the street, was the Woolworth, the original "cathedral of commerce", with the intricacy of its neo-gothic façade emphasised by the blunt shafts of the World Trade Centre rising behind it. And Mark could see all those minute figures, all in black, that hurried out of the ground, along the streets and into these buildings. Streams of people became stacks of people who became a buzz of voices that would pour through phone lines, lines that connected the skyscrapers of this city, and of cities all over the world, in an invisible yet all-engulfing web.

4 It was amazing how much business was done, with millions of revenue generated, merely with a voice coming out of a black plastic receiver. He forced himself to wonder what these voices were doing now, if they drank their coffee black or with milk, if they ate breakfast at home or in the office, or at all. In this way he tried to see them as actual human beings. He never succeeded, though. He never managed to convince himself that out there, someone else was looking out the window, as they stood half a block apart.

5 His desk was in the middle of the trading floor, a desk in an ocean of desks, rows of faux wood surfaces that peeled at the edges. On the desk, rising from the anonymous debris of post-it notes and printouts, were two phones with multiple lines, a computer and a machine. This was all the equipment he required to do his job, which was trading bonds.

6 The bond market did not exist as a physical entity, unlike the stock market. The New York Stock Exchange, located just a few blocks down the street, opened with the rigid ringing of a bell at 9.30a.m., and closed with another clang at 4p.m. In between the ringing of the two bells, many traders were present bodily within the dense 36,000 square feet of the Exchange, running from trading post to trading post as they desperately haggled over various stocks, with buyers and sellers steeped in the heat

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and the smell of each other's bodies.

7 The bond market did not cling to the notions of place that the stock market did. The bond market did not spring into existence at the clang of the bell, and it certainly did not shut down at the tinkle of another. The bond market did not exist in any physical shape or form at which a tourist could point and go, "I need a picture in front of that." Instead, in order to trade bonds, all you needed was yourself at your desk, and a warm body somewhere else, anywhere else. All that mattered was whether this person had bonds you wanted, or wanted bonds to trade. There was no fixed time you had to make money. Indeed, for much of the year Mark lived in a sunless world, entering the building before sunrise, leaving after sunset.

Adapted from: The Trader by Stephanie Ye

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Section C

Text 3

The text below is about how whales gather. Read it carefully and answer Questions 14-20 in the Question Booklet for Section C.

1 The shimmering glare of reflected tropical light was overwhelming. I squinted and rubbed my eyes, as a haze of brine blurred my vision. When a faint puff of condensation shot into the air on the horizon, I thought it was a mirage, an artifact of fatigue and my compromised senses. But when I saw a second, I knew there was only one thing it could be – the exhalation of a surfacing whale. Excitedly, I counted a third, then a fourth, a dozen... no, hundreds! That's how I came to witness a phenomenon few have ever seen before. Skimming over the waves, I stopped the boat a short distance from where I had seen the whales' last blow and slipped quietly into the sea.

2 As my eyes took in this secret spectacle, my ears were assaulted by a cacophony of excited whale chatter. Creaking and crackling, clicks, buzzes, and pops permeated the water as the whales pinged one another with sound. Moving together in groups several dozen strong, the whales occasionally descended to deeper water, but largely stayed near the surface, giving me a privileged view.

3 Humans have had a long and checkered history with whales, in which we feared, hunted and killed them. Today, although widespread hunting is no longer an issue, whales still face an alarming litany of threats including ship strikes which cause terminal injuries. Ingested plastics block their guts, causing them to starve with full stomachs. Earlier this year, when thirteen whales beached themselves in Germany, researchers found plastic garbage in the stomachs of four of the dead whales. Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects.

4 It is only relatively recently that we have taken the time to try to get to know them. Whales are mammals and live in almost every major ocean, including tropical and temperate waters, foraging constantly. But the ocean is a big place, and much of it is a nutritional desert, so they are most often found where there is abundant prey. They dine primarily on squid, although they have been known to eat fish and octopuses.

5 Whale society is structured along matrilineal lines, with adult females and their offspring forming the basis of a social unit. Such units typically comprise a dozen or more individuals, though average numbers and unit structures vary across ocean basins. Female offspring generally stay with their social units, while males leave as they mature, striking out to form loose groups with other young males. Together, they seek out prey in the nutrient-rich waters of higher latitudes.

6 Recent research suggests that whales organise their societies and keep tabs on one another using a set of unique sounds that are distinct from those used by other units. The units with similar sounds form larger groups of whales comprising many thousands of individuals scattered across vast regions of ocean, which socialise from time to time. As a result, they maintain a sense of extended group identity through the recognition of similar sounds.

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7 In light of these insights around communication and social structure, the factors that likely contributed to the incredible congregation of whales I encountered that day become easier to understand. *40*

8 Whales tend to be found wherever the hunting is good – and so, predictably, I spotted the aggregation in a location with abundant squid prey. They are also highly social – and so an encounter involving multiple social units in a given clan produces a riot of sound and energy. It was, in a sense, a vast reunion with plenty to eat and communicate about. *45*

Adapted from: https://maptia.com/tonywu/stories/a-gathering-of-giants

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NORTH VISTA SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2021

5

NAME: _____ ( ) **CLASS:** _____

SUBJECT: ENGLISH LANGUAGE

DATE: 17 AUGUST 2021

LEVEL / STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL (ACADEMIC)

TIME: 1 HOUR 50 MINUTES

CODE: 1128/2

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Answer all questions.
Write your answers in the spaces provided in this Question Paper.

The Insert contains the texts for all the sections.

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Additional Materials: Insert

SECTION A

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Section A [5 marks]

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

1 How can people participate in the Plant-A-Tree programme?

.....

..... [1]

2 Which sentence seeks to inform readers of the purpose of the OneMillionTrees movement?

.....

..... [1]

3 Referring to the paragraph under the sub-heading **'Why is this important?'**, how does the writer encourage the readers to realise that it is their responsibility to care for the environment?

.....

..... [1]

4 Look at the paragraph under the sub-heading **'What is in it for the community?'**. How does the photograph on the left of the webpage reinforce the benefits of being surrounded by greenery?

.....

..... [2]

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Additional Materials: Insert

SECTION B

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[Turn over

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Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.

5 At the beginning of this text there is a description of the still environment of the office. Explain how the language used in Paragraph 1 emphasises this stillness.

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

.....

.....

.....

.....

.....

..... [3]

6 In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6).

(i) What does the expression 'bleeding through glass' suggest about the sound made by the police siren?

.....

..... [1]

(ii) Why is this expression effective?

.....

..... [1]

7 Explain what the following phrases suggest about the night cleaning crew's manner of working.

Phrases from the passage	**Cleaning crew's manner of working**
'did not want to misplace a memo, or hit a wrong switch' (lines 8-9)	
'vacuum the carpet to a suede-like smoothness' (lines 9-10)	

[2]

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8 And Mark could see all those minute figures, all in black, that hurried out of the ground…' (line18).

(i) What do the 'minute figures' refer to?

.....

..... [1]

(ii) Why does the writer use the word 'minute' to describe the figures?

.....

..... [1]

9 In Paragraph 3, what does the writer compare phone lines to? **Answer in your own words.**

.....

..... [2]

10 What is the effect of the writer's use of the word 'amazing' (line 23) to describe how much business was done this way?

.....

..... [1]

11 "In this way he tried to see them as actual human beings. He never succeeded, though. He never managed to convince himself that out there, someone else was looking out the window, as they stood half a block apart." (Lines 26-29)

(i) What does the writer do to emphasise Mark's struggle to see his business counterparts as 'actual human beings'?

.....

..... [1]

(ii) Why did Mark struggle to see his business counterparts as 'actual human beings'?

.....

..... [1]

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12 In Paragraph 7, the writer says, 'The bond market did not cling to the notions of place that the stock market did. The bond market did not spring into existence at the clang of the bell, and it certainly did not shut down at the tinkle of another. The bond market did not exist in any physical shape or form at which a tourist could point and go, "I need a picture in front of that." (Lines 42-45)

Which phrases in the given sentences describe how the bond market was like?

Descriptions	Phrases from the passage
(i) No established start-time	
(ii) No fixed space	

[2]

13 The structure of the text reflects Mark's thoughts about his work. Complete the flow chart by choosing one phrase from the box to summarise the main thought in each part of the text. There are some extra phrases in the box you do not need to use.

Mark's thoughts

'What a serene morning'	'This is not the place I want to be at'
'What a fulfilling day'	'What a boisterous crowd'
'I can't deal with this way of making money'	'This is an amazing city to be in'
'What a quick way of making money'	

Flow chart

Paragraphs 1-2: **(i)** .....

↓

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

↓

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

↓

Paragraph 6: **(iv)** .....

[4]

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NORTH VISTA SECONDARY SCHOOL

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25

NAME: _____ ( ) **CLASS:** _____

SUBJECT: ENGLISH LANGUAGE

DATE: 17 AUGUST 2021

LEVEL / STREAM: SECONDARY 4 EXPRESS
SECONDARY 5 NORMAL (ACADEMIC)

TIME: 1 HOUR 50 MINUTES

CODE: 1128/2

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

Additional Materials: Insert

SECTION C

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Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 14 – 20.

14 From Paragraph 1, state **two** details that reinforce the idea that the 'glare of reflected tropical light was overwhelming.' (line 1)

(i) .....

(ii) ..... [1]

15 Explain why the writer thought that the 'faint puff of condensation shot into the air on the horizon' was a mirage (lines 2-3).

.....

..... [1]

16 From Paragraph 2, give one way in which the whales communicated with one another.

.....

..... [1]

17 The writer states that the whale gathering was a 'secret spectacle' (line 9).

a) Referring to Paragraphs 1 and 2, suggest **two** reasons why the phrase 'secret spectacle' is effective in describing what he saw.

(i) .....

(ii) ..... [2]

b) What was the writer's attitude to the 'secret spectacle'?

..... [1]

18 In Paragraph 3, we are told that: 'Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects.' (lines 19-21).

Why do you think the writer uses the word 'devastating' to describe the effects?

.....

..... [1]

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19 Here is part of a conversation between two students, Sam and Lily, who have read this article.



a) Identify one example from Paragraph 3 which Sam can use to justify his opinion.

.....

..... [1]

b) How would Lily explain her position with reference to lines 17-19?

.....

.....

.....

..... [2]

20 **Using your own words as far as possible**, summarise the characteristics of whales' living environment, dietary habits and social structure.

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).

Pertaining to the living environment of whales, they are typically .....

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.....No. of words:

[15]

Content: ___ / 8	
Style: ___ / 7	
Total: ___ / 15	

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Exercise can freshen and renovate the white matter in our brains, potentially improving (their) ability to think and remember as we age, according to a new study on brain health. It (show) that our brain remodels itself when people become more physically active. In those (which) remain sedentary, on the other hand, it tends to fray and shrink. The findings (underscored) the dynamism of our brains and how they constantly transform themselves in response to how we live and move. (An) idea that adult brains can be malleable is a fairly recent finding, in scientific terms. (Since) the late 1990s, most researchers believed human brains were physically (fixing) and inflexible after early childhood. We were born, it was thought, with most of the brain cells we would ever have. (For) this scenario, the structure and function of our brains would only decline with age. But science advanced, thankfully, and revised that gloomy forecast.

1 our (pronoun)
2 shows (SVA)
3 who (R.pronoun)
4 underscore (T)
5 ✓
6 The (A)
7 Until / Before (Conj)
8 fixed (WF)
9 In (Pp)
10 ✓

Adapted from https://cnalifestyle.channelnewsasia.com/wellness/how-walking-can-build-up-the-brain-15222638

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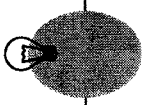
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O-Level English Language (1128)

Preliminary Post-Exam Analysis 2021



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Paper 2
Comprehension: VTC

A

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Key Questions:

Q1. How can people participate in the Plant-A-Tree programme? [1]

ANS: **By donating to the cost of a young tree and planting it themselves.** (1)

Not accepted:
-through email /phone calls [How people can participate]
-any organisation or individual who wants to participate in greening the city [Just repeating the question!]

Both parts need to be in the answer in order to secure the mark.

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Key Questions:

Q2. Which sentence seeks to inform readers of the purpose of the OneMillionTrees movement? [1]

Ans: 'This aims to restore nature back to our city and redouble our efforts to green our urban infrastructure on an unprecedented scale.'

Not accepted:

- Anything that isn't a sentence

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Key Questions:

Q3. Referring to the paragraph under the sub-heading **'Why is this important?'**, how does the writer encourage the readers to realise that it is their **responsibility to care for the environment**? [1]

1st part : Technique
2nd part: Link to the future

Ans:

By using the analogy of investing in our families' future to emphasise the importance of our duty to invest in the environment for future generations. OR

Through the use of a rhetorical question, thereby getting the readers to think about planting trees for the **future generations.** OR

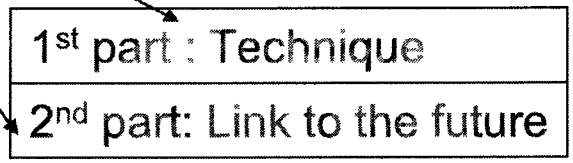
Through the usage of the pronoun 'your' in order to establish that it is the readers' onus/ duty to plant trees for the future.

NA: Answers should not repeat the word 'responsibility'. Cannot be vague by only using the pronoun 'it'.

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Key Questions:

Q3. Referring to the paragraph under the sub-heading **'Why is this important?'**, how does the writer encourage the readers to realise that it is their **responsibility to care for the environment**? [1]



Ans:

Model answer:

4E2, Register 13:

"The writer asked a thought-provoking question about how to secure the future of the environment for the generations to come so that the readers can reflect and make a change to the environment" – Nazeeha,4E2

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Key Questions:

Q4. Look at the paragraph under the sub-heading **'What is in it for the community?'**. How does the photograph on the left of the webpage reinforce the benefits of being surrounded by greenery? [2]

1st part: Expression + description of the photograph
2nd part: Benefits

Ans: This photograph shows a family smiling while planting a tree together [1]and this **reinforces** the idea that being surrounded by greenery helps build better family relationships. [1]

The 2nd part of your answer MUST state a benefit towards family relationships or bonds. Answer MUST be connected to greenery

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Paper 2 Comprehension: Narrative Text

B

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BP~448

Key Questions:

Q5. At the beginning of this text there is a description of the **still environment** of the office. Explain how the language used in Paragraph 1 emphasises this stillness.

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

- Interpret each quote individually.
- Find key words in the quote to interpret/ explain.
- Interpretation must be linked to the 'still' environment.
- **'Still' = no movement [≠ quiet]**

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Key Questions:

Detail from paragraph	Interpretation/ Explanation
'the vast space was deserted'	○ suggests that besides Mark, there was **no one else present on that floor**, hence there was minimal movement in the office
	Not accepted: X the office was empty/ there was no one in the office → *what about Mark??*

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Key Questions:

Detail from paragraph	Interpretation/ Explanation
'the only sound was the hum of florescent lights'	○ implies that **there was no movement other than the gentle whirring of the lights.** ○ *Accepted: It was so quiet that even the soft sound of the lights buzzing/ the smallest of noises could be heard* Not accepted: X quiet→ *the hum of the florescent lights meant there was some sound at least*

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Key Questions:

Detail from paragraph	Interpretation/ Explanation
'Telephone receivers slept in their cradles (like smug black cats)'	○ further emphasises that **there were no calls coming in and the phone lines were inactive.** ○ *Accepted: no movement in the office as the phones are just lying on the table, with no calls coming in* Not accepted: X phones were not touched at all/ nobody was using the phones → ONLY suggests that the phones were unused

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Key Questions:

Detail from paragraph	Interpretation/ Explanation
'Telephone receivers slept in their cradles (like smug black cats)'	Not accepted: X the telephone receivers were asleep X people were sleeping X it was a calming environment to sleep in X the cats were sleeping *[Misinterpretation! Personification is not meant to be interpreted literally]*

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Key Questions:

Q6i. In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). What does the expression 'bleeding through glass' suggest about the sound made by the police siren?

It was so loud that although he was on the top floor, the siren could be heard from within his office, through the glass of the windows.

Focus on the choice of the word and what it connotes.

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Key Questions:

Q6i. In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). What does the expression 'bleeding through glass' suggest about the sound made by the police siren?

X high-pitched/ screeching/ sharp
(no word in the text to suggest this)
X unpleasant/ annoying
(not about the writer's perception of the sound)

Focus on the choice of the word and what it connotes.

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Key Questions:

Q6ii. In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). Why is this expression effective?

It emphasises how **jarring** the police siren was in the midst of the stillness / quietness of the early morning OR

how the siren was **loud enough to penetrate** the glass

✓ It emphasises how the loud sound disrupted the peace in the office/ stillness of the office

Answer needs to suggest 'cutting through' the stillness/ glass

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Distinguishing between 'effect' and 'effective'

'Effect'	'Effective'
Feeling it evokes in the reader *It makes the reader feel…*	**How well** the author's intended effect is communicated *It is effective because it emphasises/ conveys/ illustrates…*
Response it brings out from the reader *It leads the reader to…*	
Idea it gives the reader *It suggests that…*	

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Key Questions:

X Not accepted:	Reason
Shows how loud/ piercing/ high-pitched/ shrill/ sharp the siren was	*Question is not asking for a description of the sound*
Shows how deafening the sound of the siren was	*Misinterpretation. The siren was not extremely loud.*
Emphasises that the siren was so piercing the glass would 'bleed'/ shattered the glass/ there were cracks in the glass	*Interpretation is too literal. The glass did not actually crack/ shatter*

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Key Questions:

Q6ii. In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). Why is this expression effective?

Good responses from students:

- ✓ It emphasises the loud whine of the police siren, it is so loud that the sound can seep through an impermeable surface, which is the glass. *(Qiheng, 4E1)*
- ✓ It shows how strong the sound is to be able to penetrate through glass. *(Qistina, 4E5)*

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Key Questions:

7. Explain what the following phrases suggest about the night cleaning crew's manner of working.

Manner = **the way in which something is done**

Phrases from the passage	**Cleaning crew's manner of working**
'did not want to misplace a memo, or hit a wrong switch' (lines 8-9)	**Careful/cautious**
'vacuum the carpet to a suede-like smoothness' (line 9)	**Meticulous/thorough/ professional** ✓ Using all their efforts/ detailed/ paid attention to details

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Key Questions:

'vacuum the carpet to a suede-like smoothness' (line 9)

X Not accepted:	Reason
• Precise • Skilful	*Not about accuracy or level of competence*
• Serious/ take their work seriously • Diligent • Hardworking	*Not about the attitude of the person or the amount of effort put in*
• Particular • Do things perfectly/ perfectionist	*Suggests the nature of the person and has a negative connotation*

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Key Questions:

Q8i. 'And Mark could see all those minute figures, all in black, that hurried out of the ground…' (line 19). What do the 'minute figures' refer to?

Other **office workers** (who were arriving at the business district of Chicago.)

✓ People heading to work

X People/ people going in and out of the buildings/ commuters who exited the train station *(vague: refers to anyone who could be walking)*
X Businessmen/ traders *(how do you know?)*
X People working in WTC/ Woolworth *(text: 'into <u>these</u> buildings', not one particular building)*

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Key Questions:

Q8ii. 'And Mark could see all those minute figures, all in black, that hurried out of the ground…' (line 19). Why does the writer use the word 'minute' to describe the figures?

Minute = **extremely small**

From Mark's perspective, they appeared very small/tiny (because he was on the top floor of his office building).

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Key Questions:

Q9. In Paragraph 3, what does the writer compare phone lines to? **Answer in your own words.**

From the passage:
'an invisible yet [redacted] web'

- **1m:** unseen/intangible
- **1m:** [redacted] network / network that [redacted] / network that [redacted]

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Key Questions:

Accepted:	Reason
To replace 'invisible': • Not physical	*The word suggests the network cannot be touched*
*To replace 'all-engulfing **web**':* • **Connection of lines** to skyscrapers of all cities • **Brings buildings and cities** across the globe together • **Linked** cities all over the world • **Interconnected** the world	*The choice of words suggests some kind of connection/ link to all parts of the world, bringing out the meaning of the phrase.*

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Key Questions:

X Not accepted:	Reason
To replace '*all-engulfing* web': • Draws in everything	*Vague. The underlined word also suggests pulling something in a particular direction which is a misinterpretation.*
To replace '*all-engulfing* web': • Mesh which covered the world • Net connecting everyone	*The choice of the underlined words suggests some material/ contraption which is too literal in interpreting this expression*
To replace 'web': • Spider web	*Too literal!*

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Key Questions:

Good responses from students:

- ✓ He compares them to connections that link cities and skyscrapers together in a network of communication that you cannot physically see. *(Joy Lee, 4E4)*
- ✓ The writer compares phone lines to a massive invisible network that links cities around the globe to each other. *(Clara Lim, 4E4)*
- ✓ The writer compares phones lines to a vast network that joined every city on the globe, unseen to the naked eye. *(Jia Xian, 4E4)*

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Key Questions:

Q10. What is the effect of the writer's use of the word 'amazing' (line 24) to describe how much business was done this way?

He wanted to emphasise that **so much revenue could be generated using a simple means.**

X He wanted to show the enormous amount of business done…just by voices coming out from telephone receivers. *(simply quoting from text: no interpretation given)*
X To emphasise that it was so unexpected that this much business could be done this way. *('this way': vague. What way?)*

Answer must suggest what is being **emphasised**, not just what is being stated/ shown.

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Key Questions:

Good responses from students:

- To emphasise the large amount of business and revenue that is made by a mere black plastic receiver. *(Jermaine, 4E3)*
- It emphasises how much business and revenue could be generated by a simple phone call. *(Riana, 4E1)*

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Key Questions:

Q11i. What does the writer do to emphasise Mark's struggle to see his business counterparts as 'actual human beings'?

The writer uses **repetition** in '**he never succeeded**' and '**he never managed to**'.

Good response from student:

✓ The repetition of the word 'never' in parallel sentences, "He never succeeded, though" and "He never managed to convince himself." *(Riana, 4E1)*

What does the **writer do** = **writer's technique** question.

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Key Questions:

Accepted:	Reason
• The writer wrote 'He never succeeded' and 'He never managed' emphasising…	*Both quotes given suggesting the student is aware of the repetition*
X Not accepted:	**Reason**
• The writer uses the word 'never'	*Suggests the technique is on word choice and not repetition*
• The use of 'never succeeded'	*The answer gives a quote, not a technique.*

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Key Questions:

Q11ii. Why did Mark struggle to see his business counterparts?

- The nature of his work didn't need him to meet them face-to-face OR
- It was difficult to do a business without seeing a person face-to-face OR
- It conflicted with his desire to have human interactions

✓ He traded through phone calls and not physically.

X He never interacted normally with them in a friendly manner.
(Definition of 'normally'? Not about the attitude of the people)

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Key Questions:

Q12. Which phrases in the given sentences describe how the bond market was like?

Descriptions	Phrases from the passage
i. No established start-time	'did not spring into existence at the clang of the bell'
i. No fixed space	'did not exist in any physical shape or form' X 'did not cling to the notions of place' *(notion = idea)*

- Lift only from the given sentences, not from other parts of the paragraph.
- Ensure the quote fits all the aspects given.

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Key Questions:

Q13. The structure of the text reflects Mark's thoughts about his work. Complete the flowchart by choosing one phrase from the box to summarise the main thought in each part of the text. There are some extra phrases in the box you do not need to use.

- Find the main/ dominant idea in each part of the text
- This is the one in which most clues referring to the main idea can be found

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Paras 1-2:
'What a serene morning'

- "the vast space was **deserted**"
- "the **only sound** was the hum of florescent lights"
- "**occasional whine** of a police siren"

Para 3:
'This is an amazing city to be in'

- "**Empire state**…**injecting light** into the brightening sky"
- "**cathedral of commerce** with its **intricacy** of neo-gothic façade"
- "blunt shafts of the World Trade Centre **rising** behind it."

Paras 4-5:
'I can't deal with this way of making money'

- "he **forced** himself to wonder…"
- "He **never succeeded**…"
- "He **never managed to convince himself**"

Para 6:
'This is not the place I want to be at.'

- "**dense** 36,000 square feet of the Exchange…"
- "**desperately haggled**…"
- "…buyers and sellers **steeped in the heat** and the **smell of each other's bodies**."

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Paper 2
Comprehension: Informative Text

C

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Key Questions:

Q14. From Paragraph 1, state **two** details that reinforce the idea that the 'glare of reflected tropical light was overwhelming.' (line 1) [1]

ANS:

- 'a haze of brine blurred my vision.'
- 'squinted and rubbed my eyes'

You CANNOT quote more than 2 pieces of evidence→ Excess denies.

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Key Questions:

Q15. Explain why the writer thought that the 'faint puff of condensation shot into the air on the horizon' was a mirage (lines 2-3). [1]

Ans: He was experiencing fatigue and his senses were compromised.

Note: Must give both to be awarded 1 mark.

X could not see well in these conditions
X seemed huge to humans
X The writer was SHORT-SIGHTED!!!!- Do not make up your own information!- Answer should be from the passage!

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Key Questions:

Q16. From Paragraph 2, give **one way** in which the whales **communicated with one another. [1]**

Ans: They pinged one another with sound.

X creaking and creaking
X Some candidates wrote the WHOLE sentence down!
Wrong- Only ONE WAY: 'creaking and crackling.... Pinged one another with sound' [EXCESS DENIES!]

Focus on the question is on ONE way! The only way they communicated is that they pinged one another.

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Key Questions:

Q17. 'The writer states that the whale gathering was a 'secret spectacle' (line 9).

Referring to Paragraphs 1 and 2, suggest **two** reasons why the phrase 'secret spectacle' is effective in describing what he saw. [2]

ACCEPTED	WRONG
i. As it emphasises that the gathering of whales is a phenomenon few have ever seen before[1]	X not everyone knew about it so it was a secret [No reference to the context]
and it was an **visually captivating** demonstration/scene/a visual show/ an **exciting** scene/display to watch. [1]	X privileged view [Not explaining HOW it is a spectacle] Answer MUST state 'exciting or something that is 'visually captivating'→ to draw him in.
SPECTACLE→ Definition: 'display' , 'show' , 'performance, ' presentation	

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Key Questions:

- **Q17b.** What was the writers' attitude to the 'secret spectacle'? [1]

- **Ans:** He is fascinated / he was in awe/ mesmerised. [1]
- √ Answer MUST have the notion of being engrossed + absorbed into the situation

- X bewildered [negative connotation]
- X excited
- X undeserving
- X amazed
- X privileged
- Happy
- Euphoric

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Key Questions:

Q18. In Paragraph 3, we are told that: 'Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects.' (lines 19-21).

Why do you think the writer uses the word 'devastating' to describe the effects? [1]

Ans: He wanted to convey the adverse/ severe/ extensive damage caused. **OR**

He wanted to highlight how severe the effects were.

NA: worst → a comparison is needed

Ensure that the answer states the degree.

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Key Questions:

Q18. In Paragraph 3, we are told that: 'Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects.' (lines 19-21).

Why do you think the writer uses the word 'devastating' to describe the effects? [1]

Ans: √'far-reaching and execrable' – Philip, 4E1

- X negative result [Vague]
- Harmful [doesn't indicate the degree]
- Serious [no degree stated]
- NOT his feelings → disappointed → not explaining the effects of the word 'devastating'

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Key Questions: Talking heads

Q19.

Sam: Humans these days have not been causing much harm to whales.

Lily: On the contrary, humans still do more harm than good.

i. Identify one example from Paragraph 3 which Sam can use to justify his opinion. [1]

Ans: Widespread hunting is no longer an issue.

Answer should NOT over-quote. Excess denies.

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Key Questions: Talking heads

Q19.

Sam: Humans these days have not been causing much harm to whales.

Lily: On the contrary, **humans** still do more harm than good.

ii. How would Lily explain her position with reference to lines 18-21? [2]

Ans: i. She could explain that **humans litter** the oceans with plastic garbage[1] , which causes whales **to die from ingested plastics** (which block their guts, causing them to starve with full stomachs) [1]

Humans SHOULD be the main focus on the answer. Not link to humans = Zero marks. Over-quoted with examples = Excess denies.

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20. SUMMARY -GRAMMAR

6 main grammar issues:

☺	☹
1. Its [when referring to the whales]	X it's [It is]
2. Gather	X gather ~~together~~ [redundant]
3. Comprises of	Compromises! 2 Different words! Copy it down CORRECTLY !
4. Offspring → the Plural form Hence, the sentence would be the offspring consume prey [not consumes!]	Offsprings
5. Leave the unit.... Not...	5. Live the unit!!! [Both a different words! Check your work!]
6. SEPARATE [Major spelling issues]	

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SUMMARY

- **Using your own words as far as possible,** summarise the characteristics of whales' living environment, dietary habits and social structure. [3 parts to summarise]
- **Use only information from Paragraphs 4 to 6.**
- *Pertaining to the living environment of whales, they are typically…*

1. Refers to the whales' NOT the living environment

2. Avoid ignoring the beginning phrase! Think about how to COMPLETE the phrase found in…

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SUMMARY

Using your own words as far as possible, summarise the characteristics of whales' living environment, dietary habits and social structure. [3 parts to summarise]

Use only information from Paragraphs 4 to 6.

Pertaining to the living environment of whales, they are typically…

	1. Live in almost every major ocean (including tropical and temperate waters)	…**found** in almost every **major** ocean (1), where there is plentiful/ample **prey** (2)
	2. most often found where there is abundant prey.	X live= stay [short-term] X major = large X prey = scavenge [dead creatures] The paraphrase for prey could be 'search/hunt for food'

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Summary

3. Foraging **constantly**	They are always **searching/hunting** for food (3) and **usually** eat squid (4) though they **could also** consume fish and octopuses. (5) √Wayne, 4E2: (3): search widely for prey… X (5) seldom [wrong]
4. Dine **primarily** on squid,	
5. although they have been known to eat fish and octopuses.	

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Summary

6. structured along matrilineal lines	Whales organise themselves based on the female lineage (6) which is made up of at least twelve individuals. (7) X (Point 7).... of 12 [wrong]
7. Such units typically comprise a **dozen or more individuals**	

8. males leave as they mature, striking out to form **loose** groups with other **young** males.	Once they mature, the males leave the structure and create random groups with other young males. (8) Note: Answer must state the notion of 'loose' and 'young' X (Point 8): Whales are like humans where the males do all the work! [WHATTTTTTTT! Do not over-paraphrase your answer until the essence is lost!]

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BP~489

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Summary

9.	~~Seek out prey in the nutrient-rich waters of higher latn, dep~~	In terms of dietary habits, Whales (~~seek out~~search for food in nutrient-rich waters.(9)
	FROM THE PASSAGE: ~~together, they~~ seek out prey ~~→~~ Males and females)	
10.	organise their societies and keep tabs on one another using a set of **unique sound**	Whales use varying sounds to create their groups and monitor them. (10) -'unreplicated' -4E4, Ong Si Xuan -'distinguish and help maintain harmony' -4E2, Chloe Pong
11.	The units with similar sounds form larger groups of whales ~~comprising many thousands of individuals~~ scattered across **vast regions of ocean,** (~~which socialise from time to time.~~)—interaction pattern, not a structure. OR ~~As a result, they maintain a sense of group identify through the recognition of similar sounds.~~	Each social group has the same sound as they reach out to more whales, regardless of their distance in the ocean.(11) -'units with similar sounds form larger groups and maintain a sense of group identity despite the distance' (4E2, Chloe Pong)

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