



AHMAD IBRAHIM SECONDARY SCHOOL
GCE O-LEVEL PRELIMINARY EXAMINATION 2021

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
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ENGLISH LANGUAGE

1128 / 01

Paper 1 Writing

20 August 2021

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on the spaces provided above.

Write in dark blue or black pen.

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

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

Write your answers for **Section A** in the spaces provided on the Question Booklet.

Write your answers for **Section B** and **Section C separately** on the writing paper provided.

The Insert contains the text for **Section B**.

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

For Examiner's Use	
Section A	

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines about digital payment. 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.

Example:

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

at

My mother always wears sensible clothes.

✓

The decade ahead is one that is anticipated to be swept with a barrage of technological disruption as we are digitising every aspect of our day-to-day lives. The way we pay for things make no exception. One explanation is that e-commerce accounted for \$3.5 trillion of worldwide sales in 2019 so smartphones are becoming ubiquitous even in the more underdeveloped countries. Furthermore, banks are slowly closing down their brick-and-mortar branches in favour of going fully digital, and people in generally are tired of waiting by days on end for international transactions to execute. All of those developments point towards one question: what is the point of cash anymore? While they can still have its uses, especially between banks, physical money costs a lot to store, transfer and produce. In fact, most coins produced are less valuable than the material used to make them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Adapted from <https://www.festipay.com/top-six-cashless-societies-finland-sweden-and-china-lead-way/>

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 the webpage in the Insert, study it carefully and plan your answer before beginning to write.

You have seen some information on helping youths fight anxiety on the webpage from the Heath Promotion Board. As Class Chairperson, you are tasked to address the issue of anxiety with your class, as you know that the upcoming Preliminary and O-Level Examinations is stressing out many of your peers. In your speech, you should explain the importance of coping with anxiety.

Write your speech, stating clearly

- why expressing anxiety is not unusual
- why it may go unnoticed
- how to tell if someone is experiencing anxiety
- why seeking help is important.

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

Write your speech in **clear, accurate** English. Your tone should be **persuasive**, showing why you think seeking help is not a sign of weakness but necessary.

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

[Turn over

Section C [30 marks]

Begin your answer on a separate piece of paper.

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. 'Technology is a useful servant but a dangerous master.' What are your views?
4. Describe your experience with home-based learning. What did you discover about yourself and how has that changed you?
5. 'An environmentally-friendly lifestyle will no longer be an option but a necessity.' Do you agree with this statement?
6. 'Education can come to an end but learning never stops.' How can you apply this in your life?

END OF PAPER



AHMAD IBRAHIM SECONDARY SCHOOL
GCE O-LEVEL PRELIMINARY EXAMINATION 2021
SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
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ENGLISH LANGUAGE
INSERT

1128 / 01
20 August 2021
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This paper consists of **2** printed pages.

[Turn over

Section B [30 marks]

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



Helping Youths Fight Anxiety



Health
Promotion
Board

Teen angst is a part of growing up, here's how youths can be better equipped to cope and be well-adjusted.

While teen angst is a part of growing up, not all youths are equipped with adequate coping abilities. Here are possible causes of anxiety:

- Increasing competitiveness at school
- Rising pressures to keep up with perfect appearances on social media

Anxiety is the most common mental illness in Singapore, and 1 out of 16 Singaporeans will have exhibited symptoms of anxiety at least once in their lifetime. If you are a concerned individual with a peer or loved one fighting youth anxiety, how can you help? What can be done is to raise awareness and educate people to create a mindset shift.

Why People Don't Seek Help



Even though most of us don't think twice about visiting a doctor for an ailment like the common flu, people dealing with anxiety tend to take much longer to seek help. The following are possible reasons:

- Lack of awareness of the signs and symptoms
- Social stigma and fear of coming off as unstable, unreliable or weak

Family

The first port of call is often family due to the following:

- Close proximity
- Most influential to initiate treatment and encourage those afflicted to get help



When Friends and Peers Need to Raise the Alarm

If your friend has

- turned down one too many invitations
- been acting out of character
- trouble sleeping or has been feeling low



How You Can Help Personally

Encourage them to

- exercise – physical activity aids in relaxation and feeling positive
- explore interests – breaks the monotony and encourages relaxation
- go on a break – helps one to get up and out, and return feeling more refreshed
- get appropriate professional help

Adapted from <https://www.healthhub.sg/live-healthy/1179/helping-youth-fight-depression>



AHMAD IBRAHIM SECONDARY SCHOOL
GCE O-LEVEL PRELIMINARY EXAMINATION 2021

VI

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
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ENGLISH LANGUAGE
INSERT

1128 / 01
20 August 2021
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This paper consists of **2** printed pages.

[Turn over

Section B [30 marks]

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

Helping Youths Fight Anxiety [Logo of Health Promotion Board]

Teen angst is a part of growing up, here's how youths can be better equipped to cope and be well-adjusted.

While teen angst is a part of growing up, not all youths are equipped with adequate coping abilities. Here are possible causes of anxiety:

- Increasing competitiveness at school
- Rising pressures to keep up with perfect appearances on social media

Anxiety is the most common mental illness in Singapore, and 1 out of 16 Singaporeans will have exhibited symptoms of anxiety at least once in their lifetime. If you are a concerned individual with a peer or loved one fighting youth anxiety, how can you help? What can be done is to raise awareness and educate people to create a mindset shift.

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Even though most of us don't think twice about visiting a doctor for an ailment like the common flu, people dealing with anxiety tend to take much longer to seek help. The following are possible reasons:

- Lack of awareness of the signs and symptoms
- Social stigma and fear of coming off as unstable, unreliable or weak

Family

The first port of call is often family due to the following:

- Close proximity
- Most influential to initiate treatment and encourage those afflicted to get help

When Friends and Peers Need to Raise the Alarm

If your friend has

- turned down one too many invitations
- acting out of character
- trouble sleeping or has been feeling low

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- explore interests – breaks the monotony and encourages relaxation
- go on a break – helps one to get up and out, and return feeling more refreshed
- get appropriate professional help

Adapted from <https://www.healthhub.sg/live-healthy/1179/helping-youth-fight-depression>

Setter: Mdm Nah Ser Yen



**AHMAD IBRAHIM SECONDARY SCHOOL
GCE O-LEVEL PRELIMINARY EXAMINATION 2021**

SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
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ENGLISH LANGUAGE

Paper 1 Writing

1128 / 01

20 August 2021

1 hour 50 minutes

ANSWERS

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines about digital payment. 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.

Example:

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

_____ at _____

My mother always wears sensible clothes.

_____ ✓ _____

The decade ahead is one that is anticipated to be swept with a barrage of technological (disruption) as we are digitising every aspect of our day-to-day 1. disruptions (S/P) lives. The way we pay for things (make) no exception. One explanation is that 2. makes (SVA) e-commerce accounted for \$3.5 trillion of worldwide sales in 2019 (so) 3. as (Conj.) smartphones are becoming ubiquitous even in the (more) underdeveloped 4. most (Superlative) countries. Furthermore, banks are slowly closing down their brick-and- 5. ✓ mortar branches in favour of going fully digital, and people in (generally) are 6. general (WF) tired of waiting (by) days on end for international transactions to execute. All 7. for (Prep) of (those) developments point towards one question: what is the point of cash 8. these (Dem.) anymore? While (they) can still have its uses, especially between banks, 9. it (Pro) physical money costs a lot to store, transfer and produce. In fact, most coins 10. ✓ produced are less valuable than the material used to make them..

Adapted from <https://www.festipay.com/top-six-cashless-societies-finland-sweden-and-china-lead-way/>



**AHMAD IBRAHIM SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
Name of English Teacher :		

ENGLISH LANGUAGE

Paper 2 Comprehension

QUESTION BOOKLET – Sections A & B

1128 / 02

24 August 2021

1 hour 50 minutes

Additional Materials:

Insert

Question Booklet – Section C

Instructions to Candidates:

1. Write your name, index number, class and the name of your English teacher in the spaces provided on this page.
2. Write your answers in dark blue or black pen in the spaces provided in this Question Booklet.
3. Answer **all** questions.
4. Do not use staples, paper clips, highlighters, glue or correction fluid.
5. The Insert contains the texts for all the sections.
6. At the end of the examination, submit both Question Booklets **separately**.

For Examiner's Use	
Section A	
Section B	
Total	

This paper consists of **6** printed pages

[Turn over

Section A [5 marks]

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

1. In what way does the photograph appeal to people to adopt homeless animals?

[2]

2. Refer to paragraph 1. Identify **one** phrase of not more than **six words each** which suggest that homeless animals are in critical condition.

[1]

3. Refer to the section 'Success Stories' in the lower portion of the webpage. What is the effect of the language used here?

[1]

4. Which sentence gives the main purpose of the webpage?

[1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 15.

5. At the beginning of the text, Richard brought his grandson, Jimmy to the treasure-ledge of the reef. Explain how the language used in Paragraph 1 emphasises how bright the night was.

Support your ideas with **two** details from Paragraph 1.

[2]

6. The writer says Jimmy's 'answer was to stand poised like a red-bronze statue of speed' (line 9-10).

(i) What was his 'answer'?

[1]

(ii) What does the phrase 'stand poised like a red-bronze statue of speed' (line 10) suggest about Jimmy's attitude to the task and what lies ahead?

[1]

7. 'The young man ... filling his lungs until his chest stood out like a square box...' (lines 12-13). Why do you think he needed to do this?

[1]

8. Identify an expression from Paragraph 3 that suggests that the boy's dive was precise and sharp.

[1]

9. Refer to Paragraph 4, lines 15-17.

(i) What is the contrast between Jimmy and ordinary swimmers? **Answer in your own words.**

[2]

(ii) What is the effect of this contrast?

[1]

10. In lines 18-19, the writer says 'The silk sponge is to sponge-divers what the silver fox is to trappers on land'.

What does this suggest about the silk sponge?

[1]

11. 'Close behind it, dim at first, but growing more and more distinct as it came, showed a sinister shape, the dreaded tiger-shark of deep water.' (lines 28-29)

Explain how the structure of this sentence is effective.

[1]

12. In Paragraph 7 the writer says 'He was half-way to the surface before its cold deadly eyes caught sight of his ascending body. With a rush like a torpedo-boat, the thirty-foot shark shot toward the straining, speeding figure'. (lines 29-31)

What do the descriptions in the given sentences suggest about the threatening nature of the shark?

Descriptions	How the shark is a threat to its prey
'cold deadly eyes'	
'rush like a torpedo boat'	

[2]

13. From Paragraph 8, identify the word(s) that have the same meaning as

(i) lift with massive effort _____ [1]

(ii) sudden and forceful closure _____ [1]

14. In Paragraph 10, what is the tone of the grandfather's comment?

[1]

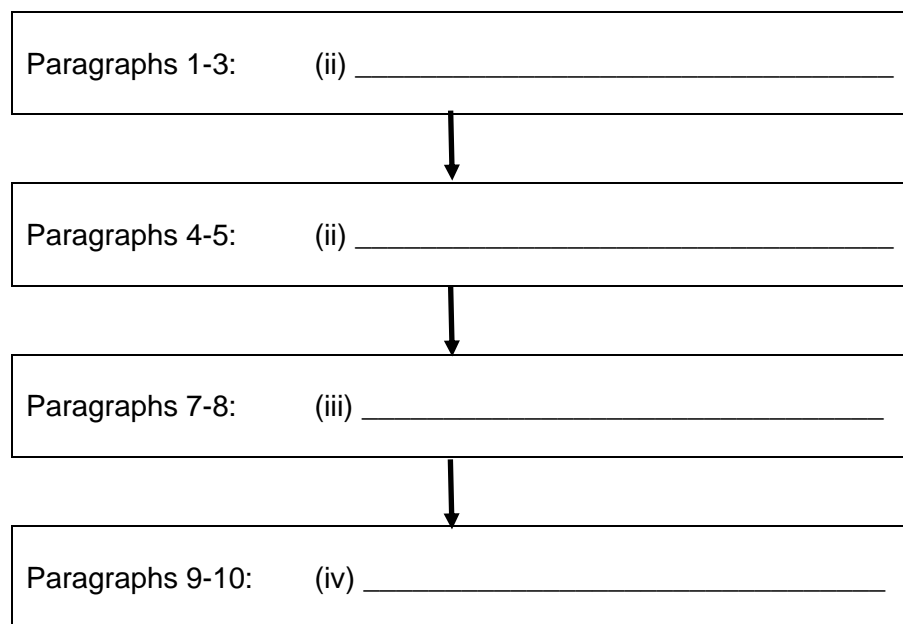
[Turn over

15. The structure of the text reflects the main stages in Jimmy's sponge-diving experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus in each part of the text. There are some extra phrases in the box that you do not need to use.

Jimmy's sponge-diving experience

a feared venture	reckless pursuit of a treasure	defeating an enemy
steady search for a treasure	spreading panic	a daring venture
a prized possession	a narrow getaway	

Flow chart



End of Section A & B

[4]



**AHMAD IBRAHIM SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
Name of English Teacher :		

ENGLISH LANGUAGE

Paper 2 Comprehension

QUESTION BOOKLET – Section C

1128 / 02

24 August 2021

1 hour 50 minutes

Additional Materials:

Insert

Question Booklet – Section A & B

Instructions to Candidates:

1. Write your name, index number, class and the name of your English teacher in the spaces provided on this page.
2. Write your answers in dark blue or black pen in the spaces provided in this Question Booklet.
3. Answer **all** questions.
4. Do not use staples, paper clips, highlighters, glue or correction fluid.
5. The Insert contains the texts for all the sections.
6. At the end of the examination, submit both Question Booklets **separately**.

For Examiner's Use	
Comprehension	
Summary	
Total	

This paper consists of **4** printed pages

[Turn over

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 16 – 22.

16. With reference to Paragraph 1, give **two** reasons why playing sports boosts academic performance.

(i) _____
_____ [1]

(ii) _____
_____ [1]

17. Which **one** word in Paragraph 2 tells us that team sports bring about a more united community?

_____ [1]

18. Explain what the writer means when he describes communication skills as 'key in maintaining a functioning sports team' (line 19-20). **Answer in your own words.**

_____ [1]

19. What is the writer suggesting in Paragraph 5 when he states 'Necessity demands that athletes learn valuable time management skills that organise chaos' (line 34-35)?

_____ [2]

20. According to Paragraph 6, why do athletes have 'higher levels of social support'?

_____ [1]

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



Michael

I think that the high pressure in sports positively impacts athletes.



Karen

I don't think so.
I think it can affect them negatively too.

(i) Identify two examples from Paragraph 4 that Michael can give to support his view.

a) _____ [1]

b) _____ [1]

(ii) With reference to Paragraph 4, how would Karen support her view?

_____ [1]

[Turn over



**AHMAD IBRAHIM SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Name:	Class:	Register No.:
Name of English Teacher :		

ENGLISH LANGUAGE

1128 / 02

Paper 2 Comprehension

24 Aug 2021

INSERT

1 hour 50 minutes

Additional Materials: Question Booklets


This paper consists of **4** printed pages.

[Turn over

Section A





Text 1

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



Homeless animals are an ongoing problem in society. Most people are unaware of the number of animals that are euthanised every year. Many of these animals are lost because there are too few people willing or able to adopt a rescue animal. Additionally, many animals when surrendered, need emergency and serious medical care. Unfortunately for these animals, they often die due to insufficient resources.

While there are many non-profit groups in our community that rescue and re-home dogs and cats, they lack the funds and facilities to treat injured or ill pets until they are well enough to be placed up for adoption. That is why Atlantic Animal Hospital established the Coastal Animal Rescue Effort apart from rescue organisations. The mission of C.A.R.E is to treat these needy animals, restore their health, and find them loving new homes. You can help C.A.R.E. fulfill its mission by adopting a pet through this website.

 Available Pets	 Success Stories	 Resources	 Events
<p>Your new family member is just a click away.</p>	<p>We look to place needy pets in your homes. Click here to see previously adopted CARE pets.</p>	<p>Click here for Adoption applications, donation and sponsorship information and other pet rescue resources.</p>	<p>Want to help? Click here for upcoming events and fundraising opportunities.</p>
<p>LEARN MORE</p>	<p>LEARN MORE</p>	<p>LEARN MORE</p>	<p>LEARN MORE</p>

(Information and images extracted from: <http://coastalanimalrescue.org/>)

Section B

Text 2

The text below is about a young boy who goes sponge diving in the reef under the watch of his grandfather. Read it carefully and answer Questions 5 – 15 in the Question Booklet – Sections A & B.

- 1 Richard, who in his day had been a famous sponge-diver, brought his grandson, Jimmy for a first visit to the treasure-ledge of the reef. Lune-green and amber, a strip of fading sky glowed across the trail of the vanished sun as they reached their destination. Then, over sea and sky, strode the sudden violet hues of the tropics. As the full moon of midsummer climbed toward the zenith, its light made a broad causeway across the horizon clear to the dark reef which lurked in the shimmering water. Inked black against the moon-path, showed the lean shape of their canoe. Richard's eyes lit up as he could clearly see the perfect diving spot. 5
- 2 "This is it," said Richard, suddenly. "You will need good lungs and a brave heart," he went on, "as death hides and waits here," and he paused for a moment. Jimmy's answer was to stand poised like a red-bronze statue of speed, at the bow seat. 10
- 3 "Forget not to look up at me, and, if I signal; come back to me fast," Richard finished sadly. The young man gave a brief nod and, filling his lungs until his chest stood out like a square box, dived high into the air, striking the water clean as the point of a dropped knife.
- 4 Into his lithe body rushed and pulsed the power and energy of the great swinging sea as he swam through the air-clear water. In thirty seconds, he was a hundred feet down, where the pressure of seventy pounds to the square inch would have numbed and crippled an ordinary swimmer, but meant nothing to his steel-strong body. With a great throb of delight, he saw a soft, golden-brown tuft of silk sponge hidden beneath the living branches. The silk sponge is to sponge-divers what the silver fox is to trappers on land. 15
- 5 With a quick stroke, Jimmy reached the moving branches which had to be parted carefully lest they close and hide. Before he parted them, he headed up and saw his grandfather beckoning frantically for him to return. Yet nowhere in the nearby water could he see anything unusual. Still, his grandfather's face contorted with earnestness. 20
- 6 He hesitated. A dive away lay a fortune. It might well be that never again could he find that exact spot. So he dove down, following the clue of the waving silken end. As he grasped a soft mass, he cautiously pulled out a silk-sponge, worth more than its weight in gold. 25
- 7 As he shot toward the surface, he caught sight of brilliant little fish returning from deep water. Close behind it, dim at first, but growing more and more distinct as it came, showed a sinister shape – the dreaded tiger-shark of deep water. He was half-way to the surface before its cold deadly eyes caught sight of his ascending body. With a rush like a torpedo-boat, the thirty-foot shark shot toward the straining, speeding figure. As he rose, he saw his grandfather mouthing the word "Hurry!" with every line on his tense face set in agony of pleading. 30
- 8 Only the fact that a shark has to be on its back to bring into play its seven rows of saw-edged teeth saved the boy's life. The tiny tick of time which the fish took in turning enabled the old man, with a tremendous heave of his powerful arms, to drag Jimmy over the canoe just as the fatal jaws snapped shut below him. For a long minute, the sea-tiger circled the canoe with hungry speed. Then, seeing that his prey had escaped, he swam away. 35
- 9 Jimmy grinned cheerfully after his disappearing foe and without a word, handed Richard the clump of sponge which, throughout his almost dead-heat with death, he had clutched tightly in his left hand. 40
- 10 "Not twice in a long lifetime," said his grandfather, "have I seen a finer silk-sponge".

(Adapted from an extract from "The Reef" by Samuel Scoville, Jr)

[Turn over

Section C

Text 3

The text below highlights the social and academic benefits of team sports. Read it carefully and answer Questions 16 – 22 in the Question Booklet – Section C.

- 1 Team sports are so much more than their physical benefits. This is especially so when group sports activities are incorporated into a young person’s life. Studies have shown a direct correlation between physical activity and academic performance. This might have to do with the increased cognitive ability that comes from playing sports. Physical activity naturally increases blood flow to the brain and activates endorphins – chemicals that are released when you exercise. Endorphins can impact your mood and work performance, meaning athletes may be more willing to and capable of tackling that next big problem. 5

- 2 Team sports are also an excellent source of soft skills development, as they allow athletes to grow within a supportive environment. Soft skills are personal attributes that allow people to build positive social relationships. They are critical in fostering a cohesive bond among team players and building a strong team. 10

- 3 Teamwork is all about collaborating with others to reach a common goal. The diverse pairing of personalities and scenarios will help an athlete become adaptable, persistent, and patient. Team sports also teach a sense of group and individual responsibility. Being on a team with a dozen or more of your peers is an excellent way to recognise the individual talents each person brings to the table. Working with teammates teaches athletes important life skills such as to respect one another, act in unselfish ways, make good decisions on behalf of the team, and not cut corners. While it might not be as obvious as sitting down and discussing a group project, team sports take a lot of communication – both spoken and unspoken. Communication skills are key in maintaining a functioning sports team, whether it is listening to a locker room pep talk, picking up on non-verbal cues given by other players, or expressing a thought during a post-game debrief. 15
20

- 4 Sports plays also happen fast, and athletes develop the skills needed to make effective snap decisions. Whether it is a basketball player deciding to shoot or a soccer player realising his best move is to pass to a teammate for the assist, athletes learn critical decision-making skills that will benefit them during and after game time. Any athlete who has played in a championship game knows the meaning of pressure. Failure to manage anxiety at a crucial moment can lead to a catastrophic drop in performance and this can cause athletes to choke under pressure. Hence, athletes need to learn to cope with the exacting demands under high-pressure situations and rise to the challenge. This ability to function under pressure translates to a person who is better at making deadlines and working in stressful situations in the future. 25
30

- 5 In addition, the time commitment required by athletes can be comparable to that of a full-time job. Think of all the different commitments an athlete needs to juggle: competitions, strength and conditioning, team meetings, sports physiotherapy – and these are just the sports-related obligations! Necessity demands that athletes learn valuable time management skills that organise chaos, otherwise they would never be able to keep up with both academics and sport. Not only that, team sports are also said to bolster the five C’s: competence, confidence, connections, character, and care. At the heart of this is self-esteem – an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance. 35

- 6 Team sports provide athletes with a natural community. Youth who play sports tend to have higher levels of social support, and the sense of community created with teammates, coaches, and family members incubates the perfect setting for critical self-esteem development. In the end, the opportunity to participate in team sports provides athletes with valuable skills that will take them beyond the field, pitch, and court. 40

(Adapted from “The Social And Academic Benefits Of Sports” by Paige Maslen)

End of Insert



**AHMAD IBRAHIM SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

ENGLISH LANGUAGE

Paper 2 Comprehension

1128 / 02

5 May 2021

1 hour 50 minutes

QUESTION BOOKLET – Sections A & B

Additional Materials:

Insert

Question Booklet – Section C

Instructions to Candidates:

ANSWERS

Section A [5 marks]

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

1. In what way does the photograph appeal to people to adopt homeless animals?

(Visual Inference- 1m)

It shows a cat **looking vulnerable/ needy/ lonely/pitiful (1m), thus appealing to people's sympathy (1m).**

[2]

2. Refer to paragraph 1. Identify one phrase of not more than six words each which suggest that homeless animals are in critical condition.**(Identify word/expression – 2m)**

“need emergency and serious medical care” / “often die due to insufficient resources”

[1]

3. Refer to the section ‘Success Stories’ in the lower portion of the webpage. What is the effect of the language used here? **(Lang Effect- 1m)**

The use of **imperative impels readers to click and see success stories.**

[1]

4. Which sentence gives the main purpose of the webpage? **(Identify word/expression – 1m)**

“You can help C.A.R.E. fulfil its mission by adopting a pet through this website” [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 15.

5. At the beginning of the text, Richard brought his grandson, Jimmy to the treasure-ledge of the reef. Explain how the language used in Paragraph 1 emphasises how bright the night was.

Support your ideas with **two** details from Paragraph 1. **(Language Impact-2m)**

- The phrase, 'the full moon of midsummer' suggest that the moon was completely illuminated/at its brightest/lighting up the night sky.

- The phrase 'its light made a broad causeway across the horizon' suggests that the moonlight largely spread over the broad skyline showing how well-lit the night was.

- The phrase 'shimmering water' suggest that the sea was reflecting the light of the moon, which emphasizes how illuminated/lit-up the night was.

(Any 2 of the suggested)

[2]

6. The writer says Jimmy's 'answer was to stand poised like a red-bronze statue of speed' (line 20).

- (i) What was his 'answer'? **(Factual-1m)**

He is ready to dive.

[1]

- (ii) What does the phrase 'stand poised like a red-bronze statue of speed' (line 10) suggest about Jimmy's attitude to the task and what lies ahead? **(Inference- 1m)**

Self-assured/ Commanding/ Confident /Fearless / Unafraid

[1]

7. 'The young man ... filling his lungs until his chest stood out like a square box...' (lines 12-13). Why do you think he needed to do this? **(Justify-1m)**

He needed as much oxygen as possible.

[1]

8. Identify an expression from Paragraph 3 that suggests that the boy's dive was precise and sharp. **(Language Impact- 1m)**

'striking the water clean as the point of a dropped knife'

[1]

9. Refer to paragraph 4, lines 15-17.

- (i) What is the contrast between Jimmy and ordinary swimmers? **Answer in your own words. (Factual/ IYOW-2m)**

Jimmy is able to withstand the high/immense water pressure (1m) that could have desensitized/paralysed/impaired/disabled/badly harmed (1m) an ordinary swimmer.

[2]

(ii) What is the effect of this contrast? **(Inference-1m)**

It suggests that Jimmy's physical endurance/strength is uncommon.

[1]

9. In lines 18-19, the writer says 'The silk sponge is to sponge-divers what the silver fox is to trappers on land'.

What does this suggest about the silk sponge? **(Inference - 1m)**

It is exotic/ highly valued/ precious commodity/ rare

[1]

10. 'Close behind it, dim at first, but growing more and more distinct as it came, showed a sinister shape, the dreaded tiger-shark of deep water.' (lines 28-29)

Explain how the structure of this sentence is effective. **(Language Impact -1m)**

It builds suspense by leaving the most shocking thing at the end of a long sentence/ the list of worrying/ fearful details creates a terrifying feeling. OR

Short spurts of phrases first to build the suspense before the longer parts of the sentence which gives terrifying detail.

[1]

11. In Paragraph 7 the writer says 'He was half-way to the surface before its cold deadly eyes caught sight of his ascending body. With a rush like a torpedo-boat, the thirty-foot shark shot toward the straining, speeding figure'. (lines 29-31)

What do the descriptions in the given sentences suggest about the threatening nature of the shark?

Descriptions	How the shark is a threat to its prey
'cold deadly eyes'	The shark eyes its prey with the cruel/ heartless intent
'rush like a torpedo boat'	The shark charges/swims/attacks (its prey) with extreme speed/ velocity

[2]

(Evaluate character response – 2m)

12. From Paragraph 8, identify the word(s) that have the same meaning as
(Identify word/expression – 2m)

(i) lift with massive effort **tremendous heave** [1]

(ii) sudden and forceful closure **snap shut** [1]

13. In Paragraph 10, what is the tone of the grandfather's comment?
(Inference - 1m)

Tone of awe/ awestruck / amazement

[1]

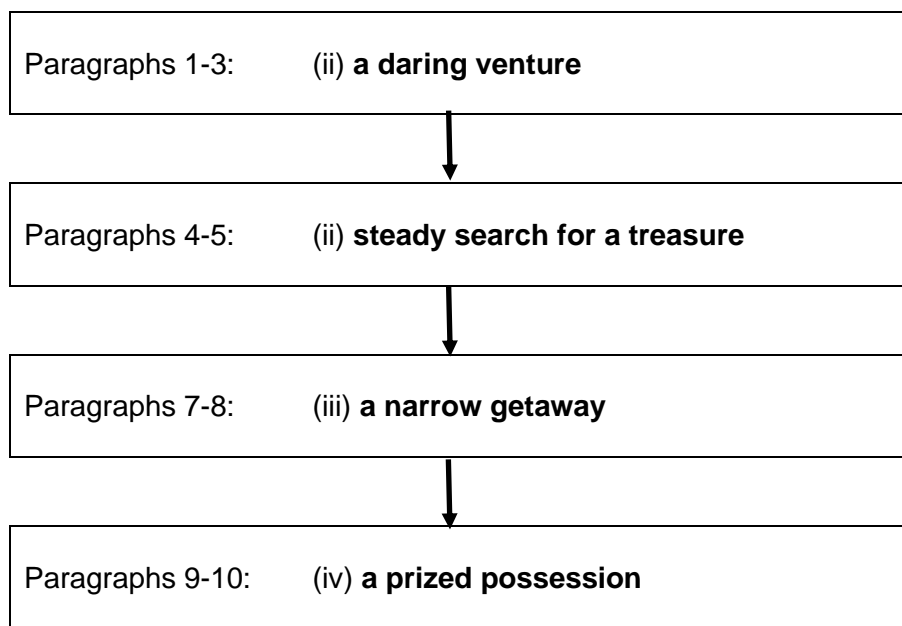
[Turn over

14. The structure of the text reflects the main stages in Jimmy’s sponge-diving experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus in each part of the text. There are some extra phrases in the box that you do not need to use.

Jimmy’s sponge-diving experience

a feared venture	reckless pursuit of a treasure	defeating an enemy
steady search for a treasure	spreading panic	a daring venture
a prized possession	a narrow getaway	

Flow chart



[4]

End of Section A & B

(Summarise – 4m)

Question Type	Question No.	Total No. of Marks
Factual	Q6a- 1m	3
Factual/ IYOW	Q9a- 1m	1
Identify word/exp	Q7.-2m, Q11 -1m,	3
Inference	Q6b-1m, Q9a-1m, Q10 -1m, Q14-1m	4
Lang impact/reason	Q1-3m, Q8-1m, Q11- 1m	3
Justify LL with evidence/Explain	Q7-1m	1
Evaluate character response	Q12-2m	2
Summarise	Q15-4m	4

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 16 – 22.

16. With reference to Paragraph 1, give **two** reasons why playing sports boosts academic performance. **(Factual-2m)**

(i) **It increases cognitive ability.** [1]

(ii) **It naturally increases blood flow to the brain that activates endorphins, impacting one's mood and work performance.** [1]

17. Which **one** word in Paragraph 2 tells us that team sports bring a more united community? **(Identify – 1m)**

'cohesive' [1]

18. Explain what the writer means when he describes communication skills as 'key in maintaining a functioning sports team' (line 19-20). **Answer in your own words. (IYOW-1m)**

Communication skills are essential/ crucial in enabling an athletic team to continue performing/ working together. [1]

19. What is the writer suggesting in Paragraph 5 when he states 'Necessity demands that athletes learn valuable time management skills that organise chaos' (line 34-35)? **(Inference-2m)**

It suggests that there is no choice but to learn time management skills (1m) to find order in chaos. (1m) [2]

20. According to Paragraph 6, why do athletes have 'higher levels of social support'? **(Factual -1m)**

Team sports provide athletes with a natural community (which they can seek support from). [1]

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



Michael

I think that the high pressure in sports positively impacts athletes.



Karen

I don't think so.
I think it can be harmful too.

(i) Identify two examples from Paragraph 4 that Michael can give to support his view.

a) **Athletes can learn critical decision-making skills.** [1]

b) **They can learn to function under pressure, becoming better at meeting deadlines and working in stressful situations in the future.** [1]

(ii) With reference to Paragraph 4, how would Karen support her view?

It can lead to catastrophic drop in performance. [1]

(Reason for word/expression-3m)

Question Type	Question No.	Total No. of Marks
Factual	Q20-1m	1
Factual/ IYOW	Q16-2m	2
Identify word	Q17-1m	1
IYOW	Q18-1m	1
Language Impact	Q19-2m	2
Reason for word/expression	Q21-3m	3

[Turn over

22. **Using your own words as far as possible**, summarise the benefits team sports can bring to athletes, and their future.

Use only the material from Paragraphs 3 to 5.

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

One of the benefits team sports brings _____

No	From Text	Lines	Paraphrased
1	help an athlete become adaptable, persistent, patient and	13	grooms an athlete to be adaptable, tenacious, patient and
2	teach a sense of group and individual responsibility.	14	cultivates team and personal responsibility.
3	It helps to recognise the individual talents each person brings to the table.	15-16	It showcases individual talent in a team
4	It also teaches athletes important life skills	16-17	and grows crucial life skills.
5	develop skills needed to make effective snap decisions,	22-23	It develops quick decision making
6	learn to cope with exacting demands under high-pressure situations and rise to the challenge.	28-29	to meet challenging demands in high-pressure circumstances.
7	This ability to function under pressure translates to a person who is better at making deadlines and working in stressful situations in the future,	29-30	This ability helps them to better meet deadlines and work in hectic situations.
8	learn valuable time management skills	34	This nurtures important time management strategies
9	to keep up with both academics and sport.	35	to effectively juggle studies and sports.
10	Team sports are also said to bolster the five C's: competence, confidence, connections, character, and care.	36-37	Team sports reinforces values of competence, self-esteem, relationships, character and care.
11	At the heart of this is self-esteem – an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance.	37-38	Self-esteem is key to better communication, relationships and academic achievement.

One of the benefits team sports brings grooms an athlete to be adaptable, tenacious, patient and cultivates team and personal responsibility. It showcases individual talent in a team and grows crucial life skills. It develops quick decision making to meet challenging demands in high-pressure circumstances. This ability helps them to better meet deadlines and work in hectic situations This nurtures important time management strategies to effectively juggle studies and sports. Team sports reinforces values of competence, self-esteem, relationships, character and care. Self-esteem is key to better communication, relationships and academic achievement.

84 words (11 Points)

[15]