

Name of Candidate: _____ ()

Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

Date: 19 August, 2021

Duration: 1 hr 50 min

Time: **0745h – 0935h**

Additional Materials: Writing Paper

Read these instructions first.

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

Write in dark blue or black pen on both sides of the paper.

Do not use staples, 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.

For Section B and Section C, write your answers on the writing paper provided.

At the end of the examination, **hand in the three sections separately.**

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

Section A [10 marks]

Question 1

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

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

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

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

Examples:

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

My mother always wears sensible clothes. ✓

Singaporean to the core, conjuring up sights and smells instantly recognisable
to locals everywhere, the nation's hawker culture had been officially added to the 1. _____
Unesco Representative List of the Intangible Cultural Heritage of Humanity. On 2. _____
virtual meeting that took place last night, a 24-member international 3. _____
committee unanimously accepted Singapore's application to have this tradition 4. _____
be internationally recognised. The process took all of three minutes, before nearly 5. _____
three years of work by variously agencies and associations. As Singapore's 6. _____
application fulfilled all criteria, it was decided that there was no need for debate 7. _____
on it at a 15th session of the intergovernmental committee. The successful 8. _____
nomination meant Singapore now has its first item on the intangible cultural 9. _____
heritage list, who currently has more than 460 entries, including yoga in India, the 10. _____
tango in Argentina, and Belgian beer.

Section B [30 marks]

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

Question 2

You should look at the printout of a webpage on page 4. Study the information carefully and plan your answer before beginning to write.

You have seen the National Schools Healthy Living Challenge 2021 website. Several Sports Leaders in your school, including you, think it is a good idea to sign the school up for the challenge to promote healthy living in a fun and engaging way. The Sports Leaders have nominated you to propose this challenge to the school.

Write an email to the Head of Department for Physical Education (HOD/PE) of your school to convince her to sign the school up, stating clearly:

- which of the two challenges the Sports Leaders would like the school to sign up for
- what the challenge the Sports Leaders have chosen is about
- how the Sports Leaders will convince as many students as possible to take part in the challenge
- how the challenge will help participants to keep fit in a fun and engaging way.

Write your email in clear, accurate English. Your tone should be polite and persuasive to convince the HOD/PE that the challenge will be beneficial to the school.

You should **use your own words** as much as possible.



Is your school fit enough to win?

Rally your school together to take part in ONE of these mass participation challenges. The winning school for each challenge takes home the National Schools Healthy Living Challenge 2021 trophy!

School Steps Challenge



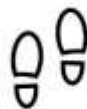
Feel good as a school when you sign up for the School Steps Challenge! Accumulate as many steps as your school can and win!

How to take part



1. Gather as many participants as possible in your school to take part.
2. Each participant will be issued with a step tracker.
3. The school with the most number of steps at the end of the month-long competition period wins.

Benefits for participants



- Burns calories
- Reduces risks of heart diseases
- Improves mood

K-Pop Mass Dance Challenge



Dance along to popular K-Pop music as a school. Hold a mass K-Pop dance event at your school field with as many participants as possible to win!

How to take part



1. Gather as many participants as possible in your school to learn the dance moves in our instructional video.
2. Invite our official judge to your school on the event day and record your school performing the dance.
3. The school with the most number of dancers wins.

Benefits for participants



- Learn K-Pop dance choreography
- Tones the entire body
- Improves self-image

If you think your school has what it takes to win the National Schools Healthy Living Challenge 2021 trophy, get a teacher from your school to sign the school up NOW at www.nshlc2021.sg/registration

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.

Questions 3-6

- 3 'I really want to do this again.' Write about a time when you felt like this.
- 4 'It is better to ask for advice from your parents than from your friends.' What are your views?
- 5 Describe a place you wish to visit in the near future. Why are you so keen to visit it?
- 6 'The modern lifestyle has made us lazy.' Do you agree?

END OF PAPER

ANSWERS

Section A – 10 marks

Singaporean to the core, conjuring up sights and smells instantly recognisable to locals everywhere, the nation's hawker culture **had** been officially added to the Unesco Representative List of the Intangible Cultural Heritage of Humanity. **On** virtual **meeting** that took place last night, a 24-member international committee unanimously accepted Singapore's application to have this tradition be internationally recognised. The process took all of three minutes, **before** nearly three years of work by **variously** agencies and associations. As Singapore's application fulfilled all criteria, it was decided that there was no need for debate on it at **a** 15th session of the intergovernmental committee. The successful nomination **meant** Singapore now has its first item on the intangible cultural heritage list, **who** currently has more than 460 entries, including yoga in India, the tango in Argentina, and Belgian beer.

1. has (tense)
2. In/During (prep)
3. meetings
4. ✓
5. after (prep)
6. various (adj)
7. ✓
8. the (det)
9. means
10. which (pron)

Section B [Situational Writing] – 30 marks
For Language Use (20 marks): UCLES Band Descriptors
For Task Fulfilment (10 marks) Consider:

Purpose	To write an email to the HOD/PE to convince her to sign the school up for the National Schools Healthy Living Challenge 2021									
Audience	HOD/PE									
Context	Several Sports Leaders in your school, including you, think it is a good idea to sign the school up for the National Schools Healthy Living Challenge 2021 to promote healthy living in a fun and engaging way. The Sports Leaders have nominated you to propose this challenge to the school.									
Text Type	Proposal									
Format	Email (formal)									
Tone	Polite and persuasive									
Register	Formal									
Task	<p>In the email, state clearly</p> <ul style="list-style-type: none"> • which of the two challenges the Sports Leaders would like the school to sign up for • what the challenge the Sports Leaders have chosen is about • how the Sports Leaders will convince as many students as possible to take part in the challenge • how the challenge will help participants to keep fit in a fun and engaging way 									
Possible Approach	<p>Paragraph 1: Explain to HOD/PE that several Sports Leaders and you are proposing that the school participates in National Schools Healthy Living Challenge 2021.</p> <p>Paragraph 2: State which of the two challenges you would like to sign the school up for and what the challenge is about. (bullet points 1 & 2)</p> <table border="1" data-bbox="347 1182 1390 1489"> <thead> <tr> <th>School Steps Challenge</th> <th>K-Pop Mass Dance Challenge</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - The school has to gather as many participants as possible to take part. - Participants will be issued with a step tracker. - Participants need to be encouraged to clock steps as the school with the most number of steps at the end of the competition period wins. </td> <td> <ul style="list-style-type: none"> - The school has to gather as many participants as possible to take part. - On the day of the mass dance, the school has to invite the official judge to school and the school has to record the performance. - The school with the most number of dancers wins. </td> </tr> </tbody> </table> <p>Paragraph 3: Explain that the Sports Leaders will convince students to take part through one or more of the following ways:</p> <ul style="list-style-type: none"> - Presentation during assembly to rally the school to take part - Sports Leaders from each class to publicise the competition - Publicise the competition on the school social media - Set up a sign-up booth during recess <p>Paragraph 4: Explain how the selected challenge will help participants keep fit in a fun and engaging way</p> <table border="1" data-bbox="347 1861 1390 2060"> <thead> <tr> <th>School Steps Challenge</th> <th>K-Pop Mass Dance Challenge</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Makes use of positive peer pressure and encourage participation (engaging). - Promotes healthy competition among schools to get students to </td> <td> <ul style="list-style-type: none"> - K-Pop is very popular among students; dancing is also fun as it provides the joy of collaboration. some might not even feel like they are exercising when they are </td> </tr> </tbody> </table>		School Steps Challenge	K-Pop Mass Dance Challenge	<ul style="list-style-type: none"> - The school has to gather as many participants as possible to take part. - Participants will be issued with a step tracker. - Participants need to be encouraged to clock steps as the school with the most number of steps at the end of the competition period wins. 	<ul style="list-style-type: none"> - The school has to gather as many participants as possible to take part. - On the day of the mass dance, the school has to invite the official judge to school and the school has to record the performance. - The school with the most number of dancers wins. 	School Steps Challenge	K-Pop Mass Dance Challenge	<ul style="list-style-type: none"> - Makes use of positive peer pressure and encourage participation (engaging). - Promotes healthy competition among schools to get students to 	<ul style="list-style-type: none"> - K-Pop is very popular among students; dancing is also fun as it provides the joy of collaboration. some might not even feel like they are exercising when they are
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<p>leave their homes (fun & engaging) and lead a more active, less sedentary lifestyle.</p> <p>- Participants who walk together also turn the otherwise mundane exercise into an enjoyable social occasion as they chat and share laughter and joy (fun).</p> <p>- Walking burns calories, reduces risks of heart diseases and improves mood.</p>	<p>dancing, (fun) so the event will stir the interest of students. Participants can also feel that they are part of something larger than themselves when they take part in the challenge (engaging).</p> <p>- Dancing is also a full-body workout that tones the entire body and improves self-image.</p> <p>- Participants can feel more confident of themselves.</p>
<p>Paragraph 5: Thank the reader for their attention and hope for their support and approval.</p>	

Section C [Continuous Writing] – 30 marks

3 'I really want to do this again.' Write about a time when you felt like this.

- Reflective personal recount
 - Recount must show some form of a narrative structure – orientation, rising action, climax, resolution.
 - Recount should be about a positive memory/activity that makes the writer want to do again.
 - Recount/reflection should convey to the reader why the writer wants to do the activity again. A paragraph of reflection is optional if the recount is sufficient to convey the writer's feelings/reasons.

4 'It is better to ask for advice from your parents than from your friends.' What are your views?

- Opinion
 - As an introductory paragraph, the writer can characterise teenagers and their relationship with their parents and friends.
 - Writer can approach the question in the following ways:

Agree or disagree with the statement and write two supporting arguments and a refutation paragraph OR three supporting arguments.	Respond to the statement (agree or disagree) and write two paragraphs of supporting arguments and one or two paragraphs discussing the exceptions.
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- Possible arguments for it is better to ask for advice from parents
 - Parents are more mature and have a greater wealth of experience to draw from to offer better advice. They have experienced what it is like being a teenager themselves.
 - Parents have known us for a longer period of time and would have a better, more in-depth understanding of us.
 - Parents very likely have the best interest of their children at heart and are less likely to offer harmful advice.
 - Parents will more likely be around to offer support, even when their advice fails. Some friendships are ephemeral.
- Possible arguments for it is better to ask for advice from friends
 - Friends are of our same age; they understand what we are going through as they are also in the same boat. There might be a generation gap between us and our parents.
 - Friends, as they do not have as much expectations as our parents, are less likely to pass judgement on us.

- We likely spend more time with our friends now, seeing that most of our waking hours are spent in school. Parents who work hardly see their children. Friends are more likely up-to-date with our lives.

5 Describe a place you wish to visit in the near future. Why are you so keen to visit it?

- Expository (personal)
 - Paragraph 1: In the introductory paragraph, students can state the place they wish to visit and give the reader a broad idea of the place.
 - Paragraph 2: Describe the place (can employ some of the five senses)
 - Paragraphs 3-5: Students should explain why they are so keen to visit the place. They could offer two or three reasons, one per paragraph, and support their reasons, possibly with their personal experiences.
 - Possible reasons:
 - I have never visited the place before.
 - I have visited the place and I have fond memories of it.
 - I have not visited the place for a long time and I miss it.
 - The place reminds me of someone or something significant.
 - Paragraph 6: Concluding paragraph

6 'The modern lifestyle has made us lazy.' Do you agree?

- Opinion
 - Paragraph 1: As an introductory paragraph, students can define the modern lifestyle (e.g. technology enabled, high convenience, fast/immediate results and quick solutions) and state their stand.
 - Reasons modern lifestyle has made us lazy:
 - Information at our fingertips, we no longer need to put in hard work (e.g. go to the library and read several books) to obtain information.
 - Many services available to us that we had to physically do in the past (e.g. food delivery, online shopping, grocery delivery, private car hire services)
 - Increased comfort has made us reluctant to exercise and subject ourselves to pain.
 - Reasons modern lifestyle has aided us, but we are not any more lazy OR but we are more industrious than in the past:
 - Due to our awareness that we are more sedentary (e.g. we drive cars, we have food delivery), we are more careful to exercise (out of guilt, perhaps).
 - Our convenience has actually freed up time and resources for us to exercise or pursue other endeavours.
 - Our modern lifestyle has given us more options, but the motivation of one to work/exercise is independent of these options. We can remain active, as long as we want to.

The End

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY 4 EXPRESS
SECONDARY 4 NORMAL ACADEMIC
SECONDARY 5 NORMAL ACADEMIC

ENGLISH LANGUAGE

Paper 2

Comprehension

1128 / 02

Date: 19 August, 2021

Duration: 1h 50 min

Time : 1020h – 1210 h

READ THESE INSTRUCTIONS FIRST

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

Setters: Christine Png, Ng Ee Ling

[Turn over]

This Insert consists of 6 printed pages.

Section A

Text 1 Study the webpage below and answer Questions 1 – 5 in the Question Booklet.

Waikiki Beach Surf School



Come learn to surf with us!

The feeling of catching a wave is incomparable! Getting out on the waves is as close as it gets to becoming one with Mother Nature. Surfing is exhilarating, healthy and helps to instil an appreciation for life and the natural world.

We provide a personalized learning experience. We offer a comprehensive curriculum of basic and advanced techniques with an instructional session customized to your age, skill level, and personal goals. The result of this dynamic combination? An exceptional learning experience — delivered with passion and purpose — that focuses on your development and enhances your love of the sport.



OUR SURFING INSTRUCTORS

All our instructors are **passionate** about surfing. They love to share their love of surfing. They are **friendly** and **approachable**, always coaching with a smile and also **attentive**.

All our surfing instructors are certified lifeguards and also have surfing qualifications certified by the state of Hawaii.

We provide more instructors and lifeguards in our lessons than any other surf school on the island.

LESSONS

In addition to group lessons and private lessons, we offer private group lessons. We also provide lessons for the advanced surfer who is on the search for a competitive edge or simply looking to push themselves to their own personal limits. Our lessons come in two-hour sessions or three-hour sessions. Prices of lessons include the rental of surfboards and all the equipment you need for surfing. All you have to bring is your swimsuit or board shorts, towel, sunscreen and change of clothes. Click [HERE](#) FOR prices and more details.

TESTIMONIALS

If you are looking for a beautiful place and great instruction, this is where you should go. Ashley and his team are competent and friendly, and take great care to ensure you are safe!

Tan Wee Kiat on Tripadvisor

Brian was helpful and professional and would give me feedback after every ride, telling me what I was doing wrong. It was an amazing experience! I achieved a breakthrough because of Brian's coaching!

Craig Evans on Facebook

Section B

Text 2

Read the text below carefully and answer Questions 6 to 16 in the Question Booklet.

In the text below, the writer describes an incident that happened during their first spring in Corfu, Greece when he was 11. The family, consisting of his mother, two older brothers (aged 21 and 23) and an elder sister (18), had moved to Corfu six months earlier. Spiro is a local whom they befriended shortly after they arrived on Corfu.

- 1 With March came the spring. The valley was flooded with wildflowers: the pink of pyramid orchids, yellow of crocus, blue spikes of asphodels, and deep rich red of anemones. The flowers chuckled among themselves as they sent their whispers in the gentle breeze. The olive groves were alive and rustling with newly arrived birds: the hoopoes probed their long curved beaks at the soft earth; the goldfinches, chirping and twittering, danced merrily from twig to twig. In the water-filled ditches, the frogs that looked newly enameled snored a rapturous chorus in the lush weeds. 5

- 2 For Margo, her personal appearance, always of absorbing interest to her, now became almost an obsession. Singing shrilly and untunefully, she would drift about the house carrying piles of clothes or bottles of scent. She would dive into the bathroom and once in there she was as hard to dislodge as a barnacle from a rock. The family in turn would bellow and batter on the door, getting no more satisfaction than an assurance that she was nearly finished, an assurance that we had learnt by bitter experience not to have any faith in. Eventually, she would emerge humming, glowing and immaculate, and amble down to the olive-groves to sunbathe or go down to the sea and swim. It was during one of these excursions to the sea that she met a good-looking young man. With unusual modesty, she did not inform anyone of her frequent meetings with this young man, feeling, as she told us later, that we would not be interested. 15

- 3 It was, of course, Spiro, who discovered it. He watched over Margo's welfare with the earnest concern of a guard dog and there was precious little Margo could do without Spiro knowing about it. He cornered Mother in the kitchen one morning, glanced surreptitiously round to make sure they were not overheard, sighed deeply and broke the news to her. 20

- 4 'I'm very sorry to tell you this, Mrs. Durrell, but I think you ought to know.'
 Mother by now had grown accustomed to Spiro's conspiratorial air when he came to deliver some item of information about the family, and it no longer worried her.
 'What's the matter, Spiro?' she asked.
 'It's Missy Margo,' said Spiro sorrowfully. 25
 'What about her?'
 'Did you know she is seeing a man?' he inquired in a slightly alarmed whisper.
 'A man? Oh... er... yes, I did know,' said Mother, lying valiantly.
 'Golly! Mrs. Durrell! Missy Margo is still young! She should not be alone with a man, Mrs. Durrell! It's not safe at all!' 30
 'All right, Spiro,' said Mother soothingly, 'I shall speak to Margo about it.'

- 5 Acting on the information received, Mother mentioned the matter to Margo and suggested that the man be invited to tea. Delighted, Margo went off to inform him. Mother warned the rest of us to be on our best behaviour when Margo's male friend came to visit.

- 6 The male friend, when he arrived, turned out to be a tall young man, with meticulously waved hair, and a flashy smile that managed to convey the minimum of humour with the maximum of condescension. He picked up Mother's hand and pressed her hand to his lips, then surveyed the rest 35

of us, nodding slowly and deliberately. Mother, feeling the hackles of the family rising, threw herself desperately into the breach.

- 7 ‘Lovely to meet you...please have a seat ... please have a scone... there’s cake too,’ Mother said, 40
as she handed him a piece of cake.
‘So kind,’ murmured the male friend, leaving us in some doubt as to whether he was referring to himself or us. There was a pause.
- 8 ‘He’s on holiday here,’ Margo announced suddenly. 45
‘Really?’ said Larry sharply. ‘On holiday? Amazing!’
‘I had a holiday once,’ said Leslie, as he chewed his scone.
Mother glared at Leslie and Larry but both of them failed to notice.
- 9 ‘Sugar?’ she asked, ‘Sugar in your tea?’
‘Yes, thank you,’ replied the man.
- 10 There was another short silence. We all sat and watched Mother pouring out tea and searching her 50
mind desperately for a topic of conversation. At length the male friend turned to Larry.
- 11 ‘You write, I believe? Margo tells me you are a writer,’ he said with a complete lack of interest.
Larry’s eyes glittered. Mother, seeing the danger signs rushed in quickly before he could reply.
- 12 ‘Oh yes, he’s always typing at his typewriter.’ 55
‘I always feel that I could write superbly if I tried,’ remarked the male friend.
‘He swims well,’ said Margo, ‘and he goes out terribly far.’
‘I have no fear,’ Margo’s male friend said modestly. ‘I am a superb swimmer, so I have no fear.
When I ride the horse, I have no fear, for I ride superbly. I can sail the boat magnificently too. I sail
the boat magnificently in the typhoon without fear.’
- 13 He sipped his tea delicately as he regarded our faces. 60
‘You see,’ he went on, in case we had missed the point, ‘you see, I am not a fearful man.’
‘Oh yes, and we are so honoured by your presence in our house,’ Larry whispered to me.

Adapted from ‘My Family and Other Animals’ by Gerald Durrell

Section C

Text 3

Read the text below carefully and answer Questions 17 to 23 in the Question Booklet.

The article below is about how life goes on at Chernobyl 35 years after the world's worst nuclear accident.

- 1 At 1:24 a.m. on April 26, 1986, an explosion ripped through Reactor Number Four of the Chernobyl Nuclear Power Plant, just 11 miles from the Ukrainian town of Chernobyl. Seconds before Reactor Number Four exploded, the temperature inside its core reached 4,650 degrees Celsius; the surface of the sun is 5,500. The force of the explosion, equivalent to 66 tons of TNT, blasted away the roof of the reactor's 20-story building, and ejected at least 28 tons of highly radioactive debris into the immediate surroundings. It was the worst nuclear power plant disaster in history. Although there were mass evacuations after the accident, the immediate area was never fully emptied of people, and it never could be. A radioactive catastrophe of this magnitude is too dangerous to be abandoned. 5
- 2 While radioactive particles travelled far and wide, the clean-up effort focused on the Chernobyl Exclusion Zone, everything within a 30-kilometre (19-mile) radius of ground zero. Evacuations of the zone began 36 hours after the accident, the first being the 50,000 inhabitants of a town two miles away from the nuclear power plant and built to house its workers. 10
- 3 The workers involved in the clean-up effort on decontamination were called liquidators. They had an impossible job. Radioactive particles are invisible and have no taste or smell, yet in the hot spots they contaminated everything, from bricks to livestock to vegetation. These particles cannot be destroyed; all the liquidators could do was inter them or seal them up in some way. Some worked around the villages bulldozing crops, cutting down forests, and even burying the top layer of the earth itself. Around the nuclear power plant, some jobs—like lifting highly radioactive debris or pouring concrete to seal the reactor—were so dangerous the men could absorb lethal doses of radiation in minutes. The number of liquidators involved is likely over half a million. They came from all over the former U.S.S.R., and most were young men at the time. Perhaps 10 percent of them are still alive today. Thirty-one people died as a direct result of the accident, according to the official Soviet death toll. Evgeniy Valentey has been an IT specialist here for 10 years says, "I think of the people really victimized in the process of liquidation. In the Soviet Union, the method was to cover everything with human lives." 15 20 25
- 4 Elena Buntova, along with other scientists, answered the call of Chernobyl for a completely different reason from the liquidators. As Doctor of Biology, she came after the accident to study the effects of radiation on wildlife. She never left. "In the first years after the accident, the best scientists from all over the U.S.S.R. came to Chernobyl for work, so it was really interesting to cooperate with them," Buntova said. It was the opportunity of a lifetime, and also where she met her husband Sergei Lapiha, a photographer. He grew up near Chernobyl, and they got to know each other in a café inside the exclusion zone. 30
- 5 Because of their connection to the place, Buntova and Lapiha are part of a small group of resettlers who have permission from the Ukrainian government to live in the zone full time. They admit that living in Chernobyl is risky and troublesome, especially because children are forbidden. They each had children before they met, but because anyone under 18 is more susceptible to ionizing radiation, their children and now their grandchildren could never come inside the zone. Still, they have lived here for over 30 years, and now that they are in their 60s 35

and retired, they don't plan on going anywhere. Few people live inside the exclusion zone full 40
 time. Those who flouted the evacuation order and returned to their home villages after the
 accident are now in their late 70s or early 80s, and many have died in the last five years. Radiation
 is a constant companion here. In the inhabited places, the background levels are generally low.
 In others they are dangerously high.

6 Of the approximately 7,000 people who come in and out of the zone to work, 3,000 arrive by 45
 train each day to work at the nuclear power plant. The rest of the labor force have shifts of either
 15 days a month or four days a week—schedules devised to minimize exposure to ionizing
 radiation. They are security guards, firefighters, scientists, or those who maintain the
 infrastructure of this unique community. Because Chernobyl is their half-time home and not their 50
 permanent residence, they occupy the apartments that were evacuated in 1986. In the evenings,
 they might break the radiation safety regulations and go for a swim in the river. Though the plant
 no longer produces electricity, the decommissioning of the three remaining reactors will take
 until at least 2065.

7 According to Bruno Chareyron, Director with the Commission for Research and Information 55
 about Radiation, humankind does not currently have the technical solutions or the financial
 means to manage a disaster like this. Simply put, though thousands of people still work on-site
 every day, “The Chernobyl nuclear catastrophe, it's not manageable at all.”

Adapted from an article dated 26 April, 2021 by Jennifer Kingsley

End of Insert

Name: _____ ()

Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY 4 EXPRESS
SECONDARY 4 NORMAL ACADEMIC
SECONDARY 5 NORMAL ACADEMIC

ENGLISH LANGUAGE

Paper 2

Comprehension

Candidates answer in the Question Booklet.

Additional Materials: INSERT

1128 / 02

Date: 19 August, 2021

Duration: 1h 50 min

Time: 1020h – 1210h

READ THESE INSTRUCTIONS FIRST

Write your index number and name 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.

Setters: Christine Png, Ng Ee Ling

[Turn over]**This Question Booklet consists of 8 printed pages.**

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-5.

1 Refer to the two paragraphs below ‘Come learn to surf with us’. Which two words convey to the readers that the surf lessons will fit the individual?
..... [1]

2 Look at the photograph beside ‘Our Surfing Instructors’. With reference to the information under the sub-heading ‘Our Surfing Instructors’, what quality of the instructor does the photograph illustrate?
..... [1]

3 ‘We provide more instructors and lifeguards in our lessons than any other surf school on the island.’ What is the intended effect of this statement on the reader?
.....
..... [1]

4 Which expression in the testimonials section would encourage the surfer ‘looking to push themselves to their own personal limits’ to enrol in lessons with Waikiki Beach Surf School?
..... [1]

5 Which sentence gives the overall purpose of the webpage?
..... [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 6-16.

6 At the beginning of the text, the writer describes spring. Explain how the language used in Paragraph 1 makes the plants and animals seem happy that it is spring.

.....

.....

.....

.....

.....

[3]

7 The writer describes Margo’s singing as ‘shrilly and untunefully’ (line 8). What do these words tell us about Margo’s voice and singing?

.....

.....

[2]

8 In Paragraph 2, the writer says, ‘She would dive into the bathroom and once in there she was as hard to dislodge as a barnacle from a rock. The family in turn would bellow and batter on the door, getting no more satisfaction than an assurance that she was nearly finished, an assurance that we had learnt by bitter experience not to have any faith in.’

Which words or phrases in the given sentences describe what happened?

	Descriptions	Words or phrases from the passage
(i)	Margo spent a very long time in the bathroom.	
(ii)	The family told Margo to hurry up.	
(iii)	The family knew that when Margo said she would be done soon it was not true.	

[3]

9 What phrase in Paragraph 3 indicates that the writer was not surprised that it was Spiro who first found out that Margo was seeing a man?

.....

[1]

10 In Paragraph 3, explain what the writer means when he writes that Spiro ‘*watched over Margo’s welfare with the earnest concern of a guard dog*’.

.....
..... [1]

11 How does the writer convey that Spiro is charged with emotion when speaking to Mrs Durrell in lines 29-30?

.....
..... [1]

12 From Paragraph 6, write down the two phrases that show the writer’s opinion of Margo’s male friend.

Writer’s opinion	Phrase
He thinks Margo’s male friend is an insincere person.	
He thinks Margo’s male friend exudes arrogance.	

[2]

13 In Paragraphs 8 to 9, how does Mother successfully prevent Larry and Leslie from starting a conversation with Margo’s male friend?

.....
..... [1]

14 What is unusual about the writer’s use of the word ‘modestly’ (line 57)?

.....
..... [1]

15 In Paragraph 13, what is the tone of Larry’s comment in line 62?

..... [1]

- 16 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

receiving new information	dysfunctional engagement	welcoming an honoured guest
paying attention to grooming	first impressions	joyous party
	dangerous encounters	

Paragraph 1		A new season
Paragraph 2	(i)
Paragraphs 3 – 5	(ii)
Paragraphs 6 – 8	(iii)
Paragraphs 9 – 13	(iv)

[4]

Section C [25 marks]

Refer to Text 3 in the Insert for Questions 17-23.

- 17 Which one word in paragraph 1 bears the same meaning as ‘disaster’?

[1]

.....

- 18 Explain what the writer means when she says “radioactive particles *travelled far and wide*” (line 10, paragraph 2). **Answer in your own words without repeating the words in italics.**

.....

.....

[1]

19 Paragraph 3 discusses the nature of a liquidator’s job which necessarily involves exposure to radiation. State what characteristics of radiation make the liquidator’s job both difficult and dangerous.

Nature of a liquidator’s job	Characteristics of radiation
(i) Difficult	<p>.....</p> <p>.....</p>
(ii) Dangerous	<p>.....</p> <p>.....</p>

[2]

20 Evgeniy Valentey, the IT specialist, spoke about “the people really victimized in the process of liquidation” (lines 25-26)

(i) Who is he referring to?

.....



[1]

(ii) In what way were these people victimized?

.....

[1]

21 Here is a conversation between two students, Daryl and Lisa, who have read the article.

Daryl	Lisa
 <p>“It would be thrilling to work in Chernobyl in the few years immediately following the disaster.”</p>	 <p>“I think even adults should avoid visiting Chernobyl at all cost, even today.”</p>

(a) With reference to paragraph 4, why do you think Daryl is attracted to Chernobyl?

.....
.....

[1]

(b) How would Lisa explain her position with reference to paragraph 5? Give two points.

(i)

(ii)

[2]

22 Which sentence in paragraph 7 conveys a resigned tone?

.....

[1]

23 Using your own words as far as possible, summarise the reasons for human presence in Chernobyl and the precautions taken to reduce their exposure to radiation. **Use only information from Paragraphs 5 and 6.** Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Despite the radioactive levels in Chernobyl, people...

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	7	78	79	80 words

End of Paper

BPGHS PRELIMINARY EXAMINATION 2021
SUBJECT: ENGLISH LANGUAGE, PAPER 2
ANSWER SCHEME

SECTION A [5 marks]

1	<p>Refer to the two paragraphs below ‘Come learn to surf with us’. Which two words convey to the readers that the surf lessons will fit the individual?</p> <ul style="list-style-type: none"> - Personalized - Customized 	[1]
2	<p>Look at the photograph beside ‘Our Surfing Instructors’. With reference to the information under the sub-heading ‘Our Surfing Instructors’, what quality of the instructor does the photograph illustrate?</p> <ul style="list-style-type: none"> - Attentive <p>(Because the instructor is looking at his student. / Because the instructor has one hand stretched out to support his student.)</p> <p>Question asks for ‘quality’, so only one quality is required.</p>	[1]
3	<p>‘We provide more instructors and lifeguards in our lessons than any other surf school on the island.’ What is the intended effect of this statement on the reader?</p> <ul style="list-style-type: none"> - It makes the readers feel that this school is safety-minded / ... that it is (very) safe to enroll in surfing lessons in this school. / makes the reader feel assured. 	[1]
4	<p>Which expression in the testimonials section would encourage the surfer ‘looking to push themselves to their own personal limits’ to enroll in lessons with Waikiki Beach Surf School?</p> <ul style="list-style-type: none"> - ‘I achieved a breakthrough’ 	[1]
5	<p>Which sentence gives the overall purpose of the webpage?</p> <ul style="list-style-type: none"> - ‘Come learn to surf with us’ 	[1]

SECTION B [20 marks]

<p>6</p>	<p>At the beginning of the text, the writer describes spring. Explain how the language used in Paragraph 1 makes the plants and animals seem happy that it is spring.</p> <ul style="list-style-type: none"> - ‘(flowers) chuckled among themselves’ – ‘chuckled’ means laughing and shows the flowers as laughing, an action that shows happiness/ as if they are happy. - ‘(goldfinches) ... danced merrily’ – dancing is an action that takes place when one is in a good mood OR ‘danced merrily’ shows that the birds are moving in an excited manner/energetic manner, showing that they are happy. - ‘(frogs) ...snored a rapturous chorus’ – ‘rapturous’ tells us the frogs were singing / singing happily. <p>Students should be able to tell from ‘3 marks’ that they need to find 3 details. For the detail on the frogs, answers must show that recognition of “rapturous chorus” and explain either singing or singing happily.</p>	<p>[3]</p>						
<p>7</p>	<p>The writer describes Margo’s singing as ‘shrilly and untunefully’ (line 8). What do these words tell us about Margo’s voice and singing?</p> <ul style="list-style-type: none"> - ‘shrilly’ tells us her voice is high-pitched. - ‘untunefully’ tells us she is out of tune / tone-deaf <p>X off-pitch (One’s singing could be ‘off pitch’ and still be in tune, and not out of tune. ‘Off-pitch’ is singing in a different key from the original song/score.)</p>	<p>[2]</p>						
<p>8</p>	<p>In Paragraph 2, the writer says, ‘She would dive into the bathroom and once in there she was as hard to dislodge as a barnacle from a rock. The family in turn would bellow and batter on the door, getting no more satisfaction than an assurance that she was nearly finished, an assurance that we had learnt by bitter experience not to have any faith in.’</p> <p>Which words or phrases in the given sentences describe what happened?</p> <table border="1" data-bbox="240 1532 1382 1933"> <thead> <tr> <th data-bbox="240 1532 810 1597">Descriptions</th> <th data-bbox="810 1532 1382 1597">Words or phrases from the passage</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1597 810 1765">(i) Margo spent a very long time in the bathroom.</td> <td data-bbox="810 1597 1382 1765">As hard to dislodge as a barnacle from a rock / hard to dislodge as a barnacle / hard to dislodge</td> </tr> <tr> <td data-bbox="240 1765 810 1933">(ii) The family told Margo to hurry up.</td> <td data-bbox="810 1765 1382 1933">Bellow and batter on the door / bellow and batter</td> </tr> </tbody> </table>	Descriptions	Words or phrases from the passage	(i) Margo spent a very long time in the bathroom.	As hard to dislodge as a barnacle from a rock / hard to dislodge as a barnacle / hard to dislodge	(ii) The family told Margo to hurry up.	Bellow and batter on the door / bellow and batter	<p>[3]</p>
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(ii) The family told Margo to hurry up.	Bellow and batter on the door / bellow and batter							

	<p>(iii) The family knew that when Margo said she would be done soon it was not true.</p>	<p>An assurance that we had learnt by bitter experience not to have any faith in</p> <p>The head noun is 'assurance', so this entire string of words is still a phrase.</p> <p><i>An assurance [=when Margo said she was done] that we had learnt by bitter experience not to have any faith in [it was not true]</i></p>	
9	<p>What phrase in Paragraph 3 indicates that the writer was not surprised that it was Spiro who first found out that Margo was seeing a man?</p> <p>- Of course</p> <p>X Quoting a complete clause.</p>	[1]	
10	<p>In Paragraph 3, explain what the writer means when he writes that Spiro 'watched over Margo's welfare with the earnest concern of a guard dog'.</p> <p>The writer means that Spiro is <u>protective</u> of Margo / ... that Spiro <u>cares about whether Margo is well and happy.</u> / ... <u>cares about Margo's safety and security.</u></p> <p>[protective OR 'care for + Margo's well-being/ safety' Language must be correct.]</p> <p>All answers that gave the literal meaning are rejected.</p> <p>Rejected:</p> <ul style="list-style-type: none"> - An earnest dog follows the owner everywhere, so Spiro is like a dog and follows Margo everywhere. - Spiro stalks Margo, and watches her every move. - Spiro observes Margo's actions all the time. - This means Spiro is like a loyal dog. (Do not explain metaphorical language using figurative language.) - The writer means that Spiro monitored Margo's welfare very carefully. - ...means that Spiro is very detailed / meticulous in looking after Margo. - ... means Spiro is always worrying for Margo. / very worried about Margo's well-being - This means that Spiro observes Margo closely to ensure she is safe. - Spiro is highly attentive to Margo's welfare. 	[1]	
11	<p>How does the writer convey that Spiro is charged with emotion when speaking to Mrs Durrell in lines 29-30?</p>		

	He uses exclamation marks at the end of each sentence Spiro forms/ says.	[1]						
12	<p>From Paragraph 6, write down the two phrases that show the writer’s opinion of Margo’s male friend.</p> <table border="1" data-bbox="240 450 1299 1010"> <thead> <tr> <th data-bbox="240 450 911 517">Writer’s opinion</th> <th data-bbox="911 450 1299 517">Phrase</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 517 911 875">He thinks Margo’s male friend is an insincere person.</td> <td data-bbox="911 517 1299 875"> Flashy smile / flashy smile that managed to convey the minimum of humour No ‘Excess Denied’ here as ‘that managed to convey ...humour’ does not affect ‘flashy smile’. </td> </tr> <tr> <td data-bbox="240 875 911 1010">He thinks Margo’s male friend exudes arrogance.</td> <td data-bbox="911 875 1299 1010">Maximum of condescension</td> </tr> </tbody> </table>	Writer’s opinion	Phrase	He thinks Margo’s male friend is an insincere person.	Flashy smile / flashy smile that managed to convey the minimum of humour No ‘Excess Denied’ here as ‘that managed to convey ...humour’ does not affect ‘flashy smile’.	He thinks Margo’s male friend exudes arrogance.	Maximum of condescension	[2]
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He thinks Margo’s male friend exudes arrogance.	Maximum of condescension							
13	<p>In Paragraphs 8 to 9, how does Mother successfully prevent Larry and Leslie from starting a conversation with Margo’s male friend?</p> <p>Answer must have both descriptions of action + impact.</p> <ul style="list-style-type: none"> - She distracts the male friend from responding / changes the topic / turns the attention to herself / interrupts (impact) by asking a question / by asking if he wants sugar in his tea (action). <p>Om:</p> <ul style="list-style-type: none"> - Mother glared at them. (Mother glared at Leslie and Larry but both of them failed to notice.) - EXCESS (Answer also mentions that the glaring did not work) - Mother offers Margo’s male friend sugar for his tea / asks Margo’s male friend if he wants sugar in his tea. (Impact is not stated.) 	[1]						
14	<p>What is unusual about the writer’s use of the word ‘modestly’ (line 57)?</p> <ul style="list-style-type: none"> - Margo’s male friend is <u>boasting that he is fearless</u> and <u>that is not modest</u>. <p>/ ‘modestly’ means humbly, but Margo’s male friend was bragging about his abilities.</p> <p>Om:</p>	[1]						

	<ul style="list-style-type: none"> - 'modestly' means humble but Margo's male friend was arrogant / sounded very proud / boasting / boasting about himself (Context is not stated / not stated adequately.) - Margo's friend is showing off his lack of fear. (Incomplete answer.) 																
15	<p>In Paragraph 13, what is the tone of Larry's comment in line 62?</p> <ul style="list-style-type: none"> - Sarcastic <p>Om:</p> <ul style="list-style-type: none"> - misspelling - appreciative / optimistic / pessimistic / arrogant / annoyance / critical / disapproving / condescending / mocking / don't care 	[1]															
16	<p>The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Receiving new information Dysfunctional engagement Welcoming an honoured guest</p> <p>Paying attention to grooming First impressions Joyous party</p> <p style="text-align: center;">Dangerous encounters</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Paragraph 1</td> <td style="width: 10%;"></td> <td style="width: 60%; text-align: center; padding: 5px;">A new season</td> </tr> <tr> <td style="padding: 5px;">Paragraph 2</td> <td style="text-align: center; padding: 5px;">(i)</td> <td style="padding: 5px;">..... Paying attention to grooming</td> </tr> <tr> <td style="padding: 5px;">Paragraphs 3 – 5</td> <td style="text-align: center; padding: 5px;">(ii)</td> <td style="padding: 5px;">..... Receiving new information</td> </tr> <tr> <td style="padding: 5px;">Paragraphs 6 – 8</td> <td style="text-align: center; padding: 5px;">(iii)</td> <td style="padding: 5px;">..... First impressions</td> </tr> <tr> <td style="padding: 5px;">Paragraphs 9 – 13</td> <td style="text-align: center; padding: 5px;">(iv)</td> <td style="padding: 5px;">.....</td> </tr> </table> </div>	Paragraph 1		A new season	Paragraph 2	(i) Paying attention to grooming	Paragraphs 3 – 5	(ii) Receiving new information	Paragraphs 6 – 8	(iii) First impressions	Paragraphs 9 – 13	(iv)	[4]
Paragraph 1		A new season															
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Paragraphs 9 – 13	(iv)															

	Dysfunctional engagement	
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SECTION C [25 marks]

17	<p>Which one word in paragraph 1 bears the same meaning as ‘disaster’?</p> <p>Catastrophe</p> <p>Om:</p> <ul style="list-style-type: none"> - misspelling - debris / magnitude / explosion / exploded / ripped / accident 	[1]						
18	<p>Explain what the writer means when she says “radioactive particles <i>travelled far and wide</i>” (line 10, paragraph 2). Answer in your own words without repeating the words in italics.</p> <p>Radioactive particles <i>spread/ moved/ advanced over a very large area or distance/ in every direction/ everywhere/ all around / greatly / much further.</i></p> <p>Om:</p> <ul style="list-style-type: none"> - repeating any of the italicised words - ‘travelled’: flew / contaminated / affected / went across / sent / covered / blasted out / were scattered/dispersed/blown/spread (The particles moved on their own, not caused by someone.) / reached / relocated / were launched / were ejected / expanded / propagated (idea/theory) - ‘far and wide’: easily / quickly / across Chernobyl / around the plant / around 30 kilometres / all around the globe / across the world 	[1]						
19	<p>Paragraph 3 discusses the nature of a liquidator’s job which necessarily involves exposure to radiation. State what characteristics of radiation make the liquidator’s job both difficult and dangerous.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Nature of a liquidator’s job</td> <td>Characteristics of radiation</td> </tr> <tr> <td>(i) Difficult</td> <td>Radioactive particles are invisible/ have no taste and smell /contaminates everything /cannot be destroyed.</td> </tr> <tr> <td>(ii) Dangerous</td> <td>Lethal doses of radiation can be absorbed within minutes / in a few minutes.</td> </tr> </table> <p>Om:</p> <ul style="list-style-type: none"> - Radiation contaminates everything. - Radiation cannot be destroyed. - Radiation is contagious / spreads very quickly. 	Nature of a liquidator’s job	Characteristics of radiation	(i) Difficult	Radioactive particles are invisible/ have no taste and smell /contaminates everything /cannot be destroyed.	(ii) Dangerous	Lethal doses of radiation can be absorbed within minutes / in a few minutes.	[2]
Nature of a liquidator’s job	Characteristics of radiation							
(i) Difficult	Radioactive particles are invisible/ have no taste and smell /contaminates everything /cannot be destroyed.							
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	<div data-bbox="229 208 1243 459" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - Radiation is lethal / deadly / life-threatening. - Radiation can be absorbed very quickly (note: lethal doses of it) / easily. - The liquidators were killed by the lethal doses of radiation. - High doses of radiation can be lethal (in minutes). </div>	
20	<p>Evgeniy Valentey, the IT specialist, spoke about “the people really victimized in the process of liquidation” (lines 25-26)</p> <p>(i) Who is he referring to?</p> <p>The liquidators / Liquidators from USSR / Men involved in liquidation / Workers involved in the clean-up effort on decontamination</p> <p>Om: The workers / young men at that time / people from USSR / people who died during liquidation / friends and family of liquidators / people forced by USSR to work as liquidators / people living in Chernobyl / people who died in the accident / victims of the accident / 31 people who died / survivors who are alive / villagers / Elena Buntova / government / people in charge of the Soviet Union / Soviet Union / former USSR</p>	[1]
	<p>(ii) In what way were these people victimized?</p> <p>They (the liquidators) died before their time/They died young.</p> <p>The answer should convey the idea of an unfair consequence as suggested by the word ‘victimized’ and the following details in the text - ‘most were young men at the time. Perhaps 10 percent of them are still alive today.’</p> <p>Om: died / risked their lives / sacrificed / absorbed radiation in minutes / young men / not recognised for their sacrifice</p>	[1]
21	<p>Here is a conversation between two students, Daryl and Lisa, who have read the article.</p>	

Daryl



“It would be thrilling to work in Chernobyl in the few years immediately following the disaster.”

Lisa



“I think even adults should avoid visiting Chernobyl at all cost, even today.”

(a) With reference to paragraph 4, why do you think Daryl is attracted to Chernobyl?

It presents a rare chance to work with the best scientists from all over the USSR. / work with the best scientists from all over USSR

Text: “the best scientists from all over USSR... the opportunity of a lifetime”

The answer should apply to Daryl directly. It should not be left to be inferred.

Om:

- Best scientists from all over the USSR work in Chernobyl. (So?)
- You will get to work with the best scientists. (Not Daryl?)
- There were opportunities to work with the best scientists in the USSR. (No longer the case? So what's the attraction then?)
- Working in Chernobyl is the opportunity of a lifetime. (In what way?)
- Only a small group of people is allowed to live in Chernobyl. (Wrong focus)
- Meet people with the same interest / best scientists from the USSR / Elena / life partner. (Daryl wants more than just to meet the best scientists.)
- Study the effects of radiation. (Missed the focus: working with the best scientists in the USSR as ‘the opportunity of a lifetime’)
- “In the first years after the accident, the best scientists from all over the USSR came to Chernobyl for work, so it was really interesting to cooperate with them.” (So what does this suggest about Daryl’s attraction to Chernobyl? Don’t just quote someone else’s (not his!) experience without saying how that applies to Daryl.)

(b) How would Lisa explain her position with reference to paragraph 5? Give two points.

- Radiation is a constant companion / ever/always present in Chernobyl. (The underlined ideas should be mentioned to explain why adults are susceptible to ionising radiation/overexposure to radiation.)
- The background levels in some places are dangerously high / Radiation levels can be hazardous to one’s health. (Either of the underlined words

[1]

[2]

	<p>should be mentioned. This makes clear that high levels of radiation cannot be ignored; it is not a case of high but tolerable levels of radiation.)</p> <p>Students need to pick the correct part of the paragraph in order to explain why adults should <u>not at all</u> visit Chernobyl.</p> <p>0m:</p> <ul style="list-style-type: none"> - Living in Chernobyl is risky and troublesome. - They are still susceptible to radiation. - Children are forbidden. - Children under 18 are more susceptible to ionizing radiation. (These answers do not adequately explain the avoidance of Chernobyl ‘at all cost’.) - Many have died in the last five years. (So? Is death totally surprising for the age group in question? These people are in their 70s and 80s.) 	
22	<p>Which sentence in paragraph 7 conveys a resigned tone?</p> <p>“The Chernobyl nuclear catastrophe, it’s not manageable at all.” (This main clause by itself is a sentence.)</p> <p>/ ‘Simply put, though thousands of people still work on-site every day, “The Chernobyl nuclear catastrophe, it’s not manageable at all.”’ (The subordinate clause AND main clause make up the sentence.)</p> <p>Note: A resigned tone is one that conveys acceptance of something unpleasant that one cannot do anything about.</p> <p>0m:</p> <ul style="list-style-type: none"> - inaccurate quoting / spelling (misspelling of ‘manageable’ / ‘catastrophe’ / ‘nuclear’) - “humankind does not currently have the technical solutions or the financial means to manage a disaster like this” (matter-of-fact tone) 	[1]

23 Using your own words as far as possible, summarise the reasons for human presence in Chernobyl and the precautions taken to reduce their exposure to radiation.

Use only information from Paragraphs 5 and 6.

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

[25]

Despite the radioactive levels in Chernobyl, people...

Points	From the text	In your own words
1	Because of their connection to the place... resettlers... live in the zone full time... they have lived here for over 30 years, and are now... retired, they don't plan on going anywhere.	who have relocated and resided there for work continue living there even after their retirement.
2	who have permission from the Ukrainian government	with the approval of the authorities
3	returned to their home villages after the accident are now in their late 70s or early 80s	Original/earlier residents of Chernobyl have gone back to their homes,
4	Those who flouted the evacuation order and,	illegally/ going against orders to evict.
5	7,000 people... come in and out of the zone to work	People travel to Chernobyl for work.
6	3,000 arrive by train each day to work at the nuclear power plant.	Some make daily trips to work there while
7	The rest of the labour force have shifts of either 15 days a month or four days a week—schedules devised to minimize exposure to ionizing radiation....	others regularly stay there full time for half a month or half a week at a stretch (to reduce exposure to harmful radiation)
8	They are security guards, firefighters, scientists, or those who maintain the infrastructure of this unique community.	These are security personnel, firemen, scientists and those who are tasked to upkeep the structure and facilities of the community/place.
9	children are forbidden... anyone under 18... could never come inside the zone....is more susceptible to ionizing radiation,	Those under 18 are prohibited from entering Chernobyl due to their greater vulnerability to radiation.
10	break the radiation safety regulations... swim in the river.	Swimming in the river is banned (to protect people from radiation).

The question requires a summary of :

- A) the reasons for human presence in Chernobyl; and
- B) the precautions taken to reduce their exposure to radiation.

Human presence is restricted to only:

- (i) Those who work there (point 5); and
- (ii) Special cases - those who have relocated to work there and are now retired (point 1) and have the authorisation of the government to continue residing there (point 2).

These are the people whose presence is legal.

There is a group of people whose presence is illegal, namely original inhabitants who have returned home (point 3) in contravention of the evacuation order (point 4).

For those who work there, the following precautions are taken to minimise their exposure to radiation –

- Daily commuting to work (those who live outside Chernobyl) (point 6); and
- Work in shifts which reduce their reporting/working days resulting in less time spent in Chernobyl (viz. stay there full time for 15 days a month or 4 days a week) (point 7)
- The latter involve those whose nature of work requires them to live in Chernobyl such as security guards, firefighters, scientists and those who maintain the infrastructure of the community there (point 8).

Three further precautions which are adopted are:

- ❖ Imposition of an evacuation order (point 4)
- ❖ Denying entry to children under 18 years as they are more susceptible to radiation (point 9); and
- ❖ Banning swimming in the river (point 10).

Note:

Rephrasing that does not fully convey the idea

e.g. Points 4 and 10 – an ‘evacuation order’ and ‘radiation safety regulations’ are prohibitive in nature and cannot be rephrased as being (merely) advised to evacuate or advised not to go for a swim.

Point 9 – To state that it is illegal for children under 18 to live or visit Chernobyl due to ‘possible radiation exposure’ is different in meaning from children’s ‘greater vulnerability to radiation’. It is clear from the passage that radiation exposure happens to everyone present, young and old.

Omission of important idea(s) in the point which results in a failure to put a point across

e.g. Point 2 sets out the requirement to get 'permission from the Ukrainian government' to live in Chernobyl. Failure to include the authorising body (the government/state/authorities) which is relevant will cost the student the mark for this point.

Point 9 reads 'children are forbidden...more susceptible to ionizing radiation'. The reason for disallowing children's presence is relevant and should be specified. Answers that omit the rationale behind banning children will not get the mark.

Also Point 10 reads 'break the radiation safety regulations... swim in the river.' It is possible the prohibition arises from the river being highly contaminated. Answers that omit reference to the river, and so generalised to a prohibition on swimming are not accurate.

Irrelevance

Making irrelevant points about many people (in their 70s and 80s) dying in the last five years when the question is asking about why people live there (reasons for human presence).

Writing generally (and repeatedly) about precautions being taken without specifying what these precautions are.

Making reference to the last two lines of paragraph 6 in relation to the plant no longer producing electricity and the decommissioning of the remaining reactors will continue until 2065, all of which bear no relevance to the requirements of the question.