

Candidate's Name

Class

Register Number

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**SEMBAWANG SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

ENGLISH LANGUAGE

PAPER 1 WRITING

1128/01

06 May 2019

0800 – 0950

1 hour 50 minutes

INSERT**READ THESE INSTRUCTIONS FIRST**

Do not turn over this cover page until you are told to do so.

Write your name, class and register number on the cover page.

Write in dark blue or black pen.

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

This Insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** and **Section B** together using the string provided.

FOR EXAMINER'S USE	
Section A	/ 10
Section B	/ 30
Section C	/ 30
TOTAL	/ 70

PARENT'S SIGNATURE

Setter: Ms Heidi Low

This document consists of 2 printed pages including this cover page.

[Turn over]

Section A [10 marks]

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

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 p.m.at.....

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

Driverless cars used to be the sort of thing you would see in sci-fi
 films, since in 2018 they are becoming a reality. Self-driving cars **1**
 promises to create a new kind of leisure, offering passengers **2**
 additional time of reading books, writing emails, knitting, practising **3**
 an instrument, and a whole lot of other diversion. People who **4**
 previously were unable to drive themselves due to a certain form of **5**
 disability could experience a new kind of independence. With so **6**
 much interest in driverless technology, it is easier to assume that **7**
 driverless cars are imminence, but they are much further away than **8**
 we think. Before our roads are flood with such vehicles, **9**
 manufacturers must tackle a range of technical and ethic challenges, **10**
 and combat the biggest threat to autonomous technology: humans.

Adapted from 'Driverless cars of the future: How far away are we from autonomous cars?'. Alphr. alphr.com/cars/1001329/driverless-cars-of-the-future-how-far-away-are-we-from-autonomous-cars. 18 October 2018. Web. 14 March 2019.

Candidate's Name	Class	Register Number



**SEMBAWANG SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

ENGLISH LANGUAGE

PAPER 1 WRITING

QUESTION PAPER

1128/01

06 May 2019

0800 – 0950

1 hour 50 minutes

Additional Materials: Writing Paper
Insert

READ THESE INSTRUCTIONS FIRST

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Write your name, class and register number on the cover page.

Write in dark blue or black pen.

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

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

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, fasten **Section A** and **B** securely together using the string provided. Secure and submit **Section C** separately from Section A and B.

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

Setter: Ms Heidi Low

This document consists of **4** printed pages including this cover page.

[Turn over]

Section B [30 marks]

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

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





In recent weeks, the class committee has noticed that the overall morale of the class is low as many students have been feeling discouraged by their examination results. As a class leader, you will represent the class committee to deliver a speech to the class to raise motivation levels. Through some research, you concluded that the class has been suffering from a 'fixed mindset', and would therefore like to share with them the benefits of developing a 'growth mindset'.

Your speech must include the following details:

- your purpose for addressing the class based on your observations
- two problems your classmates may be facing and how they are caused by having a 'fixed mindset'
- two 'growth mindset' shifts they could adopt and how
- the positive change you hope to see in the coming days for the class

Write your speech in clear, accurate English and in an enthusiastic and warm tone, to show your classmates that you care for their well-being and encourage them to change their mindset.

You should use your own words as much as possible.

THE TWO MINDSETS: Our internal dialogue		
<p align="center">FIXED MINDSET</p> <p>If I am good enough, I should be able to do this well.</p>	<p>Central Belief</p> 	<p align="center">GROWTH MINDSET</p> <p>I am on a journey, and I can always do things better than before.</p>
<p>I am fearful of failure.</p> <p>This is too difficult for me.</p>	<p>Some Challenges</p> 	<p>Failure is a learning opportunity.</p> <p>If it is difficult, I must be learning a lot.</p>
<p>I tried that before and it was disastrous.</p> <p>If only I didn't make that mistake.</p>	<p>Obstacles</p> 	<p>I learnt so much in that setback.</p> <p>Mistakes are inevitable.</p>
<p>I'd rather not do anything in case I do something wrong.</p> <p>Energy is wasted on trying to find something to blame.</p>	<p>Overall Outcome</p> 	<p>I always become more and more competent.</p> <p>I thrive on challenges, and I am eager to learn more.</p>

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. 'The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.' Do you agree that bystanders are also guilty?
2. 'Raising awareness using social media does not help address issues.' Do you agree?
3. It has been said that parents are our first and most important teachers. Describe a time when you learnt a valuable lesson from one of your parents.
4. Write about a time you bounced back from adversity. What insights did you gain from that experience?

----- **END OF PAPER** -----

Candidate's Name

Class

Register Number

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**SEMBAWANG SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

ENGLISH LANGUAGE

PAPER 2 COMPREHENSION

1128/02

07 May 2019

0800 – 0950

1 hour 50 minutes

INSERT**READ THESE INSTRUCTIONS FIRST****Do not turn over this cover page until you are told to do so.**

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

Setter: Miss Denise Tan

 This document consists of 6 printed pages including this cover page.
[Turn over]

Section A

Text 1

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

WOMEN'S RIGHTS ARE HUMAN RIGHTS

INTERNATIONAL POSTERS ON GENDER-BASED INEQUALITY, VIOLENCE AND DISCRIMINATION

<p>Presented by National Public Housing Museum and ART WORKS Projects</p> <p>Opening Reception September 14th / 6:00 - 8:00 pm</p> <p>Archeworks Building 625 North Kingsbury Chicago, 60654</p>	<p>Featuring reflections on feminism and the urgency of this moment by Beth Richie, Nadine Naber, Lynette Jackson, Charlene Carruthers, and Bernardine Dohrn.</p> <p>Exhibition Dates September 14th - October 8th, 2017</p>
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Posters Exhibited



POSTER 1



POSTER 2

Women's rights are human rights: International posters on Gender-based Inequality, violence and discrimination is an exhibition that features posters created by both men and women to celebrate and acknowledge the vital role that all citizens play in protecting and promoting human rights.

Some of these posters challenge gender inequality and stereotypes, protect women and girls against brutality, promote women's empowerment, as well as their education and participation in the society.

Adapted from National Public Housing Museum. <http://www.nphm.org/programs/events/2017/9/14/opening-reception-for-womens-rights-are-human-rights-international-posters-on-gender-based-inequality-violence-and-discrimination>. Accessed 21 March 2019.

Section B

Text 2

The text below describes a close family friend of the writer. Read the text carefully and answer Questions 5 – 18 in the Question Booklet.

My Uncle

- 1 One of my father's business contacts became such a close family friend that my elder brother, Ravi, and I called him uncle to indicate respect and affection. When he was a young man, he was a champion competitive swimmer and he looked the part his whole life. Ravi once told me that, when our uncle was born, the doctor, to get him to start breathing, had to take him by the feet and swing him above his head round and round. "It forced all his flesh and blood to his upper body, Pi," said Ravi, wildly spinning his hand above his head. "That's why his chest is so thick and his legs are so skinny." To think that I believed him! 5
- 2 Even in his sixties, my uncle swam thirty lengths every morning at the local pool. He tried to teach my parents to swim, but he never got them to go beyond wading up to their knees at the beach and making absurd circular motions with their arms. This made them look as if they were walking through a jungle, spreading the tall grass ahead of them. Ravi was just as unenthusiastic. 10 15
- 3 To find a willing disciple, my uncle had to wait until I was old enough to learn how to swim which, he claimed, to my mother's distress, was at the age of seven. He brought me down to the beach, pointed seawards and said, somewhat extravagantly: 'This is my gift to you.' Under his watchful eye I lay on the beach and fluttered my legs, scratching away at the sand with my hands, turning my head at every stroke to breathe. I must have looked like a child throwing a peculiar, slow-motion tantrum. In the water, as he held me on the surface, I tried my best to swim. I was faithful to my aquatic guru. 20
- 4 When my uncle felt that I had progressed sufficiently, he decided we should turn our backs on the blue-green waves and the bubbly surf, and so we headed for the predictability and the flatness of the local swimming pool. I went there with him three times a week, on Mondays, Wednesdays and Fridays, an early morning ritual with clockwork regularity. Swimming instruction, in time becoming swimming practice, was gruelling, but there was the intense pleasure of doing a stroke with increasing ease and speed, over and over again, till I practically felt as if I were hypnotised, the water turning from molten lead to liquid light. It was on my own, a guilty pleasure, that I went sometimes to the sea, beckoned by the mighty waves that crashed down, and by the gentle tidal ripples that caught me. My gift to my uncle was two full lengths of the pool on my thirteenth birthday. I finished so spent I could hardly wave to him. 25 30 35
- 5 Beyond the activity of swimming, there was talk of it. It was the talk that my father loved. The more vigorously he resisted actually swimming, the more

- he fancied it. Swimming lore was his leisure talk, so different from the workaday talk of running his business. 40
- 6 My uncle had studied for two years in Paris. He liked to describe the Deligny pool; it was unfiltered and unheated but, he said, an Olympic pool is an Olympic pool. He spoke of indoor pools with roofs, open all year round, but these were often dingy and crowded. Then there were others which were bright and spacious, setting the standard for excellence in municipal pools. 45
- 7 But no swimming pool in his eyes matched the splendour of the Molitor pool, about which he was prone to impossible exaggerations. It had the best swimming club in Paris, a section reserved for swimmers who wanted to swim lengths, and was as big as a small ocean. Wooden changing cabins, blue and white, surrounded the pool on two floors. The porters who marked your cabin door with chalk to show it was occupied were friendly and no amount of shouting or tomfoolery ever ruffled them. The showers gushed hot, soothing water; there was an exercise room, there was a cafeteria. It was, it was... it was the only pool that made my uncle fall silent, his memory swimming too many lengths to mention. My uncle remembered, my father dreamed. 50
55

Adapted from: Martel, Yann. *Life of Pi*. Knopf Canada, 2001.

Section C

Text 3

The text below describes the implementation efforts in the campaign against the use of plastic straws and its consequences. Read the text carefully and answer Questions 19 – 27 in the Question Booklet.

Straws

- 1 If we're to believe the many, many headlines, this might just be the year that the world kicks its plastic straw habit. In recent months, seemingly every major company, several American cities, and smug Instagrammers have pledged to ditch their plastic straws, leading to considerable media coverage. The effort first saw huge spikes in interest early last year, around the same time that anti-plastic groups like the Surfrider Foundation announced country-wide campaigns to eliminate straws. 5

- 2 Now, with Starbucks also declaring that it will abandon plastic straws by 2020 in favour of sippy cup lids and compostable plastic straws, the rest of the food industry will likely be even more compelled to take up the anti-straw cause. So how did we get here? More importantly, will these changes last? 10

- 3 After 10 years of plastic reduction efforts, Seattle became one of the first major cities to implement a ban on plastic straws and utensils. Under the new ruling, businesses may only give out compostable utensils and straws, or face a \$250 penalty. Oakland approved a new ruling in May 2018 to ban plastic straws, while cities like Miami Beach have enacted partial bans directed at businesses near beaches. A New York City council member has also proposed a ban on plastic straws. States including California have proposed bills limiting the distribution of single-use straws. Hawaii is seemingly a natural fit for a straw ban thanks to its tourism industry's reliance on stunning beaches, but the state's proposed straw ban was killed after vehement objections from the restaurant community. Around the world, Taiwan and Scotland are also in the process of implementing bans on pesky plastic products. 15
20

- 4 Do bans work? Well, they certainly cannot hurt. Straw bans and their more lenient cousin, straw-upon-request laws, force industries and consumers to rethink their consumption. Many of the large companies announcing new straw policies did so after cities or countries where they had stores decided to implement tighter regulations on single-use plastics. 25

- 5 However, it is important to note that most cities do not have the infrastructure for composting biodegradable utensils, and not all products marketed as compostable actually biodegrade. Also, bans present challenges for small-business owners who are forced to invest in more costly alternatives, or cut back more drastically: In response to Seattle's ban, Greek restaurant Grecian Corner stopped handing out single-use utensils altogether. Elsewhere, a Seattle bubble tea vendor reported having trouble finding straws that could handle slurping tapioca pearls. 30
35

- 6 For many people, plastic straws are an issue of convenience, but for some people with disabilities, they are a matter of safety and independence. Advocates for people with disabilities say that plastic single-use straws — particularly those with a bend — are essential tools that allow people with limited mobility to drink. Alternatives like compostable and paper straws are not resilient enough for many people with disabilities to use. Inflexible metal straws, even those with a bend, are also not ideal for people because they can transfer heat from hot and cold beverages, posing a potential safety risk. Hard reusable silicone and metal straws also pose dangers for people with difficulties controlling their bite. 40
- 7 When businesses remove plastic and flexible plastic straws as an option, they are limiting the experiences of these consumers. In the case of Seattle, the ban does include a waiver for businesses that provide flexible, plastic straws for people that need them; however, very few people are aware of this. 50
- 8 While movement to eliminate plastic bags from stores largely focused on banning campaigns, straw activists took a different tactic: appealing directly to the food and beverage industry. This has given the sweeping changes over the past 18 months the feeling of a grassroots movement.

Adapted from: H Brenna. (2018, July 12) Why the World Is Hating on Plastic Straws Right Now. Retrieved from <https://www.eater.com/2018/7/12/17555880/plastic-straws-environment-pollution-banned-alternatives-ocean-sea-turtle-viral-video>

Candidate's Name

Class

Register Number

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**SEMBAWANG SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

ENGLISH LANGUAGE

PAPER 2 COMPREHENSION

1128/02

07 May 2019

0800 – 0950

1 hour 50 minutes

QUESTION BOOKLET**READ THESE INSTRUCTIONS FIRST**

Do not turn over this cover page until you are told to do so.

Write your name, class and register number on the cover page.

Write in dark blue or black pen.

Do not use stapler, paper clips, highlighters, 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	/ 5
Section B	/ 20
Section C	/ 25
TOTAL	/ 50

PARENT'S SIGNATURE

Setter: Miss Denise Tan

This document consists of **8** printed pages including this cover page.

[Turn over]

Section A [5 marks]

Text 1

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

1 Who is the target audience of the flyer?
..... [1]

2 Referring to the section above the two posters, quote a word which suggests the pressing nature of the issue of gender inequality.
..... [1]

3 Which women’s right is represented in Poster 1?
..... [1]

4 Explain how Poster 2 represents women's rights.
.....
.....
.....
..... [2]

Section B [20 marks]**Text 2**

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 18.

- 5 The boys' uncle 'looked the part his whole life.' (line 4)

What 'part' did he look?

..... [1]

- 6 From Paragraph 1, why do you think Pi believed Ravi's story about their uncle when he was younger?

.....
 [1]

- 7 'This made them look as if they were walking through a jungle, spreading the tall grass ahead of them.' (lines 13 – 14)

How is the language used here effective in showing that the writer's parents could not swim?

.....
 [1]

- 8 From Paragraph 3, why was the mother in distress?

..... [1]

- 9 How did the writer show he was 'faithful' (line 23)?

..... [1]

- 10 What does the word 'guru' (line 23) suggest about how the writer views his uncle?

..... [1]

11 In Paragraph 4, the writer recounts the progress he made in swimming. Explain how the language used makes him seem skilful. Support your ideas with **two** details from Paragraph 4.

.....
.....
.....
..... [2]

12 From Paragraph 4, what kept the writer going even though swimming was extremely demanding? **Answer in your own words.**

.....
.....
..... [2]

13 From Paragraph 4, identify **two** synonyms of 'exhausted'.

(i) [1]
(ii) [1]

14 'Beyond the activity of swimming, there was talk of it.' (line 37)

What does 'it' refer to?

..... [1]

15 According to Paragraph 6, what are the **two** differing views of indoor pools?

View 1:
View 2: [1]

16 '...no amount of shouting or tomfoolery ever ruffled them' (lines 51 – 52)

What does this suggest about the attitude of the porters?

..... [1]

17 What was the 'only pool' (line 54) that made his uncle fall silent?

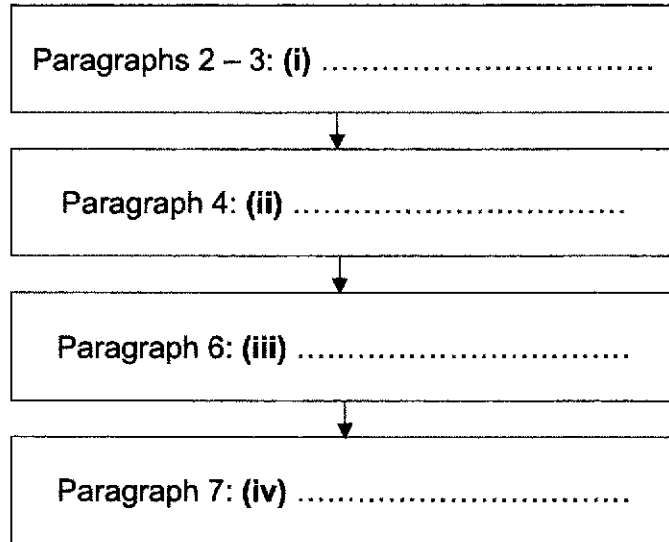
..... [1]

18 The structure of the text reflects the writer's view of the activity of swimming gleaned from his own experiences and listening to others' experiences. Complete the flow chart by choosing one word from the box to summarise the writer's view described in each part of the text. There are some extra words in the box you do not need to use.

Writer's View

luxurious	satisfying
foreign	idle
unpleasant	varied

Flow Chart



[4]

Section C [25 marks]

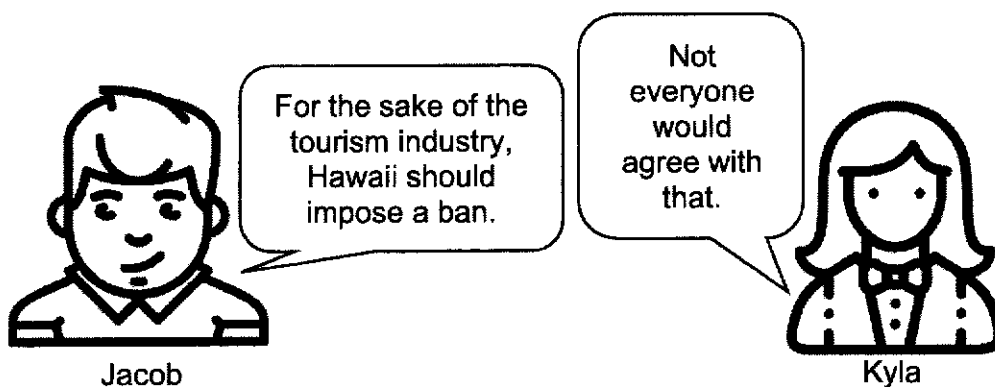
Text 3

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 19 – 27.

- 19 According to Paragraph 2, how will Starbucks' decision to stop providing plastic straws affect the food industry? **Answer in your own words.**

.....
 [1]

- 20 Here is a part of a conversation between two students, Jacob and Kyla, who have read the article.



- (i) How would Jacob explain his position with reference to Paragraph 3?

.....
 [2]

- (ii) Identify **one** piece of evidence from Paragraph 3 that Kyla can give to support her view.

.....
 [1]

- 21 What does the word 'pesky' (line 23) tell you about how the writer views plastic products?

..... [1]

22 'Well, they certainly cannot hurt.' (line 24)

What does this tell you about the writer's view on the effectiveness of bans?

..... [1]

23 From Paragraph 6, what are the **two** views held by people regarding the use of plastic straws?

View 1:

View 2: [1]

24 Quote a word in the same paragraph that is an antonym of 'safety' (line 38).

..... [1]

25 From Paragraph 6, why are compostable and paper straws unsuitable for use by people with disabilities? **Answer in your own words.**

..... [1]

26 After reading the entire article, how does the writer feel about the future of reducing the use of plastic straws?

..... [1]

27 **Using your own words as far as possible**, summarise the challenges faced in the implementation efforts against the use of single-use plastic straws.

Use only information from Paragraphs 5 to 7.

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).

In the midst of the implementation efforts, one challenge faced

.....
.....
.....
.....



**SEMBAWANG SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

ENGLISH LANGUAGE

PAPER 1 WRITING

ANSWER SCHEME

1128/01

26 April 2019

0745 – 0935

1 hour 50 minutes

Setter: Ms Heidi Low

This document consists of 2 printed pages including this cover page.

[Turn over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about driverless cars. 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.

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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 p.m.at..

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

Driverless cars used to be the sort of thing you would see in sci-fi films, **since** in 2018 they are becoming a reality. Self-driving cars **1 but (conjunction)**
promises to create a new kind of leisure, offering passengers **2 promise (SVA)**
 additional time **of** reading books, writing emails, knitting, practising **3 for (preposition)**
 an instrument, and a whole lot of other **diversion**. People who **4 diversions (plural)**
 previously were unable to drive themselves due to a certain form of **5 ✓**
 disability could experience a new kind of independence. With so **6 ✓**
 much interest in driverless technology, it is **easier** to assume that **7 easy (comparative)**
 driverless cars are **imminence**, but they are much further away than **8 imminent (WF)**
 we think. Before our roads are **flood** with such vehicles, **9 flooded (tense)**
 manufacturers must tackle a range of technical and **ethic** challenges, **10 ethical (WF)**
 and combat the biggest threat to autonomous technology: humans.

Adapted from 'Driverless cars of the future: How far away are we from autonomous cars?'. Alphr. alphr.com/cars/1001329/driverless-cars-of-the-future-how-far-away-are-we-from-autonomous-cars. 18 October 2018. Web. 14 March 2019.

**Sembawang Secondary School
2019 Mid-Year Examination
Marker's Report**

**SECONDARY 3 EXPRESS
PAPER 1**

Marker(s): Heidi, Selvi, Stella

Section A: Editing

General Observations/Issues

- *Most students could not identify the error for Question 1. This shows that they are not making sense of the meaning conveyed in the text. A few who could spot the error wrote 'however', instead of 'but'.*
- *A number of students corrected 'promises' to 'promised' in Question 2. Little awareness of language features of information text.*
- *Many wrongly identified 'tackle' as the error in Question 10 and changed it to 'tackled'.*
- *A handful of students were able to spot something amiss in Question 10 with 'technical and ethic' but they were unable to provide the correct answer. A couple misspelled 'ethical', a few changed 'technical' instead.*
- *Questions 3 and 9 generally well done.*

Section B: Situational Writing

Strengths

- Task fulfillment generally in the range of Band 2-3: students showed sufficient awareness of purpose, context and audience & everyone referred to visual text info
- Use of informal, friendly tone and pronouns 'you' and 'our' to engage audience
- Use of varied sentence structures: questions at the beginning, imperatives at the end to engage audience
- Started with greeting and purpose, ended with call to action and thanks
- 1st bullet point well addressed

AFIs

- Use of tense (mostly simple present or present perfect) generally accurate
- Heavy lifting from visual text without elaborating with own ideas
- 2nd bullet point: did not show relationship between the problems and fixed mindset; some confusion as to which is the cause and which is the consequence
- 3rd bullet point: 'how' not specific enough
- Many did not address 4th bullet point at all
- Confusion between 'discourage' (V) and 'discouraged' (Adj)

<ul style="list-style-type: none"> ● paragraphing and organisation of information was clear 	<ul style="list-style-type: none"> ● Repetitive use of “you guys” in a lot of writing ● Vocabulary in general was lacklustre and did not show variety or ambition ● Quite a handful misspelled ‘committee’ even though the word was provided in the question ● While students were generally able to grasp the concept of an informal tone with their peers, they did not fully capitalise on presenting an “enthusiastic and warm tone” through their use of language. Some ended up sounding rather demanding and forceful in their attempt to be enthusiastic.
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You may provide your feedback using the Assessment Criteria as a guide for Section C. There is no need to address all bullet points.

- Accuracy of language in terms of sentence structure, grammar, spelling and punctuation
- Appropriate use of varied vocabulary
- Clarity of expression and organisation
- Relevance of content
- Appropriateness of register and tone

Section C: Continuous Writing

General Observations

- 80% of students selected Qn. 3. Similar for 3IN1
- No one chose Qn. 4 although it was the same text type as Qn. 3 (probably because they didn't know what 'adversity' meant). Only one student attempted Qn 4 from 3IN1.
- Question 1: Students described the actions of bystanders e.g. taking videos, but did not discuss the impact of their actions or inaction which makes them guilty. For 3N1, 1 or 2 students did present convincing arguments on how criminals should be taken to task instead of bystanders.
- Question 2: Students gave superficial responses about how social media does not have that much of a reach since some people do not have such accounts. They could relate to 'raising awareness' but no one could explain why social media is an effective (or not) platform to address issues. Students did not interpret what it meant to 'address issues'.
- Question 3: A significant number of students did not zoom-in on the moment of revelation (lesson learnt) but superficially covered it. A number of students also described lesson learnt from an experience rather than from their parents.

Strengths

AFIs

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Argumentative - everyone has a stand ● 50% could develop their ideas logically in PEEL structure ● Most students used sequence connectors to organise the ideas ● Most students showed awareness in using descriptive language for reflective recount ● For Qn 2, students were able to present better examples due to their familiarity with the topic. The stronger students did mention as long as there was some form of impact and even if the action was only carried out by 1 person, it did serve as a start to address the issue. ● They quoted examples of the Me Too movement, terrorist attacks and environmental efforts to substantiate their points. ● Students who attempted Qn 3 fared slightly better as many of them tapped on their personal experiences and the emotions involved were aptly conveyed. | <ul style="list-style-type: none"> ● Not all points in body paragraphs support the stand ● Run-on sentences are quite common ● Expression tends to be convoluted and repetitive ● With the exception of a few, tenses are generally accurate: past tense for personal recount, and present for presenting an argument ● Students are using single quotation marks for dialogue and some of them are still unaware of the appropriate punctuation marks to be used for dialogue ● Several pieces were incomplete for the expository pieces with the lack of counter arguments and concluding paragraphs. ● One student wrote the expository essay as a personal recount instead. ● The use of contractions in the body of the essay is another issue. ● Illegible handwriting was an issue for several scripts marring the marker's ability to decipher what the student was attempting to convey. |
|---|--|



**SEMBAWANG SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

ENGLISH LANGUAGE

PAPER 2 COMPREHENSION

ANSWER SCHEME

1128/02

07 May 2019

0800 – 0950

1 hour 50 minutes

- *For questions that require students to quote from text, no mark awarded for misspelling.*
- *For questions that require quotation marks, only deduct 1 mark from overall regardless of how many times they forgot to use quotation marks, if student gets at least one of the question correct.*
- *For summary question, do not penalize students if not written in complete sentences. We could add a comment to do so in the future.*

Setter: Miss Denise Tan

This document consists of 9 printed pages including this cover page.

[Turn over]

Section A [5 marks]

Text 1

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

1 Who is the target audience of the flyer?

Feminists OR People who are interested in feminism/gender (in)equality/women's rights.

DNA 'women' / 'discriminated women' / 'people who want to visit the exhibition'

Answer needs to state the area that people are interested in. [1]

2 Referring to the section above the two posters, quote a word which suggests the pressing nature of the issue of gender inequality.

The word is "urgency".

DNA spelling errors [1]

3 Which women's right is represented in Poster 1?

Participation in the society/Being heard/The right/ability to vote [1]

DNA: voting / protesting / promoting women's empowerment

4 Explain how Poster 2 represents women's rights.

1m for describing image accurately, 1m for identifying the right accurately

The poster shows a woman whose mortar board/ (graduation) hat is being cut off [1] which represents women's right to education / how women (should) have a right / access to education / study (which should not be restricted). [1]

Also accept for 2nd part: society should not stop a girl's education / persuading others to give women education

**DNA: shows that women are not given the right to study
Answer needs to come from the point of view of women's right and not what they do not have access to.** [2]

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 18.

- 5 The boys' uncle 'looked the part his whole life.' (line 4)

What 'part' did he look?

He was (muscular like) a champion competitive swimmer.

DNA: looked young / thick chest and skinny legs [1]

- 6 From Paragraph 1, why do you think Pi believed Ravi's story about their uncle when he was younger?

He was gullible/naïve/simple-minded as a child. / He respected his brother and believed whatever he said. / He trusted his brother.

Accept any reasonable answer. Answer should be from Pi's POV, not his brother or what his brother did.

DNA: his uncle had a thick chest and skinny legs just like what his brother described [1]

- 7 'This made them look as if they were walking through a jungle, spreading the tall grass ahead of them.' (lines 13 – 14)

How is the language used here effective in showing that the writer's parents could not swim?

It creates humour / exaggerates the fact that his parents cannot swim / makes the story funny by describing the parents swimming this way. [1]

DNA: clumsily mimicking the actions / shows that the parents had difficulty swimming

Answer needs to explain the effect which is comical and not mentioning what is already stated in the question about his parents' inability to swim.

- 8 From Paragraph 3, why was the mother in distress?

She felt that he was too young to learn how to swim.

[1]

DNA: afraid he will be hurt / the sea was too dangerous / worried for his safety / he was only seven years old (doesn't show if it's too old or young?)

- 9 How did the writer show he was 'faithful' (line 23)?

He tried his best to swim / never gave up / still tried to swim / continue to try to swim.

[1]

DNA: tried to swim (doesn't show putting in best effort)

- 10 What does the word 'guru' (line 23) suggest about how the writer views his uncle?

He respected / admired his uncle. / He saw him as a mentor / teacher.

Also accept: thinks highly of his uncle / found his uncle inspiring / knowledgeable / wise / saw him as a master / expert / coach / capable of teaching

DNA: professional swimmer / hero / role model

[1]

- 11 In Paragraph 4, the writer recounts the progress he made in swimming. Explain how the language used makes him seem skilful. Support your ideas with **two** details from Paragraph 4.

'the water turning from molten lead to liquid light' suggests he was able to swim at great speed with little resistance from the water / better than before. [1]

'the gentle tidal ripples that caught me' suggests he was so familiar with the water/ swimming that he could swim in tandem/ rhythm with the waves. [1]

[2]

DNA: suggests that swimming was easier for him (doesn't explain how being easier makes him skilful)

- 12 From Paragraph 4, what kept the writer going even though swimming was extremely demanding? **Answer in your own words.**

From the text: 'there was the intense pleasure of doing a stroke with increasing ease and speed'

The sense of achievement / satisfaction / immense joy [1] of being able to swim more effortlessly / faster / better. [1]

[2]

DNA: enjoyment for 'intense pleasure'

- 13 From Paragraph 4, identify **two** synonyms of 'exhausted'.

- (i) 'gruelling' [1]
 (ii) 'spent' [1] [2]

DNA: more than one word as it's not a synonym

- 14 'Beyond the activity of swimming, there was talk of it.' (line 37)

What does 'it' refer to?

'it' refers to swimming / the activity of swimming. [1]

DNA: swimming lore / talk of swimming

- 15 According to Paragraph 6, what are the **two** differing views of indoor pools?

View 1: dingy and crowded / dingy / crowded

View 2: bright and spacious / bright / spacious

Answers must correspond to the respective differing view. DNA excess quoting and giving multiple views which require examiner to choose. [1]

- 16 '...no amount of shouting or tomfoolery ever ruffled them' (lines 51 – 52)

What does this suggest about the attitude of the porters?

They were unaffected / indifferent / unconcerned / tolerant / not easily irritated / unbothered by the shouting and tomfoolery. [1]

DNA: confident / impartial / always composed / calm / civil

- 17 What was the 'only pool' (line 54) that made his uncle fall silent?

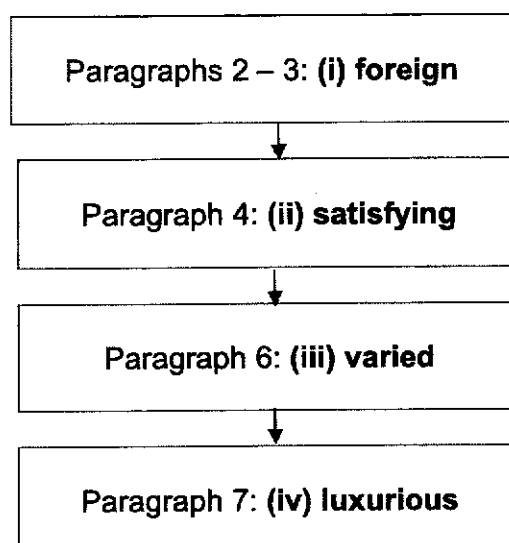
The Molitor pool. [1]

- 18 The structure of the text reflects the writer's view of the activity of swimming gleaned from his own experiences and listening to others' experiences. Complete the flow chart by choosing one word from the box to summarise the writer's view described in each part of the text. There are some extra words in the box you do not need to use.

Writer's View

luxurious	satisfying
foreign	idle
unpleasant	varied

Flow Chart



DNA answers that are spelt wrongly.

[4]

Section C [25 marks]

Text 3

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 19 – 27.

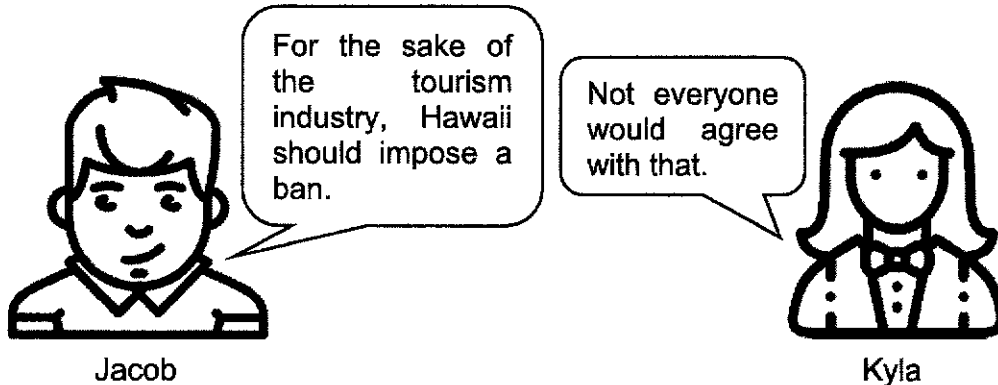
- 19 According to Paragraph 2, how will Starbucks' decision to stop providing plastic straws affect the food industry? **Answer in your own words.**

From text: the rest of the food industry will likely be even more compelled to take up the anti-straw cause

The rest of the food industry will be **obliged/ forced (to follow)** to stop using/ drop plastic straws as well. [1]

DNA: will follow / influence / encourage / be willing to / make them more aware. Answers need to bring out the meaning of 'compelled'

- 20 Here is a part of a conversation between two students, Jacob and Kyla, who have read the article.



- (i) How would Jacob explain his position with reference to Paragraph 3?

A straw ban would keep the beaches cleaner [1] which would make it more attractive to tourists. [1]

Only give 1 mark for quoting without explaining: 'Hawaii is seemingly a natural fit for a straw ban thanks to its tourism industry's reliance on stunning beaches' [2]

- (ii) Identify one piece of evidence from Paragraph 3 that Kyla can give to support her view.

Restaurants in Hawaii are against the ban / 'the state's proposed straw ban was killed after vehement objections from the restaurant community' [1]

- 21 What does the word 'pesky' (line 23) tell you about how the writer views plastic products?

The writer views plastic products as irritating/annoying/troublesome.

DNA: a disturbance / difficult to get rid of (plastic products cannot do the action of disturbing others) [1]

- 22 'Well, they certainly cannot hurt.' (line 24)

What does this tell you about the writer's view on the effectiveness of bans?

He is unsure / doubtful / uncertain whether the bans would work.

DNA: Bans may not be the best / only solution / are not completely useful / are not effective [1]

- 23 From Paragraph 6, what are the **two** views held by people regarding the use of plastic straws?

View 1: plastic straws are an issue of convenience

View 2: a matter of safety and independence (answer must have both) [1]

- 24 Quote a word in the same paragraph that is an antonym of 'safety' (line 38).

'dangers' / 'risk'

DNA: spelling error [1]

- 25 From Paragraph 6, why are compostable and paper straws unsuitable for use by people with disabilities? **Answer in your own words.**

From text: 'not resilient enough for many people with disabilities to use'

They are not durable/strong enough for long term use. / They do not last long enough. [1]

- 26 After reading the entire article, how does the writer feel about the future of reducing the use of plastic straws?

He feels hopeful / is optimistic. [1]

Also accept: the future of reducing the use of plastic straws will be successful / it is possible to reduce the use of plastic straws.

Answers should actually state what the writer is feeling and not what the future of the issue is.

- 27 **Using your own words as far as possible**, summarise the challenges faced in the implementation efforts against the use of single-use plastic straws.

Use only information from Paragraphs 5 to 7.

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).

	From passage	Paraphrased
1	most cities do not have the infrastructure for composting biodegradable utensils	is the lack of resources for composting biodegradable alternatives in most places,
2	not all products marketed as compostable actually biodegrade	apart from the fact that some of these alternatives cannot be broken down.
3	Small-business owners are forced to invest in more costly alternatives	Smaller operators either spend more to acquire these alternatives,
4	or cut back more drastically/ stop handing out straws altogether	or they do away with straws entirely.
5	People with disabilities rely on plastic straws to drink as	However, this does not bode well for the less abled who heavily rely on plastic straws
6	metal straws pose a heat transfer risk,	as metal straws may burn users,
7	and harder straws can injure those with difficulties controlling their bite.	harder straws can injure those who cannot control their bite,
8	Paper straws are not resilient enough.	and paper straws disintegrate too easily.
9	Very few people are aware that exceptions may be made for those who require the use of straws.	In addition, many people are unaware that straws may be provided upon request for those who need them.
10	Limits the experience of consumers	Users' experience is compromised.

In the midst of the implementation efforts, one challenge faced is the lack of resources for composting biodegradable alternatives in most places, apart from the fact that some of these alternatives cannot be broken down. Smaller operators either spend more to acquire these alternatives, or they do away with straws entirely. However, this does not bode well for the less abled who heavily rely on plastic straws as metal straws may burn users, harder straws can injure those who cannot control their bite, and paper straws disintegrate too easily.
(79 words)

Table of Specifications

Section	Question Type	Question number	Marks	Total Marks
Section A [5 marks]	Inferential	Q1	1	4
		Q3	1	
		Q4	2	
	Vocabulary	Q2	1	1
Section B [20 marks]	Literal	Q5	1	5
		Q8	1	
		Q9	1	
		Q15	1	
		Q17	1	
	Inferential	Q6	1	2
		Q16	1	
	Vocabulary	Q12	2	4
		Q13	2	
	Language Use	Q7	1	4
		Q10	1	
Q11		2		
Reference	Q14	1	1	
Global	Q18	4	4	
Section C [25 marks]	Literal	Q20(ii)	1	2
		Q23	1	
	Inferential	Q20(i)	2	4
		Q22	1	
		Q26	1	
	Vocabulary	Q19	1	3
		Q24	1	
		Q25	1	
Language Use	Q21	1	1	
Summary	Q27	15	15	