

Name:

Register Number:

Class:

**4E**



**BEDOK GREEN SECONDARY SCHOOL**

**4E**

**5N**

**Preliminary Examination 2021**

**5N**

**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

20 August 2021

1 h 50 min

INSERT

**READ THESE INSTRUCTIONS FIRST**

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

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

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Bedok Green Secondary School

**[Turn over**

## Section B

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

© WeCare – Exams x

← → ↻

☆ ☰

**At WeCare, we know that studying is more than just knowing facts. That is why we are offering online workshops to help you study smart.**

**Organise it!**

**You will get tips on how to:**

- organise your study space
- plan a study timetable and commit to it
- arrange your notes in an organised manner
- motivate yourself and your classmates when you are feeling down.

**Chase the stress away**

**You will get tips on:**

- understanding what causes stress by looking at the chemistry behind stress
- breathing techniques to keep calm
- making time for leisure
- creating a support network of friends and family.

**Mind-mapping workshop**

**You will get tips on how to:**

- plan for English compositions
- consolidate facts in just one page
- link science concepts across topics
- compile formulas for easy use

**Make WeCare a part of your journey towards the National Exams!**

End of Paper

Name:	Register Number:	Class:
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**4E**  
**5N**



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**4E**  
**5N**

**Preliminary Examination 2021**

**ENGLISH LANGUAGE**

**1128/01**

Paper 1

20 August 2021

1 h 50 min

Additional Materials: Writing paper  
Insert

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.  
For **Section A**, write your answers in the spaces provided.  
For **Section B** and **Section C**, write your answers on the separate Answer Paper provided.  
The Insert contains the text for **Section B**.

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

<b>For Examiner's Use</b>	
<b>A</b>	/10
<b>B</b>	/30
<b>C</b>	/30
<b>Total</b>	<b>/70</b>

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**[Turn over**

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

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

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

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

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

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

The ocean is the largest biosphere on Earth, covering nearly three-quarters  
of our planet's surface. Despite the major role the ocean play in making the 1 .....

Earth habitation, it is the most under-examined treasure as only five percent 2 .....

of the world's oceans had been fully explored. Sadly, human activities 3 .....

continue to harm the ocean and its impact could potentially become 4 .....

widespread which drives a growing urgency for ocean exploration. The ocean 5 .....

bears a double burden from the burning of fossil fuels or associated climate 6 .....

change; not only is it warmer, but the additional carbon dioxide dissolves in 7 .....

the ocean, making it most acidic. Unfortunately, unlike space exploration, 8 .....

ocean exploration receiving only one percent as much funding. Some men 9 .....

have walked at the moon but only two have travelled to the farthest reaches 10 .....

of the ocean and just for about twenty minutes.

*Taken from [https://www.nap.edu/resource/10775/exploration\\_final.pdf](https://www.nap.edu/resource/10775/exploration_final.pdf)*

**Section B** [30 marks]

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

**Question 2**

You should look at the printout of a webpage in the Insert carefully and plan your answer before beginning to write.

You chanced upon a webpage from WeCare, a website that provides study tips. They conduct online workshops which you think would be useful for you and your classmates who are preparing for the GCE O level examination.

Write an email to your Principal to explain your views. In it, you should explain:

- which workshop you think would be useful for your classmates
- the current study habits of your classmates
- the two tips that will benefit your classmates the most
- how your classmates can use the tips in their preparation for their examination.

Write your email in clear, accurate English and in a polite and convincing tone in order to convince your Principal that the workshop will be beneficial for you and your classmates.

You may add any other details that might be of interest.  
You should use your own words as much as possible.

**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.

**Questions 3–6**

- 3 When picking a career, it is important to pursue passion over pay check. What are your views?
- 4 What are some distractions that teenagers face and what advice would you give to overcome them?
- 5 'Nothing went according to plan, but surprisingly, we enjoyed ourselves.' Write about a time when this happened.
- 6 Describe the features of your ideal bedroom and explain how you would spend your time there.

Write your chosen question number (3, 4, 5 or 6) on the Answer Paper.

**END OF PAPER**

### Answers to Editing

<p>The ocean is the largest biosphere on Earth, covering nearly three-quarters of our planet's surface. Despite the major role the ocean <b>play</b> in making the Earth <b>habitation</b>, it is the most under-examined treasure as only five percent of the world's oceans <b>had</b> been fully explored. Sadly, human activities continue to harm the ocean and <b>its</b> impact could potentially become widespread which drives a growing urgency for ocean exploration. The ocean bears a double burden from the burning of fossil fuels <b>or</b> associated climate change; not only is it warmer, but the additional carbon dioxide dissolves in the ocean, making it <b>most</b> acidic. Unfortunately, unlike space exploration, ocean exploration <b>receiving</b> only one percent as much funding. Some men have walked <b>at</b> the moon but only two have travelled to the farthest reaches of the ocean and just for about twenty minutes.</p> <p><i>Taken from <a href="https://www.nap.edu/resource/10775/exploration_final.pdf">https://www.nap.edu/resource/10775/exploration_final.pdf</a></i></p>	<p><b>1</b> plays (SVA)  <b>2</b> habitable (WF)  <b>3</b> have (T)  <b>4</b> their (P)  <b>5</b> TICK  <b>6</b> and (Conj)  <b>7</b> TICK  <b>8</b> more (Adj)  <b>9</b> receives (VF)  <b>10</b> on (prep)</p>
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# MARKING SCHEME & MARKERS' REPORT

**4E**  
**5N**



**BEDOK GREEN SECONDARY SCHOOL**

**Preliminary Examination 2021**

**4E**  
**5N**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

20 August 2021

1 h 50 min

Candidates answer in the Question Booklet.  
Additional Materials: Insert

## READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **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	
<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>Total</b>	

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**[Turn Over**



## Section A [5 marks]

## Text 1

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

- 1 Refer to the section headed **Connect to a colourful digital life**, and the expression ‘It may seem like a big leap but all you need is a single step.’

(a) What effect is this expression intended to have on the reader?

It makes the readers feel **assured/encouraged** and therefore are more inclined to go digital. [1]

**Other accepted answers:**

It makes the readers feel less afraid to try / feel that going digital is easier than it seems / feel confident to learn digital skills.

**Not accepted:**

It makes the readers feel relaxed / feel at ease / feel that going digital is easy / feel motivated to pick up digital skills.

To convince readers to pick up digital skills / to emphasise how easy it is to...

***(This choice of phrasing does not address the question about ‘effect’.)***

**Marker’s comments:**

Students should read the question carefully and then phrase their answer such that it addresses the question. Practise answering ‘purpose/aim’ vs ‘main message’ vs ‘effect on reader’ type of questions.

- (b) Based on the webpage, what is the ‘step’ that seniors should take if they are interested in ‘going digital’?

The ‘step’ is to pick up new digital skills. [1] OR

The ‘step’ is to go to their nearest SG Digital community hub. [1] OR

The ‘step’ is to join a Learning Journey. [1]

**Other accepted answers:**

to read the guides provided on the webpage

**Not accepted:**

to download an internet banking app / click on ‘Get Involved’ at the top of the webpage

- 2 Look at the photographs under the heading **Pick up digital skills**. What impression about the learning of digital skills do you think the photographs aim to present?

They aim to present the impression that the learning will be **guided**. [1] OR that they will be learning **together** (with other seniors) [1] OR that they will **not be alone** during the learning. [1]

**Other accepted answers:**

that the learning will be interactive / that they will be learning in small groups

**Not accepted:**

never too old to pick up digital skills / any elderly can learn  
learning digital skills is enjoyable / fun / easy / interesting

**Marker's comments:**

Most students were not able provide the correct answer to this question. Students need to be able to analyse the pictures and refer to the context, instead of giving generic, memorised responses such as "interesting" or "fun" (just because the seniors are smiling in the pictures?).

- 3 Write down **two** features in which the webpage suggests that the SG: Digital programme is widely accepted by seniors.

- (i) the use of pictures of seniors smiling (and enjoying the benefits of the programme) [1]  
(ii) the section called 'Stories around you' OR the inclusion of the a testimony/quote from a senior who has taken part on the programme [1]

**Not accepted:**

"Mobile Plans for Seniors" / by using "you"

**Marker's comments:**

Again, students should read the question carefully. Those who did not obtain the full 2 marks did not pay attention to what the questions is asking: "... is widely accepted by seniors."

## Section B [20 marks]

## Text 2

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 11.

- 4 Give one word in Paragraph 1 which emphasises that the writer had lost all control as he fell down the ravine.

The word is 'slithering' (line 8). [1]

**Marker's comments:**

Students who did not get this question correct need to read the paragraph more closely and deeper, beyond just the 'surface meaning'.  
Wrong answers include "cloven", "slipped", "grappling" and "sharply".

- 5 Which phrase in Paragraph 2 suggests that the writer would be badly injured if he were to fall?

The phrase is '(I should be) a heap of mangled flesh and bones' (line 11 -12). [1]

**Marker's comments:**

Students who did not get the mark need to learn to quote just enough to answer the question, nothing more nor less.

- 6 'Instinctively I flung abroad arms and legs in search of strong supports...' (line 12 – 13)

- (a) What does this tell us about the sort of mountain climber the writer is?

This tells us that he is an **experienced** mountain climber. [1]

Do not accept: adventurous (refer to "Instinctively")

**Other accepted answers:**

He is used to climbing steep mountains. / He has been mountain climbing for a long time.

He is skilful / an expert / seasoned / a veteran at mountain climbing.

**Not accepted:**

He is a strategic / professional / brave / alert mountain climber.

He is a quick thinker.

- (b) What two 'supports' did he manage to grab hold?

(i) the narrow ledge (where his feet had been a moment before) (l.14) [1]

(ii) some insecure support (whose nature I could not precisely determine) (l.15) [1]

**Not accepted:**

a stem of rhododendron / a rock / a jerk

7 'The rock, however, against which it rested was not only hard, but *exquisitely polished* by the ancient glacier which had forced its way down the gorge.' (line 19 – 21)

(a) What does the writer do in Paragraph 3 to emphasise that the rock was 'exquisitely polished'?

He does this **by calling** the rock an 'admirable specimen of the planing powers of nature' (line 22). [1] OR

**by describing / adding** more details about the rock having 'Not a projecting edge, corner, or cranny'. (line 23 – 24) [1] OR

**by comparing/likening** the rock to 'a pane of glass' (line 24 – 25) [1]

**Marker's comments:**

This questions was not done well. Students have to realise that the question is asking "What did the writer do..." and thus they need to phrase their answers accordingly.

Students also need to be more aware of how writers write (i.e. their writing techniques), beyond just analysing what was written.

(b) Why was the rock being 'exquisitely polished' a problem for the writer?

There was nothing jutting / projecting out of the rock for him to grab on to and support him. [1] (Accept other similar answers)

Do not accept: slippery (answer has to include the part about 'nothing to grip on to')

8 In paragraph 4, the writer says that he was 'in an apparently hopeless predicament' (line 30) and states several reasons why.

Identify the words or phrases from Paragraph 4 which tells us about each of the reasons.

The writer was 'in an apparently hopeless predicament' because...	Words or phrases from Paragraph 4
(i) he was not confident that he would be able to hold on for long.	<b>on a very liberal allowance</b> (that might last for some twenty minutes) [1]
(ii) the probability of there being another person nearby to help him was low.	<b>a remote chance</b> (that some traveler or tourist might pass through the glen) [1]
(iii) the surrounding was too noisy	(The) <b>ceaseless roar of the swollen torrent</b> (would drown my voice) [1]

[3]

**Marker's comments:**

More students have difficulty with (i) compared to the other parts, giving 'exhaustion compelled me to let go' as their answer.

- 9 (a) In Paragraph 5, the writer describes the mountains as he struggles to hold on to the side of the rock. Explain how the language used emphasises how menacing the mountain appears to him.

Support your ideas with **three** details from Paragraph 5.

**[Any 3 of the answers below – 1 m each]**

**(1)** The phrase 'towering into the gloomy skies' (line 41) shows that the mountain seem **extremely tall** and big in comparison with its surroundings. [1]  
OR suggests that the mountain was much larger than him.

**(2)** Next, the phrase '**majestic terror**' (line 41) shows that although the mountain is **impressive/beautiful**, it is also **capable of intimidating / instilling extreme fear in people**. [1]

**(3)** Last, the phrase '**Grim and fierce, like some primeval giant**' (line 43) shows that the mountain appears **forbidding / harsh / hostile** like some **ancient giant** (OR **gigantic mythical creature**). [1]  
OR the mountain was large and frightening / threatening and monstrous (Answers should indicate potential danger **and** the sheer size.)

**Not accepted:**

It was like a monster trying to eat him. / It suggests that the mountains are big and ancient / scary and intimidating

**(4)** The phrase '**sharp and needle-like**' (lines 41 – 42) suggests that the mountain appeared **dangerous**, like it could hurt the writer.

**Not accepted:**

...suggests that the top of the mountain is pointy / the slopes were very steep / it could pierce through him and kill him.

The details above emphasise how menacing the mountain appears to the writer.

**Marker's comments:**

First, students need to be better at identifying the details from the text. They should be able to quote just enough, nothing more nor less.

Next, students need more practise explaining how the phrase '*emphasises / shows...*' Students should not be using the same words from the quote as part of their explanation, nor should they take the direct literal meaning of the phrase (e.g. *sharp and needle-like* → *The mountain is sharp and could pierce him.*)

(b) The writer refers to different people as he describes ‘the great mountains’ (line 46).

(i) Who is he referring to when he mentions the ‘luckless wretch’ (line 48 – 49)?

He is referring to himself. [1]

(ii) In Paragraph 5, what is the contrast between the opinions of ‘the weary Londoner’ and ‘the luckless wretch’ with regards to the mountains?

‘The weary Londoner’ thinks that the mountains bring exciting experiences and scenic views, but ‘the luckless wretch’ thinks that they look brutal/tough/severe/cruel and threatening. [1]

Students may lift from the text: To the weary Londoner, they speak of fresh air and magnificent views and exciting adventure, but ‘the luckless wretch’, they can look tyrannous and forbidding.

**Markers comments:**

Students should be reminded to answer each question using the context provided, and not give generic responses (e.g. *The opinion of... is positive but the opinion of ... is negative.*)

A number of students attempted to explain the expressions instead of giving the contrast between the opinions of the two. Students should thus remember to read the questions carefully before answering, and not jump to conclusions.

10 ‘I hated it, and yet had an unpleasant sense that my hatred could do it no harm. If I could have lightened and thundered, its rocks would have come down with a crash; but it stood immovable, scornful, and eternal.’ (line 55 – 58)

What is the tone of the writer’s comment?

His tone is that of resentment OR scorn. [1] OR He has a resentful / scornful tone.

Do not accept: resignation, frustration

**Other accepted answers:**

begrudging tone / bitter tone

**Not accepted:**

despair / hopelessness / defeated / regretful / spiteful / helpless

**[Note from setter:**

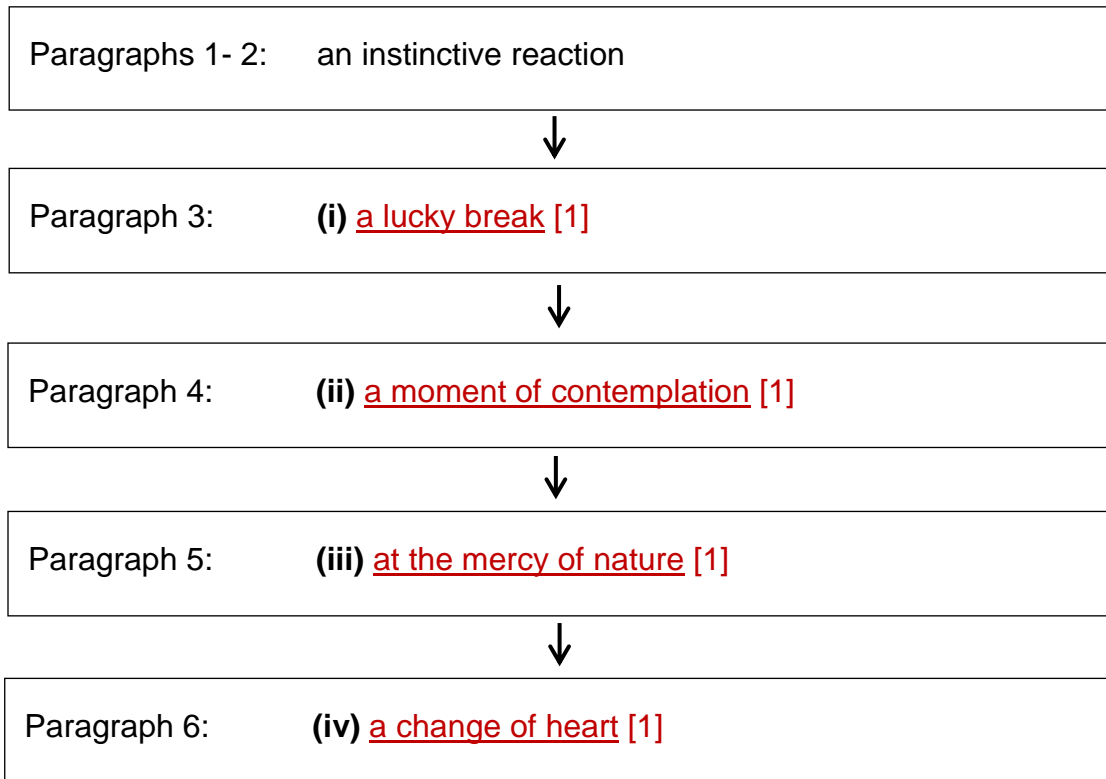
The word “scornful” was accidentally left out of the quote in the question paper (typo error), hence “scornful” is now accepted as an answer. Otherwise, it is not since it is part of the quote.]

- 11 The structure of the text reflects the stages of the writer's experience climbing the Alps. Complete the flowchart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box you do not need to use.

### Writer's experience climbing the Alps

in a state of wonderment	a lucky break
dangerous choices	a change of heart
a moment of contemplation	at the mercy of nature
a much needed respite	

### Flowchart



[4]

#### Marker's comments:

This question is not done well. This may be because the distractors given are relatively close to the answers and/or most students did not fully comprehend the text.

Hence students need to practise reading the text closely, and making annotations as they read each paragraph, to help them better comprehend the text and choose better next time.

## Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 12 – 18.

12 From Paragraph 1, what are the changes that happen in spring?

The changes are warmer weather, longer days, flowers peeping through the dirt and the start of daylight saving time. (line 1 – 3) [1]

**Marker's comments**

The vast majority included only the first three items in their answers but left out the last item 'the start of daylight saving time'. They were probably focused on the words 'in spring' in the question, but should realise that the last item should logically be included in the question as that is the focus of this text.

Students should also have taken note of this phrase, 'But for many people in the U.S., the approach of spring also means....' (line 2). This would have alerted them to the fact that 'the start of daylight saving time' was part of the answer.

Lesson learned – Do not rush, think carefully. Kudos to those who answered this question correctly.

13 In Paragraph 2, we are told the reason why there are seasonal shifts in the length of a day.

Why do you think the writer puts inverted commas in the text round the phrase 'time to shine' (line 8)?

The writer does this to show / draw attention to the fact that he is referring to multiple meanings of the phrase [1] OR that he is referring to both the literal and figurative meanings of the phrase. [1]  
Do not accept: explanation of the phrase 'time to shine'

**Marker's comments**

Not many students were able to get this answer right. Some provided only a partial answer such as 'It is not a literal meaning' or 'It is a pun' but failed to include that there was also a figurative meaning attached to the phrase.

Weak answers explained literally what time to shine meant.

14 Which word in Paragraph 2 tells us that the winter days are not favoured as much as the summertime?

The word is 'plunged'. (line 10) [1]  
[Definition: forcibly or suddenly brought into a specified condition or state]



**Marker's comments:**

Most of the students were able to identify the right word.  
Incorrect answers included 'blankets' and 'meanwhile'.

- 15 'Many credit Benjamin Franklin for daylight saving time, thanks to a possibly satirical letter he audaciously penned for the *Journal de Paris* in 1784. In the letter, he expressed astonishment to see the sun rise at the early hour of six in the morning, long before most Parisians ever saw the light of day.' (line 12 – 15)

- (a) What does this tell us about Benjamin Franklin's impression of Parisians?

This tells us that he thought Parisians are lazy [1] OR  
that they are late risers [1] OR  
that they are relaxed / easy-going people. [1]

**Marker's comments:**

To their credit, many students were able to provide at least one of the suggested answers.

Unaccepted answers included:

'never see the sun'

'loved sleeping'

'sleepy'

- (b) What does the phrase 'audaciously penned' tell us about the writer's impression of Benjamin Franklin? Explain your answer.

It tells us that he thinks Benjamin Franklin is bold / daring / brave [1]  
(Other acceptable answers : fearless, courageous)  
as he was not afraid to write something negative about Parisians in a Parisian  
magazine / newspaper / Journal [1]

**Marker's comments"**

This question was not so well done mainly because many did not know the meaning of the word 'audaciously'. Some also did not get the complete 2 marks because they were unable to link Franklin's boldness to his writing of the negative report of the Parisians. Some just did not link.

Unaccepted answers:

cocky, over-confident

To note: If the answer to the meaning of 'audaciously penned' is incorrect, it would follow that the whole answer would be denied the 2 marks.

- 16 With reference to Paragraph 4, give **in your own words** the reason why Germany and the United States implemented the daylight saving time.

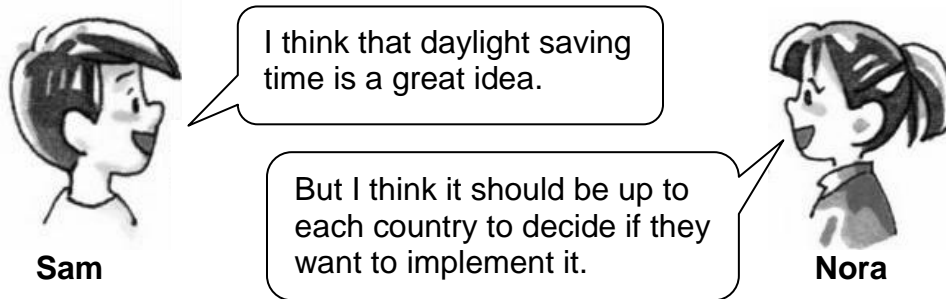
They wanted to make the best/most use of what they had during the daytime. [1]  
From text: to **maximize** resource use during **sunlit hours** (line 22)

**Marker's comments**

This is one of those questions where students are able to identify the answer but unable to provide synonyms or paraphrase accurately, maybe because the original is already quite basic and simple in its meaning.

While many students were able to provide substitutes for 'maximise' and 'sunlit hours', marks were lost because many kept the word 'resource' in their answer. This is a **big no-no** in a 'use your own words' question, as 'resource' is also a key word.

- 17 Here is a part of a conversation between two students, Sam and Nora, who have read the article.



- (a) With reference to Paragraph 5, how would Sam explain his opinion?

Daylight saving time is a way to maximize limited daylight hours. [1]

**Marker's comments:**

There was no issue with this question. The vast majority, if not all, answered this accurately.

- (b) Identify **two** details from Paragraph 5 which Nora can give to support her view.

(i) Countries that are farther away from the equator have a more pronounced difference in day length between summer and winter and are more likely to participate. [1]

**Marker's comments:**

There were two reasons why students failed to get the mark.

- a. They left out the words ‘from the equator’ (see answer above). Leaving it out implied blind lifting as there was no context provided for ‘countries that are farther away’ as in ‘farther away’ from where?
- b. Incomplete answers. Unaccepted answers would be ‘Countries that are farther away from the equator.’ Such an answer is considered incomplete as the ‘details’ required from the question are missing.

(ii) It also depends on whether the time shift would be advantageous to the country and its people. [1]

**Marker’s comments:**

This was well done, with the majority able to provide the required answer.

**18 Using your own words as far as possible**, summarise the reasons why daylight saving time is unpopular and why some people are in favour of it, as outlined in the passage.

**Use only information from Paragraphs 6 to 9.**

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

*Daylight saving time is unpopular because it .....*

No.	From text	Own words
<b>Reasons why daylight saving time is unpopular</b>		
1	change seems <u>meddlesome</u> , resulting in <u>missed meetings and sleepy citizens</u>	interferes with routines, causing people to be late or lack sleep
2	Some studies identified an <u>increase in heart attacks</u> that coincides with springing forward	Some research shows a rise in heart attacks when daylight saving time starts
3	an <u>increase of fatal car accidents</u>	greater number of deadly car accidents
4	other concerns include <u>impacts to the immune system</u> due to the inevitable <u>sleep loss</u>	Lack of sleep also affects the immune system
5	many studies have <u>questioned whether there have ever been energy savings</u> at all	Many doubt whether it even helps to conserve energy
6	The <u>later sunlight hours</u> ... also spur more intense use of <u>air conditioning</u> in the evening or <u>greater energy demands</u> to <u>light up the dark mornings</u>	Longer days result in greater use of energy to keep the sunlit hours cool and the dark mornings lit
<b>Why some people are in favour of it</b>		
7	those impacts may be <u>location specific</u> ... another found it led to <u>slight reductions in energy use in Norway and Sweden</u>	The effects depend on each location. There is a small decrease in energy use in Norway and Sweden.
8	the <u>boost</u> the time shift gives to <u>evening activities</u>	Also encourages evening activities

9	Many <u>outdoor industries</u> ... say <u>boosts profits</u>	And increases revenue for outdoor industries
10	The <u>petroleum industry</u> is also a fan, as <u>people drive more if it is still light after work or school</u> .	such as the petroleum industry, as people drive more after work or school if it is bright outside.

**Content [8]** – Any 8 of the points above

**Style [7]** – Refer to Style rubrics below

**Marker's comments:**

Most were able to identify at least 4 to 6 of the points, especially the first 4. Those able to identify 7 were also not in the minority, so this section did help the students.

Weak answers only provided 4 and below with a very small minority identifying only 2 points.

**Common problems:**

**1. Content**

Many left out point 5, probably due to their not being able to see its subtle relevance to the question.

Points 6 and 7 were also difficult for the students. A number left out point 6 or were not able to present it well, leaving out the key words and hence, losing its original meaning.

Point 7 was the most difficult as many brought in the information about Indiana but did not link it to the point of 'location specific'.

Points 8, 7 and 9 were also not problematic.

**2. Style**

The majority were given 3 – 4 marks for Style, as many did try to substitute individual key words. Some were able to paraphrase sentences and phrases quite well, getting them a 4 and in only one or two cases, a 5 mark for Style.

**Common problems for Style:**


- Vagueness of the sentences – this happens when students leave out key words or key facts and just lift isolated words from sentences.
- Over-use of connectors – while connectors are useful for style, over-use can take away the word count for the all-important content
- 2 marks are awarded when points are poorly linked.
- Answers less than 80 words, thus leaving out points.
- Inaccurate substitution of words and over paraphrasing such that the original meanings are lost.

Students should avoid messy cancellations of their work or inserting points with arrows or at the bottom. There is always time for planning and a draft.

Marks	Summary Style Descriptors
7	<ul style="list-style-type: none"> <li>• There is a <b>sustained and successful attempt</b> to rephrase the text language</li> <li>• The summary is free from lifting except for phrase from the text which are difficult to substitute.</li> <li>• Apart from very occasional slips, <b>the language is accurate.</b></li> </ul>
5-6	<ul style="list-style-type: none"> <li>• There is a <b>noticeable attempt to re-phrase</b> the text.</li> <li>• The summary is <b>free from stretches of concentrated lifting.</b></li> <li>• The language is <b>almost always accurate.</b> Serious errors will be so isolated as to be almost unnoticeable.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• There are recognisable but <b>limited attempts to rephrase</b> the text in detail.</li> <li>• Groups of text expression are <b>interlaced with own words.</b></li> <li>• The expression may not always be secure, but the <b>attempt to substitute</b> the text <b>will gain credit.</b></li> </ul>
1-2	<ul style="list-style-type: none"> <li>• <b>Wholesale copying of large areas of the text</b>, but not a complete transcript.</li> <li>• Attempts to substitute own language will be <b>limited to single word</b> expression</li> <li>• <b>Irrelevant sections</b> of the text will be <b>more frequent</b> at this level and below</li> <li>• Meaning is not in doubt but <b>serious errors</b> are becoming <b>more frequent.</b></li> </ul>
0	<ul style="list-style-type: none"> <li>• Pretty well a <b>complete transcript</b> of the text expression.</li> <li>• Originality is barely noticeable.</li> <li>• There may also be <b>random transcription of irrelevant sections</b> of the text.</li> <li>• <b>Heavy frequency of serious errors</b>, impeding the reading in many places.</li> </ul>

*Daylight saving time is unpopular because it* interferes with routines, causing people to be late or lack sleep. Some research shows a rise in heart attacks when daylight saving time starts. There is a greater number of deadly car accidents and people worry about the effect lack of sleep has on the immune system. Many doubt whether it even helps to conserve energy because longer days result in greater use of energy to keep the sunlit hours cool and the dark mornings lit. However, the effects depend on each location. There is a small decrease in energy use in Norway and Sweden. Daylight saving time also encourages evening activities and increases revenue for outdoor industries, such as the petroleum industry as people drive more after work or school if it is bright outside.

Name:	Register Number:	Class:
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<b>4E</b>		<b>BEDOK GREEN SECONDARY SCHOOL</b>	<b>4E</b>
<b>5N</b>		<b>Preliminary Examination 2021</b>	<b>5N</b>
	<b>ENGLISH LANGUAGE</b>		<b>1128/02</b>
	Paper 2 Comprehension		20 August 2021
	<b>INSERT</b>		1 h 50 min

**READ THESE INSTRUCTIONS FIRST**

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

## Section A

## Text 1

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

The screenshot shows the homepage of the SG Digital website, specifically the section for seniors. The page is titled "Seniors Go Digital" and features a large hero image of a woman and a child looking at a smartphone. The main headline reads "You're always at the right age to begin your digital journey!". Below this, there are several sections: "Connect to a colourful digital life" with a sub-image of a man and a woman taking a selfie, and "Pick up new digital skills" which includes two sub-sections: "SG Digital community hubs" and "Learning Journeys". To the right, there is a "Stories around you" section featuring a testimonial from Mr. Ramli Bin Puteh, 66 years old, with a "Read his story" button. At the bottom, there is a section titled "Get started on your own with a few easy guides!" with four buttons: "Download an internet banking app", "SingPass Goes Digital", "Join a Social Media Group", and "Make medical appointments online".

**SG: DIGITAL** English 中文 Melayu தமிழ் Text Size A A A Search site Enter keyword

Home About Learn Mobile Plans for Seniors Stories Get Involved

**Seniors Go Digital**  
**You're always at the right age to begin your digital journey!**

**Connect to a colourful digital life**

We're here to help you take your next step in going digital!

It may seem like a big leap, but all you need is a single step. We're here to get you started, and will be with you at every step.

Ready? Let's go digital together!

**Pick up new digital skills**

**SG Digital community hubs**

Enjoy learning in one-on-one guided sessions at your nearest SG Digital community hubs!

[View SG Digital community hubs](#)

**Learning Journeys**

Embark on learning Journeys to discover how digital apps can enrich your life.

[Join a Learning Journey](#)

**Stories around you**

I think we can learn so much online nowadays. The pursuit of knowledge can be ongoing as long as the desire is there. Personally, I think continually equipping ourselves will further enhance our mindset for the future.

Mr. Ramli Bin Puteh, 66 years old

[Read his story](#)

**Get started on your own with a few easy guides!**

[Download an internet banking app](#) [SingPass Goes Digital](#) [Join a Social Media Group](#) [Make medical appointments online](#)

## Section B

## Text 2

*In the text below, the writer recounts his daunting experience in the Alps. Read the text carefully and answer Questions 5-12 in the Question Booklet.*

- 1 I was speedily occupied in fighting my way downwards through a steep ravine, cloven by a vicious little torrent from a lofty glacier, when I suddenly found that I had left the right track and was descending too sharply towards the stream. At the same time, I saw that by crossing the face of the cliff for a few yards I should regain the ordinary route. The first step or two was easy; then came a long stride, in which I had to throw out one hand by way of grappling-iron to a jutting rock above. The rock was reeking with moisture, and as I threw my weight upon it, my hand slipped and before I had time to look round, I was slithering downwards without a single point of support. 5
- 2 Below me as I well knew, at a depth of some two hundred feet, was the torrent. One plunge through the air upon its rugged stones and I should be a heap of mangled flesh and bones. Instinctively I flung abroad arms and legs in search of strong supports; in another moment I was brought up with a jerk. My hands now rested on the narrow ledge where my feet had been a moment before, and one foot was propped by some insecure support whose nature I could not precisely determine. 15
- 3 Desperately choking back the surging emotions that seemed to shake my limbs, I sought for some means of escape. By slowly moving my left hand, I managed to grasp a stem of rhododendron which grew upon the ledge of rock, and felt tolerably firm. Next I tried to feel for some support with the toe of my left boot. The rock, however, against which it rested was not only hard, but exquisitely polished by the ancient glacier which had forced its way down the gorge. A geologist would have been delighted with this admirable specimen of the planing powers of nature. I felt, I must confess, rather inclined to curse geology and glaciers. Not a projecting edge, corner, or cranny could I discover. I might as well have been hanging against a pane of glass. With my right foot, however, I succeeded in obtaining a more satisfactory lodgment. I have read somewhere that the strongest man cannot hold on by his arms alone for more than five minutes. I am, unluckily, very weak in the arms, and was therefore quite unable to perform the gymnastic feat of raising myself till I could place a knee upon the ledge where my hands were straining. 20 25
- 4 Here, then, I was, in an apparently hopeless predicament. I might cling to the rocks till exhaustion compelled me to let go. On a very liberal allowance, that might last for some twenty minutes, or, say half an hour. There was, of course, a remote chance that some traveler or tourist might pass through the glen; but the ordinary path lay some hundred yards above my head, and a hundred yards was, for all practical purposes, the same thing as a hundred miles. The ceaseless roar of the swollen torrent would drown my voice as effectually as a battery of artillery; but, for a moment or two, I considered the propriety of shouting for help. The problem was, whether I should diminish my strength more by the effort of shouting than the additional chance of attracting attention was worth. 30 35



- 5 A puff of wind had driven aside the wreaths of mist; and high above me I could see 40  
towering into the gloomy skies a pinnacle of black rock; that majestic terror. Sharp  
and needle-like, it sprang from its cloud-hidden base, and scarcely a flake of snow  
clung to its terrible precipices. Grim and fierce, like some primeval giant, that peak  
looked to me, and for a time the whole doctrine preached by the modern 45  
worshippers of sublime scenery seemed inexpressibly absurd and out of place.  
There is a poetry in the great mountains, but the poetry may be stern as well as  
benevolent. If, to the weary Londoner, they speak of fresh air and magnificent views  
and exciting adventure, they can look tyrannous and forbidding enough to the  
luckless wretch who is clinging in useless supplication at their feet.
- 6 Only a day or two before I had been lounging in the inn garden during a delusive 50  
sunset gleam of bright weather, and admiring its noble proportions. I had been  
discussing with my friends the best mode of assaulting its untrodden summit.  
Lighted up by the Alpine glow, it seemed to beckon us upward, and had fired all my  
mountaineering zeal. Now, though it was not a time for freaks of fancy, it looked like 55  
a grim fiend calmly frowning upon my agony. I hated it, and yet had an unpleasant  
sense that my hatred could do it no harm. If I could have lightened and thundered,  
its rocks would have come down with a crash; but it stood immovable, scornful, and  
eternal.

## Section C

## Text 3

The article below is about daylight saving time. Read it carefully and answer Questions 13-19 in the Question Booklet.

- 1 Spring marks many changes: warmer weather, longer days, flowers peeping through the dirt. But for many people in the U.S., the approach of spring also means the start of daylight saving time. This period begins at 2:00 a.m. local time on the second Sunday in March, when clocks spring forward an hour. Daylight saving time ends at 2:00 a.m. local time on the first Sunday in November, when clocks fall back by an hour. 5
- 2 Seasonal shifts in the length of a day come from Earth's off-kilter rotation. Summertime marks the Northern Hemisphere's 'time to shine'. It leans toward the sun, causing longer and warmer days. Meanwhile, the Southern Hemisphere is plunged into the short days of winter as it tilts away from the sun. Six months later, the situation reverses, and winter blankets the North while light bathes the South. 10
- 3 Many credit Benjamin Franklin for daylight saving time, thanks to a possibly satirical letter he audaciously penned for the *Journal de Paris* in 1784. In the letter, he expressed astonishment to see the sun rise at the early hour of six in the morning, long before most Parisians ever saw the light of day. Others credit the idea to George Hudson, an entomologist from New Zealand, who in 1895 suggested a two-hour shift to allow for more post-work bug hunting. Soon after, a British activist named William Willett proposed a similar idea to prevent wasting daylight, bringing the concept to England's Parliament in the early 1900s. 15
- 4 It wasn't until resources became scarce during World War I that Germany decided to go ahead with just such a plan, implementing the first daylight saving time in 1916 to maximize resource use during sunlit hours. The United States soon followed suit, with the country's first seasonal time shift taking place in 1918. 20
- 5 When coal still ruled, daylight saving time was implemented as a way to maximize limited daylight hours. Because of this, a given region's participation depends, in part, on how far the location is from the Equator. Countries that are farther away have a more pronounced difference in day length between summer and winter and are more likely to participate in the time shift. It also depends on whether the time shift would be advantageous to the country and its people. 25
- 6 For many, the change seems meddlesome, resulting in missed meetings and sleepy citizens. There may be even more severe effects. Some studies identified an increase in heart attacks that coincides with springing forward and a slight decrease when falling back. Other studies suggest the time change could be linked to an increase of fatal car accidents, though the effect is small relative to the total number of crashes each year. Still other concerns include impacts to the immune system due to the inevitable sleep loss. 30
- 7 What's more, many studies have questioned whether there have ever been energy savings at all. A 2008 study from the U.S. Department of Energy suggested that in the United States, an extra four weeks of daylight saving time saved about 0.5

percent in total electricity a day. But others conclude the situation is largely a wash: 40  
 The later sunlight hours do often reduce electricity use during this time, but they  
 also spur more intense use of air conditioning in the evening or greater energy  
 demands to light up the dark mornings.

8 Even so, those impacts may be location specific. One study found that daylight 45  
 saving time caused an increase in energy demand and pollution emissions in  
 Indiana, while another found it led to slight reductions in energy use in Norway and  
 Sweden.

9 These days, arguments in favour of daylight saving time generally center on the 50  
 boost the time shift gives to evening activities. People tend to go outside when it is  
 light after work—playing sports, going for walks, taking kids to the playground—  
 rather than sitting on the couch. Many outdoor industries, including golf and  
 barbecue, have even promoted daylight saving time, which they say boosts profits.  
 The petroleum industry is also a fan, as people drive more if it is still light after work  
 or school.

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*Copyright Acknowledgements*

Text 1 Adapted from [www.imda.gov.sg/en/seniorsgodigital](http://www.imda.gov.sg/en/seniorsgodigital)

Text 2 Adapted from 'A Bad Five Minutes in the Alps' by Leslie Stephen, [www.gutenberg.org/cache/epub/7283/pg7283.txt](http://www.gutenberg.org/cache/epub/7283/pg7283.txt)

Text 3 Adapted from 'Why daylight saving time exists—and is so unpopular', National Geographic,  
[www.nationalgeographic.com/science/article/daylight-saving-time](http://www.nationalgeographic.com/science/article/daylight-saving-time)

Name:	Register Number:	Class:
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**4E**  
**5N**



**BEDOK GREEN SECONDARY SCHOOL**

**End of Year Examination 2021**

**4E**  
**5N**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

20 August 2021

1 h 50 min

Candidates answer in the Question Booklet.  
Additional Materials: Insert

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **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	
<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>Total</b>	

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

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**[Turn Over**

**Section A [5 marks]**

**Text 1**

**Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 3.**

**1** Refer to the section headed **Connect to a colourful digital life**, and the expression ‘It may seem like a big leap but all you need is a single step.’

**(a)** What effect is this expression intended to have on the reader?

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

**(b)** Based on the webpage, what is the ‘step’ that seniors should take if they are interested in ‘going digital’?

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

**2** Look at the photographs under the heading **Pick up digital skills**. What impression about the learning of digital skills do you think the photographs aim to present?

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

**3** Write down **two** ways in which the webpage suggests that the SG:Digital programme is widely accepted by seniors.

**(i)** ..... [1]

**(ii)** ..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 11.

4 Give one word in Paragraph 1 which emphasises that the writer had lost all control as he fell down the ravine.

..... [1]

5 Which phrase in Paragraph 2 suggests that the writer would be badly injured if he were to fall?

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

6 'Instinctively I flung abroad arms and legs in search of strong supports...' (line 12 – 13)

(a) What does this tell us about the sort of mountain climber the writer is?

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

(b) What two 'supports' did he manage to grab?

(i) ..... [1]

(ii) ..... [1]

7 'The rock, however, against which it rested was not only hard, but *exquisitely polished* by the ancient glacier which had forced its way down the gorge.' (line 19 – 21)

(a) What does the writer do in Paragraph 3 to emphasise that the rock was 'exquisitely polished'?

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

(b) Why was the rock being 'exquisitely polished' a problem for the writer?

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

- 8 In paragraph 4, the writer says that he was ‘in an apparently hopeless predicament’ (line 30) and states several reasons why.

Identify the words or phrases from Paragraph 4 which tells us about each of the reasons.

The writer was ‘in an apparently hopeless predicament’ because...	Words or phrases from Paragraph 4
(i) he was not confident that he would be able to hold on for long.	
(ii) the probability of there being another person nearby to help him was low.	
(iii) the surrounding was too noisy.	

[3]

- 9 (a) In Paragraph 5, the writer describes the mountains as he struggles to hold on to the side of the rock. Explain how the language used emphasises how menacing the mountain appears to him.

Support your ideas with **three** details from Paragraph 5.

.....

.....

.....

.....

.....

.....

..... [3]

- (b) The writer refers to different people as he describes ‘the great mountains’ (line 46).

(i) Who is he referring to when he mentions ‘the luckless wretch’ (line 48 – 49)?

..... [1]

(ii) In Paragraph 5, what is the contrast between the opinions of ‘the weary Londoner’ and ‘the luckless wretch’ with regards to the mountains?

..... [1]

10 'I hated it, and yet had an unpleasant sense that my hatred could do it no harm. If I could have lightened and thundered, its rocks would have come down with a crash; but it stood immovable, and eternal.' (line 55 – 58)

What is the tone of the writer's comment?

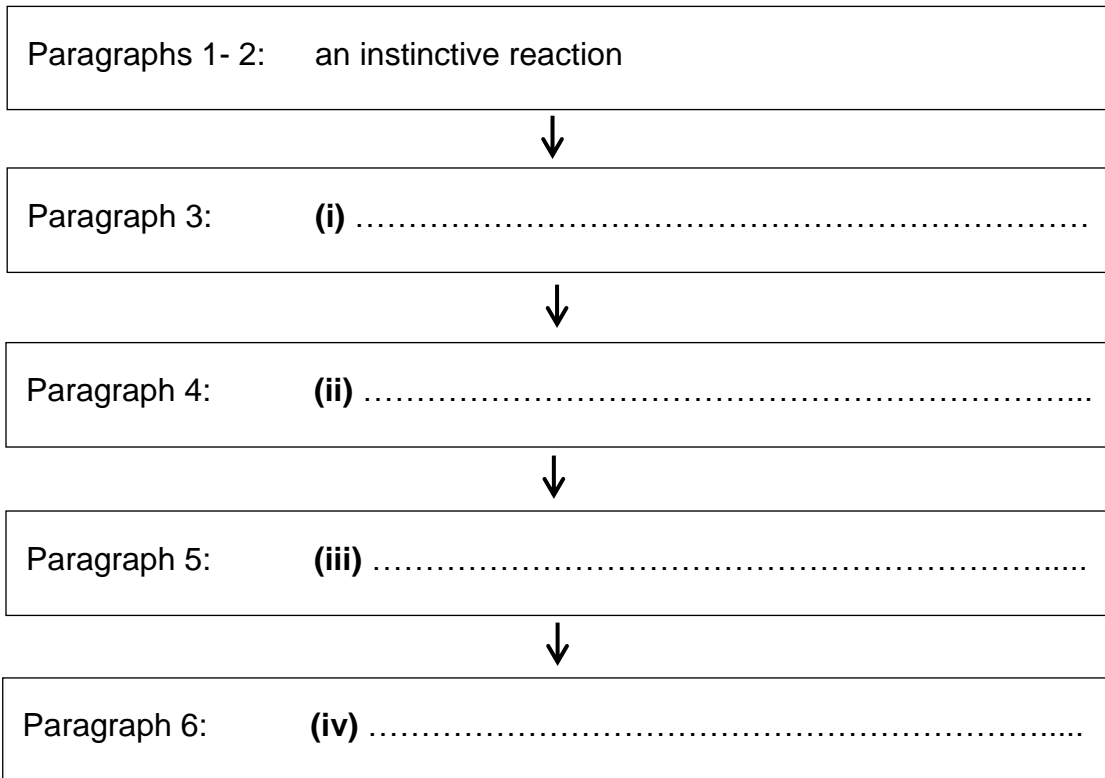
.....  
..... [1]

11 The structure of the text reflects the stages of the writer's experience climbing the Alps. Complete the flowchart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box you do not need to use.

**Writer's experience climbing the Alps**

in a state of wonderment	a lucky break
dangerous choices	a change of heart
a moment of contemplation	at the mercy of nature
a much needed respite	

**Flowchart**



[4]



**Section C [25 marks]**

**Refer to Text 3 on pages 5 and 6 of the Insert for Questions 12 – 18.**

**12** From Paragraph 1, what are the changes that happen in spring?

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

**13** In Paragraph 2, we are told the reason why there are seasonal shifts in the length of a day.

Why do you think the writer puts inverted commas in the text around the phrase ‘time to shine’ (line 8)?

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

**14** Which word in Paragraph 2 tells us that the winter days are not favoured as much as the summertime?

..... [1]

**15** ‘Many credit Benjamin Franklin for daylight saving time, thanks to a possibly satirical letter he audaciously penned for the *Journal de Paris* in 1784. In the letter, he expressed astonishment to see the sun rise at the early hour of six in the morning, long before most Parisians ever saw the light of day.’ (line 12 – 15)

**(a)** What does this tell us about Benjamin Franklin’s impression of Parisians?

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

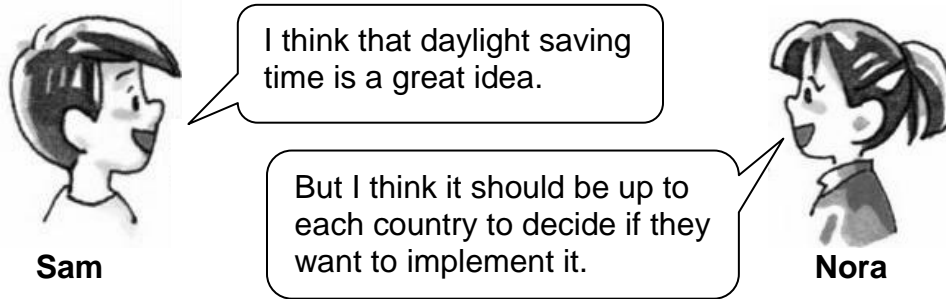
**(b)** What does the phrase ‘audaciously penned’ tell us about the writer’s impression of Benjamin Franklin? Explain your answer.

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

16 With reference to Paragraph 4, give **in your own words** the reason why Germany and the United States implemented the daylight saving time.

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

17 Here is a part of a conversation between two students, Sam and Nora, who have read the article.



(a) With reference to Paragraph 5, how would Sam explain his opinion?

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

(b) Identify **two** details from Paragraph 5 which Nora can give to support her view.

(i) .....  
..... [1]

(ii) .....  
..... [1]

