

ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/01

Paper 1: Writing

2 August 2021

1 hour 50 minutes

Candidates answer in the Question Booklet.

0800 – 0950h

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces at the top of this page.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid/tape.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

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

Section A	/10
Section B	/30
Section C	/30
TOTAL SCORE	/70

This document consists of 12 printed pages and 1 Insert.

Section A [10 marks]**Question 1**

Carefully read the text below, consisting of 12 lines, about the quality of Japanese stationery. 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 pm.

at

My mother always wears sensible clothes.

✓

Japan leads the world when it comes to the quality of its stationery. It also had no equal in terms of the astounding variety of products available 1. _____ and a rapid pace at which new ideas reach the retail market. Japanese 2. _____ anime may be popular about the world, but stationery definitely has a 3. _____ place in the “cool Japan” pantheon, and when it came to the multiplicity 4. _____ of small notepads available for jotting down a random thought or heartfelt 5. _____ message, Japan is second of none. In a country where the minuscule is 6. _____ equated in a positive light with *kawaii*, or cute, people love tiny, 7. _____ exquisitely designed products. Small things also projects modesty, a 8. _____ value trait. Little notes are perfect for spontaneous communication, 9. _____ which is when tiny notepads are so popular. The thoughtfulness and 10. _____ imagination that go into the design of these products is quite amazing.

Adapted from ‘Paper: Communicating More Than Words’ by Masayuki Takabatake, Kateigaho International Japan Edition, Autumn/Winter 2016.

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 an information leaflet in the Insert, study the information carefully and plan your answer before beginning to write.

Your Co-curricular Activity Group (CCA) would like to celebrate the end of the school year as well as to bond by going on a day trip. Your CCA teacher has asked for suggestions for places to visit where there are opportunities to learn and have fun through varied experiences. You chanced upon an information leaflet about the Lee Kong Chian Natural History Museum and think it would be a good choice. Your CCA teacher has asked you, the President of the CCA, to give a speech to the group about the programmes organised by the Lee Kong Chian Natural History Museum.

In your speech, you should:

- give a date and time for the trip
- suggest any two programmes that will give a balance of indoor and outdoor learning experiences and why
- explain how learning can be enhanced through the activities in these programmes
- say why you think this trip would be a good way to allow for the members to bond with one another.

Write your speech in clear, accurate English and in a persuasive, enthusiastic tone, to convince your group that this would be a meaningful and memorable outing.

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

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

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Section C [30 marks]

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

Questions 3 - 6

- 3 Write about a lost opportunity that you have encountered in your life. What have you learnt from this experience?
- 4 What are some ways in which teenagers can overcome boredom?
- 5 ‘Advertising encourages a desire for products which people do not actually need.’ Do you agree?
- 6 ‘There are no shortcuts on the route to success.’ How true is this for you?

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

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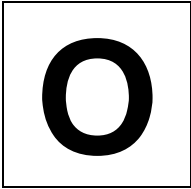
Answers for Editing

Insert text box for Editing passage and ans here.

Japan leads the world when it comes to the quality of its stationery. It	
also had no equal in terms of the astounding variety of products available	1. <u>has</u>
and a rapid pace at which new ideas reach the retail market. Japanese	2. <u>the</u>
anime may be popular about the world, but stationery definitely has a	3. <u>around</u>
place in the “cool Japan” pantheon, and when it came to the multiplicity	4. <u>comes</u>
of small notepads available for jotting down a random thought or heartfelt	5. <u>✓</u>
message, Japan is second of none. In a country where the minuscule is	6. <u>to</u>
equated in a positive light with ‘kawaii’, or cute, people love tiny,	7. <u>✓</u>
exquisitely designed products. Small things also projects modesty, a	8. <u>project</u>
value trait. Little notes are perfect for spontaneous communication,	9. <u>valued</u>
which is when tiny notepads are so popular. The thoughtfulness and	10. <u>why</u>
imagination that go into the design of these products is quite amazing.	

Explanations for Editing ans should be as follows:

<p>1. has (The use of the present tense should continue here as the idea expressed is a follow-up to the idea mentioned previously.)</p> <p>2. the (Here we have a specific reference point which is ‘rapid pace’, hence the article ‘the’ is the accurate article that should be used in this context.)</p> <p>3. around (Preposition error – In this context, Japanese anime is popular all over the world, hence the correct preposition should be ‘around’ as ‘about’ means movement within a particular area.)</p> <p>4. comes (Like no. 1, this is a tense error. Students should pick up the clue that the present tense should be used here from the previous sentence as there was no word/phrase to indicate a change in time.)</p>	<p>5. No error.</p> <p>6. to (‘Second to none’ is an idiomatic phrase meaning incomparable, matchless. Hence, the phrase should be used as such.)</p> <p>7. No error.</p> <p>8. project (Subject-verb agreement error – the subject (‘small things’ should give students the clue that the verb should be ‘project’ and not ‘projects’.)</p> <p>9. valued (Here the word ‘valued’ is the correct form as it is meant to be an adjective that describes the noun ‘trait’. The word form of the word ‘value’ is that of a verb.)</p> <p>10. why (In this context, ‘why’ is the appropriate word rather than ‘when’ as the information given before does not indicate timing or timeframe but more of a reason as to the function of ‘little notes’.)</p>
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ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/01

Paper 1: Writing

2 August 2021

1 hour 50 minutes

0800 – 0950h





INSERT

READ THESE INSTRUCTIONS FIRST

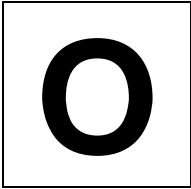
This insert contains the text for Section **B**.

Section B

Read the printout of an information leaflet below and use the information to answer the question on page 3 of the Question Booklet.

Lee Kong Chian Natural History Museum – exciting educational programmes for students!	
<p>The Lee Kong Chian Natural History Museum strives to be a leader in Southeast Asian biodiversity – in research, education and outreach. Come explore natural ecosystems with our experts and learn about the vast diversity of biological life, the dynamic interactions that take place and the ecological processes that keep nature alive. All workshops and walks are 3 hours long and the minimum group size is 20.</p>	
	<p>Workshop 1: Documenting Nature</p> <ul style="list-style-type: none"> • Includes a guided gallery tour focused on Singapore's biodiversity • Exposes students to the vast array of techniques used by naturalists to document nature • Includes a hands-on session where participants will have a chance to try out some of these techniques used by naturalists to document nature such as drawing in a nature journal, making a scientific drawing and much more
	<p>Workshop 2: Marine Ecology</p> <ul style="list-style-type: none"> • Introduces students to the marine ecosystem with emphasis on the coral reefs and mangroves of Singapore • Provides chances for students to learn about the characteristics of the marine environment, the threats it faces as well as the value of various marine organisms • Provides opportunities to handle actual museum specimens such as the knobbly seastar, stingray and horseshoe crab
	<p>Nature Walk 1: MacRitchie Rainforest</p> <ul style="list-style-type: none"> • Allows students to explore the lush rainforest at MacRitchie with experienced nature guides • Focuses on forest ecology and conservation • Exposes students to tall primary forest trees, a variety of creepy crawlies, monkeys and squirrels
	<p>Nature Walk 2: Intertidal Walks</p> <ul style="list-style-type: none"> • Focuses on marine ecology, intertidal habitats, as well as its inhabitants • Allows students to get up-close to marine life such as sea stars, sea cucumbers and crabs • Intertidal Walks can be arranged at various locations: Changi Beach (Mainland), Kusu Island, St. John's Island, etc. The availability of this intertidal walk is dependent on tide levels

END OF INSERT



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

ANSWER SCHEME

CLASS:

/

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

2 August 2021

1 hour 50 minutes

Candidates answer in the Question Booklet.

1110 – 1300h

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen.
Do not use paper clips, glue or correction fluid/tape.

Answer **all** the 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

This document consists of **14** printed pages and **1** insert.

Section A [5 marks]

Text 1

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

1	<p>What is the main purpose of this advertisement?</p> <p>Answer: To promote the Allied Health Professions as careers of choice. / To persuade/encourage job seekers to choose Allied Health Professions as a career. To recruit allied health professionals</p> <p>Do not accept To create more awareness on the available Allied Health Professions (Awareness is indeed created but the main purpose goes beyond this)</p> <p>To promote a career in speech therapy/ physiotherapy/ etc (Too narrow there are many descriptions of Allied Health Professions – It has to be described collectively)</p> <p>From the text: 'Can you help him prepare for the journey ahead' 'Pursue your passion in one of 14 exciting allied health professions and discover how when your work ends, their lives begin.' 'Be an allied health professional.'</p>	[1]
2	<p>'Benny. Living with Cerebral Palsy. Wants to grow up like any other kid.'</p> <p>What is the intended effect of this statement on the reader?</p> <p>Answer: Readers may sympathise/empathise/feel sorry for Benny as his disability prevents him from developing normally/ having the same childhood as other children/ having the same experiences as other children although he would like to.</p> <p><i>Accept 'kid' as it is reflected in the visual stimulus</i> <i>Accept any one of the responses above.</i></p> <p>Explanation: Technique - What impact is created? ; How does it make the reader feel/ think? How does it translate into action?</p>	[1]
3	<p>In the advertisement, descriptions of different allied health professional roles surround the image of Benny.</p> <p>How do the description and image convey the idea that being an allied health professional is a meaningful experience?</p> <p>Answer: The image depicts a (smiling) boy/ (happy) boy who is able to walk (and 'grow up like any other kid') because he is holding on to his supportive device [1 mark]. Benny is able to make this progress as a result of the support/efforts/the contributions of various allied health professionals. [1 mark]</p> <p>Both parts must be included for candidate to score 2 marks (all or nothing).</p>	[2]

4	<p>'Make a real difference in the everyday lives of people like Benny. Pursue your passion in one of fourteen exciting allied health professions and discover how when your work ends, their lives begin.'</p> <p>Identify a phrase that suggests there is a diversity of opportunities available.</p> <p>Answer: '(One of) fourteen exciting allied health professions'.</p> <p>Do not accept 'Pursue your passion in one of fourteen exciting allied health professions' (Excess denied. 'Pursue your passion' does not add any meaning reflecting a diversity of opportunities)</p>	[1]
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Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 - 4 of the Insert for Questions 5 - 16.

5	<p>Give one word from Paragraph 1 that indicates that the writer felt that his visit to Shimonoseki may end badly.</p> <p>[Vocabulary in Context]</p> <p>Answer: 'fateful'</p> <p>Accept even if word is capitalized.</p> <p>Explanation: 'fateful' – having an important and usually negative effect on the future</p>	[1]
6	<p>With reference to Paragraph 1, why is fugu considered 'the world's most notorious fish dish'?</p> <p>[Factual]</p> <p>Answer: Eating fugu can cause death.</p> <p>Also accept: The fish contains toxin in their ovaries, liver and the layer of fat beneath their skin and is thirteen times more poisonous than arsenic which could prove fatal when eaten.</p> <p>Do not accept: Fugu is poisonous ('most notorious' is not addressed)</p> <p>Explanation: 'notorious' – famous for something bad</p> <p>From the text: 'For all the absurd misinformation bandied about, people have died, and still do, from eating the object of my quest that day, fugu. There genuinely was a slight chance that I might <u>never</u> return from my trip to taste the world's most notorious fish dish.</p> <p>The fugu is a type of puffer fish, or blowfish that contains toxin in their ovaries, liver, and the layer of fat beneath their skin, which is thirteen times more poisonous than arsenic.'</p>	[1]
7	<p>From Paragraph 2, give two precautions that must be taken to ensure that consuming fugu remains safe.</p> <p>[Factual]</p> <p>Answer: (i) A special fugu license must be earned to serve it in a restaurant. (ii) Chefs must store all the poisonous parts in a locked box.</p>	[1] [1]

8	<p>In Paragraph 4, what is (i) unusual and (ii) effective about the phrase ‘I was mesmerised by the slaughter unfolding before me’ (line 17).</p> <p>[Evaluative]</p> <p>Answer: (i) It is unusual because a slaughter is something cruel and violent and not something most people would want to continue watching (Expected). However, the writer seemed interested/intrigued and could not look away from the scene in front of him.(Contrasted with reality). *Both parts are required for candidates to get 1 mark. (ii) It is effective because it highlights/emphasizes the writer’s inability to look away despite not liking what he saw (we infer he does not like the scene as he labels this scene a ‘slaughter’) / the writer’s morbid fascination with the action in front of him/how compelling the scene was although it was unpleasant.</p> <p>Explanation: ‘Mesmerised’ – is to be so interested or so attracted by something that you cannot think of anything else. (Positive connotation) ‘Slaughter’ – to kill in a way that is cruel or unnecessary. (Negative connotation)</p> <p>Approaching the unusual-effective question. Unusual - Candidates need to contrast the usual (expected) with what is actually happening (reality) to explain why this situation is unusual. Effective – A particular word choice/ expression is effective when it <u>successfully and accurately</u> conveys the writer’s intent. Hence a candidate’s response should explain the precise meaning and impact of the selected expression.</p>	<p>[1]</p> <p>[1]</p>
9	<p>In Paragraph 4, explain why the writer thinks that ‘this would probably have been as appropriate a time as any’ for the fugu to deploy their spines if they had them?</p> <p>[Inferential]</p> <p>Answer: The lives of the fugu was under threat as they were about to get slaughtered/ chopped up/ dismembered [1 mark], hence it would be appropriate for them to mount a defence/ defend themselves/ to show their spines to protect themselves [1 mark].</p> <p>Explanation: It is always important to pay attention to footnotes that provide definitions of technical terms. From the footnote, it is understood that the spines are sharp and can hurt anyone who comes into contact with it. Candidates need to explain why this moment is appropriate for the fugu to show these dangerous spines if they had them.</p> <p>From the text: ‘I watched, mesmerised by the slaughter unfolding before me as four men stood around their metal work-station in blood-and-guts-spattered aprons and white gloves. I had wondered whether fugu had spines like other types of puffer fish, but as this would probably have been as appropriate a time as any to deploy them, I concluded that they have none.’ (lines 19-21)</p>	<p>[2]</p>

10	<p>Identify one word from Paragraph 5 that the writer uses to convey his feeling of discomfort as he observes the fugu-mongers handle fugu.</p> <p>[Vocabulary in Context]</p> <p>Answer: 'Queasiness'.</p> <p>Explanation:</p> <p>'Queasiness' – feeling sick or nauseous; feeling worried, unhappy or uncertain about something</p> <p>From the text:</p> <p>'I must admit to some queasiness as I watched the fugu-mongers'</p> <p>Do not accept:</p> <p>'Squeamish'- easily upset or shocked by things that you find unpleasant or that you do not approve of. (Different from a feeling of discomfort;)</p> <p>Squeamish is also used in a different context to refer to the writer's feelings regarding how animals in general are handled and prepared for food.</p>	[1]
11	<p>'...the fugu-mongers hold each wriggling fish on the chopping board in front of them before stunning them with a swift blow of the knife handle to the back of the head.' (lines 23-25)</p> <p>What do the words 'stunning' and 'blow' suggest about the manner in which the fishes were hit?</p> <p>[Vocabulary in Context]</p> <p>Answer: The fishes were hit (very) hard (on the head)/ hit forcefully.</p> <p>Explanation:</p> <p>'a blow' – a hard hit with a hand or weapon.</p> <p>'stunning' – to hit a person or animal unconscious or unable to think normally, especially by hitting their head hard.</p>	[1]
12	<p>In Paragraph 5, explain in your own words, why people consuming fugu may be concerned with the way fugu is prepared.</p> <p>[In your own words]</p> <p>From the text:</p> <p>'... the whole thing took just thirty seconds—not quite the level of meticulous care one might wish for in the preparation of a deadly fish...' (lines 31-33)</p> <p>Answer: The preparation/Getting the fish ready for consumption is completed too quickly (1 mark) and thus may not be thoroughly done <u>leaving behind some toxin/poison, thus resulting in death</u> (1 mark)</p> <p>OR</p> <p>The preparation is so swiftly done (1 mark) that some toxin/poison could remain on the fish which could be fatal (1 mark).</p> <p>Do not accept:</p>	[2]

	<p>Not <u>carefully</u> prepared Meticulous Deadly Poisonous</p> <p>Explanation: Take note of the scope of the question.</p> <p>‘people consuming fugu’ – the question targets the concerns of people who will be eating the fish. The response will need to relate to the care put into the preparation so that the fish is safe for consumption.</p> <p>If the question addresses the concerns of ‘people’ in general, the scope would be broader and the response could include the perceived brutality of chopping up the fish while it is still alive.</p>	
13	<p>What is the tone created by the writer when he says ‘but I am sure they knew what they were doing’ (line 33)?</p> <p>[Evaluative]</p> <p>Answer: The writer uses a reassuring/comforting/confident tone/ tone of certainty or a humorous tone.</p> <p>Explanation: To reassure is to say or do something to <u>remove</u> the doubts or fears of someone; comfort someone and to stop them from worrying</p> <p>Humorous is accepted because the writer is questioning the speed of the preparation but in a flippant, mock-serious manner.</p> <p>Do not accept: Assuring (tell someone confidently that something is true)</p>	[1]
14	<p>In Paragraph 6, the writer tells himself ‘There was no risk, surely, from the merest fingertip touch.’ (line 37).</p> <p>How does the writer convince himself that he should go ahead with his idea of tasting fugu liver?</p> <p>[Evaluative]</p> <p>Answer: He states that that he will <u>not be in any danger</u> as there is ‘no risk’ and promises himself that he will only taste an <u>extremely small/ miniscule</u> amount with ‘the merest fingertip touch’.</p> <p>Explanation: Response must show the absolute meaning in the word ‘no’ in ‘no risk’. Do not accept if answer says there is low risk.</p>	[1]

15 In Paragraph 8, the writer experiences a reaction after sneaking a taste of fugu liver. Explain how the language used in Paragraph 8 conveys the writer's sense of panic as he stands up.

Support your ideas with **two** details from Paragraph 8.

[Language for Impact]

Answer:

From the text	Explanation
<p>'What had I done? How stupid can one man be?'</p> <p><i>*Accept if only one question is quoted</i></p>	<p>Panic is reflected through his <u>immediate</u> self-recrimination and <u>strong regret</u> as he realizes the foolishness of his actions.</p> <p>The writer <u>immediately</u> and <u>harshly</u> blames himself for having a foolhardy/rash/reckless idea; behaving recklessly</p>
<p>'This was it:'</p> <p>'one more notch on the fugu's kill chart'</p>	<p>The <u>finality</u> of this statement shows that the writer is convinced that he has <u>no way out of this situation/ he is doomed</u>.</p> <p>He thinks of the worse-case scenario and is believes that he will die.</p>
<p>'the cramps would be next, and soon I would be a writhing, frothing heap on the floor, one more notch on the fugu's kill chart.'</p> <p><i>*If this detail is used, the subsequent piece of evidence will not gain any mark.</i></p>	<p>His escalating anxiety is reflected in his <u>description of worsening symptoms</u> that will end with death</p>
<p>'I would be a writhing, frothing heap on the floor'</p>	<p>He starts thinking of the debilitating effects the poison/toxin would have on him</p>

Do not accept:

- 'the room began to go all swimmy.' / 'My vision went slightly foggy and speckled' (Description of the writer's experience and how he felt but does not depict panic)
- 'I started to panic.' (Factual statement)
- 'the cramps would be next' (Does not depict a lack of control)

Explanation:

Panic – a sudden uncontrollable fear or anxiety, often causing wildly unthinking behaviour.

The responses selected should reflect **a lack of control** and **anxiety** in the writer's thinking.

From the text:

I stood up, feigning innocence. Almost immediately, the room began to go all swimmy. My vision went slightly foggy and speckled. I started to panic. What had I done? How stupid can one man be? This was it: the cramps would be next, and soon I would be a writhing, frothing heap on the floor, one more notch on the fugu's kill chart. But the sensation stopped almost as quickly as it had started. I was fine. Panic over.'

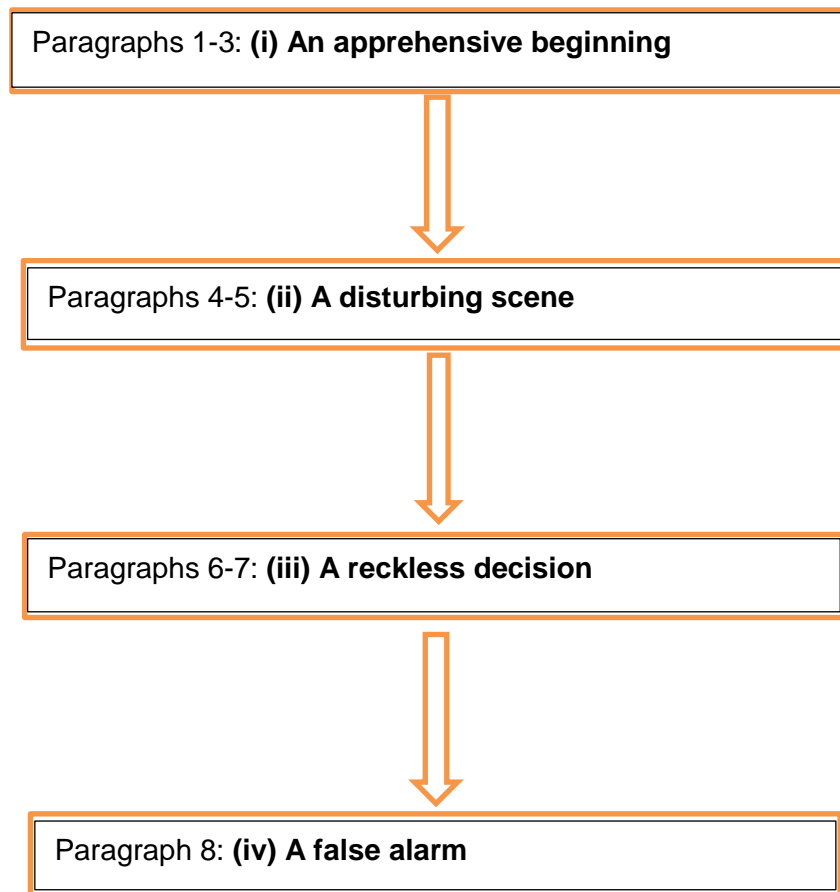
[2]

- 16 The structure of the text reflects the stages in the writer's visit to Shimonoseki. Complete the flow chart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box that you do not need to use.

The writer's visit to Shimonoseki

An apprehensive beginning	A reckless decision	A disturbing scene
Against all odds	A meticulous operation	A life-endangering start
A false alarm		

Flow Chart



[4]

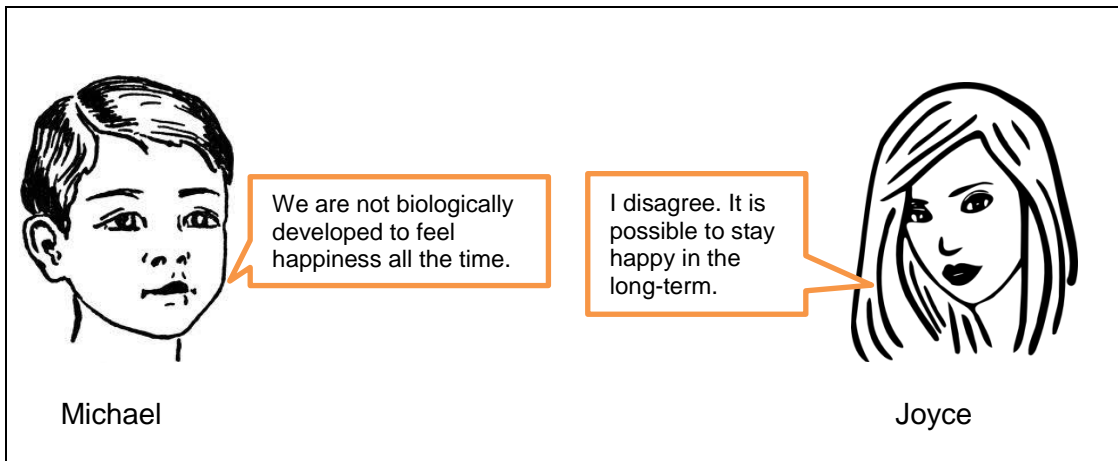
Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 17 - 24.

17	<p>From Paragraph 1, identify one new development that has allowed people to rediscover 'what optimism feels like' this year.</p> <p>[Factual]</p> <p>From the text: The birds are chirping, a warm breeze is blowing, people are getting vaccinated, paving the way for restrictions to be gradually lifted. After a year of anxiety and stress, many people are finally rediscovering what optimism feels like.</p> <p>Answer: More people are getting vaccinated paving the way for restrictions to be gradually lifted.</p> <p>Do not accept: The birds are chirping, a warm breeze is blowing, people are getting vaccinated, paving the way for restrictions to be gradually lifted. (Excess denied)</p> <p>The birds are chirping, a warm breeze is blowing (at most, this is a seasonal change not a new development)</p>	[1]
18	<p>'However, if you are expecting your happiness to skyrocket the moment the world finishes off this pandemic once and for all, think again.' (line 3-4)</p> <p>(i) Explain what the writer means when he describes how some people may expect their happiness to 'skyrocket'.</p> <p>[Vocabulary]</p> <p>Answer: Some people expect to become <u>extremely happy very quickly</u>.</p> <p>*Both parts required for mark to be awarded.</p> <p>Explanation: 'Skyrocket' - to <u>rise extremely quickly</u></p>	[1]
19	<p>With reference to Paragraph 2, give two details of what people miss doing during the pandemic.</p> <p>[Factual]</p> <p>Answer: They miss having (intimate) dinner parties (1 mark) and hugging their family members (1 mark)</p> <p>Explanation: To 'daydream' about these actions imply that people are looking forward to doing them as they are unable to presently.</p>	[2]
20	<p>Give one word in Paragraph 2 which indicates the transient nature of happiness.</p> <p>[Vocabulary]</p> <p>Answer: 'Fleeting'.</p> <p>Explanation: 'fleeting' - lasting for a very short time</p>	[1]

21	<p>With reference to Paragraph 2, explain in your own words the first reaction that people have when they experience something positive.</p> <p>[In Your Own Words]</p> <p>Answer: People <u>generally</u> feel <u>a lot</u> happier <u>suddenly</u>.</p> <p>* do not award if there is reference to a 'dip in their overall happiness level' (shows that student did not read the question carefully)</p> <p>Do not accept if 'overall happiness level' is used. Please accept if students include 'at first'. It is however, not essential in the answer as the question already provides the clue that it requires 'the first reaction that people have'.</p> <p>From the text: people feel an initial surge in their overall happiness levels.</p> <p>'surge' – a sudden and great increase</p>	[1]
22	<p>Why is 'hedonic adaptation' (line 9) to 'blame' when people no longer feel euphoric?</p> <p>[Factual]</p> <p>Answer:</p> <p>It <u>causes</u> people to <u>settle back</u> into wherever they were happiness-wise <u>before</u> that bad event happened (1 mark) <u>even if the good thing is continuing</u>. (1 mark) OR</p> <p><u>Having adapted/gotten used to the new situation</u>, people <u>revert/go back</u> to feeling the same amount of happiness they felt <u>prior</u> to the episode (1 mark) <u>although it may still be ongoing</u> (1 mark)</p> <p>*Students can lift from the text as it isn't an 'in your own words' question.</p> <p>Do not accept: Over time, people settle back.... [does not answer the question directly. Here, it explain what 'hedonistic adaption' is but not</p>	[2]

23 Here is a part of a conversation between two students, Michael and Joyce, who have read the article.



(i) Give **one** reason from Paragraph 3 that Michael can use to support his view.

[Factual]

Answer: The human mind prioritises negative experiences to be remembered more strongly than positive ones as a way for us to anticipate potential threats in our environment. [1]

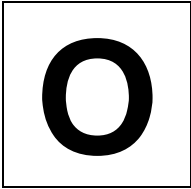
(ii) With reference to Paragraph 4, how would Joyce explain her position?

[Factual]

Answer: Happiness can be prolonged through daily practice. [1]

Do not accept:

'Scientists have found steps to prolong it.' (the actual solution isn't provided)



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

ANSWER SCHEME

CLASS:

/

INDEX NUMBER:

ENGLISH LANGUAGE**1128/02**

Paper 2 Comprehension

2 August 2021**1 hour 50 minutes**

Candidates answer in the Question Booklet.

1100 – 1250h

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid/tape.

Answer the summary question.

Write your answers in the space provided.

The insert contains the text for this question.

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

This document consists of **2** printed pages and 1 insert.

24 **Using your own words as far as possible**, summarise what people can do to achieve long-term happiness.

Use only information from Paragraphs 5 to 9.

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).

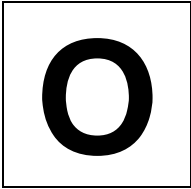
To achieve long-term happiness, one should...

From the passage	Suggested Answer
1. find joy in everyday things/ make everyday occurrences special/ to savour	Savour / Enjoy/Take delight in everyday occurrences
2. Take the time whenever something good happens - no matter how small - to really acknowledge it.	Be appreciative when good things happen
3. marvel as much as you can or focuses on finding wonder in small things along the way (different from point 1)	Take note of your surroundings and be in awe of the little things you see around you.
4. Do acts of kindness/ kind deeds	Do kind things for others/ Charitable acts
5. reflecting on past kind deeds/ thinking about good deeds you have done	And recall/recount the acts of kindness you have done.
6. It is important to realise that happiness alone is not enough.	Happiness alone is insufficient/ Working to boost happiness cannot cure depression
7. Clinical depression should be treated by a mental health professional.	It is important to seek treatment for mental health issues when necessary
8. scheduling a few safe activities can do wonders for keeping your optimism up	Planning safe activities can keep your spirits up
9. just anticipating an event can sometimes be as pleasurable as the activity itself	Looking forward to an event can be as enjoyable as participating in the activity.

Sample Summary

To achieve long-term happiness, savour everyday occurrences and be appreciative when good things happen. Take note of your surroundings and be in awe of the little things you see around you. Be kind in your actions and recall the acts of kindness you have done. Happiness alone is insufficient and it is important to seek treatment for mental health issues when necessary. Planning activities can keep up your spirit and looking forward to an event can be as enjoyable as participating in the activity. (80 words)

END OF PAPER



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

2 August 2021

1 hour 50 minutes

1110 – 1300h

INSERT

READ THESE INSTRUCTIONS FIRST

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

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

Section A

Text 1

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

BENNY. LIVING WITH CEREBRAL PALSY. WANTS TO GROW UP LIKE ANY OTHER KID. CAN YOU HELP HIM PREPARE FOR THE JOURNEY AHEAD?

Make a real difference in the everyday lives of people like Benny. Pursue your passion in one of 14 exciting allied health professions and discover how when your work ends, their lives begin.

 **CARE TO GO BEYOND. BE AN ALLIED HEALTH PROFESSIONAL.**
caretogobeyond.sg

OCCUPATIONAL THERAPIST
Encourages Benny to take care of himself and take part in activities like writing and playing.

SPEECH THERAPIST
Works with his family and school teachers to tailor treatments for his communication and swallowing difficulties

MEDICAL SOCIAL WORKER
Supports Benny and his family with the care they need and helps them seek financial assistance.

PROSTHETIST & ORTHOTIST
Assess and prescribe supportive devices (orthoses) to help Benny walk better.

PHYSIOTHERAPIST
Helps Benny and his parents maximise his potential to stand, walk, climb the stairs and run. Helps address physical challenges as he grows.



MINISTRY OF HEALTH SINGAPORE

Section B

Text 2

In the text below Michael Booth relates his experience of eating fugu – puffer fish. Read the text carefully and answer Questions 5 -16 in the Question Booklet.

- 1 I'll admit I was a little nervous as I travelled to Shimonoseki that fateful morning. For all the absurd misinformation bandied about, people have died, and still do, from eating the object of my quest that day, fugu. There genuinely was a slight chance that I might never return from my trip to taste the world's most notorious fish dish.
- 2 The fugu is a type of puffer fish, or blowfish that contains toxin in their ovaries, liver, and the layer of fat beneath their skin, which is thirteen times more poisonous than arsenic. You need a special fugu licence, which takes two or three years to earn, to serve it in a restaurant. These days, following some unfortunate incidents with restaurant-bin foragers, chefs must store all the poisonous parts in a locked box. 5
- 3 The acknowledged fugu capital of Japan is the harbour town of Shimonoseki. I could have eaten fugu virtually anywhere in Japan but I had heard that the best fugu chefs and the freshest fish were to be found here. I figured that if anyone was likely to be a safe bet to prepare me a safe piece of fugu sashimi¹, it was the fugu-mongers² of Shimonoseki. By serendipitous coincidence, I had chosen to visit the town on the day of its annual fugu festival. 10
15
- 4 At the festival, fugu were being dispatched and prepared to be sent back out to the customers in plastic bags. I was mesmerised by the slaughter unfolding before me as four men stood around their metal work-station in blood-and-guts-spattered aprons and white gloves. I had wondered whether fugu had spines³ like other types of puffer fish, but as this would probably have been as appropriate a time as any to deploy them, I concluded that they have none. 20
- 5 I am not especially squeamish when it comes to working with whole animal or fish carcasses, but I must admit to some queasiness as I watched the fugu-mongers hold each wriggling fish on the chopping board in front of them, before stunning them with a swift blow of the knife handle to the back of the head. Next they chopped off their faces and fins and pulled off their skin in one swift movement. The fish were still gasping for oxygen at this point, their tongues bulging from the newly created orifice in the front of their head, their gills ballooning. And they were still moving as the fugu-mongers plunged their fingers inside them and pulled out their toxic guts, tossing them into a bucket on the floor. Finally, the eyes were gouged out and the rest of the fish chopped into large pieces, its hollow carcass included, before being bagged and sent back out to the customer. I timed it: the whole thing took just thirty seconds - not quite the level of meticulous care one might wish for in the preparation of a deadly fish, but I am sure they knew what they were doing. 25
30
- 6 I stepped closer, smiling at the men. They smiled back, apparently untroubled by having a witness to all this. I had an idea, a really, really stupid thought that had popped into my head just at that moment, circumventing all common sense: I was going to try to taste the liver. There was no risk, surely, from the merest fingertip touch. I pointed at the bucket of innards; I mimed choking to death with my hands around my neck. They nodded. It was indeed a bucket of fugu toxin. 35

¹ a Japanese dish of bite-sized pieces of raw fish

² Someone who is sells fugu and is trained to prepare fugu safely for consumption

³ Spines refer to long, sharp points like a needle growing out of an animal.

- 7 I knelt down next to the bucket to tie my shoelace. But just as I was stretching out toward the bucket, one of the filleters spotted me and waggled his finger. I pulled my hand back and smiled sheepishly; he returned to his fish, and I immediately shot my hand back out, touched a piece of liver, and quickly licked my finger. 40
- 8 I stood up, feigning innocence. Almost immediately, the room began to go all swimmy. My vision went slightly foggy and speckled. I started to panic. What had I done? How stupid can one man be? This was it: the cramps would be next, and soon I would be a writhing, frothing heap on the floor, one more notch on the fugu's kill chart. But the sensation stopped almost as quickly as it had started. I was fine. Panic over. It was getting up so quickly that had made me dizzy, not the liver. I neither felt nor tasted anything on my tongue. Maybe it wasn't even the liver I had touched. I'll never know. 50

Adapted from "Super Sushi Ramen Express: One Family's Journey Through the Belly of Japan" by Michael Booth.

Section C

Text 3

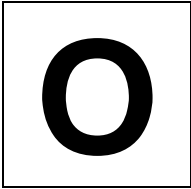
The article below is about the state of happiness and how it can be prolonged. Read it carefully and answer Questions 17 – 24 in the Question Booklet.

- 1 The birds are chirping, a warm breeze is blowing, people are getting vaccinated, paving the way for restrictions to be gradually lifted. After a year of anxiety and stress, many people are finally rediscovering what optimism feels like. However, if you are expecting your happiness to skyrocket the moment the world finishes off this pandemic once and for all, think again. 5
- 2 Yes, receiving your vaccine shot, daydreaming about intimate dinner parties or first hugs with family may give you a jolt of joy - but euphoria, unfortunately, tends to be fleeting. Blame "hedonic adaptation". When good or bad things happen, people feel an initial surge or dip in their overall happiness levels. Hedonic adaptation means that, over time, they settle back into wherever they were happiness-wise before that good or bad event happened, even if the good thing - such as getting your dream job - is continuing. 10
- 3 To maintain those positive feelings, you are going to need to work on it a bit. "Our brains developed biologically for survival, not happiness," says Dr Sanjay Kumar. The human mind, he adds, "prioritises negative experiences to be remembered more strongly than positive ones, as a way for us to anticipate potential threats in our environment". 15
- 4 While that is good for evolution, excessive worry is not anyone's idea of a happy state of mind. Ultimately, happiness is more of a daily practice than anything else, Dr Kumar says. The good news is that researchers have found steps to prolong it.
- 5 For some, their first time hugging friends in a year is going to be a sweet moment to savour. However, there is joy in everyday things too. Even mundane things - such as watching yet another football game - can feel special if you take a moment to remember the not-so-distant past when so much of life was put on hold. Take the time whenever something good happens - no matter how small - to really acknowledge it. 20
- 6 Next, marvel as much as you can. The feeling of awe can come from a simple walk around the block, says The Awe Factor author Allen Klein. One of his favourite strategies for ensuring his daily dose of awe is heading out for an "awe walk". On these strolls, he switches off his mental list of chores and things to remember, and instead focuses on finding wonder in small things along the way. 25
- 7 Acts of kindness tend to increase people's ratings of their own happiness. You may also get some benefit from simply thinking about good deeds you have done. A study this year found that reflecting on past kind deeds improved well-being at a rate similar to actually going out and doing new good deeds. 30
- 8 It is important to realise that happiness alone is not enough. If you have been struggling with depression throughout the pandemic, working to boost your own happiness may not be a cure. "The opposite of depression is not happiness," says New York-based psychiatrist Jeff Ditzell. "The opposite of depression is no longer being depressed." If you have had symptoms of depression these past 12 months, you may feel your depression subside as the pandemic slowly wanes. But on the other hand, it may not. Clinical depression should be treated by a mental health professional. 35
- 9 While it is still uncertain when big parties and other activities people enjoyed before the pandemic will return, scheduling a few safe activities can do wonders for keeping your optimism up. In fact, just anticipating an event can sometimes be as pleasurable as the 40

activity itself. Perhaps it is too early to set a date for a 15-person dinner party, but you can crack open a cookbook to start planning the menu. And when party day arrives, remember to savour every last morsel and belly laugh, as you eat, drink and be more than just fleetingly merry. 45

Adapted from “It’s Okay to Feel Joy Right Now - Here’s How to Prolong It” by A.C. Shilton, New York Times, March 19, 2021.

END OF PAPER



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

2 August 2021

1 hour 50 minutes

Candidates answer in the Question Booklet.

1110 – 1300h

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen.
Do not use paper clips, glue or correction fluid/tape.

Answer **all** the 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

This document consists of 7 printed pages and 1 insert.

Section A [5 marks]

Text 1

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

1 What is the main purpose of this advertisement?
.....
..... [1]

2 'Benny. Living with Cerebral Palsy. Wants to grow up like any other kid.'
What is the intended effect of this statement on the reader?
.....
..... [1]

3 In the advertisement, descriptions of different allied health professional roles surround the image of Benny.
How do the description and image convey the idea that being an allied health professional is a meaningful experience?
.....
..... [2]

4 'Make a real difference in the everyday lives of people like Benny. Pursue your passion in one of fourteen exciting allied health professions and discover how when your work ends, their lives begin.'
Identify a phrase that suggests there is a diversity of opportunities available.
..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 - 4 of the Insert for Questions 5 - 16.

- 5 Give **one** word from Paragraph 1 that indicates that the writer felt that his visit to Shimonoseki may end badly.
 [1]
- 6 With reference to Paragraph 1, why is fugu considered 'the world's most notorious fish dish' ?
 [1]

- 7 From Paragraph 2, give **two** precautions that must be taken to ensure that consuming fugu remains safe.
 (i) [1]
 (ii) [1]
- 8 In Paragraph 4, what is (i) unusual and (ii) effective about the phrase 'I was mesmerised by the slaughter unfolding before me' (line 17).
 (i) It is unusual because [1]

 (ii) It is effective because [1]

- 9 In Paragraph 4, explain why the writer thinks that 'this would probably have been as appropriate a time as any' for the fugu to deploy their spines if they had them?
 [2]

- 10 Identify one word from Paragraph 5 that the writer uses to convey his feeling of discomfort as he observes the fugu-mongers handle fugu.
 [1]
- 11 '...the fugu-mongers hold each wriggling fish on the chopping board in front of them before stunning them with a swift blow of the knife handle to the back of the head.' (lines 23-25)
 What do the words 'stunning' and 'blow' suggest about the manner in which the fishes were hit?
 [1]

12 In Paragraph 5, explain **in your own words**, why people consuming fugu may be concerned with the way fugu is prepared.

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

13 What is the tone created by the writer when he says 'but I am sure they knew what they were doing' (line 33)?

..... [1]

14 In Paragraph 6, the writer tells himself 'There was no risk, surely, from the merest fingertip touch.' (line 37).

How does the writer convince himself that he should go ahead with his idea of tasting fugu liver?

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

15 In Paragraph 8, the writer experiences a reaction after sneaking a taste of fugu liver. Explain how the language used in Paragraph 8 conveys the writer's sense of panic as he stands up.

Support your ideas with **two** details from Paragraph 8.

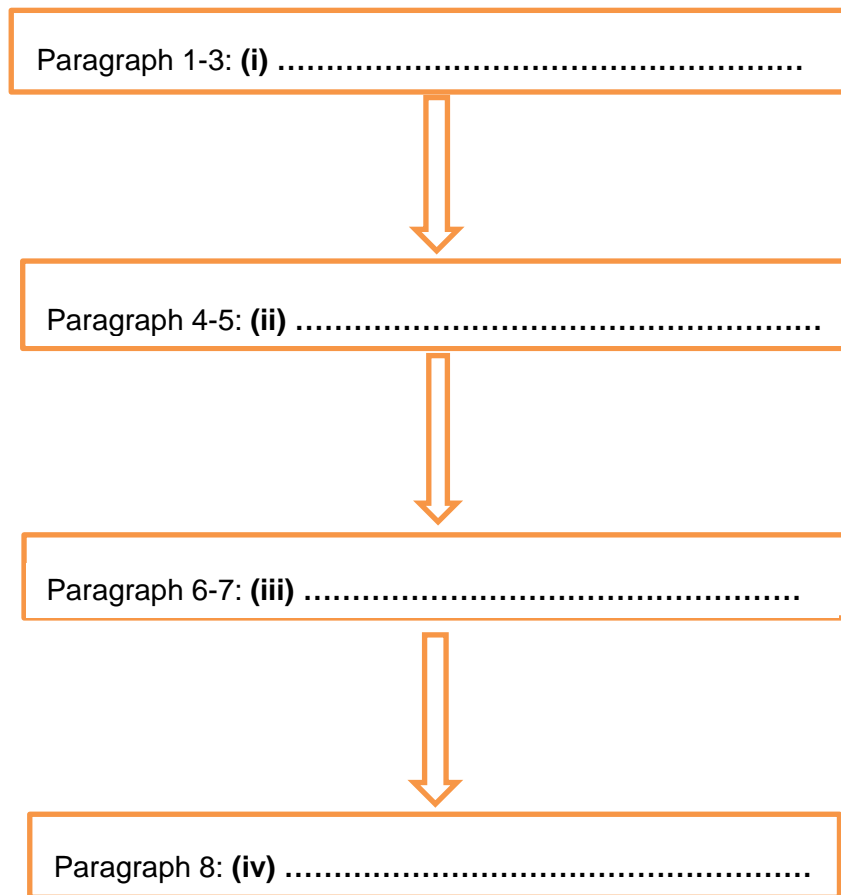
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..... [2]

- 16 The structure of the text reflects the stages in the writer’s visit to Shimonoseki. Complete the flow chart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box that you do not need to use.

The writer’s visit to Shimonoseki

An apprehensive beginning	A reckless decision	A disturbing scene
Against all odds	A meticulous operation	A life-endangering start
A false alarm		

Flow Chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 17 - 24.

17 From Paragraph 1, identify one new development that has allowed people to rediscover 'what optimism feels like' this year.

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

18 'However, if you are expecting your happiness to skyrocket the moment the world finishes off this pandemic once and for all, think again.' (line 3-5)

Explain what the writer means when he describes how some people may expect their happiness to 'skyrocket'.

..... [1]

19 With reference to Paragraph 2, give **two** details of what people miss doing during the pandemic.

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

20 Give one word in Paragraph 2 which indicates the transient nature of happiness.

..... [1]

21 With reference to Paragraph 2, explain **in your own words** the first reaction that people have when they experience something positive.

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

22 Why is 'hedonic adaptation' (line 9) to 'blame' when people no longer feel euphoric?

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

23 Here is a part of a conversation between two students, Michael and Joyce, who have read the article.



Michael

We are not biologically developed to feel happiness all the time.



Joyce

I disagree. It is possible to stay happy in the long-term.

(a) Give **one** reason from Paragraph 3 that Michael can use to support his view.

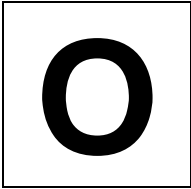
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[1]

(b) With reference to Paragraph 4, how would Joyce explain her position?

.....

[1]



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four Express & Five Normal



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

2 August 2021

1 hour 50 minutes

Candidates answer in the Question Booklet.

1110-1300

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen.
Do not use paper clips, glue or correction fluid/tape.

Answer the summary question.

Write your answers in the space provided.
The Insert contains the text for this question.

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

This document consists of **2** printed pages and 1 insert.

24 **Using your own words as far as possible**, summarise what people can do to achieve long-term happiness.

Use only information from Paragraphs 5 to 9.

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).

To achieve long-term happiness, one should.....

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Word count: _____

END OF PAPER