TANJONG KATONG SECONDARY SCHOOL
Preliminary Examination 2020
Secondary 4

CANDIDATE NAME	
CLASS	INDEX NUMBER

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension — **4 August 2020**

INSERT — **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

This document consists of **5** printed pages and **3** blank pages.

[Turn over

4	and contemplation	Allowing for reflection
5	A genuinely	An authentic
6	aesthetic experience of beauty is aimless	Visually appealing experience / feeling when one is without agenda
7	Sunsets and paintings and roses do not seize our minds with the iron grip that daily life typically exerts.	What we see during the walks relaxes our minds from the stresses of life
8	Watching a golden ball dissolving into the horizon in orange and pink hues is not going to add to our bank accounts or social status.	Although appreciating nature may not bring tangible benefits
9	There is a certain beauty in the awareness of being fully alive	There is a type of allure in physically experiencing the sensations of living
10	limiting too the promenade of thoughts going by – our own insights and visions	We do not restrict our understanding and dreams

NB: Point no. 8 is accepted only if linked to point no.9.

Point no. 9 on its own is accepted.

No marks given if expressions are vague / inaccurate even if key words are present.

Should follow the sequence. There's no necessity for rearrangement of points.

When in doubt, students should lift some of the content points. Too much paraphrasing without proper comprehension of passage often results in a lower score for 'content'.

Section A

Text 1

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

http://globalconnection.com.sg

Select your Internship 2020 destination ***TODAY***!

Get a head start in your career

Do you know that experience counts more than qualifications in today's competitive and constantly evolving workplace? Global Connection's internships abroad are designed to help you grow as global citizens and specialists in your chosen fields, giving you the opportunity to stand out from the crowd! As our world continues to lean towards globalisation and competitiveness, it's time to break conventional learning models and learn on the job.

Differentiate yourself from your peers by acquiring real-world skills, gaining foreign language proficiency, and immersing yourself in diverse cultural work environments. When you go overseas for an internship you could be spending ten weeks learning out of your comfort zone or learning from the best. Join our community of over **8,000** globally engaged alumni by taking the first step towards an unforgettable international internship.

A sneak peek at one of our sought-after internships

The **Procter & Gamble (P&G) Internship** is a gem few and far between that offers much more than the daily grind of 9 to 6. It has got it all, from having all-paid travel opportunities around the world to learning about the ins and outs of different business functions.

P&G is one of the largest companies in the world, with 65 leading brands under its belt. Joining P&G means challenging the status quo as you learn from key game-changers in the industry and explore the infinite possibilities.

Not sure which internship to choose for your final-year project in university? **APPLY NOW!**

Elevate your resume, strengthen your professional skills, and expand your global perspective with an internship abroad through Global Connections!

Section B

Text 2

The text below is about an explorer's solo crossing of the Antarctic landmass. Read the text carefully and answer Questions 5-13 in the Question Booklet.

1 I started thinking about my hands. That was my first mistake.

2 The call of Antarctica was loud and clear: "Go away!" I could hear it in the shriek of the hurtling winds and the thunder of an ice shelf splitting into the sea. After 48 days alone battling through the gusts of wind across Antarctica, the daily ache of my hands — cracked with cold, gripping my ski poles 12 hours a day — had become like a drumbeat, forming the rhythm of my existence and only served to intensify the hostile, roaring silence around me. And that night, it got to me as I pulled my sled into a blizzard of numbing white.

3 At about 8 p.m., with the 24-hour sun just a pale yellow dot overhead through the thick clouds and blowing snow, I stopped to make camp. I unhitched from the harness that connected me to the sled, unzipped the cover, and fished out my tent. I'd made camp in storms and sun and wind, and I'd always done it the same way, through muscle memory forged by repetition — anchoring one end of the tent to the sled, then driving the stakes into the ice at opposite ends and around the perimeter. It was the most secure way. But that night, in my fatigue, I decided that a simple stake into the ice would be good enough. It was much faster. It would be fine, I told myself.

4 I rushed it. That was my second mistake.

5 I drove in the stake, unrolled the tent flat, and popped the tent up. The next step also felt utterly routine, at first. I pulled the tent towards me, preparing to put a second stake down into the ice. Then it happened. At exactly the wrong moment, before my second anchor was secure, a monstrous gust came straight at me over the top of the sled, as though it had been taking aim from the farthest reaches of the continent. Between my yanking on the fabric and the sudden blast of wind, the first anchor I'd planted on the tent's other side lost its grip in the ice.

6 In the next instant, I saw the far side of the tent rise up, now unsecured and disconnected. I stood rigid as the horror of the scene coursed through my body, as though I'd stuck my finger in an electric socket, but it almost seems like slow motion — as the tent caught greater and greater force, like a kite or a sail. The muscles around my eyes twitched. My heart hammered in my chest, my fear an unstoppable snowball growing in the pit of my stomach. In a split second, I lunged forward and barely grabbed the edge of the tent, making me the tent's sole attachment to the planet.

7 What could happen next played out before my eyes like a waking nightmare: I lose my grip. The tent rises, I leap for it but can't catch it, and I stumble and fall. The tent disappears almost immediately into the white. I get up and run for it into the storm...and then...and then...I am lost. The tent is gone. I turn back and see nothing but the full whiteout of the storm. I have nothing to guide me back to the sled and no hope of surviving the night. The horrible vision kept playing out as I held on desperately. I had no backup tent and I was off the map.

8 Overhead, I wrestled with this fluttering, flapping, colossal red monster which threatened to escape me with every passing second. I knew everything depended on what happened next — on how long I could hold on and what I did or didn't do. I knew I had to flatten out the tent somehow so that it wasn't catching so much wind. But the only way I could think to do that — pulling it down and crawling on top of it — might snap the tent poles. That would create a different crisis. My thoughts shifted to the brilliant sunny morning, which now felt like a lifetime ago, when I decided to leave my spare poles behind. Maybe, I thought, that was actually my first mistake — the place where the great chain of error really began.

Adapted from The Impossible First by Colin O'Brady

Section C

Text 3

The text below is about unmanned aerial vehicles (UAVs) or drones. Read the text carefully and answer Questions 14 - 20 in the Question Booklet.

1 The idea of robots flying in the sky is no longer a science fiction dream. Unmanned aerial vehicles (UAVs), more commonly known as drones, have no human pilots on board, but are instead controlled by people on the ground or autonomously via computer programs. Fast gaining traction, drones are now used, not just for war and military missions, but also for practical commercial uses, humanitarian efforts or even nefarious purposes. While they are still in the infancy stage in terms of mass adoption and usage, drones are increasingly deployed in fields such as disaster relief, wildlife research and aerial photography. In the wrong hands, however, drones can also become accessories to crimes.

2 Primarily a military project for decades, drones are perfect surveillance tools – small, stealthy and nimble while flying over enemy territory; and if they are detected and destroyed, the only cost is building another one. In addition, missiles can be attached to drones, so that their operators – in locations far from the dangers of combat – could destroy targets thousands of miles away, eliminating the trauma of combat casualties or prisoners normally associated with an aircraft going down. While drone strikes can be incredibly precise, they often come with the collateral damage of civilian casualties. It is thus no surprise that critics have slammed drone warfare for being morally wrong while advocates claim it is acceptable violence in self-defence.

3 At a time of increasing need for documentation of our precarious environment, drones equipped with cameras and sensors are proving useful in conservation work. A drone's ability to access areas where aircraft cannot puts it in the ideal position to capture high-resolution terrain data and provide researchers an unprecedented look at hard-to-reach places, like orang-utan nests high in the jungles of Borneo. Much of the conservation work being done today requires laborious analyses of resident populations of animals by field researchers. As drones can fly without causing a disturbance, researchers can conduct population counts of animals, and document material that would take days if not weeks of arduous work by hand. Besides environmental conservation research, drones are also being deployed to monitor crises by capturing images and videos from the skies. This data is then fed to government agencies and relief organisations to help them find safe routes to evacuate people. In addition, drones are utilised to deliver aid materials such as food and vaccines to disaster hit zones, drastically reducing the time it takes to send these items to remote, rural locations as compared to land transportation. The increased pace and accessibility of delivery can mean more lives saved.

4 While drones have contributed significantly in areas of environment conservation and disaster response and relief, their use is not without controversy. With the proliferation of hobbyist and commercial drones in recent years, drones operated irresponsibly pose a threat to public safety. A primary concern is how drones fit into an already jammed airspace and densely populated cities without colliding with planes or crashing into buildings or crowds. The prospect of skies swarming with drones raises more than just safety concerns. It alarms privacy advocates as well. As government agencies enhance their surveillance operations on citizens with drones, people fear what will be captured and how this information will be used. With drones' capability to move to any location and their incredible picture quality, critics believe that drones can be misused by civilians to spy on others.

5 As drones become increasingly ubiquitous due to being deployed in different industries to drive productivity and efficiency, as well as drone flying becoming a popular recreational activity, most countries are now grappling with regulatory issues related to drones, as they would with any innovation that poses risks to the public. In some countries, the governments impose regulations on drones to restrict their use. Drones are banned from flying over most government facilities, near to residential areas or over places with high human traffic flow. While the need for recreational drone pilots to obtain a license is still in the pipeline, it is compulsory for any

drone user to register his drone should it exceed a stipulated size or weight. These rules and restrictions could give the public some comfort, albeit temporarily. As drone technology continues to advance, however, the rules will need to be revisited and reinterpreted to ensure that a balance is established between the use of drones and the interest of the public. 50

Adapted from So You Want to Fly Drones for Conservation? by Kike Calvo

TANJONG KATONG SECONDARY SCHOOL
Preliminary Examination 2020
Secondary 4

CANDIDATE NAME			
CLASS		INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension **4 August 2020**

1 hour 50 minutes

Candidates answer on the Question Paper Booklet.

Additional Materials: Insert

Section A & Section B

For Examiner's Use		
Section A		5
Section B		20
Total		**25**

This document consists of **6** printed pages and **2** blank pages.

[Turn over

Section A [5 marks]

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

1 Who is the whole webpage aimed at?

.....

..... [1]

2 Refer to the section headed **Get a head start in your career**. Write down **two** phrases, of five words each, which might appeal to someone who appreciates having an edge in his or her career.

(i) .....

(ii) ..... [2]

3 In which way does the photograph below the heading **A sneak peek at one of our sought-after internships** highlight the writer's message in the text next to it?

.....

..... [1]

4 Refer to the section headed **A sneak peek at one of our sought-after internships**. What does the phrase 'few and far between' indicate about the Procter & Gamble (P&G) Internship?

..... [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 13.

5 In Paragraph 2, the writer describes his experience as he crosses the Antarctica. Explain how the language used emphasises the extreme conditions in the Antarctica. Support your ideas with **three** details from the same paragraph.

.....

.....

.....

.....

.....

..... [3]

6 'And that night, *it* got to me as I pulled my sled into a blizzard of numbing white' (lines 6-7). What does 'it' refer to?

..... [1]

7 (i) In Paragraph 3, what does the phrase 'I'd made camp in storms and sun and wind' suggest about the writer?

.....

..... [1]

(ii) What is another phrase in paragraph 3 which conveys the same idea?

..... [1]

8 'I rushed it. That was my second mistake.' (line 15)

(i) What is the effect of these two short sentences?

..... [1]

(ii) Explain fully what caused his 'mistake'.

.....

..... [1]

9 In paragraph 6, the writer describes 'I stood rigid as the horror of the scene coursed through my body, as though I'd stuck my finger in an electric socket, but it almost seems like slow motion — as the tent caught greater and greater force, like a kite or a sail. The muscles around my eyes twitched. My heart hammered in my chest, my fear an unstoppable snowball growing in the pit of my stomach.' (lines 22-26).

Identify words or phrases in the given sentences which suggest the writer's state of mind at that moment.

Descriptions	Words or phrases from passage
heightened senses	
overwhelming panic	

[2]

10 What is (i) unusual and (ii) effective about the phrase 'a waking nightmare' (line 28)?

(i) It is unusual because .....

..... [1]

(ii) It is effective because .....

..... [1]

11 Explain fully what possible fear does the writer have by being 'off the map' (line 33)?

.....

..... [2]

12 What **two** qualities does the phrase 'fluttering, flapping colossal red monster' (line 34) suggest about the tent?

.....

..... [2]

13 The structure of the text reflects the sequence of events that unfolded during the writer's journey. Complete the flow chart by choosing one phrase from the box to summarise the main event of the journey described in each part of the text. There are some extra words in the box you do not need to use.

Sequence of events

fatal discovery	paralysing notions	hopeless struggle	familiar practice
solitary contemplation	perilous consequences	determined fight	

Flow chart

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

↓

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

↓

Paragraphs 4-6: **(iii)** .....

↓

Paragraphs 7-8: **(iv)** .....

[4]

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 14 – 20.

14 What does the writer mean when he says drones are 'gaining traction' (line 4)?

.....

..... [1]

15 In Paragraph 1, the writer gives examples of how drones are used.

Give an example of use for each purpose:

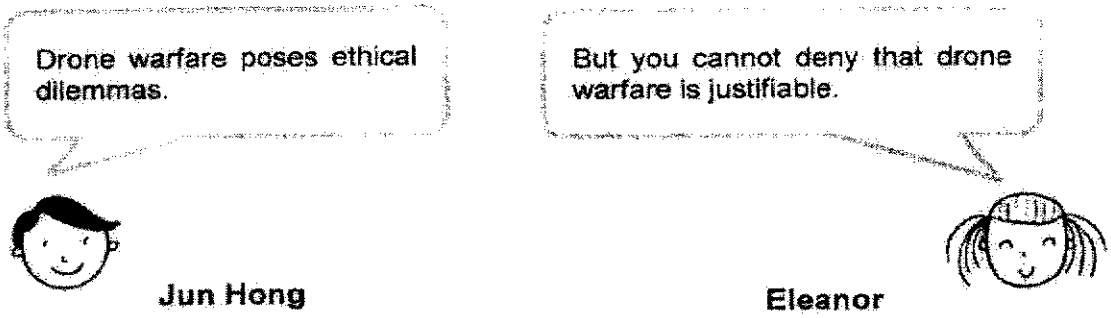
Purpose	Use
(i) Humanitarian	.....
(ii) Nefarious	.....

[2]

16 From Paragraph 2, give **one** key factor which makes drones effective surveillance tools.

..... [1]

17 Here is part of a conversation between two students, Jun Hong and Eleanor, who have read the article.



(a) Give **one** idea from Paragraph 2 to support Jun Hong's view.

..... [1]

(b) Give **two** pieces of evidence from Paragraph 2 which Eleanor can use to justify her position.

(i) .....

.....

(ii) .....

..... [2]

18 Which phrase in Paragraph 5 tells us that drone legislation is a daunting task?

..... [1]

19 From Paragraph 5, identify **two** mandatory regulations drone users have to adhere to.

(i) .....

.....

(ii) .....

..... [2]

20 **Using your own words as far as possible**, summarise the advantages and disadvantages of using drones.

Use only information from paragraphs 3 and 4.

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

One of the advantages for the use of drones is .....

Number of words: [15]

END OF PAPER

TANJONG KATONG SECONDARY SCHOOL
Preliminary Examination 2020
Secondary 4

CANDIDATE NAME			
CLASS		INDEX NUMBER	

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **4 August 2020**

1 hour 50 minutes

Candidates answer on the Question Paper Booklet.

Additional Materials: Insert

Sections A & B Mark Scheme

Section A [5 marks]

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

1 Who is the whole webpage aimed at?

The whole webpage is aimed at final-year undergraduates (or final-year university students) who wish to have a head start in their career. [1]

2 Refer to the section headed **Get a head start in your career**. Write down **two** phrases, of five words each, which might appeal to someone who appreciates having an edge in his or her career.

(i) 'stand out from the crowd'

(ii) 'differentiate yourself from your peers' [2]

3 In which way does the photograph below the heading **A sneak peek at one of our sought-after internships** highlight the writer's message in the text next to it?

The P&G internship allows interns to explore infinite possibilities. [1]

4 Refer to the section headed **A sneak peek at one of our sought-after internships**. What does the phrase 'few and far between' indicate about the Procter & Gamble (P&G) Internship?

The Procter & Gamble (P&G) Summer internship is rare to find. [1]

Other possible answers:
The Procter & Gamble (P&G) Summer internship is an opportunity hard to find.

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 13.

5 In Paragraph 2, the writer describes his experience as he crosses the Antarctica. Explain how the language used emphasises the extreme conditions in the Antarctica. Support your ideas with **three** details from the same paragraph.

'call of Antarctica is loud and clear: Go away' suggests the Antarctica is an unwelcoming place with **harsh/unflavorable/hostile/dangerous** conditions. [1]

'shriek of the hurtling winds' suggests that the wind was **blowing at very high speeds and force,** making an ear-piercing sound. [1]

'hostile, roaring silence' suggests that the surroundings had a **striking absence of sound which seemed threatening / oppressive/ unfriendly** [1]

'blizzard of numbing white' suggests that he was walking through a severe snowstorm and the **cold was paralysing** [1] [3]

(Any three answers. Do not accept quotations with no explanations. Key essential answers are in bold.)

6 'And that night, *it* got to me as I pulled my sled into a blizzard of numbing white' (lines 6-7). What does 'it' refer to?

The daily ache of his hands [1]

7 **(i)** In Paragraph 3, what does the phrase 'I'd made camp in storms and sun and wind' suggest about the writer?

He is a **seasoned** (best word) explorer who has travelled in various weather conditions. (consider accepting 'experienced') [1]

(ii) What is another phrase in paragraph 3 which conveys the same idea?

'muscle memory forged by repetition' [1]

8 'I rushed it. That was my second mistake.' (line 15)

(i) What is the effect of these two short sentences?

It creates a sense of suspense / foreboding. [1]

(ii) Explain fully what caused his 'mistake'.

He did not anchor one end of the tent to the shed because he was fatigued. (Accept answers that indicate that he had taken a short-cut as he was tired.) [1]

9 In paragraph 6, the writer describes 'I stood rigid as the horror of the scene coursed through my body, as though I'd stuck my finger in an electric socket, but it almost seems like slow motion — as the tent caught greater and greater force, like a kite or a sail. The muscles around my eyes twitched. My heart hammered in my chest, my fear an unstoppable snowball growing in the pit of my stomach.' (lines 22-26).

Identify words or phrases in the given sentences which suggest the writer's state of mind at that moment.

Descriptions	Words or phrases from passage
heightened senses	'almost seems **like slow motion**'
overwhelming panic	**'my fear an unstoppable snowball growing** in the pit of my stomach'

[2]

10 What is **(i)** unusual and **(ii)** effective about the phrase 'a waking nightmare' (line 28)?

(i) It is unusual because a nightmare occurs only when one is asleep but the writer was wide awake. [1]

(ii) It is effective because it **emphasises how terrified he must have felt**

as he was able to visualise losing his tent/his tent being blown away. [1]

11 Explain fully what possible fear does the writer have by being 'off the map' (line 33)?

As he was in uncharted territory/ in an area which was remote/far-flung [1], he was afraid he would not be able to get help easily. [1] [2]

12 What **two** qualities does the phrase 'fluttering, flapping colossal red monster' (line 34) suggest about the tent?

The tent was difficult to manage/uncontrollable [1] and it was very large or huge/gigantic/enormous/ in size [1] [2]

(Do not accept: big or large as 'colossal' has the meaning of extremely big')

13 The structure of the text reflects the sequence of events that unfolded during the writer's journey. Complete the flow chart by choosing one phrase from the box to summarise the main event of the journey described in each part of the text. There are some extra words in the box you do not need to use.

Sequence of events

fatal discovery	paralysing notions	hopeless struggle	familiar practice
solitary contemplation	perilous consequences	determined fight	

Flow chart

Paragraphs 1-2: (i) solitary contemplation

↓

Paragraph 3: (ii) familiar practice

↓

Paragraphs 4-6: (iii) perilous consequences

↓

Paragraphs 7-8: (iv) hopeless struggle

[4]

TANJONG KATONG SECONDARY SCHOOL
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CANDIDATE NAME			
CLASS		INDEX NUMBER	

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **4 August 2020**

1 hour 50 minutes

Candidates answer on the Question Paper Booklet.

Additional Materials: Insert

Section C
Mark Scheme

Section C [25 marks]

Students should try to answer in complete sentences as far as possible.

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 14 – 20.

14 What does the writer mean when he says drones are 'gaining traction' (line 4)?

He means that drones are becoming popular

or drones are more widely accepted/ used. [1]

Majority of the candidates answered this question correctly. This question requires candidates to know the meaning of the term 'gaining traction'. Incorrect or imprecise responses included: drones have more uses/ drones are gaining more attention or recognition or acknowledgement or attraction/ drones are ubiquitous/ drones are highly demanded by the public/ drones are becoming famous/ drones are advancing rapidly

15 In Paragraph 1, the writer gives examples of how drones are used.

Give an example of use for each purpose:

Purpose	Use
(i) Humanitarian	Disaster relief
(ii) Nefarious	Accessories to crimes

[2]

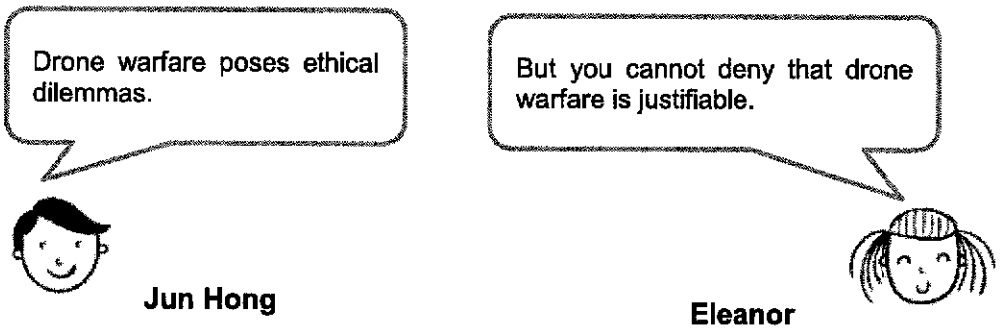
Although this is a literal question, sadly a number of candidates were unable to answer the question correctly as they did not know the meanings of the words 'humanitarian' and 'nefarious'. Some gave a laundry list of examples with only one of them being the correct answer, resulting in the problem of excess denied. Other incorrect responses included examples picked from paragraphs 3 and 4 even though the candidates were directed to paragraph 1. There was even some candidates who gave examples not in the passage for nefarious purposes such as 'commit theft by flying' and 'stealing items from a shop'.

16 From Paragraph 2, give **one** key factor which makes drones effective surveillance tools.

The key factor is stealth. [1]

Surprisingly, many candidates did not answer this question correctly. A number ignored the word 'one' which was in bold and gave all three factors listed in lines 9 and 10 – small, stealthy and nimble. For this question, candidates needed to consider which ONE factor would contribute to drones being effective surveillance tools. A small drone can be brightly coloured or noisy and hence need not necessarily be inconspicuous or unnoticeable. A drone which flies nimbly over enemy territory suggests speed and agility. Stealth is the best answer as it suggests a drone is quiet and unnoticeable.

17 Here is part of a conversation between two students, Jun Hong and Eleanor, who have read the article.



(a) Give **one** idea from Paragraph 2 to support Jun Hong's view.

Drone warfare often comes with civilian casualties. [1]

A large majority of the candidates answered this question correctly. However, it was disturbing that a significant number of them could not spell 'civilian' correctly even though the word is in the passage. The handful who did not answer this question correctly paraphrased Jun Hong's view by saying that 'critics have slammed drone warfare for being morally wrong'.

(b) Give **two** pieces of evidence from Paragraph 2 which Eleanor can use to justify her position.

(i) Drone warfare eliminates the trauma of combat casualties or prisoners

[2]

(ii) Drone warfare is

acceptable violence in self-defence. [2]

Surprisingly, many candidates only scored one mark for this question. Those who lost one mark did not manage to see that Eleanor could use the point 'drone warfare is acceptable violence in self-defence. Instead they focused on the same idea that drone warfare could eliminate the trauma of combat casualties or prisoners as they could be operated by soldiers in locations far from dangers of combat. Many split this idea into two and offered them as (i) and (ii). They would then only be given one mark. Some candidates lost the mark by adding in excess information to indicate that drone warfare is very precise which does not justify its use on moral grounds. Others offered the idea that drones can be built even after they are destroyed in combat which again does not morally justify their use. Others lost the marks as they did not specify which type of casualties was spared which was combat casualties. Not stating it clearly would suggest that civilian casualties are also eliminated which is not true. A few who attempted to paraphrase the evidence lost the mark to inaccurate paraphrasing. Candidates should be taught that they are not required to answer using their own words especially if the question asks for examples or evidence. This is reflected in the examination reports from Cambridge markers.

18 Which phrase in Paragraph 5 tells us that drone legislation is a daunting task?

The phrase is 'grappling with (regulatory issues related to drones)'. [1]

More than half the students correctly identified the phrase. However, they needed to learn to be precise as a number quoted the whole clause starting with 'most countries …' It was disappointing to note that a significant number did not know the meaning of 'grappling with' and could not see it implying that drone legislation was challenging. These candidates often chose the 'big' word 'ubiquitous' and the unfamiliar phrase 'in the pipeline'. The sad thing is words/phrases like 'grappling with', 'ubiquitous' and 'in the pipeline' had been vocabulary they had to learn for current affairs.

19 From Paragraph 5, identify **two** mandatory regulations drone users have to adhere to.

(i) Drones are banned from flying over most government facilities, near to residential areas or over places with high human traffic flow.

(ii) Drone users must register their drones should they exceed a stipulated size .....

or weight. ..... [2]

Most of the candidates gained two marks for this question. Those who lost the mark did not read closely enough. They gave the distractor 'drone pilots need to obtain a license'. Careful reading would reveal that this is not a confirmed regulation. A small number lost the mark to careless copying 'drones must not exceed a stipulated size or weight'.

20 **Using your own words as far as possible**, summarise the advantages and disadvantages of using drones.

Use only information from paragraphs 3 and 4.

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

One of the advantages for the use of drones is .....

From the passage (advantages)	In your own words
1. useful in conservation work due to a drone's ability to access areas where aircraft cannot	1. their ability to reach inaccessible places
2. puts it in the ideal position to capture high-resolution terrain data and provide researchers an unprecedented look at hard-to-reach places	2. to collect never-before-seen and sharp images for conservation work.
3. As drones can fly without causing a disturbance, researchers can conduct	

population counts of animals, and document material that would take days if not weeks or arduous work by hand.	3. In addition, drones can unobtrusively gather population data of animals effortlessly and quickly.
4. drones are also being deployed to monitor crises by capturing images and videos from the skies	4. In catastrophes, drones are deployed to monitor disaster grounds from vantage points,
5. to help them find safe routes for evacuation ...	5. identifying possible safer escape routes for victims from disaster zones and
6. drones are utilised to deliver aid materials such as food and vaccines to disaster hit zones, drastically reducing the time it takes to send these items to remote, rural locations as compared to land transportation.	6. promptly distributing aid resources to hard-to-reach disaster-hit areas,
7. The increased pace and accessibility of delivery can mean more lives saved.	7. thus reducing death tolls.

From the passage (disadvantages)	**In your own words**
8. a threat to public safety ... A primary concern is how drones fit into an already jammed airspace and densely populated cities without colliding with planes or crashing into buildings or crowds.	8. Drones can endanger the public by smashing into airplanes, property or people.
9. It alarms privacy advocates as well.	9. Drones compromise/invade the privacy of people
10. As government agencies enhance their surveillance operations on citizens with drones, people fear what will be captured and how this information will be used... critics believe that drones can be misused by civilians to spy on others	10. when government authorities or even civilians misuse them to secretly monitor/track people.

(Content: 8 / Style: 7)

Suggested summary:

One of the advantages for the use of drones is …
they can reach **inaccessible places** to collect **never-before-seen** and **sharp** images for conservation work. Unobtrusively, they also gather animals' population data **effortlessly** and **quickly**. Moreover, drones can monitor disaster grounds from **vantage points**, saving **more lives** by pinpointing **safer** escape routes and **promptly** distributing aid resources to **hard-to-reach** areas. One drawback is drones endanger the public's safety when they smash into airplanes, property or people. Furthermore, drones compromise people's privacy when authorities or civilians misuse them to secretly track people.

(10 points – 80 words)

Majority of the candidates made a reasonable attempt at the summary question. Candidates from some classes focused on identifying the correct ideas and lifted information directly from the text and interweaved the lifted material with some of their own words. These candidates would score 2 or 3 marks for style. Those who scored 4 or 5 marks attempted to paraphrase more of the key words.

Key gaps of the summary were:

1. **Lack of signposting of the disadvantages**
   There was a lack of signposting in the summaries. Students need to be reminded that there are two parts to this summary. Clear signposting (a transition sentence) needs to be given to 'inform' the examiner that one is starting on the second part of the summary, which in this case, is the disadvantages of using drones. A disturbing number of candidates did not include a transition sentence to signal the move from advantages to disadvantages. Most relied on the conjunction 'however' to do the job which was not sufficient as the word could simply signal a contrasting idea to the idea in the previous sentence. The lack of signposting is a problem mentioned in the examination reports from Cambridge markers every year. Candidates who did not signpost the distinction lost 2 to 3 marks in content.

2. **Overgeneralisation of ideas**
   A significant number of candidates tried to generalise the ideas in the passage. For example, they left out the context of conservation work when they included the idea of the drones' ability to reach inaccessible places to capture clear images not realising that without the context of environment conservation, it could be for spying purposes and would not be an advantage. Another example would be conducting population counts of animals and documenting information which were vaguely referred to as 'collecting and documenting information'.

3. **Lack of precision in describing the advantages and disadvantages**
   In keeping to the word count, many candidates chose to cross out the adjectives which were critical to describe the advantages and disadvantages. For example,

- Drones can capture terrain data and offer look at inaccessible places for conservation work – key words 'high-resolution' and 'unprecedented' are missing
- Drones can conduct animal population counts and document this information – key ideas of ease and speed are missing (comparisons with arduous work done by hand is mentioned in the passage)
- Drones can monitor crisis – idea of drones being in vantage positions high up in the sky is missing
- Drones can distribute aid resources to disaster-hit zones – ideas of speed and accessibility are missing (comparison with land transportation is mentioned in the passage)

Other gaps:

A few candidates resorted to listing the advantages and disadvantages. They need to realise that such a practice is frowned on by the Cambridge markers and they will receive 'zero' for their summaries. Candidates should learn to organise their ideas but not by listing.

There were a number of candidates who wrote their summaries using non-complete sentences (sentence fragments). The candidates must realise that in the O Level they would gain no marks for disjointed summaries even when written in paragraphs as they are simply note-form writing in disguise.

The stronger candidates attempted to substitute key words and paraphrased some sentences, but must be careful not to overdo it and distort the intended meaning. E.g. Many substituted 'spy on' with 'stalk' which have different meanings.

Some candidates had the problem of wrongly linking ideas which also resulted in the distortion of intended meaning. Many candidates were also not able to state points succinctly when the ideas were expanded and repeated in different words and examples given.

Quite a number of candidates forgot to ensure that there was coherence or continuity to the ten opening words given to help them start. The words stated 'One of the advantages ...' but many candidates gave more than one advantage in the first sentence.

A handful of candidates wrote far in excess of 80 words and were dishonest in reporting the number of words they had written. The additional words were crossed out and resulted in crucial points being omitted. Candidates need to know that the markers would count all summaries.

Candidate must ensure that they check their grammar and spelling before submission. There were a number of spelling errors despite the words being in the passage. Examples are 'inaccessible' spelt as 'unaccessible'. A disturbing number of candidates used 'it's' (contraction for 'it is') as the pronoun 'its'.

Candidates should be reminded to write in legible handwriting. It became almost impossible for the marker to decipher some candidates' bad handwriting. The same applies to a heavily corrected piece.