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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMINARY EXAMINATION

ENGLISH LANGUAGE
Paper 1 **1128/01**
Writing

30 August 2021 (Monday) **1 hour 50 minutes**

CANDIDATE NAME

CLASS

INDEX NUMBER

Additional Materials provided.
Insert

READ THESE INSTRUCTIONS FIRST
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Write your name, class, and index number in the spaces provided above.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an insert.
For **Section A**, write your answers in the spaces provided on the insert.
For **Section B** and **Section C**, write your answers on the writing paper provided.

At the end of the examination, submit **Section A, Section B** and **Section C separately**.

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

The total mark for this paper is **70**.

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		will **spur change** for the good of frankincense forests	**incentivised** to adapt to market demand.
10	58-60	Rather than relying exclusively on wild trees, **growing** frankincense trees commercially on plantations would also help.	We can **cultivate** frankincense trees on plantations

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

END OF PAPER

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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 Facebook Group Page on page 3, study it carefully and plan your answer before beginning to write.

Recently, several issues about Greendale Estate were posted on its Facebook Group Page. There were three issues which were highlighted on the front page. As a concerned resident, you have decided to write an article on one of these issues in the next Town Council Newsletter to express and encourage fellow residents to contribute to a safe neighbourhood.

In your article, you should include the following content:

- A title to attract the attention of your fellow residents
- State the issue that you are most concerned about
- Explain how this issue affects the residents and the estate
- Suggest what can be done to resolve this issue

Write your article for Greendale Estate's Town Council Newsletter in clear, accurate English. Your tone should be persuasive and encouraging to convince fellow residents of the importance of resolving this issue.

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

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Residents' Feedback Page

1 May 2021

Neighbours feeding stray cats

My neighbours love to feed the stray cats in the neighbourhood. Though I understand that they are animal lovers, this practice of theirs attracts cockroaches and rats as they do not clear away the leftover food after feeding the stray cats. This practice is a cause for concern because it affects the hygiene and cleanliness of the community.





9 Apr 2021

Obstruction along Common Corridors

I am very concerned about the crowded corridor leading to my flat. The walkway is so narrow that it makes it very difficult for us to walk through. Even though I have approached my neighbours about this issue, they did not remove their belongings. Some of these items are clearly highly flammable. Please help.

26 Mar 2021

Reckless Cyclists on Pedestrian Walkways

This is so reckless. This young man almost knocked over my 5 year-old boy yesterday because he was speeding on the pavement. I lost count of the number of times I was almost knocked over by these reckless people on bicycles. Can the Town Council please do something about this before an accident happens?



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Section C [30 marks]

Begin your answer on a fresh page.

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.

3. Singapore is a kind and gracious society. What is your opinion?
4. Describe a place you go to when you need to relieve stress. Explain why this place is so relaxing to you.
5. 'It was a misunderstanding!' Write about a time when you felt this way.
6. 'It is your response to winning and losing that makes you a winner or loser.' How true is this for you?

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Picture 2 © *https://stomp.straitstimes.com/singapore-seen/cluttered-yishun-corridor-has-been-cleaned-up-5-times-in-2020-but-situation-remains*
Picture 3 © *https://www.straitstimes.com/singapore/transport/pedestrian-code-of-conduct-divides-opinion-among-path-users*

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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMNARY EXAMINATION

ENGLISH LANGUAGE
Paper 1 1128/01
Insert

30 August 2021 (Monday) **1 hour 50 minutes**

CANDIDATE NAME			
CLASS		INDEX NUMBER	

READ THESE INSTRUCTIONS FIRST
Do not turn over the page until you are told to do so.
Write your name, class, and index number in the spaces provided above.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction tape.

This Insert contains **Section A**.

Write your answers in the spaces provided.

.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	/70

This document consists of **2** printed pages including the cover page.

[Turn over

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about one businessman's idea for a novel type of tea. The first and the last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

Examples:

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

My mother always wears sensible clothes. .....✔.....

China's national treasure, the giant panda, will become even more precious if one

businessman succeeds in using their dung to grow organic green tea who he intends **1** .....

to sell for over $200 a cup. An Yanshi, an entrepreneur on Southwest China, grows **2** .....

the tea in mountainous Ya'an in Sichuan province using excrement from panda bear **3** .....

living in nearby breeding centres. A first batch of panda dung tea will be sold for **4** .....

USD$70 per gram, a price that makes it the world's more expensive tea. Yanshi **5** .....

defended the steep price, saying he would channel profits from the initial batches into **6** .....

an environmental fund. "I just want to convey the message that waste can be turned into **7** .....

something usable and promoting the use of organic fertilisers to the people of the **8** .....

world." According to Yanshi, the fertiliser is what makes the tea a health boon although **9** .....

pandas only eat wild bamboo and absorb only a fractional of the nutrients in their **10** .....

food. After brewing the first pickings, Yanshi described the tea as fragrant and smooth.

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Section A © *Adapted from 'https://www.reuters.com/article/oukoe-uk-china-panda-tea-idUKBRE82I04P20120319*

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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMINARY EXAMINATION

ENGLISH LANGUAGE
Paper 2
Insert

1128/02

30 August 2021 (Monday)

1 hour 50 minutes

CANDIDATE NAME

CLASS

INDEX NUMBER

READ THESE INSTRUCTIONS FIRST

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

Answer in the Question Booklet.

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

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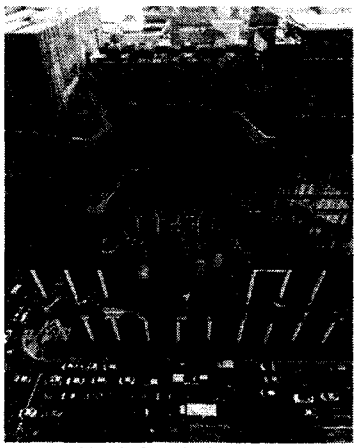
Section A

Text 1

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

A CAREER THAT GROWS WITH YOU

Nurture and shape your future at NParks



Creative blend of steel, glass and grass – the Park Royal Pickering Hotel



Tree-planting event at MacRitchie Reservoir

Vision of NParks

The Vision of NParks is to make Singapore a City in Nature, which is tantamount to achieving a close integration of greenery into the urban living environment. An important focus of our work is to develop quality parks and create nature-based leisure options to cater to the lifestyle needs of an increasingly sophisticated and cosmopolitan population, and to make our parks the preferred lifestyle destination for residents in Singapore.

Apply for NParks Scholarships and Awards

When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore's future.

We are looking for dynamic individuals who relish a challenge. You will play a key role in our efforts to make Singapore greener. NParks' scholars can look forward to conserving and restoring natural ecosystems, establishing world-class gardens and inspiring communities to co-create and be stewards of nature.

We offer three types of scholarships. Visit the links below to view the details:

- National Parks Board (NParks) Overseas Merit Award (Year 2021)
- National Parks Board (NParks) Postgraduate Scholarships (Year 2021)
- National Parks Board (NParks) Undergraduate Scholarship (Year 2021)

Take the first step to contribute to making Singapore a City in Nature. Apply for the NParks Scholarship today.

I have the unique opportunity to be part of the team developing Singapore's National Gardens in the heartlands. Every day presents a new challenge in my work conceptualising visitor service operations for Jurong Lake Gardens. But the hard work is all worthwhile when I see communities from all walks of life enjoying and connecting with nature around them.

Yap Kai Lin Kathleen
BSc in Environmental Sciences
University of California, Los Angeles, USA

NATIONAL PARKS

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Section B

Text 2

The text below describes how the writer and his family, who lived in a rural village coped with a flash flood. Read the text carefully and answer Questions 5-14 in the Question Booklet.

1 In the long hot summer of 1921 a serious drought hit the country. Springs dried up, the wells filled with frogs, and the usually sweet water from our scullery pump turned brown and tasted of nails. Although this drought was a relief to my family, it was a curse to the rest of the village. For weeks the sky hung hot and blue, trees shrivelled, crops burned in the fields, and the old folk said the sun had slipped in its course and that we would all very soon die. There were prayers for rain; but my family didn't go, because it was rain we feared most of all.

2 As the drought continued, prayers were abandoned by the villagers and more devilish steps adopted. Soldiers with rifles marched to the tops of the hills and began shooting at passing clouds. When I heard their dry volleys, breaking like sticks in the stillness, I knew our long armistice was over. And sure enough - whether from prayers or the shooting, or by a simple return of nature - the drought broke soon after and it began to rain as it had never rained before.

3 I remember waking in the night to the screams of our Mother, and to rousing alarms of a howling darkness and the storm-battered trees outside. Terror, the old terror, had come again, and as always in the middle of the night.
'Get up!' cried Mother.' It's coming in! Get up or we'll all be drowned!'
I heard her banging about and beating the walls in accents of final doom. When Mother gave her alarms one didn't lie back and think, one didn't use reason at all; one would leap out of bed and scramble downstairs with the others.

4 We darted about for brooms, then ran out to tackle the storm. We found the drain blocked already and the yard full of water. The noise of the rain drowned our cries and whimpers, and there was nothing to do but sweep. What panic those middle-night rousings were, those trumpet-calls murdering sleep; with darkness, whirlwind, and invisible rain, trees roaring, clouds bursting, thunder crashing, lightning crackling, floods rising, and our Mother wailing irrationally. The girls in their nightdresses held spitting candles while we boys swept away at the drain. Hot rods of rain struck straight through our shirts; we shivered with panic and cold.

5 The flood-water gurgled and moved thickly around us, breeding fat yellow bubbles like scum, skipping and frothing where the bullet rain hit it, and inching slowly towards the door. The drain was now hidden beneath the water and we swept at it for our lives, the wet candles hissed and went out one by one. Mother lit torches of newspapers, while we fought knee-deep in cries and thunder, splashing about, wet-through, half-weeping, overwhelmed by gigantic fears.

[Turn over

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6 There would be a horrible mess in the kitchen next morning, mud and slime all over, followed by the long depressed drudgery of scraping it up and carrying it away in buckets. Mother, on her knees, would wring her hands and roll her eyes. 'I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with.... My poor, poor children, my precious darlings - you could die in this filthy hole. No one would care - not a soul. Look out with that bucket!...'

7 Apart from the noise, the tears and the dirt, these inundations were really not much. But I can't pretend they didn't scare me. The thought that the flood-waters could actually break into our house seemed to me something worse than a fire. At the mid-hour of night, when the storms really blew, I used to lie aghast in my bed, hearing the rain claw the window and the wind slap the walls, and imagining the family, the house, and all the furniture, being sucked down the drain.

8 It was not till much later that I reasoned that our position on the hillside made it unlikely we would drown, that Mother's frenzies and scares belonged to something else altogether, and that it was possible after all to sleep through rain in peace. Even so, to this day, when the skies suddenly darken, and a storm builds up in the west, and I smell rain on the wind and hear the first growl of thunder, I grow uneasy, and start looking for brooms.

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Section C

Text 3

The text below is about tourism. Read it carefully and answer Questions 15–20 in the Question Booklet

1 The word 'tourism' did not exist when Thomas Cook was born but at his death, his name was synonymous with the tourism industry he had started. An impoverished preacher and a strict non-drinker, Thomas Cook made his start when he chartered one of the newly invented trains to take a party of fellow non-drinkers a grand total of 11 miles to their regular meeting, with the profits split between Cook and the other meeting organisers. This success emboldened Cook, and he began to offer cheap day trips to the working classes, as well as grander expeditions to the emerging middle classes, exploiting the possibilities opened up by the rapidly expanding train networks. Soon, he was selling escorted tours to Europe, America and Biblical sites in the Holy Land.

2 Before Thomas Cook, recreational travel was limited to the wealthy. The eighteenth-century sons of European elites, fresh from university and unconstrained by either time or money, would embark on what they call the Grand Tour, visiting revered sites of classical culture. They would network with fellow members of the upper class, the rich and wealthy of various nations before they return to assume positions of power in their own countries. Interaction with the locals was kept to the minimal and cultural artefacts were shipped back home to demonstrate their status and impress future guests.

3 Over time, the working class won the right to paid holidays and then gained increases in disposable incomes. These, along with the introduction of travel by car, bus and later by plane transformed recreational travel from what was exclusive to the affluent few available to the masses. Modern mass travel has enabled today's holidaymakers to escape from the rigours and routines of work, or seek thrills in the unfamiliar. Where they want to escape to can be very diverse, of course. Many may choose to explore their own countries more widely while others look further for a better climate or in search of the new: a different landscape, culture or culinary experience.

4 Whatever the reason for travel, all destinations gain financially from tourism, particularly the poorest. Tourism can benefit local communities by providing employment, even if it is only seasonal. Tourism also revitalizes communities through economic investments which reverse declining traditional industries. Cultural assets, heritage and crafts can be preserved when the community appreciates their economic benefits. These economic benefits may also motivate locals to work to preserve the natural environment along with protecting endangered wildlife. Furthermore, when the profile of a destination is raised, community pride can also be rekindled.

[Turn over

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5 But there exists a less rosy analysis of the travel boom. Problems arise from over-reliance on tourism as it is vulnerable to political upheaval, economic uncertainty or natural disaster. Furthermore, tourists often visit only famous or iconic sites, thereby concentrating the economic benefits of their visits in the hands of only a few businesses. Tourists are also criticized for barely scratching the surface of what a destination has to offer before hastily moving on. Instead of broadening their minds, these tourists cling to preconceived notions of their destinations, and are ignorant – or what is worse – indifferent to local customs and sensitivities. Such tourists often offend the local inhabitants, creating misunderstandings and cultural strife. For their own comfort and convenience, they want to speak their own language, be friendly only with their fellow tourists, and eat only what they find familiar. By keeping the natives at arm's length, they highlighted the differences between them and the locals, the 'haves' and the 'have-nots'.

6 There is a paradox at the heart of modern tourism: the very thing that draws the crowds is changed, even endangered by these very same crowds. Their growing numbers are spawning a global culture of homogeneous fast-food outlets and brand name goods, which drives out what is local, traditional and distinctive. Where the traditional culture survives, it is often a source of shallow entertainment, a prettified and lifeless version of what was once crucial and alive. In addition, the sheer weight of numbers of visitors can mean that erosion – a natural process – is accelerated. The World Heritage site of Angkor in Cambodia, for example, was securely cloaked by forest and unvisited for centuries. Since its rediscovery, annual visitor numbers have surpassed two million, crushing its sandstone steps underfoot even while bringing vital income for Cambodia's economy. Being a 'must-see' destination is now a double-edged sword, requiring popular tourist sites to regulate visitor numbers so as to minimize negative impacts.

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Picture 2 © https://www.nparks.gov.sg/about-us/city-in-nature

Text 2 *Adapted from © 'Cider with Rosie' by Laurie Lee*
Text 3 *Adapted from © https://en.wikipedia.org/wiki/Thomas_Cook*
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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMINARY EXAMINATION

ENGLISH LANGUAGE
Paper 2
Question Booklet

1128/02

30 August 2021 (Monday) **1 hour 50 minutes**

CANDIDATE NAME

CLASS

INDEX NUMBER

ADDITIONAL MATERIALS PROVIDED:
Insert

READ THESE INSTRUCTIONS FIRST
Write your index number and name in the spaces provided on the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

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

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

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Section A	
Section B	
Section C	
Total	/50

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Section A [5 marks]

Text 1

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

1 The poster begins with the title 'A CAREER THAT GROWS WITH YOU". What effect is this intended to have on the reader?

_____

_____ [1]

2 Look at photographs on the left of the poster. With reference to the information under the sub-headings **Vision of Nparks** and **Apply for NParks Scholarships and Awards**, what are **two** things that potential scholars can look forward to when they join NParks?

(i) _____

_____

(ii) _____

_____ [2]

3 "When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore's future."

Explain how scholars are the "seeds of Singapore's future".

_____

_____ [1]

4 Look at the box at the bottom right corner of the poster. Which phrase in Kathleen's comment would encourage students to apply for the scholarship if they find fulfilment in seeing a positive impact from their work?

_____

_____ [1]

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Section B [20 marks]

Text 2

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

5 In Paragraph 1, the writer says that 'a serious drought hit the country.' (line 1)

Identify 2 phrases that describe the severe effects of the drought.

(i) _____

_____

(ii) _____

_____ [2]

6 In Paragraph 2, the writer says 'when I heard their dry volleys, I knew our long armistice was over.' (lines 10-11)

What is (i) unusual and (ii) effective about this expression paying special attention to the underlined words?

(i) _____

_____ [1]

(ii) _____

_____ [1]

7 "Terror, the old terror, had come again, and as always in the middle of the night." (lines 15-16)

(i) What is the 'old terror' referring to?

_____

_____ [1]

(ii) What impression of the 'old terror' is created by the phrase 'in the middle of the night'?

_____

_____ [1]

[Turn over

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8 'Get up!' cried Mother.' It's coming in! Get up or we'll all be drowned!'
I heard her banging about and beating the walls in accents of final doom. (lines 17-18)

What does this tell us about the sort of person the writer's Mother is?

_____

_____ [1]

9 In Paragraph 4, the writer described the situation that his family faced in the midst of the storm.

Explain what the language used tells the reader about each of the loud sounds he can hear. Support your ideas with **three** details from the text.

_____

_____

_____

_____

_____

_____ [3]

10 From Paragraph 5, what are the two things that caused the writer and his family to be "overwhelmed by gigantic fears"?

_____

_____ [1]

11 "I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with....' (lines 38-39)

What is the tone of the writer's mother's comment about the situation?

_____

_____ [1]

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12 In Paragraph 7, we were told that the rain would 'claw the window' and the wind would 'slap the walls' (line 46).

(i) What is the writer comparing the storm with?

_____

_____ [1]

(ii) Why is this comparison effective?

_____

_____ [1]

13 (i) From Paragraph 8, what did the writer realise about the floods as an adult?

_____

_____ [1]

(ii) What is one detail that showed that he was still bothered?

_____

_____ [1]

[Turn over

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14 The structure of the text reflects the feelings and situation the writer's family faced at different stages in the narrative. Complete the flow chart by choosing one expression from the box to summarise the different situation at each part of the narrative. There are some extra words in the box that you do not need to use.

The feelings and situation the writer's family faced at different stages

an unfortunate situation	an imminent defeat
a growing frustration	an unpleasant aftermath
a desperate struggle	a foreboding anticipation
a rude awakening	

Flow chart

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

↓

Paragraph 3: **(ii)** _____

↓

Paragraph 4: **(iii)** _____

↓

Paragraph 6: **(iv)** _____

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–20.

15 (i) According to Paragraph 1, what were the two types of travel options Thomas Cook offered?

_____

_____ [1]

(ii) Why did Thomas Cook offer the two different options?

_____

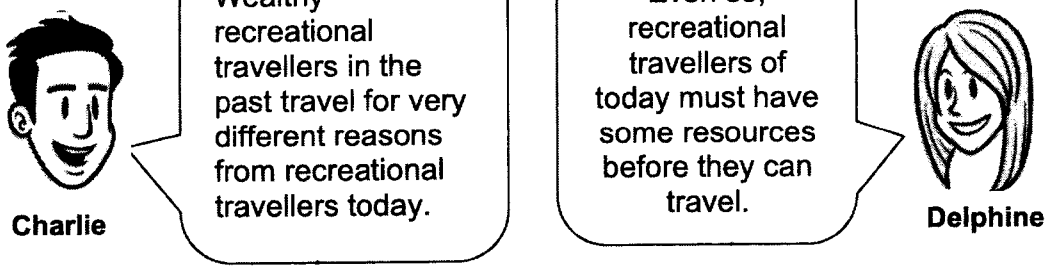
_____ [1]

16 What does the phrase 'exploiting the possibilities opened up by the rapidly expanding train networks' (lines 8-9) tell us about Thomas Cook?

_____

_____ [1]

17 Here is part of a conversation between two students Charlie and Delphine who have read the article.



(i) Identify **two** reasons from Paragraph 2 to explain why the wealthy travelled.

_____

_____

_____

_____ [2]

[Turn over

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(ii) From Paragraph 3, identify **one** resource that Delphine is referring to.

_____

_____ [1]

18 From Paragraph 3, **in your own words** state **one** reason why the modern tourist travels.

_____

_____

_____

_____ [2]

19 Explain why being 'a 'must-see' destination is now a double-edged sword' (line 61)?

_____

_____

_____

_____ [2]

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20 **Using your own words as far as possible,** summarise the positive and negative effects that tourism has on the destinations visited.

Use only information from paragraphs 4 to 5.

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

For better or worse, tourism has impacted various destinations as...

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No of words:

Content: / 8

Language: / 7

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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMNARY EXAMINATION

ENGLISH LANGUAGE
Paper 1 **1128/01**
ANSWERS

30 August 2021 (monday) **1 hour 50 minutes**

CANDIDATE NAME

CLASS

INDEX NUMBER

READ THESE INSTRUCTIONS FIRST
Do not turn over the page until you are told to do so.
Write your name, class, and index number in the spaces provided above.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction tape.

This Insert contains **Section A**.

Write your answers in the spaces provided.

.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	/70

This document consists of **2** printed pages including the cover page.

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about one businessman's idea for a novel type of tea. The first and the last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

Examples:

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

My mother always wears sensible clothes. .....✔.....

China's national treasure, the giant panda, will become even more precious if one	
businessman succeeds in using their dung to grow organic green tea **who** he intends	**1** which (pronoun)
to sell for over $200 a cup. An Yanshi, an entrepreneur **on** Southwest China, grows	**2** in/ from (preposition)
the tea in mountainous Ya'an in Sichuan province using excrement from panda **bear**	**3** bears (singular/ plural)
living in nearby breeding centres. **A** first batch of panda dung tea will be sold for	**4** The (determiner)
USD$70 per gram, a price that makes it the world's **more** expensive tea. Yanshi	**5** most (comparative)
defended the steep price, saying he would channel profits from the initial batches into	**6**
an environmental fund. "I just want to convey the message that waste can be turned into	**7**
something usable and **promoting** the use of organic fertilisers to the people of the	**8** promote (tense)
world." According to Yanshi, the fertiliser is what makes the tea a health boon **although**	**9** because/ as/ since (conditional)
pandas only eat wild bamboo and absorb only a **fractional** of the nutrients in their	**10** fraction (word-form)
food. After brewing the first pickings, Yanshi described the tea as fragrant and smooth.	

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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMINARY EXAMINATION

ENGLISH LANGUAGE
Paper 2 1128/02
ANSWER SCHEME

30 August 2021 (Monday) **1 hour 50 minutes**

CANDIDATE NAME

CLASS INDEX NUMBER

ADDITIONAL MATERIALS PROVIDED:
Insert

READ THESE INSTRUCTIONS FIRST
Write your index number and name in the spaces provided on the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

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

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

For Examiner's Use	
Section A	
Section B	
Section C	
Total	/50

This document consists of **10** printed pages and **1** Insert.

[Turn over

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Section A [5 marks]

Text 1

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

1 The poster begins with the title 'A CAREER THAT **GROWS WITH YOU**". What effect is this intended to have on the reader?

Readers will feel encouraged/ motivated to *join NParks* because it is an **opportunity to develop both themselves and the work that they do/ for personal and professional growth/ for continuous progression professionally and personally** [1]

[Note: idea of continuous progression/ growth/ development, both personal and professional, must be present]

2 Look at photographs on the left of the poster. With reference to the information under the sub-headings **Vision of Nparks** and **Apply for NParks Scholarships and Awards**, what are **two** things that potential scholars can look forward to when they join NParks?

(i) **Vision of Nparks:** achieving a close integration of greenery into the urban living environment [1]

(ii) **Apply for NParks Scholarships and Awards:** inspiring communities to co-create and be stewards of nature [1]

3 "When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore's future."

Explain how scholars are the "seeds of Singapore's future".

Just like seeds which can grow into plants when they are nurtured, scholars are developed/ be groomed to contribute to Singapore. [1] [1]

4 Look at the box at the bottom right corner of the poster. Which phrase in Kathleen's comment would encourage students to apply for the scholarship if they find fulfilment in seeing a positive impact from their work?

"I see communities from all walks of life enjoying and connecting with nature around them" [1]

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Section B [20 marks]

Text 2

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

5 In Paragraph 1, the writer says that 'a serious drought hit the country.' (line 1)

Identify 2 phrases that describe the **severe** effects of the drought.

Springs dried up [1]
trees shrivelled [1]
crops burned in the fields [1]

Reject: the usually sweet water from **our scullery pump** turned brown and tasted of nails [does not reflect severity/ impact as it is only 1 family that is affected]

[Note: Any **two** of the four points = 2 marks]

---

6 In Paragraph 2, the writer says 'when I heard their dry volleys, I knew our long armistice was over.' (lines 10-11)

What is (i) unusual and (ii) effective about this expression paying special attention to the underlined word?

(i) It is unusual because we would usually describe an armistice as a truce between two sides during a war and not between weather and humans [1]

(ii) It is effective because it shows/ emphasises/ highlights how hell broke loose for the family/ the family suffered great chaos after the soldiers fired shots at the sky [1]

[Note: Response must show awareness of war imagery]

---

7 "Terror, the old terror, had come again, and as always in the middle of the night." (lines 15-16)

(i) What is the 'old terror' referring to?

It is referring to the recurring flood [1]

[Turn over

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(ii) What impression of the 'old terror' is created by the phrase 'in the middle of the night'?

It always comes when they are caught unaware / least prepared
[Possible literal answer] they are sleeping [1]

[Note: this questions requires the reader to explain the expression 'in the middle of the night' to demonstrate understanding of its connotative meaning, rather than the literal meaning.]

8 'Get up!' cried Mother.' It's coming in! Get up or we'll all be drowned!'
I heard her banging about and beating the walls in accents of final doom. (lines 17-18)

What does this tell us about the sort of person the writer's Mother is?

Hysterical/ Dramatic/ Frantic/ Histrionic/ Exaggerated [1]

9 In Paragraph 4, the writer described the situation that his family faced in the midst of the storm.

Explain what the language used tells the reader about each of the loud sounds he can hear. Support your ideas with **three** details from the text.

Quote from text	Explanation	
the rain drowned our cries and whimpers	showed how the rain was so deafening that it was **difficult to hear** the cries and whimpers of the writer and his family/ could not be heard/ they were muffled (drowned - word choice)	[1]
trumpet-calls murdering sleep	highlighted how the shouts/ screams of the writer's mother were **piercing/ blaring**, causing them to wake up/ be unable to go back to sleep. (trumpet-calls - word choice)	[1]
trees roaring, clouds bursting, thunder crashing	repetition of structure/ phrases emphasised how there was a **cacophony of sounds to be heard/ a variety of different sounds to be heard/ combination of sounds from the elements** all around them/ surrounding them	[1]

10 From Paragraph 5, what are the two things that caused the writer and his family to be "overwhelmed by gigantic fears"?

The flood is rapidly rising to their knees/ rapidly rising water

and

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The candles are extinguished by the falling rain/ they couldn't see [1]

Both answers for 1 mark

11 "I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with....' (lines 40-41)

What is the tone of the writer's mother's comment about the situation?

Frustration/ Bitterness/ Aggrievement/ Resentment/ Disgruntlement [1]

Note: Accept reasonable alternative

12 In Paragraph 7, we were told that the rain would 'claw the window' and the wind would 'slap the walls'. (line 47)

(i) What is the writer comparing the storm with?

A wild beast/ animal/ monster/ fiend [1]

(ii) Why is this comparison effective?

Emphasizes the fearsome power/ strength of the storm [1]

[Note: idea of evoking fear in the writer and his family must be present.
From Text: *and imagining the family, the house, and all the furniture, being sucked down the drain.*]

13 (i) From paragraph 8, what did the writer realise about the floods as an adult?

He realised that all these fears were unfounded. [1]

(ii) What is one detail that showed that he was still bothered?

he would feel a sense of uneasiness upon hearing thunder or smelling rain

and/ or

he would start looking for brooms [1]

[Note: 1 mark for either answer]

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14 The structure of the text reflects the feelings and situation the writer's family faced at different stages in the narrative. Complete the flow chart by choosing one expression from the box to summarise the different situation at each part of the narrative. There are some extra words in the box that you do not need to use.

The feelings and situation the writer's family faced at different stages

an unfortunate situation	an imminent defeat
a growing frustration	an unpleasant aftermath
a desperate struggle	a foreboding anticipation
a rude awakening	

Flow chart

Paragraphs 1-2: **(i)** a foreboding anticipation

⇩

Paragraph 3: **(ii)** a rude awakening

⇩

Paragraph 4: **(iii)** a desperate struggle

⇩

Paragraph 6: **(iv)** an unpleasant aftermath

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–20.

15 (i) According to Paragraph 1, what were the two types of travel options Thomas Cook offered?

offer cheap day trips to the working classes, **and** grander expeditions to the emerging middle classes [1]

[Note: both types of trips for 1 mark]

(ii) Why did Thomas Cook offer the two different options?

[1]

He wanted to ensure that **his trips are priced to fit all types of budgets/ cater different budgets/ both the middle class and the working class can afford the trips he offers**

16 What does the phrase 'exploiting the possibilities opened up by the rapidly expanding train networks' (lines 8-9) tell us about Thomas Cook?

Opportunistic/ entrepreneurial/ seizes opportunities [1]

17 Here is part of a conversation between two students Charlie and Delphine who have read the article.



Charlie

Wealthy recreational travellers in the past travel for very different reasons from recreational

Even so, recreational travellers of today must have some of resources before they can travel.



Delphine

(i) Identify **two** reasons from Paragraph 2 to explain why the wealthy travelled.

1. they travelled to network make contact (do not need to paraphrase) with influential people of the same social class/ networking with fellow aristocrats [1]

2. they travel to purchase/ acquire cultural artefacts/ relics to highlight their status/ show off / impress others [1]

(ii) From Paragraph 3, identify one resource that Delphine is referring to?

Recreational travellers must still have leave days/ free time

or

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Recreational travellers must still possess sufficient disposable income/ financial means [1]

Note: Either answer would receive be awarded 1 mark

18 From Paragraph 3, **in your own words** state **one** reason why the modern tourist travels.

From Text	Paraphrase
escape from the rigours and routines of work	They want a break/ respite from the demands and monotony of work
seek thrills in the unfamiliar	They look forward to exciting experiences that are new/ novel to them.

19 Explain why being 'a 'must-see' destination is now a double-edged sword' (line 62)?

The 'must-see' destination brings about an increased number of visitors due to its popularity yet at the same time gets destroyed by the sheer number of people flocking to see it. [2]

The 'must-see' destination brings about economic benefits yet at the same time it runs the risk of being destroyed/ damaged which will reduce/ eliminate future economic benefits.

Note: 0-2m Question

Answer must demonstrate awareness of how the contradictions co-exist.

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20 **Using your own words as far as possible,** summarise the positive and negative effects that tourism has on the destinations visited.

Use only information from paragraphs 4 to 5.

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

For better or worse, tourism has impacted various destinations as...

Positive Effects

From the passage	Paraphrase
(line 28) all destinations gain financially from tourism	benefits every tourist attraction monetarily/ economically/ financially
(line 29-30) Tourism can benefit local communities by providing employment, even if it is only seasonal	through creating different forms of work
(lines 30-31) Tourism also revitalizes communities through economic investments which reverse declining traditional industries	and stimulating/ revitalising local businesses **or** and revive local businesses which are dying
(lines 32-33) Cultural assets, heritage and crafts can be preserved when the community appreciates their economic benefits	thus conserving traditional arts and cultures.
(lines 33-34) These economic benefits may also motivate locals to work to preserve the natural environment along with protecting endangered wildlife.	Natives are encouraged to protect threatened flora and fauna
(lines 35-36) Furthermore, when the profile of a destination is raised, community pride can also be rekindled.	while fame instils self-identity/ community pride of the destination's inhabitants.

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Negative Effects

From the passage	Paraphrase
(lines 37-39) Problems arise from over-reliance on tourism as it is vulnerable to political upheaval, economic uncertainty or natural disaster.	However, over-reliance on tourism is undesirable because it is susceptible to political (instability), economic (situations) and natural disasters/ calamities.
(lines 39-41) tourists often visit only famous or iconic sites, thereby concentrating the economic benefits of their visits in the hands of only a few businesses.	Often, tourists focus on only must-see destinations, greatly limiting economic benefits
(lines 42-45) Instead of broadening their minds, these tourists cling to preconceived notions of their destinations, and are ignorant – or what is worse – indifferent to local customs and sensitivities.	Some stubbornly believe stereotypes/ thus are oblivious to local culture
(line 45) Such tourists often offend the local inhabitants,	and thus may upset/ annoy/ insult the natives
(lines 45-46) creating misunderstandings and cultural strife.	causing cultural conflicts/ misunderstandings.
(lines 48-50) By keeping the natives at arm's length, they highlighted the differences between them and the locals, the haves and the have-nots.	By limiting interactions with the locals, they emphasize the gulf/ gap in their socio-economic status.

For better or worse, tourism has impacted various destinations as...

it benefits every tourist attraction economically through creating different forms of work and stimulating local businesses thus conserving traditional arts and cultures. Natives are also encouraged to protect threatened flora and fauna. Finally, fame can instil the community pride of the destination's inhabitants. However, over-reliance on tourism is undesirable because it is susceptible to political, economic and natural instabilities. Often, tourists focus on only must-see destinations, greatly limiting economic benefits. Some stubbornly believe stereotypes and thus may insult the natives causing cultural conflicts. By limiting interactions with the locals, they emphasize the gulf in their socio-economic status.

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