

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)/
FOUR NORMAL (ACADEMIC) OOS**

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

27 August 2021 / Friday

1 hour 50 minutes

Additional Materials: Writing Paper
Insert

Setter: Mrs Lee Hui Min

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use glue or correction fluid.

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

Section A is an Insert.

For **Section A** write your answers in the spaces provided on the Insert.

For **Section B** and **Section C** write your answers on the separate Writing Paper provided.

At the end of the examination, fasten all your work securely together.

Hand in the **Question Booklet**, **Insert**, answers to **Section B** and answers to **Section C** **separately**.

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

This document consists of **4** printed pages and **1** Insert.

Section B [30 marks]

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

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

You are the President of the school's Environmental Club and you recently came across a poster by Singapore Environment Council on the sources and amount of waste generated by Singaporeans each year. You have observed the same trend in school and you feel that more can be done to reduce the plastic waste generated in school. You want to write a report to the teacher-in-charge of the Environmental Club about starting a six-month campaign in school to encourage the staff and students to reduce plastic waste. You must include the following details:

- Two observations you have made regarding the use and disposal of plastic in school
- Two initiatives to be included in the campaign
- How the initiatives can help reduce the amount of plastic waste generated in school
- How you plan to carry out the initiatives

Write your **report** in clear, accurate English and in a formal and polite tone.

You may add any other details that might be of interest.

You should use your own words as much as possible.



A nation of plastic

Singapore's plastic consumption

PET PLASTICS

1 to 3
PET bottles used per person/week

467m
PET bottles used in Singapore each year

Lined end to end, PET bottles collected in a day would stretch for 300km or six times the length of Singapore.

= 10m PET bottles

PLASTIC BAGS

2 to 4 Plastic bags used per person per day

820m Supermarket plastic bags used in Singapore each year

Plastic bags used per year make up the land area of **126 Gardens by the Bay**



PP PLASTICS

1 to 3 PP Plastic disposables used per person/week

473m PP plastics used in Singapore each year

PP plastic disposables include straws and beverage cups

Equivalent to the land mass of **3 Sentosa Islands**

NOTE: PET – Polyethylene terephthalate, PP - Polypropylene

Source: SINGAPORE ENVIRONMENT COUNCIL

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.

1. Describe one or two inventions you want to come up with and explain how they can benefit mankind.
2. Write about a time when someone's act of generosity surprised you. How did you react and what did you learn from it?
3. What are some ways to stop people from buying impulsively, and why?
4. "People should continue learning new skills even after leaving school." Do you agree?

End of Paper

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC) /
FOUR NORMAL (ACADEMIC) OOS**

ENGLISH LANGUAGE
Paper 1 Writing

1128/01

INSERT

**27 August 2021 / Friday
1 hour 50 minutes**

Setter: Mrs Lee Hui Min

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

Hand in **Section A separately** from other sections.

This document consists of **2** printed pages, including the cover page.

[Turn over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about gender bias at work. The first and the last two 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.
The train stopped for a few minutes at a small village.

At
.....
✓
.....

Time and time again, we hear women bemoaning the fact that leadership positions in their companies tend to be filled by men and that women’s voice are not heard enough in policy-making. The Minister of Manpower, in their first nationwide study on the gender pay gap, reported that women earned 6% less compared to the male counterpart holding the same job in the same industry. Highlighting a woman’s caregiving responsibilities at home as a key contributing factor to the pay gap, President Halimah Yacob said at the open address of the Institute of Policy Studies Women’s Conference: “The need to take time from work lead to lag in work experience and career progression, and consequently earning. Companies should be more understanding and encouraging by giving them much support. Upskilling their employees and providing mentoring opportunities will help women in their career progression.”

1.....
2.....
3.....
4.....
5.....
6.....
7.....
8.....
9.....
10.....

Adapted from: <https://cnalifestyle.channelnewsasia.com/women/women-workplace-singapore-gender-equality-equal-opportunities-15116328>

Answers

Time and time again, we hear women bemoaning the fact that leadership positions in their companies tend to be filled by men and that women's **voice** are not heard enough in policy-making. The Minister of Manpower, in **their** first nationwide study on the gender pay gap, reported that women earned 6% less compared to **the** male counterpart holding the same job in the same industry. Highlighting a woman's caregiving responsibilities at home as a key contributing factor to the pay gap, President Halimah Yacob said at the **open** address of the Institute of Policy Studies Women's Conference: "The need to take time **from** work **lead** to lag in work experience and career progression, and consequently **earning**. Companies should be more understanding and encouraging by giving them **much** support. Upskilling their employees and providing mentoring opportunities will help women in their career progression."

Adapted from: <https://cnalifestyle.channelnewsasia.com/women/women-workplace-singapore-gender-equality-equal-opportunities-15116328>

- 1 voices
- 2 its **[VOID]**
- 3 ✓
- 4 a
- 5 ✓
- 6 opening
- 7 off
- 8 leads
- 9 earnings
- 10 more

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY FOUR EXPRESS/ FIVE NORMAL (ACADEMIC)
SECONDARY FOUR NORMAL (ACADEMIC) (OOS)**

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

30 August 2021 / Monday

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

Setter: Mrs Cha Wan Cheng

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use 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.

Hand in the **Question Booklet** and **Insert separately**.

This document consists of **8** printed pages and **1** Insert .

[Turn over]

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 - 3.

1. What is the main purpose of the webpage?

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

2. Refer to the photograph under the heading 'Volunteering'. What intended effect does it have on the reader?

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

3. What are two other ways through which the webpage appeals to potential volunteers?

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

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 13.

4. State two pieces of evidence in Paragraph 1 which show that the writer had no intention of going back to where he came from.

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

5. In Paragraph 2, quote another phrase referring to ‘craggy hilltop’.

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

6. Explain how the language used in Paragraph 3 demonstrates the overwhelming fear felt by the writer when night fell. Support your ideas with three details from the paragraph.

.....
.....
.....
..... [3m]

7. In Paragraph 3, what two factors caused sleep to elude the writer?

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

8. From Paragraph 4, pick an expression which suggests that very few people inhabited the area near the hills.

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

9. In Paragraph 4, what conclusion did the writer arrive at upon seeing the remains of fires and the sheep's skeleton? Answer **in your own words**.

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

[2m]

10. Give a word **of your own** each to describe, from the writer's perspective, (i) Zamora at present and (ii) Zamora in the past.

Zamora	Word to describe
(i) At present	
(ii) In the past	

[2m]

11. 'Artur, the tall young man, talked with vitality, but his speech was often broken by jagged rasps of coughing.' (Lines 52-53)
What is unusual and effective about the writer's description of Artur's speech?

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

[2m]

12. Towards the end of the account, why do you think Artur's friend was weeping?

.....
.....

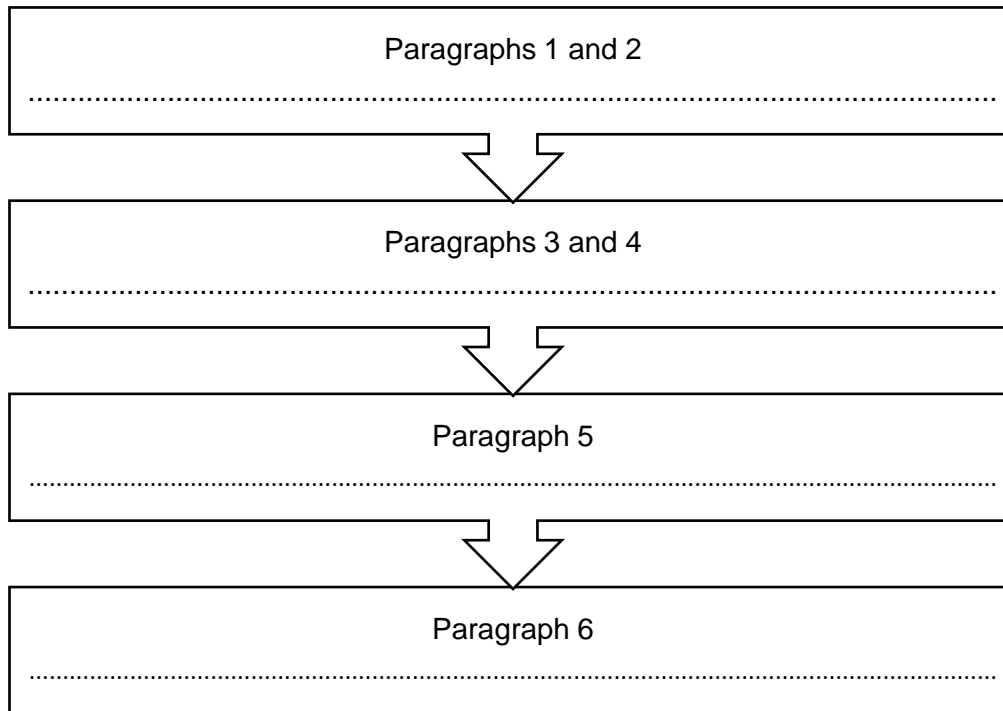
[1m]

13. The structure of the text reflects the stages of the writer's journey in Spain. Complete the flowchart by choosing one expression from the box to describe each stage. There are extra descriptions in the box that you do not need to use.

Stages of journey

Forgetting the past to escape reality	Gaining confidence in the future	In a state of solitude and aimlessness
Discarding the past for the future	Getting adjusted to a new place	Living in oblivion of reality

Flow chart



[4m]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 - 19.

14. In Paragraph 1, what is being compared with a barren Amazon?

.....
.....

[1m]

15. What is the mission of Bay Foundation?

.....
.....

[1m]

16. From Paragraph 4, name two ways in which El Nino contributed to the destruction of kelp forests.

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

[2m]

17. Describe briefly, ***in your own words***, the state of the kelp forests at Honeymoon Cove during the following time periods.

Time period	State of forest
Before 2013	
2013 and beyond	

[2m]

18. Here is part of a conversation between two friends, Patrick and Sandy, who have read the text.

Purple urchins have great detrimental impact on the fishing industry.

I totally agree with you. Fortunately the divers can put their skills to good use in other jobs.



Patrick



Sandy

- (i) How would Patrick fully explain his position with reference to Paragraph 4?

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

[2m]

- (ii) Give two examples which Sandy can use to support her viewpoint with reference to Paragraphs 6 and 8.

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

[2m]

Name: _____

Class: Sec _____

Index No.: _____

4E5N



**MERIDIAN SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

ENGLISH LANGUAGE

Paper 2

1128/02

18 August 2021

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

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

This Insert consists of 4 printed pages, including this page.


Section A

Text 1

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

WHAT'S ON
PLAN YOUR VISIT
EXPLORE OUR ART
DISCOVER & LEARN
JOIN & GIVE
ABOUT US


BUY TICKETS



George de Groux, *Quatre de Self-Portrait*, 1916. Oil on canvas, 23.2 x 73.3 cm. Gift of Lee Foundation. Collection of National Gallery Singapore.

COME AND SEE YOUR FAVOURITE ART PIECE. AGAIN. AND AGAIN.


GALLERY INSIDER MEMBERSHIP



Insiders enjoy up to \$120 in value from privileges such as unlimited access to our dynamic line-up of exhibitions, privileges and discounts for selected programmes, unique museum merchandise and the Gallery's culinary offerings!


SIGN UP NOW

MEMBERSHIP BENEFITS




Unlimited access to all Exhibitions

See your favourite exhibitions and artworks whenever you want to, all year round




Earn points with our Rewards Programme to experience more

Collect points when visiting the Gallery to redeem one-of-a-kind experiences




Priority access to selected exhibits

Snaking long lines to see our popular artworks? Insiders get to jump the queue!




Priority booking and discounts to selected programmes

Be the first to find out what's happening at the Gallery, and secure your slot at discounted rates



Access to Gallery Insider-Only events

Get the chance to participate in members-only events, and connect with like-minded art lovers



Shopping & dining privileges

Enjoy discounts or privileges when purchasing Gallery merchandise or dining at any of our cafes and restaurants.

Join us as a Gallery Insider now to start enjoying your benefits!

BECOME A GALLERY INSIDER

Contact

If you have feedback or further questions, please contact membership@nationalgallery.sg

Adapted from <https://www.nationalgallery.sg/support/join/membership>

MSS 4E5N Preliminary Examination 2021
English Language (1128/02)

Section B

Text 2

In the text below, the writer makes his way to Kampala, capital of Uganda. Read the text carefully and answer Questions 5–16 in the Question Booklet.

- 1 The soldiers said they were going to Kampala the next day. They said they would take me for fifty dollars. Behind dark glasses, their eyes were difficult to read.

- 2 Luke, who ran the guesthouse at the top of the town, whistled through his teeth. 'Travelling with soldiers,' he said. 'It's like dancing with the devil.'

- 3 But I had already decided to take the chance. Stories about the dangers of the road to Kampala were the gossip of bars and street corners: stories about roadblocks and rival militias and casual violence. Buses no longer went to Kampala, and few private vehicles would risk the journey. Perhaps an army truck was the only way to get through. I paid the soldiers ten dollars 'for petrol' as a down payment, and they wandered away up the street between the buildings pockmarked with bullet holes and the rusting skeletons of old cars abandoned by people who had fled the country. 5
10

- 4 Luke was right of course. In Uganda in those days soldiers had the worst kind of reputation. Ill-paid, ill-disciplined and deranged by the proximity of death, they preyed ruthlessly upon the civilian population. I knew it was foolish to deal with them, but this city offered no other options. 15

- 5 The soldiers arrived the next morning in an army truck and were already drunk, presumably having spent my petrol money to fuel themselves. I paid the rest of the 'fare' and climbed into the back with my bag. A nightmare ride began. The driver treated the truck like a carnival bumper-car ride. Twisting the steering wheel, he swung the big lorry back and forth on the narrow road. Laughing in the cab, the soldiers drank beer and threw the empty bottles out the windows at passers-by. 20

- 6 When the driver tired of his game, he found a new one. To the hilarity of his companions, he began to aim the truck at the people along the roadside - elderly carrying water and wood to their huts, children herding goats and a few cows. Alerted by the roar of the engine, the people leapt to safety across a ditch into the long grass. There were a few near misses. Once we hit a goat which had panicked and hesitated. There was a squeal and then the sickening thud beneath the wheels. Behind us, enveloped in clouds of dust, a boy gazed down at his family's source of milk, reduced to roadkill. 25

- 7 When it emerged, after an hour on the road, that the soldiers were not going to Kampala at all, it seemed a blessing. They threw me off the lorry at Kamudini, a dusty junction, before taking the road east to Lira where fighting had been reported. Waving my money at me through the open window, they drove away in high spirits. 30

- 8 After they were gone, I stood in the middle of the empty highway and listened to the drone of insects, a single note piercing the noon silence. The city I came from was now eighty kilometres behind me, too far to return on foot in daylight. Kampala was still well over 150 kilometres to the south. I was alone on a road that no one trusted any more, in a country that had disintegrated. On one thing, everyone agreed. No one who valued their life should be on this road at night. 35

- 9 I picked up my bag and walked south, towards the Nile.

Adapted from The Road to Kampala by Stanley Stewart

Section C

Text 3

The text below is an article about the future of national parks. Read the text carefully and answer Questions 17–24 in the Question Booklet.

- 1 Theodore Roosevelt had the right idea in a 1886 speech when he said: “We have fallen heirs to the most glorious heritage a people ever received, and each must do his part if we wish to show that the nation is worthy of its good fortune.” It is essential that each generation understand and address the dangers that national parks will encounter on their watch.
- 2 Perhaps today’s most insidious threat is the undermining of the concept of nature itself. Slowly but surely, this mindset will destroy nature. Those with this view reason that since humans have in some way changed nature everywhere, untouched nature is merely an illusion. Hence, why not actively maximise the management of nature for direct human benefit? One can easily see the appeal of this perspective to those interested in cashing in on nature’s remaining treasure troves. 5
10
- 3 The ongoing, intense pressure from fishing and hunting lobbyists for access to hunt or fish in parks is disruptive to the role of parks as refuges where evolution can play out unimpeded. Because of the protection marine parks provide, they would seem to be the best places to find fish – and hence enjoy good fishing for sport. Allowing fishing in national parks is also a quest to provide visitor entertainment, which leaves important elements of national parks unprotected. A study of Virgin Islands National Parks waters found that there were now more fish outside the park boundary than inside. 15
- 4 The traditional fishing practices of local islanders have also been replaced by modern gear, adding to the pressure on fish stocks, with rates of removal surpassing reproductive potential. It is especially sad that our coastal national parks and seashores have remained largely unprotected. Implementation (or even the mention of) establishing “no-take zones¹” is often hotly opposed, and its pursuit requires great courage. 20
- 5 These are some foreseeable threats. Should new generations decide to tackle the issue of human domination, the future could offer grand and happy possibilities. Even the simplest attempt at legalising ‘no-fishing’ zones may produce results that will surprise many. While the issues discussed above seem daunting, there remain satisfying opportunities to preserve national parks even in the midst of danger. 25
- 6 An example is the world’s largest dam removal project on the Elwha River in Washington. Hundreds of thousands of salmon were blocked by two dams that were built in the 1900s, reducing the salmon run to around three thousand fish. In a bid to restore the salmon run, policies were proposed and eventually the two dams were removed by 2014. This eventually has far-reaching positive impacts, both for the salmon populations as well as the species that depend on them. 30
- 7 Ultimately, opportunities are, of course, a question of priorities. Whether we view these efforts to preserve nature’s remaining treasure troves as nonessential or quintessential, is precisely the key to this issue. Who knows, if national parks can play a stronger role in teaching the nation to appreciate active, environmentally sound lifestyles and science, perhaps the priority of preserving our national parks will be raised. 35

Adapted from Navigating the Future of our National Parks by Michael A. Soukup and Gary E. Machlis

End-of-Insert

¹ No-take zones refer to areas set aside by the government where removal of any resource is disallowed.

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**ANG MO KIO SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY FOUR EXPRESS/FIVE NORMAL (ACADEMIC)/
SECONDARY FOUR (ACADEMIC) (OOS)**

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

INSERT

**30 August 2021 / Monday
1 hour 50 minutes**

Setter: Mrs Cha Wan Cheng

READ THESE INSTRUCTIONS FIRST

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

This document consists of **6** printed pages, including the cover page.

[Turn over]

Section A

Text 1

Study the webpage below and answer Questions 1 – 3 in the Question Paper Booklet.



The screenshot shows the NEA website's 'Programmes & Grants' page. The header includes the NEA logo and navigation menus for 'OUR SERVICES', 'WHO WE ARE', 'PROGRAMMES & GRANTS', 'MEDIA', and 'RESOURCES'. The 'ePORTAL' link is highlighted. The main heading is 'Programmes & Grants'. Below this, the 'VOLUNTEERING' section is introduced with a paragraph about environmental responsibility and the role of volunteers. A photograph shows three people, including a man and a child, engaged in a community activity. To the right of the photo, text describes Mr Lim and his son as regular volunteers for dengue prevention. Further text encourages becoming an environment volunteer and lists various opportunities offered by NEA.

VOLUNTEERING

Protecting the environment is the responsibility of everyone in the community. We can do this by leading eco-friendly lifestyles, and by taking ownership of our living environment. Our environment volunteers play a key role in our efforts to harness local knowledge and co-create solutions, and in encouraging Singaporeans to keep our city clean and liveable.

For the residents of Woodlands Zone 2 RC, Mr Lim and his eleven-year-old son, Cleon Lim, are familiar faces. They are part of NEA's 4,500 volunteers trained in dengue prevention, and are regulars at house visits to educate residents in their neighbourhood on dengue prevention.

You can make a difference by being an environment volunteer. NEA offers a variety of volunteer opportunities: participating in events to promote environmental awareness and conservation, beautifying our community spaces, and garnering support for ground-up environmental projects. No effort is ever too small.

From Our Volunteers...

"I'm happy to note that the number of dengue prevention volunteers has grown, and being part of the larger group makes me realise that I'm not fighting dengue alone. Together, we hope to eradicate dengue!"
– Ms Joanna Portilla

"It's a moral civic duty to keep our public spaces clean – it's a matter of national pride." – Mr Tan Ken Jin



If you believe in making a difference to the community and improving our environment, please contact us at 1800 CALL NEA (1800 -225 5632) or register at <https://www.cgs.gov.sg/volunteer>.

Section B

Text 2

The text below is a writer's account of starting a new life in Spain. Read it carefully and answer Questions 4– 13 in the Question Booklet.

- 1 I was in Spain and a new life was beginning. I had a few coins in my pocket and no return ticket; I had a rucksack, a tent, some spare clothes, a blanket, a violin and only enough words to ask for a glass of water. The sun rose, and people started appearing on the street. I cut my last connection with home by changing my coins into local currency, bought some bread and fruit and headed straight for the open country. 5

- 2 I spent the rest of the day on the long, arduous climb up from the coast, and then decided to put up my tent for the night on a craggy hilltop. A primitive instinct had forced me to leave the road and climb to this rocky tower, which gave me an eagle's view of the distant harbour I had recently left. I could see where I'd been that day and much of the country still to come, which rolled desolately away, wild and silent. Faced with its alien magnificence, I felt a pang of homesickness, but nevertheless a twinge of excitement. 10

- 3 Night fell quickly and the valleys filled with heavy shadows which took on strange and eerie shapes. The jagged coastline looked menacing, like fragments of broken glass. As the sun went down, Vigo became cold and dim, smothered in the blue dusk. I couldn't help but feel abandoned, even though it was foolish of me, when I saw the small white ship on which I had arrived sail off in the gloom. I sat on the hilltop, my teeth chattering as the night wind rose. I found a little hollow out of the wind, ate some bread and fruit and put up my small tent. Because I had only a bed of stones to lie on, sleep eluded me. Moreover, I was troubled by wild dogs which howled in the distance. Not until dawn did their yelping and snarling stop, and I fell asleep at last. 15
20

- 4 The next day I followed the track through the hills, giving in to a feeling of loneliness when I saw occasional signs of life – sometimes a shepherd's hut, or a boy with a flock of goats. The track climbed higher into the clear, cold air, and I followed it, frequently convinced that I had lost my way. That night I took shelter in a ruined castle. The remains of fires and the skeleton of a sheep, propped in one corner, sent shivers of apprehension down my spine. This place was, I thought, an obvious refuge for bandits. But I slept well enough, in spite of the rustlings in the walls and the sighing of the mountain wind. On the following day, I finished my bread and fruit, and was glad to find some wild grapes to eat. After that, all I remember about those days is a steadily sharpening hunger, which made me lose all track of time. I was aware of nothing but a shifting pattern of sun and shadow, hunger and sleep. 25
30

- 5 I came down at last to the rich plain around the town of Zamora, where crops grew in abundance in the Spanish summer. My head thumped in the blindingly bright light and I screwed up my eyes, which in itself was painful because my face had been burned by the sun. I stood there, covered in road dust, and looked at Zamora – somewhat decrepit now, but still retaining something of its splendid past. The nearby river was like a leathery arm of wrinkled mud, with a vein down the middle of green, stagnant water. I padded into the town square and sat down under a tree. After the long day's walk my back was soaked with sweat. I slipped my bag to the ground; it had felt like a load of stones and I was glad to be free of it. 35
40

As I sat wondering where I would spend the night, I heard music coming from a nearby street. Two young men with violins like mine who, judging by their speech, were foreigners too, were giving a concert in the midst of a crowd of wide-eyed children. These musicians were doing well – people threw coins from windows or tossed them over the children’s heads – and I shouted my congratulations to one of the violin players, a tall young man with feverish blue eyes, as he caught the coins in his hat. I was cheered up by the sight, as this was how I, too, hoped to earn my living in Spain. After the concert we all sat on the pavement chattering. Artur, the tall young man, talked with vitality, but his speech was often broken by jagged rasps of coughing.

7

‘Now for more music!’ he cried, and we made our way to the crumbling warehouse where they were to hold their next concert. Soon an audience had gathered there; they stood, enthralled, as the music from Artur’s violin soared above them. After the concert, Artur leant exhausted against the wall, bathed in sweat, before we went out into the starlit street. As soon as the cool air met us, Artur’s coughing began. After supper we carried Artur like a corpse to the dark room upstairs. We lit a candle and laid him down, took off his boots and wiped his forehead. Nobody spoke or even whispered, although probably we shared the same thought. I lay sleepless for a while in the darkness, my first and last night in Zamora, listening to the choking rattle of Artur’s breath, and the sound of his friend’s weeping.

Adapted from ‘As I Walked Out One Midsummer Morning’ by Laurie Lee

Section C

Text 3

The text below is about conservation of the kelp ecosystem. Read it carefully and answer Questions 14 - 19 in the Question Booklet.

- 1 KELP NEED OUR HELP. Which is why an unprecedented alliance of scientists, fishers, surfers, entrepreneurs, and experts is coming together to revive California's vital kelp ecosystem, decimated by a warming ocean. "The California coast without kelp is like the Amazon without trees," says Tom Ford, executive director of the Bay Foundation, a nonprofit dedicated to restoring Santa Monica Bay and its coastal waters. 5
- 2 Indeed, scientists call these fast-growing underwater forests the "sequoias of the sea" for their ability to store large amounts of carbon dioxide. With this, seaweed decreases acidification that can kill marine life. Through photosynthesis, kelp forests boost oxygen levels in the ocean while helping to protect the coast from erosion by reducing the speed and size of waves. 10
- 3 Kelp forests do not just play a fundamental role in curbing climate change. Sea otters and some 800 other marine species depend on them, as do fishers in the state's abalone and red urchin industries, now devastated by a purple urchin population explosion. 15
- 4 In the last several years, purple urchins have exploded 60-fold in California and devoured massive amounts of kelp forests due to warmer waters. In that amount of time, kelp forests have declined by 93 percent in northern California. Purple urchins are notorious for competing with red urchins for kelp. In turn, the population of red urchins has dropped drastically. This has been tough on the area's fishing industry, which supplies red urchins to much of the sushi-loving world. It's been even tougher on the area's aquatic wildlife. Overfishing, erosion and three El Nino cycles since 1998 haven't helped. Kelp likes cold, nutrient-rich water. Each El Nino, when it comes, brings warm tropical water, low in nutrient value. In winter the cycles bring storms that literally rip the kelp from its holdfasts. 20
25
- 5 The research vessel Xenarcha is about 10 minutes out of the Port of Los Angeles on an overcast March morning. The 28-foot boat belongs to the Bay Foundation, which has restored nearly 53 acres of Palos Verdes Peninsula's kelp forests since 2013. 30
- 6 Rough water gives way to the glassy calm of Honeymoon Cove and its eight acres of giant kelp, roots anchored to rocky reefs some 18 to 30 feet below. Before kelp restoration began in 2013, Honeymoon Cove was "a complete barren, with densities of urchins approaching 70 per square meter," says Ford. The Bay Foundation now hires out-of-work red urchin divers to methodically cull the purples by smashing them with hammers. 35

- 7 Also on the boat is Kevin Whilden, executive director of Sustainable Surf. The nonprofit is working to get surfers, surfing fans, and the consumer brands they patronise to finance restoration of kelp forests through its SeaTrees' programmes. Individuals can donate to pay for restoration of kelp forests, mangroves, and seagrass meadows, or by purchasing products from SeaTrees' partners. Buy a pair of shoes made by SeaVees, for instance, and the Santa Barbara company will underwrite replanting of a square foot of kelp, which adds up. Since the program launched last year, SeaTrees has planted 115,000 mangroves in that programme. At White Point, SeaTrees will fund removal of a 3,200-square-foot patch of urchin-infested reef as part of a reforestation project set to begin in the fall. 40 45
- 8 At the UC Davis Bodega Marine Laboratory on the Sonoma County coast, Rogers-Bennett has been testing methods to "ranch" starving purple sea urchins, about 20 percent of which are big enough to be collected by commercial urchin divers and fattened up in tanks with a special feed. The UC Davis scientists are collaborating with a Norwegian company called Urchinomics that plans to sell ranched urchins to high-end sushi and seafood restaurants. Denise Macdonald, Urchinomics' director of global brand marketing, says the company hopes to eventually flesh out 100 tons of purple urchins a year at Bodega Bay, using commercial urchin divers to fish them. 50 55

Sources:

- (i) <https://www.nationalgeographic.com/science/article/california-critical-kelp-forests-disappearing-warming-world-can-they-be-saved>
- (ii) <https://www.treehugger.com/why-divers-are-restoring-californias-kelp-forests-4862209>

Name: _____

Class: Sec _____

Index No.: _____

4E5N



**MERIDIAN SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

**ENGLISH LANGUAGE
1128/02**

Paper 2

18 August 2021

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number 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.

For Examiner's Use		
Section	Marks Obtained	
A		5
B		20
C		25
Total Marks		50

This question paper consists of **8** printed pages, including this page.

Section A [5 marks]

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

- 1 How do the capitalised words under the painting complement the message in the box on the right?

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

- 2 Refer to the information under the heading **Membership Benefits**.

- (i) Which phrase will appeal to readers who enjoy making friends that share the same interest?

..... [1]

- (ii) Which phrase will appeal to readers who enjoy novel activities?

..... [1]

- 3 Refer to the section titled '**Membership Benefits**'.

How does the photograph above the words 'Priority access to selected exhibits' illustrate the 'priority access'?

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

- 4 Apart from benefits related to gallery exhibits, events and programmes, what other benefits can gallery insiders look forward to?

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

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5–16.

5 In Paragraph 1, why was the writer trying to read the soldiers' eyes?
.....
..... [1]

6 In Paragraph 2, Luke likens 'travelling with soldiers' to 'dancing with the devil'. Suggest why he uses that comparison.
.....
..... [1]

7 What are two of the rumoured dangers on the road to Kampala?
.....
..... [1]

8 In Paragraph 3, there were some observations along the way to Kampala. Explain how the observations emphasise a sense of danger. Support your ideas with two details from the paragraph.
.....
.....
.....
..... [2]

9 In Paragraph 4, quote two consecutive words that imply the violence of attacks in the city.
..... [1]

10 Quote a word in Paragraph 5 that suggests that the writer was making guesses about the soldiers.
..... [1]

11 In Paragraph 5, “the driver treated the truck like a carnival bumper-car ride.” (lines 18-19)

(i) What is unusual about how the writer described the driver’s way of treating the truck? [1]

.....

.....

(ii) What is effective about describing his driving this way? [1]

.....

.....

12 In lines 23-24, the writer provided details about the people the driver aimed his truck at. How do the details emphasise the cruelty of the driver’s action?

Details	How they emphasise the cruelty of the driver’s action
Elderly and children	
Carrying water and wood, herding goats and cows	

[2]

13 “Once we hit a goat which had panicked and hesitated. There was a squeal and then the sickening thud beneath the wheels. Behind us, enveloped in clouds of dust, a boy gazed down at his family’s source of milk, reduced to roadkill.” (lines 26-28)

Explain fully how the writer emphasises the severe consequences of the goat’s death.

.....

.....

..... [2]

14 Suggest a reason why it ‘seemed a blessing’ (line 30) to the writer when he found out that the soldiers were not going to Kampala at all.

.....

..... [1]

15 Pick out two expressions in Paragraph 8 that emphasise the writer’s loneliness on the road.

.....

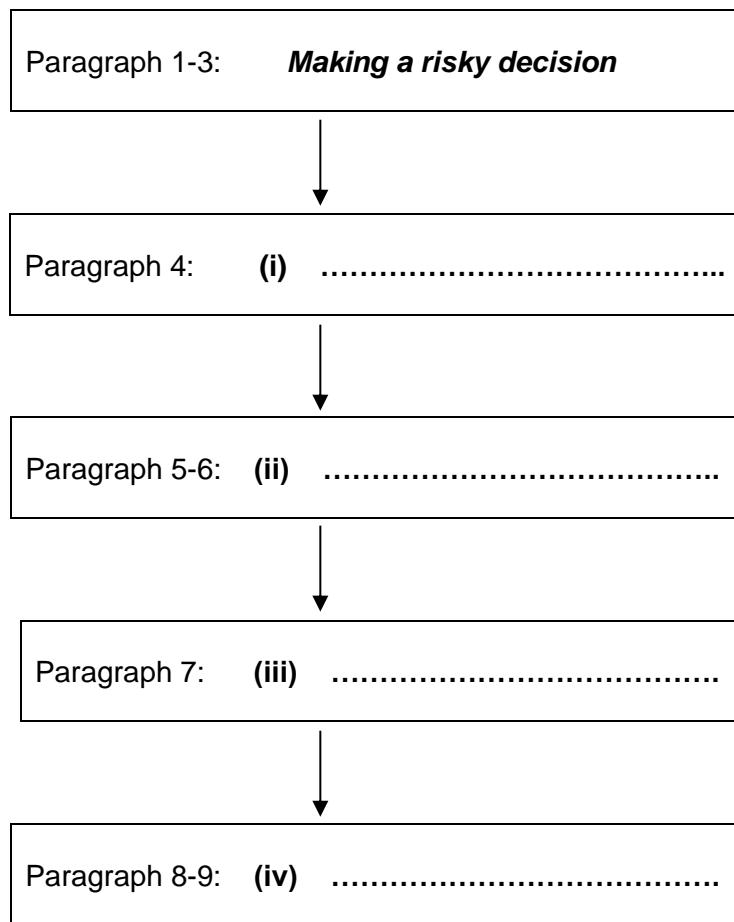
..... [2]

16 The structure of the text reflects the main stages in the narrative. Complete the flowchart 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 you do not need to use.

Main focus

start of a new problem	assessing options	sharp observations
braving attacks	fear of death	driven by desperation
	flippant cruelty	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 17–24.

17 From Paragraph 1, apart from ‘do his part’ (line 2), quote three consecutive words that emphasise the responsibility all citizens have in protecting national parks.

..... [1]

18 ‘Perhaps today’s most *insidious* threat is the undermining of the concept of nature itself’ (line 5)

What does the word in italics suggest about the threat that national parks face today?

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

19 From Paragraph 2, which group of people will be keen to exploit nature for human benefit?

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

20 From Paragraph 3, what role would parks play if hunting or fishing in parks is not permitted? Answer **in your own words**.

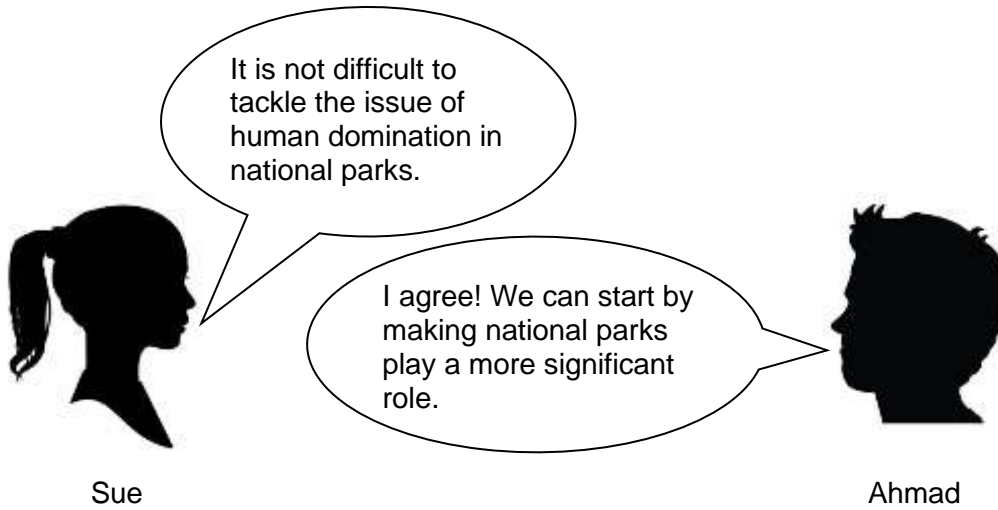
.....
..... [2]

21 ‘Implementation (*or even the mention of*) establishing “no-take zones” is often hotly opposed, and its pursuit requires great courage.’ (lines 21-22)

What is the effect of the words in the brackets?

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

22 Here is part of a conversation between two students, Sue and Ahmad, who have read this article.



(a) From Paragraph 5, what example can Sue cite to support her opinion?
.....
..... [1]

(b) From Paragraph 7, how can Ahmad support his opinion?
.....
..... [1]

23 Paragraph 6 states the example on the world’s largest dam removal project.
Explain fully how the example emphasises the difficulty in reversing negative human actions on national parks.

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

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
SECONDARY FOUR EXPRESS/ FIVE NORMAL (ACADEMIC)
SECONDARY FOUR NORMAL (ACADEMIC) (OOS)**

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

30 August 2021 / Monday

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

Setter: Mrs Cha Wan Cheng

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use 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.

Hand in the **Question Booklet** and **Insert separately**.

This document consists of **8** printed pages and **1** Insert .

[Turn over]

Section A [5 marks]

Text 1

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

1. What is the main purpose of the webpage? [1m]

Answer:

It is to encourage/persuade/convince readers / audience **to be an environment volunteer with/for NEA.**

It is to attract reader to become a NEA volunteer.

X It is to get the reader to participate in NEA's event(s).

2. Refer to the photograph under the heading 'Volunteering'. What intended effect does it have on the reader? [2m]

Answer:

The photograph and the text **illustrates** a real example of how even a **young child** can contribute towards the good cause / be a volunteer [1].

AND

This makes the reader feel convinced / inspired that they can **well** contribute as a volunteer OR feel inspired to volunteer [1]

[Note: It is to show/tell them that age doesn't matter – maximum 1m]

3. What are two other ways through which the webpage appeals to potential volunteers? [2m]

Answer: The **positive testimonials of volunteers** [1] and a **video** on how to become a NEA volunteer which **depicts/shows a big group of volunteers with smiling faces** [1].

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 13.

4. State two pieces of evidence in Paragraph 1 which show that the writer had no intention to going back to where he came from. [2m]

Answer: He had **no return ticket** [1] and he **changed all his coins into Spain's currency** [1].

[X cut my last connection with home – this is stating that the writer had no intention of going back; you are to pick out what he did to show this]

5. In Paragraph 2, quote another phrase referring to the 'craggy hilltop'.

Answer: 'rocky tower' [1m]

6. Explain how the language used in Paragraph 3 demonstrates the overwhelming fear felt by the writer when night fell. Support your ideas with three details from the paragraph. [3m]

Answer:

- 'filled with heavy shadows which took on strange and eerie shapes' suggests that the writer was **so afraid of the darkness** that he started to imagine / **hallucinate** that **there might be impending danger** / danger lurking;
- 'jagged coastline looked menacing, like fragments of broken glass' suggests that the rocky coastline **appeared/seemed threatening** to him as **a fall might cost his life** / **a fall into the waters might be fatal**;
- 'Vigo was cold and dim, smothered in the blue dusk' suggests that he found the chilly and darkening atmosphere **suffocating**.

7. In Paragraph 3, what two factors caused sleep to elude the writer? [2m]

Answer: It was the **discomfort** that come from **lying on a bed of stones** [1] and the **disturbing howling of the wild dogs** OR the **howling of the wild dogs was TOO noisy** OR the howling of the wild dogs was **continuous** / **lasted till dawn** [1].

8. From Paragraph 4, pick an expression which suggests that very few people inhabited the area near the hills. [1m]

Answer: 'occasional signs of life'

9. In Paragraph 4, what conclusion did the writer arrive at upon seeing the remains of fires and the sheep's skeleton? Answer **in your own words**. [2m]

Answer: He was **sure/certain** [1] that **robbers** had **sought shelter in the castle** before them [1].

Taboo: obvious; refuge; bandits

[Note: X lived / inhabited /

10. Give a word **of your own** each to describe, from the writer's perspective, (i) Zamora at present and (ii) Zamora in the past. [2m]

Zamora	Word to describe
At present	<i>Run-down; dilapidated; crumbling; ageing; ramshackle</i> <i>X damaged; deserted; desolate</i>
In the past	<i>Grand; charming; glorious; magnificent / majestic; impressive; spectacular; wondrous</i> <i>X amazing; glamorous</i>

11. 'Artur, the tall young man, talked with vitality, but his speech was often broken by jagged rasps of coughing.' (Lines 52-53)
What is unusual and effective about the writer's description of Artur's speech?

Answer:

It was **unusual** as he sounded **energetic/full of life** [X lively] despite his rough and unpleasant coughs suggesting that he was **seriously unwell**. [1]

It was effective in demonstrating Artur's **passion/enthusiasm/eagerness** about music that it energized him to play/make music despite his illness. [1]
[Taboo: vitality; jagged rasps of coughing]

12. Towards the end of the account, why do you think Artur's friend was weeping? [1m]

Answer: He knew that Artur was going to die / was dying soon.

13. The structure of the text reflects the stages of the writer's journey in Spain. Complete the flowchart by choosing one expression from the box to describe each stage. There are extra descriptions in the box that you do not need to use. [4m]

Flow chart

1&2 – Discarding the past for the future

3&4 – In a state of solitude and aimlessness

5 – Getting adjusted to a new place

6 – Gaining confidence in the future

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 - 19.

14. In Paragraph 1, what is being compared with a barren Amazon? [1m]

Answer: **California coast without kelp.**

15. What is the mission of Bay Foundation? [1m]

Answer: **It is to restore Santa Monica Bay and its coastal waters.**
(cannot lift directly – it is dedicated to...) → Answer to the question

16. From Paragraph 4, name two ways in which El Nino contributed to the destruction of kelp forests.

Answer:

- The warmer waters promote the growth of purple urchins which devoured the kelp forests.
- It brings warm tropical water low in nutrient value while kelp thrives in cold, nutrient-rich water.
- In winter, El Nino brings about storms that literally rip the kelp from its holdfasts.

[Any 2]

17. Describe briefly, **in your own words**, the state of the kelp forests at Honeymoon Cove during the following time periods.

Time period	State of forest
Before 2013	The kelp forests were totally destroyed / non-existent. (Taboo: complete barren)
2013 and beyond	Some areas /parts of the forests were revived. (X ...its eight acres of giant kelp. Taboo: restored)

18. Here is part of a conversation between two friends, Patrick and Sandy, who have read the text.

Purple urchins have great detrimental impact on the fishing industry.

I totally agree with you. Fortunately the divers can put their skills to good use in other jobs.

- (i) How would Patrick fully explain his position with reference to Paragraph 4? [2m]

Answer: Purple urchins competed with red urchins for kelp [1] thereby bringing about a drastic drop in the population of red urchins and affecting the business of red urchin suppliers [1].

- (ii) Give two examples which Sandy can use to support her viewpoint with reference to Paragraphs 6 and 8. [2m]

Answer:

The out-of-work red urchin divers are hired by Bay foundation to methodically cull the purples by smashing them with hammers. [1]

Commercial urchin divers will be hired by Urchinomics to fish for the ranched purple urchins. [1]

19. **Using your own words as far as possible**, summarise the importance of the kelp ecosystem in curbing climate change and the various methods undertaken by organisations to revive it.

Use only information from Paragraphs **2, as well as 6 to 8**.

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).

The survival of kelp forests is important to mankind as

Point	From the Passage	In Own Words
1	... for their ability to store large amounts of carbon dioxide	They can hold huge quantities of carbon dioxide [8]
2	With this, seaweed decreases acidification that can kill marine life.	...thereby enabling seaweed to reduce acidification that destroys marine life. [10]
3	Through photosynthesis, kelp forests boost oxygen levels in the ocean...	Kelp forests contribute towards the ocean's increased oxygen levels [9]
4	...while helping protect the coast from erosion.	... and prevent coastal erosion [4]
5	... kelp restoration (by Bay Foundation) began in 2013	Bay Foundation commenced kelp restoration in 2013. [6]
6	The Bay Foundation (now) hires out-of-work red urchin divers to methodically cull the purples by smashing them with hammers.	Bay Foundation engages jobless red urchin divers to methodically kill/destroy purple urchins with hammers. [13]
7 + 8	Sustainable Surf is working to get surfers, surfing fans, and the consumer brands they patronize to finance restoration of kelp forests through its SeaTrees programmes. 1 point to individual funding 1 point to funds gained through consumer brands their customers patronize [need to make reference to Sustainable Surf / SeaTrees programmes]	Sustainable Surf explores getting customers and consumer brands they patronize to finance kelp forests restoration through its SeaTrees programmes. [19]
9	At White Point, SeaTrees will fund the removal of a 3,200-square-foot patch of urchin-infested reef as part of a reforestation project.	SeaTrees pay for clearance of a 3,200-square-foot patch of urchin-infested reef at White Point. [13]
10	The UC Davis (Bodega Marine Laboratory... Rogers-Bennett) has been testing methods to "ranch" starving purple sea urchins	The UC Davis has been experimenting ways to ranch / farm purple sea urchins. [11]
11	The UC Davis scientists are collaborating with (a Norwegian company called) Urchinomics that plans to sell ranched urchins to high-end sushi and seafood restaurants.	... and partnering Urchinomics to sell the urchins to food establishments. [10]

4E5N



**MERIDIAN SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

ENGLISH LANGUAGE

1128/02

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

Paper 2

18 August 2021

1 hour 50 minutes

ANSWERS

Section A [5 marks]

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

- 1 How do the capitalised words under the painting complement the message in the box on the right?

.....
 [1]

Answer: By stating that visitors can see their favourite art piece again and again, it persuades the readers to sign up for the gallery insider membership which provides unlimited access.

- 2 Refer to the information under the heading **Membership Benefits**.
 - (i) Which phrase will appeal to readers who enjoy making friends that share the same interest?

..... [1]

Answer: ‘connect with like-minded art lovers’

- (ii) Which phrase will appeal to readers who enjoy novel activities?

..... [1]

Answer: ‘one-of-a-kind experiences’

- 3 Refer to the section titled ‘**Membership Benefits**’.
- How does the photograph above the words ‘Priority access to selected exhibits’ illustrate the ‘priority access’?

.....
 [1]

Answer: The photograph shows a man viewing the displays alone, suggesting that gallery insiders get priority access to exhibits without having to share the space with others.

- 4 Apart from benefits related to gallery exhibits, events and programmes, what other benefits can gallery insiders look forward to?

.....
 [1]

Answer: They can enjoy discounts when purchasing gallery merchandise or dining at the cafes and restaurants.

Section B [20 marks]

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

- 5 In Paragraph 1, why was the writer trying to read the soldiers' eyes?

.....

..... [1]
He wanted to make sure that they were not lying to him. [1]

Accept any plausible answer that suggests assessing an honest deal.

- 6 In Paragraph 2, Luke likens 'travelling with soldiers' to 'dancing with the devil'. Suggest why he uses that comparison.

.....

..... [1]
By travelling with soldiers, the writer may end up in danger/ harmed. [1]

- 7 What are two of the rumoured dangers on the road to Kampala?

.....

..... [1]
Roadblocks, rival militias and casual violence. (Any two)

- 8 In Paragraph 3, there were some observations along the way to Kampala.

Explain how the observations emphasise a sense of danger.

Support your ideas with two details from the paragraph.

.....

.....

.....

..... [2]
**'the buildings pockmarked with bullet holes' suggests gun violence [1]
 '(the rusting skeletons of old cars abandoned by) people who had fled the country' suggests that the place is so unsafe that people have escaped the town. [1]**

- 9 In Paragraph 4, quote two consecutive words that imply the violence of attacks in the city.

..... [1]
'preyed ruthlessly'

- 10 Quote a word in Paragraph 5 that suggests that the writer was making guesses about the soldiers.

..... [1]
'presumably' [1].

- 11 In Paragraph 5, "the driver treated the truck like a carnival bumper-car ride." (lines 18-19)

- (i) What is unusual about how the writer described the driver's way of treating the truck?

[1]

.....

A carnival bumper-car ride is meant to be fun and reckless but in this case, the driver is driving on real roads and should be careful instead.

- (ii) What is effective about describing his driving this way?

[1]

.....

It is effective in emphasising the recklessness in the way the driver drove.

- 12 In lines 23-24, the writer provided details about the people the driver aimed his truck at. How do the details emphasise the cruelty of the driver's action?

Details	How they emphasise the cruelty of the driver's action
Elderly and children	Even elderly and children, <u>the vulnerable members of the family</u> were targeted.
Carrying water and wood, herding goats and cows	The victims of his attacks were <u>simply carrying out innocent chores</u>, (without offending him).

[2]

- 13 "Once we hit a goat which had panicked and hesitated. There was a squeal and then the sickening thud beneath the wheels. Behind us, enveloped in clouds of dust, a boy gazed down at his family's source of milk, reduced to roadkill." (lines 26-28)

Explain fully how the writer emphasises the severe consequences of the goat's death?

[2]

.....

The goat was referred to as the family's source of milk [1], which could have an immense impact on the family's livelihood [1].

- 14 Suggest a reason why it 'seemed a blessing' (line 30) to the writer when he found out that the soldiers were not going to Kampala at all.

[1]

.....

He was not feeling safe on the truck/ with the soldiers and was glad that he could get off it.

- 15 Pick out two expressions in Paragraph 8 that emphasise the writer's loneliness on the road.

[2]

.....

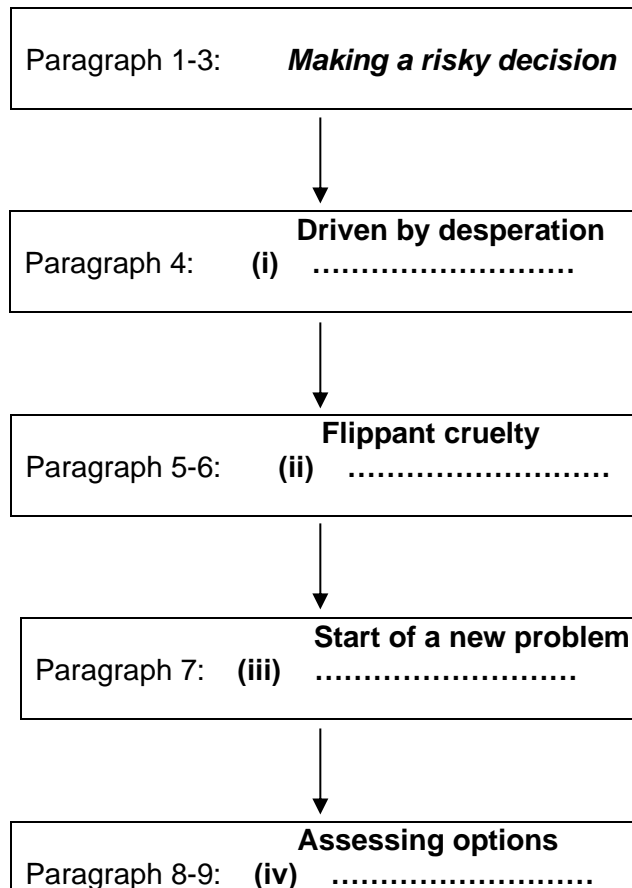
**'empty highway'/ 'alone on a road' [1]
 'the drone of insects, a single note piercing the noon silence' [1]**

- 16 The structure of the text reflects the main stages in the narrative. Complete the flowchart 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 you do not need to use.

Main focus

start of a new problem braving attacks	assessing options fear of death flippant cruelty	sharp observations driven by desperation
---	--	---

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 17–24.

17 From Paragraph 1, apart from ‘do his part’ (line 2), quote three consecutive words that emphasise the responsibility all citizens have in protecting national parks.

..... [1]
‘on their watch’

18 ‘Perhaps today’s most *insidious* threat is the undermining of the concept of nature itself’ (line 5)

What does the word in italics suggest about the threat that national parks face today?

.....
..... [1]
It implies that the threat happens subtly/ without being noticed.

19 From Paragraph 2, which group of people will be keen to exploit nature for human benefit?

..... [1]
.....
People who are interested in cashing in on nature’s remaining treasure troves. Accept answers that suggest profiteering people.

20 From Paragraph 3, what role would parks play if hunting or fishing in parks is not permitted? Answer **in your own words.**

..... [2]
.....
Parks would serve as safe spaces/ shelters/ sanctuaries (replace ‘refuges’) where evolution can take place uninterrupted/ undisturbed/ smoothly/ unobstructed. (replace ‘play out unimpeded’)

From text: Parks would serve as refuges where evolution can play out unimpeded.

21 'Implementation (or even the mention of) establishing "no-take zones" is often hotly opposed, and its pursuit requires great courage.' (lines 21-22)

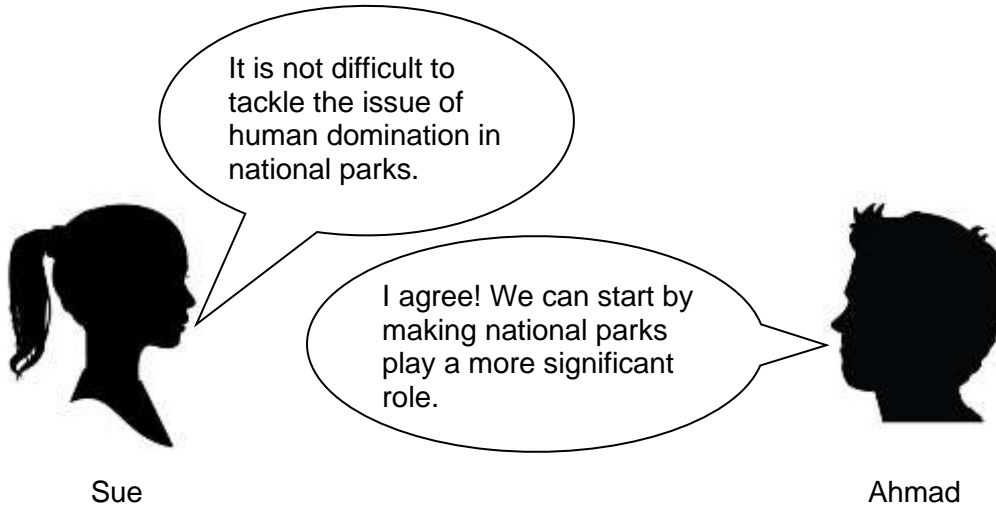
What is the effect of the words in the brackets?

.....

The words **emphasise the difficulty** of establishing "no-take zones".

[1]

22 Here is part of a conversation between two students, Sue and Ahmad, who have read this article.



(a) From Paragraph 5, what example can Sue cite to support her opinion?

.....

Even the simplest attempt at legalising 'no-fishing' zones may produce results that will surprise many.

[1]

(b) From Paragraph 7, how can Ahmad support his opinion?

.....

If national parks can play a stronger role in teaching the nation to appreciate active, environmentally sound lifestyles and science, perhaps the priority of preserving our national parks will be raised.

[1]

23 Paragraph 6 states the example on the world's largest dam removal project.

Explain fully how the example emphasises the difficulty in reversing negative human actions on national parks.

**The dam was built in the 1900s and were only removed by 2014. [1]
This long fight [1] emphasises the difficulty.**

[2]

- 24 Using your own words as far as possible**, summarise the reasons for national parks not being protected well.

Use only the information from Paragraphs 2 to 4.

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).

National parks are not being protected well because

No.	Para	From the passage	Use own words	WC
1	2	undermining of the concept of nature itself	many underestimate the importance of nature.	6
2	2	Those with this view reason that since humans have in some way changed nature everywhere, untouched nature is merely an illusion.	Some argue that since nature has been altered everywhere, the idea of pristine nature is invalid.	16
3	2	why not actively maximise the management of nature for direct human benefit?	Hence, it is possible to exploit nature to benefit mankind.	10
4	3	ongoing, intense pressure from fishing and hunting lobbyists for access to hunt or fish in parks	Besides, fishing and hunting activists fight for permission to hunt or fish in parks	14
5	3	Because of the protection marine parks provide, they would seem to be the best places to find fish	as many fish are available in the protected parks.	9
6	3	Allowing fishing in national parks is also a quest to provide visitor entertainment	Fishing is also allowed to entertain visitors.	7
7	4	traditional fishing practices of local islanders have also been replaced by modern gear	Modern fishing gear take over traditional practices,	7
8	4	adding to the pressure on fish stocks, with rates of removal surpassing reproductive potential.	causing depleting fish stocks.	4
9	4	Implementation (or even the mention of) establishing “no-take zones” is often hotly opposed	Setting up “no-take zones” is challenging	6
10	4	its pursuit requires great courage.	and a lot of bravery is needed.	7

Total word count with 8 points: 73