



CEDAR GIRLS' SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
Secondary Four

CANDIDATE
NAME

CLASS

INDEX
NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

27 August 2021

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 all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use paper clips, highlighters, glue or correction fluid.

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

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

For Examiner's Use	
Section A	/10
Section B Task:	/10
Lang:	/20
Section C	/30

This document consists of **12** printed pages and **1** Insert.

[Turn over

Section A [10 marks]

Question 1

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

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

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

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

Examples:

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

My mother always wears sensible clothes. □

Located on the southern tip of mainland Singapore, Labrador Park	
was once a heavily fortified gun post meant to defend a western	1
entrance in Keppel Harbour. The park was first designated as a	2
nature reserve in 1951, citing the diversity landscape and habitat	3
that had enable many marine wildlife to thrive. A famous feature at	4
Labrador Park is the Dragon’s Teeth Gate. As the name suggests,	5
the rock formation is shaped like a dragon teeth while the passageway	6
into Keppel Harbour symbolises the mouth of the dragon. These rock	7
was first discovered by traveller Wang Dayuan in 1330 but had	8
served as an important navigational aid for mariners in the 15th	9
century. Located under Labrador Park seafront is a dense forest	10
where several World War II relics can be found.	

For Examiner’s Use

Section A	
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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. Study the information carefully and plan your answer before beginning to write.

The Principal has decided to invite a group of Secondary Four students to be part of the school’s e-Open House programme in 2021. As the leader of the group, you have been asked to deliver a speech on YouTube Live to Primary Six pupils to attract them to apply to your school. In your speech, you should explain the reasons why you think your school will be a good choice for the Primary Six pupils.

In your speech you should :

- briefly introduce yourself, **and** the school
- describe one feature of the school culture which the pupils would find most attractive
- describe one school programme which you think would be appealing to the pupils
- say how the school would make the pupils’ experiences special.

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

Write your speech in clear, accurate English. Your tone should be warm, persuasive and enthusiastic to convince the Primary Six pupils that your school is a good choice for them.

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

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Section C [30 marks]

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

Questions 3 – 6

- 3 “What a wonderful sound!” Describe the sounds that you like best and explain why they mean so much to you.

- 4 “Online opinions cannot be trusted.” What are your views?

- 5 Write about a time when you failed to follow instructions, and it led to an embarrassing outcome.

- 6 “When the going gets tough, the tough gets going.” How true is this for you?

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

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**CEDAR GIRLS' SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
Secondary Four**

CANDIDATE
NAME

CLASS

INDEX
NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

27 August 2021

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

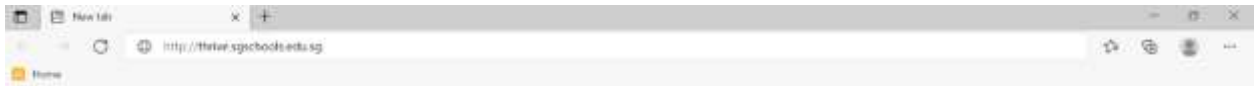
This Insert contains the text for **Section B**.

This document consists of **2** printed pages and **2** blank pages

[Turn over

BLANK PAGE

SECTION B



THRIVE Secondary School

GROWING LIFE-LONG LEARNERS AND CARING LEADERS

Join us at our e-Open House on 21st October 2021!

SCHOOL PROGRAMMES AT THRIVE

CO-CURRICULAR ACTIVITIES

Join Thrivians on a boundless journey for self-discovery and choose from over 20 CCAs. Be it releasing your creative juices, unleashing your inner talent, developing your potential or sparking an interest in a new area, there are plenty of opportunities that await you!



Our Signature CCAs :

Chefs' Club
Balloon Sculpting Club
Rock Climbing
Wakeboarding

APPLIED LEARNING PROGRAMME (ALP) IN ART

Thrive's ALP in Art explores transformative power of art and its ability to expand students' perception of the world around them. Through self-discovery, and imagination, Thrivians learn to connect what they learn with their real world experiences.



Our ALP Highlights :

Ceramic and Sculpture Art
Fashion Design
Mini Internship at the National Gallery
Art Study Trip

Our School Culture

A Buddy At All Times

From your classmates in class to your CCA mates outside the classroom, our Thrivian community is one that is inclusive and supportive.

We Make the Difference

Here at Thrive, our dedicated and caring teachers work closely with students, providing holistic education and support to all.

Every Student a Leader

We strive to develop each student to become a thoughtful, skilled and reflective leader, empowered to further enhance their leadership abilities.

Contact Us!

Address : 5 Thrive Avenue, Singapore 334012 Tel : 67890192
Email : thrivess@schools.edu.sg

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CEDAR GIRLS' SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021
Secondary Four

Question 1 ANSWERS

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

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

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

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

Examples:

I arrived to my destination at 2 pm. at

My mother always wears sensible clothes. □

Located on the southern tip of mainland Singapore, Labrador Park		
was once a heavily fortified gun post meant to defend a western	1	the (det)
entrance in Keppel Harbour. The park was first designated as a	2	of (prep)
nature reserve in 1951, citing the diversity landscape and habitat	3	diverse (WF)
that had enable many marine wildlife to thrive. A famous feature at	4	enabled (tense)
Labrador Park is the Dragon's Teeth Gate. As the name suggests,	5	✓
the rock formation is shaped like a dragon teeth while the passageway	6	dragon's (possessive)
into Keppel Harbour symbolises the mouth of the dragon. These rock	7	this (pronoun) or the (det swap)
was first discovered by traveller Wang Dayuan in 1330 but had	8	and (conjunction)
served as an important navigational aid for mariners in the 15th	9	✓
century. Located under Labrador Park seafront is a dense forest	10	behind/ near (prep)

Commented [1]: 'at' not accepted as it is a prep of place; since the harbour also have other entrances as indicated by the earlier statement "the western entrance", hence there would be entrances in other directions.
'of' indicates that this is one of the entrances belonging to Keppel Harbour, the western entrance.

Commented [2R1]: 'to' - not accepted 'to' as a preposition to indicate a destination or direction; a time marker is needed in the sentence for 'to' to be used. OR when there is a kind of movement from one place to another.

where several World War II relics can be found.		
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CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four

CANDIDATE
NAME

CLASS

INDEX
NUMBER

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

27 August 2021

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Answer **all** questions.
Write your answers in the spaces provided in the Question Booklet.
This Insert contains the texts for all the sections.

At the end of the examination, hand in your Comprehension Question Booklet.

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

For Examiner's Use		
Section A	5	
Section B	20	
Section C Compre	10	50
Section C Summary	15	

This document consists of **8** printed pages and **1** blank page.

[Turn over]

Section A [5 marks]

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

- 1 Refer to the paragraph under the heading **HOME, TRULY : GROWING UP WITH SINGAPORE**. Identify a phrase of no more than **four** words which shows how visitors will experience 'growing up with Singapore'.

..... [1]

- 2 Look at the photograph under the heading **Get Curious with Our Curators**. What impression is the photograph trying to convey about the curators of the Exhibition?

..... [1]

- 3 Refer to the section headed **The Mama Shop of Memories**. Why is the section heading particularly suitable?

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

- 4 From the section **@ Home, Truly: Digital Companion to Home, Truly**, which sentence summarises the main purpose of the digital companion?

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

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 - 15.

- 5** At the beginning of the text, Alex was travelling back to work. Explain how the language used to describe the weather indicates Alex’s mood.

Support your idea with **three** details from Paragraph 1

.....

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.....

.....

[3]

- 6** ‘Incapable of sitting by while something interesting was happening, Alex abandoned the cab he was in,’ (lines 13 – 14)

What does this tell us about Alex’s attitude towards the situation?

.....

[1]

- 7** Give the **one** word in Paragraph 2 which indicates that Alex carefully maneuvered his way to the parapet.

.....

[1]

- 8** In Paragraph 2, what were the **two** things Alex did that showed he did not believe what the schoolboys had said?

(i)

[1]

(ii)

[1]

9 'There it was! The whale!' (line 30)

What effect does the writer create by using two short sentences here?

.....
.....

[1]

10 In Paragraph 3, explain what the writer means by 'He had a fight to descend.' (line 35)

.....
.....

[1]

11 'The brushed-steel lifts and glass-sided corridors of the investment bank's offices, the enervating, and dehydrating hours he spent flying business class, the long list of deals and trades that had seemed so exciting at the start but felt tediously automatic now. He was tiring of it, and had been working so hard that he hadn't noticed the tiredness creeping in.' (lines 43 – 47)

In Paragraph 4, Alex realised how tuneless his existence had become. Which phrases in the given sentences describe the reasons for his tuneless existence?

(i)	draining and unenergetic periods	
(ii)	bored from routine	

[2]

12 Which expression in Paragraph 5 shows that Alex is a determined person?

.....

[1]

13 What did the writer do to emphasise that the whale 'didn't seem possible that it belonged to anything alive'? (lines 54 – 55)

.....
.....

[2]

14 In Paragraph 5, Alex was compared to a 'shepherd' (line 56). Why is this comparison effective?

.....
.....

[2]

- 15** The structure of the text reflects Alex's experience with the whale at the different stages of the narrative. Complete the flowchart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box you do not need to use.

Main focus of each stage

difficult movement	peculiar reaction	
regretful feeling	unexpected encounter	nostalgic moment
confusing situation	satisfying conclusion	

Paragraphs 1 - 2 **(i)**

Paragraph 3 **(ii)**

Paragraphs 4 - 5 **(iii)**

Paragraph 6 **(iv)**

[4]

Section C [25 marks]

Refer to Text 3 on page 5 - 6 of the Insert for Questions 16 – 22.

- 16 From Paragraph 1, give **one** clue which indicates that mushrooms are 'bloodthirsty'. **Answer in your own words.**

.....
.....

[1]

- 17 Explain why ancient Egyptians were wrong in their belief about mushrooms. **Answer in your own words.**

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.....

[2]

- 18 From Paragraph 2, why is it effective to describe mycologists as 'shoegazing, nature-lovers'? (line 16)

.....
.....

[2]

- 19 Which **one** word in Paragraph 3 tells us that the fugu connoisseurs are very enthusiastic about the fish?

.....

[1]

- 20 Here is part of a conversation between two students, Isha and Jason, who have read the article.



Isha

I think fugu connoisseurs are really brave to take such risks with their lives.

I'm not so sure. I think that it's safe nowadays to consume this dish without any risk.



Jason

(a) Identify **one** example from Paragraph 3 that Isha can give to support her view.

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.....

[1]

(b) With reference to Paragraph 3, how would Jason explain his position?

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[2]

21 Why do you think the writer puts inverted commas in the text around the word 'delicate'? (line 31)

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[1]

22 **Using your own words as far as possible**, summarise the difficulties mycologists face, and their reasons for eating wild mushrooms.

Use only information from Paragraphs 3 and 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).

Before they can start foraging for edible mushrooms, mycologists must

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CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Examination 2021
Secondary Four

ENGLISH LANGUAGE

Paper 2 Comprehension
Insert

1128/02

27 August 2021

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of **6** printed pages and **2** blank pages.

Section A

Text 1

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



HOME, TRULY : GROWING UP WITH SINGAPORE

The National Museum of Singapore presents Home, Truly: Growing Up With Singapore, 1950s to the Present. Featuring photographs and artefacts, as well as audio-visual footage, sounds, scents and special digital features, Home, Truly explores the moments and experiences from Singapore's past to the present that express our identity and collective memory as a people. From receiving immunisation jabs as a child to the campaign mascots everyone grew up with, relive your fond memories with us and discover some of the personal stories of those who call Singapore home.

OUR HIGHLIGHTS

Get Curious with Our Curators



Young visitors to the Exhibition can enjoy a series of customised activities specially put together by our curators. Families can explore the Exhibition together and have some memorable inter-generational conversations.

The Mama Shop of Memories



Take a trip down memory lane and get your childhood treats, simply by exchanging a fond memory of growing up in Singapore. You don't need your wallet, only your childhood memories.

@ Home, Truly: Digital Companion to Home, Truly



Our Home, Truly Exhibition is complemented with a digital companion to the exhibition : **@ Home, Truly**. Explore an online-exclusive story of a young girl and her grandfather through illustrations by different local artists. The experience also includes a chatbot offering games and quizzes.

[CLICK HERE TO VISIT @ HOME, TRULY: A DIGITAL EXPERIENCE!](#)



Section B

Text 2

The text below describes an investment banker's attempt to rescue a whale. Read the text carefully and answer Questions 5 - 15 in the Question Booklet.

- 1 It was a usual December morning. The languid light of the low winter sun struggled to climb the spokes of the London Eye. The light grey sky cast a melancholic spell over the river and at junctures, the wind clutched at and snapped against the buildings, rattling the windows and doors. The weather seemed to harmonise with Alex's mood as he readied himself for the grind of the workday. Big Ben stood cold above the streets, rendered timeless by the refrigerated air. Above the embankment, a highway crept - cars, trucks and coaches rolling along it like frosty beads of mercury. Alex was travelling back along the embankment in a taxi when something strange occurred. 5
- 2 The traffic had come to a sudden standstill. Vehicles lined up alongside the embankment, and the entire pavement was jammed with people all of whom, for no reason that Alex could readily perceive, were looking out towards the river. Incapable of sitting by while something interesting was happening, Alex abandoned the cab he was in, and insinuated his way into the crowd until he reached the concrete parapet that ran along the water's edge. People had started to gather on the slick mudbanks below. Why, Alex didn't know. He bent his head to the schoolboy standing next to him. 'What's going on?' 10
 'There's a whale.'
 'What?'
 'In the river. There's a whale. It came in from the sea.'
 Another boy, likely a friend, was eager to prove he knew all about it too. 20
 'It's lost. Must've swum in from the ocean by mistake. They're trying to get it back before it swims onto the mud and gets stuck.'
 Alex glanced from water to boy and back again. As his gaze travelled to the river for the second time, a hot cloud of water-saturated air jetted upwards about fifty metres from where he stood. At its base, he could just make out a blowhole, set in its square of rubber sheen. Once, twice, three times it gasped, and on the third respiration, a rhombus of flesh, dark as the mudflats, broke the surface a car's length away. There it was! The whale! 25
- 3 Alex was swept up by it all in a manner he hadn't experienced for years. For possibly the first time since he'd joined the bank eight years previously, Alex's mind stopped chewing on the matter of his next client. Pushing back through the bodies, he worked his way around to a stone staircase that led down onto the beach. He had a fight to descend – the steps were crammed – but with a combination of elbows and excuse-mes and a little aid from gravity, the slime left by the retreating waters was soon sucking at his hand-stitched leather shoes and oozing its way through the turn-ups of his bespoke wool flannel suit. 30 35
- 4 Standing here on the chilly silver mud he felt alive with enthusiasm, abuzz in root and branch. He felt – wow – he felt young. Not that he'd noticed feeling old, particularly, but until this moment he hadn't realised quite how tuneless his existence had become. The brushed-steel lifts and glass-sided corridors of the investment bank's office, the enervating, and dehydrating hours he spent flying business class, the long list of deals and trades that had seemed so exciting at the start but felt tediously automatic now. He was tiring of it, and had been working so hard that he hadn't noticed the tiredness creeping in. 40

- 5 Before he knew what he was doing, Alex was plunging forward into the river. Cheers went up behind him as he pushed into the oily swirl, lungs constricting as the ancient river licked round his legs. Panting with the unexpected effort, he made fists of his hands, set his jaw, and strode on. There was a roar as the surface of the river burst open and the whale surfaced like a submarine from one of the many war films he'd watched as a child. The animal's hide was so taut, so perfect and so plastic, that it didn't seem possible that it belonged to anything alive. It felt ludicrous, rapping the water with his palms, flapping at the beast like a shepherd would. Suddenly, the whale raised its beak, and cawed. And back it went towards the centre of the river. 45 50
- 6 Alex got home late that afternoon, and his wife was extremely bewildered when he slipped into the hallway, carrying his ruined shoes in his hand. He happily spent the next hour following news of the whale on TV. She thought it greatly out of character, this sudden sentimental concern her husband was displaying for the welfare of an animal. It was out of the ordinary, to say the very least. 55

Section C

Text 3

The article below is about wild mushrooms. Read it carefully and answer Questions 16 – 22 in the Question Booklet.

- 1 Mushrooms are bloodthirsty. The clues are in the common names: destroying angels, devil's boletes, poison pies. The toxins in the death cap mushroom make themselves known within 24 hours. Jaundice will follow, then seizures. Death occurs within two weeks. There is no antidote. The ancient Egyptians believed mushrooms to be plants of immortality yet, the Roman emperor Claudius, the Habsburg Charles VI and even Pope Clement VII were all thought to have succumbed to their poison. 5

- 2 When hunting for mushrooms, foragers encounter a species with which humans have no natural affinity. Colouring and scent in plants and animals is commonly used as a form of communication. But fungi seem to speak a different language entirely. Yet it is not altogether indecipherable, and with careful study one can learn to tell them apart. 10
There is a thriving online community of mycology devotees who swap tips on the best fungi gathering sites, offering second opinions on mystery mushrooms and, location permitting, hunting together in woods nearby. They are cautious and methodical. Even so, these shoegazing nature-lovers have one of the most dangerous hobbies in the world. Every time mycologists bring home a fresh batch, they risk an upset stomach at the very least, and at worst a slow and painful death. 15

- 3 All of this raises the inevitable question: if the risk is so huge and the pay-off so small, why do it? The identification process is interesting, of course, and mushrooms are pleasant enough to eat. But perhaps the real intrigue arises from the risk itself — and the skill required to sidestep it. It is similar with fugu, the Japanese pufferfish, which is served as sashimi, or thin, raw slices. The skin of the pufferfish, as well as its soft organs, contain a deadly neurotoxin. Chefs wishing to serve pufferfish must undergo a rigorous education before sitting both a theory and a practical exam in its preparation. Poor preparation of fugu results in the near-instantaneous death of the eater. Nevertheless, diners are still eager to consume it. And one thing is certain: it's not because of the magnificent taste. Although connoisseurs rhapsodise over fugu's 'delicate' flavour, the general consensus is not encouraging. Many reviews describe the meat as unusually tough, with a mild fishiness that lacked almost any flavour of its own. A non-toxic strain of the fish was developed to much fanfare several years ago, but it never proved popular. Without the danger, fugu lost its appeal. 20
25
30

- 4 Mycologists, on the other hand, do not need a license to pick mushrooms, and so the equivalent know-how comes down to conscientious self-study. Hours must be spent poring over field guides, testing for bruising, peeling the caps, nibbling the flesh, or preparing the delicate, star-like spore prints overnight to be tested with chemicals. Even getting used to the terminology in the fungi guidebooks require a dictionary. Apart from books, mycologists also use the internet to help with identification, discuss with fellow enthusiasts and use state-of-the-art microscopes. Nevertheless, the pictures never quite match up, and the sensory descriptions are too opaque for a novice to be certain. There will always be the fear after eating a new species, even if all the checks have been done to be 100 percent sure. Short of death, the price of error might include a life on dialysis, organ failure, trippy mood alterations, and possibly allergic reactions. Yet, the elitism of eating wild fungi appeal to many mycologists as they are able to 35
40

enjoy the wonderful and weird things most of the population don't eat. And that adrenalin is addictive.

- 5 Despite the warnings, despite the meagre returns from the enormous risks, many could not help but be fascinated. Perhaps it was a fungi's sudden ubiquity that caught a mycologist's attention, or its other-worldliness. Inspired, mycologists return to the woods again and again, and come home with baskets of fresh mushrooms. They clean them and cook them. They eat. 45

And then they wait.

50

Copyright acknowledgements:

Text 1 Adapted from <https://www.nhb.gov.sg/nationalmuseum/our-exhibitions/exhibition-list/home-truly-growing-up-with-singapore>

*Text 2 Adapted from *Midland* by James Flint*

Text 3 Adapted from <https://aeon.co/essays/mushroom-foraging-is-deadly-why-am-i-doing-it>

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2021 CEDAR GIRLS' PRELIMINARY EXAMINATIONS ANSWER SCHEME

Text A [5 Marks]

1. Refer to the paragraph under the heading **HOME, TRULY : GROWING UP WITH SINGAPORE**. Identify a phrase of no more than **four** words which shows how visitors will experience 'growing up with Singapore'. [2]

From Text	Suggested Answer
From receiving immunisation jabs as a child to the campaign mascots everyone grew up with, relive your fond memories with us and discover some of the personal stories of those who call Singapore home.	relive your fond memories

2. Look at the photograph under the heading **Get Curious with Our Curators**. What impression is the photograph trying to convey about the curators of the Exhibition? [1]

From Text	Suggested Answer
	<p>Engaging (children are paying attention to what the curator is showing them) Good with children <i>Friendly (can be accepted by again, not clear from the photograph, but can be inferred since the children all do not look distracted or turning away, not hostile reaction)</i> <i>Other accepted answers:</i> <i>patient, kind, approachable</i></p> <p>[x] Interesting, Knowledgeable (not clear from the photograph) [x] They are curious (get curious is about the children getting curious, nothing about the curator) [x] interactive [interactive - requiring people to talk with each other or do things together; the children are not doing the activity with the curator, it is a one-way communication.]</p>

3. Refer to the section headed **The Mama Shop of Memories**. Why is the section heading particularly suitable? [2]

From Text	Suggested Answer
Take a trip down memory lane and get your childhood treats, simply by exchanging a fond memory of growing up in Singapore. You don't need your wallet, only your childhood memories.	<p>Ans: The name of the shop suggests that visitors can obtain memories from it (1m) and it is precisely what happens when visitors exchange for childhood treats by simply sharing a childhood memory. As they savour the treat, they get to relive their childhood memory. (many 1m)</p> <p>1st part of the answer should show inference about the mama shop (exchange memories for a treat)</p> <p>Like a mama shop, they can purchase treats from this section of the exhibition/This part of the exhibition is presented like a mama shop/resembles a mama shop.[1]</p> <p>2nd part of the answer should indicate/show inference about memories/nostalgia</p> <p>The name of the exhibition section suggests that one can obtain memories from it/exchange their memories for a nostalgic treat/exchange their memories for more memories/relive their memories through the shop/shop's exchanges</p> <p>Good answer: This section is about buying childhood snacks, just like a Mama shop [1], and would bring back memories for people.[1]</p>

4. From the section **@ Home, Truly: Digital Companion to Home, Truly**, which sentence summarises the main purpose of the digital companion? [1]

From Text	Suggested Answer
Our Home, Truly Exhibition is complemented with a digital companion to the exhibition : @ Home, Truly . Explore an online-exclusive story of a young girl and her grandfather through illustrations by different local artists. The experience also includes a chatbot offering games and quizzes.	<p>Our Home, Truly Exhibition is complemented with a digital companion to the exhibition : @ Home, Truly.</p> <p>note : The main purpose of the digital companion is to complement the exhibition. [x]Explore an online-exclusive story of a young girl and her grandfather through illustrations by different local artists - this is one of the activities. Not the purpose.</p>

Text B [20 Marks]

5. At the beginning of the text, Alex was travelling back to work. Explain how the language used to describe the weather indicates Alex's mood.

Support your ideas with **three** details from Paragraph 1. [3]

From Text	Suggested Answer
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<p>The languid light of the low winter sun struggled to climb the spokes of the London Eye. The light grey sky cast a melancholic spell over the river and at junctures, the wind clutched at and snapped against the buildings, rattling the windows and doors.</p>	<p>1. "the languid light of the low winter sun" reflected the lethargic/lazy mood /tired/ sleepy / low energy Alex felt. [x] restless</p> <p>2. "light grey sky cast a melancholic spell" indicated that Alex likely felt sad or moody or downcast / feeling down / depressed [x] dull mood</p> <p>3. "the wind clutched at and snapped against the buildings" indicated that he was irritable, annoyed , frustrated, grumpy, moody [accept out of kindness] angry, agitated (clue:at junctures) [x] sun struggled to climb - sun is celestial body, doesn't indicate weather condition [x] frosty beads of mercury</p>
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6. 'Incapable of sitting by while something interesting was happening, Alex abandoned the cab he was in,' (lines 13 – 14)'

What does this tell us about Alex's attitude towards the situation? [1]

From Text	Suggested Answer
	<p>He was inquisitive / curious / nosy / intrigued about it.</p> <p>[x] interested (keyword cannot be repeated) [x] eager (what makes him eager? what drove him to be enthusiastic?)</p>

7. Give **one** word in Paragraph 2 which indicates that Alex carefully maneuvered his way to the parapet. [1]

From Text	Suggested Answer
<p>Incapable of sitting by while something interesting was happening, Alex abandoned the cab he was in, and insinuated his way into the crowd until he reached the concrete parapet that ran along the water's edge.</p>	<p>Insinuated</p> <p>No marks if spelled wrongly.</p>

8. In Paragraph 2, what were the **two** things Alex did that showed he did not believe what the schoolboys had said. [2]

From Text	Suggested Answer
<p>'What's going on?'</p> <p>'There's a whale.'</p> <p>'What?'</p>	<p>1. He said "what?" to the first schoolboy who mentioned there's a whale./ he said 'what' in response to the boy's claim / he said 'what' in a disbelieving tone</p>

<p>'In the river. There's a whale. It came in from the sea.'</p> <p>Another boy, likely a friend, was eager to prove he knew all about it too.</p> <p>'It's lost. Must've swum in from the ocean by mistake. They're trying to get it back before it swims onto the mud and gets stuck.'</p> <p>Alex glanced from water to boy and back again.</p>	<p>[x] He said "What?" (no context)</p> <p>[x] He questioned the boy's reply (which response is that?)</p> <p>Must have context of the whale</p> <p>2. He glanced from water to boy and back again.</p>
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9. 'There it was! The whale!' (line 30)

What effect does the writer create by using two short sentences here? [1]

From Text	Suggested Answer
	<p>The two short sentences emphasises a sense of wonder/a sense of excitement./ emphasizes the breathtaking scene</p> <p>[x] surprise</p> <p>[x] shocked</p> <p>[x] dramatic</p> <p>No marks awarded if 1 right and 1 wrong answer are included in their answers. (he already knew there was a whale)</p>

10. In Paragraph 3, explain what the writer means by 'He had a fight to descend.' (line 35) [1]

From Text	Suggested Answer
<p>He had a fight to descend – the steps were crammed.</p>	<p>The writer means that it was [extremely] challenging/ difficult / a struggle / had trouble to go down the stairs</p> <p>[x] The writer had to squeeze and push past many people / jostle with many people (this is the reason why, not the meaning of the phrase - he could find pushing and jostling easy)</p> <p>[x] Alex has to battle the crowd (metaphor?)</p> <p>[x] fight the people blocking the way</p>

11. 'The brushed-steel lifts and glass-sided corridors of the investment bank's office, the enervating, and dehydrating hours he spent flying business class, the long list of deals and trades that had seemed so exciting at the start but soon felt tediously automatic now. He was tiring of it, and had been working so hard that he hadn't noticed the tiredness creeping in.' (lines 43 – 47)

In Paragraph 4, Alex realised how tuneless his existence had become. Which phrases in the given sentences describe the reasons for his tuneless existence?

(i) draining, and unenergetic periods	(i) enervating, and dehydrating hours ED : he spent flying business class [x] enervating, and dehydrating [must have hours]
(ii) boring routine	(ii) (felt) tediously automatic (now) ED : seemed so exciting at the start but soon felt tediously automatic now

12. Which expression in Paragraph 5 shows that Alex is a determined person? [1]

From Text	Suggested Answer
'Panting with the unexpected effort, he made fists of his hands, set his jaw, and strode on.' (lines 48 – 49)	(He) made fists of his hands, set his jaw and strode on. Any part is acceptable. made fists of his hands set his jaw strode on

13. What did the writer do to emphasise that the whale 'didn't seem possible that it belonged to anything alive'? (lines 54- 55) [2]

Just need to mention one of the comparisons for the 2m. If the first part is wrong, cannot get 2nd mark.

From Text	Suggested Answer
'the whale surfaced like a submarine' Compare + explain	He compared the whale to a submarine [1] which is a non-living thing / inanimate object [1] (submarine) Explanation needed to explain the writer's craft / intention instead of merely lifting Answer cannot contain the word 'alive'
'The animal's hide was so taut, so perfect and so plastic' Compare + Explain	He compared the whale to plastic [1] which is an inanimate material / which points out how fake or perfect the hide looked / as if it were man-made. Answer cannot contain the word 'alive' (x) rule of 3

14. In Paragraph 5, Alex was compared to a 'shepherd' (line 56). Why is this comparison effective? [2]

From Text	Suggested Answer
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<p>It felt ludicrous, rapping the water with his palms, flapping at the beast like a shepherd would.</p>	<p><u>Explain the shepherd metaphor [1]</u> Just like how shepherds would round up their sheep and lead them back to the farm/pen.</p> <p><u>Link it to the whale /context [1]</u> this comparison is effective because the whale was lost and Alex was trying to get it to return to the sea/ to return to where it belonged / to help it get away from danger [1] Concept of being lost, at the wrong place, or in danger needs to be mentioned, and not just moving from point A to B.</p> <p><i>Answers must reflect that Alex is guiding the lost whale back to where it came from.</i></p> <p>Note: People is not the threat, but the shallow river</p>
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15. Global Question

The structure of the text reflects the stages in Alex’s experience with the whale at the different stages of the narrative. Complete the flowchart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box you do not need to use. [4]

<p>difficult movement peculiar reaction</p> <p>regretful feeling unexpected encounter nostalgic moment</p> <p>confusing situation satisfying conclusion</p>

From Text	Suggested Answer
<p>Para 1 to 2 ‘In the river. There’s a whale. It came in from the sea.’ Another boy, likely a friend, was eager to prove he knew all about it too. ‘It’s lost. Must’ve swum in from the ocean by mistake. They’re trying to get it back before it swims onto the mud and gets stuck.’</p>	<p>unexpected encounter (a whale appearing in the river is unexpected; whales belong to the sea)</p> <p>[x] confusing situation [he knew what is going on eventually] Alex managed to get answers from the two boys even when he took some time to understand the situation.</p>
<p>Para 3 Pushing back through the bodies, he worked his way around to a stone staircase that led down onto the beach. He had a fight to descend – the steps were crammed – but with a combination of elbows and excuse-mes and a little aid from gravity, the slime left by the</p>	<p>difficult movement</p>

retreating waters was soon sucking at his hand-stitched leather shoes and oozing its way through the turn-ups of his bespoke wool flannel suit.	
<p>Para 4 to 5 Standing here on the chilly silver mud he felt alive with enthusiasm, abuzz in root and branch. He felt – wow – he felt young.</p> <p>enervating, and dehydrating hours he spent flying business class, the long list of deals... He was tiring of it..</p> <p>Alex was plunging forward into the river</p> <p>[Who does that after thinking about work? Alexeally strange]</p>	<p>[x] regretful feeling – there is no regret at all, he only complains about his work and feels bored of it</p> <p>[x] nostalgic moment - Para 4 “felt young” - just felt energized, nothing to do with sentimentalism or reliving memories. Para 5 - “...the many war films he’d watched as a child.”</p> <p>peculiar reaction</p> <p>he felt enthusiastic/ energised while in a chilly mud, then he suddenly thought of his tiring work and tiredness, and out of the blue he plunged forward into the riverThe series of actions are sudden and peculiar.</p>
<p>Para 6 He happily spent the next hour following news of the whale on TV.</p>	<p>satisfying conclusion</p> <p>[x] peculiar reaction – this is his wife’s opinion of him, it’s not about his experience with the whale</p>

Text C [25 Marks]

16. From Paragraph 1, give **one** clue which indicates that mushrooms are ‘bloodthirsty’.

Answer in your own words. [1]

From Text	Suggested Answer
<p>Mushrooms are bloodthirsty. The clues are in the common names: destroying angels, devil’s boletes, poison pies. The toxins in the death cap mushroom make themselves known within 24 hours. Jaundice will follow, then seizures. Death occurs within two weeks. There is no antidote.</p> <p>No marks if the words in bold are lifted.</p>	<p>1. They have names associated with loss of lives and illnesses, diseases, sickness, sound dangerous, violent and murderous, sinister</p> <p>Banned words: Toxic, death (deadly), poison, destructive</p> <p>Not accepted:</p> <p>X Their toxins can kill humans within a short span of time after consumption.</p> <p>x There is no antidote to cure toxins from poisonous mushrooms.</p>

17. Explain why ancient Egyptians were wrong in their belief about mushrooms. **Answer in your own words. [2]**

From Text	Suggested Answer
The ancient Egyptians believed mushrooms to be plants of immortality yet, the Roman emperor Claudius, the Habsburg Charles VI and even Pope Clement VII were all thought to have succumbed to their poison .	<p>[Idea of immortality] They believed that mushrooms enabled one to live forever. [1]</p> <p>[Idea of poison] However instead of enabling one to live forever, mushrooms shortened lives instead [1] or mushrooms caused the death of many</p> <p>x They still did not survive after eating the mushroom. (Suggests that they are trying to survive from some illness?)</p>

18. From Paragraph 2, why is it effective to describe mycologists as ‘shoegazing, nature-lovers’? (line 16) [2]

From Text	Suggested Answer
“these shoegazing nature-lovers”	<p>It is effective</p> <p>Shoegazing : describes the way in which mycologists forage/search for mushrooms which is that they are always looking at the ground.</p> <p>Nature-lover : It also tells us that they enjoy the natural environment they are in. / They love exploring nature / spend a lot of time in the woods.</p> <p>[x] mycologists love the natural environment (does not include the idea of ‘shoe-gazing’)</p>

19. Which **one** word in Paragraph 3 tells us that the fugu connoisseurs are very enthusiastic about the fish? [1]

From Text	Suggested Answer
Although connoisseurs rhapsodise over fugu’s ‘delicate’ flavour, the general consensus is not encouraging.	<p>The word is “rhapsodise”</p> <p>eager = enthusiastic. Therefore, very enthusiastic cannot just be eager. Wrong intensity</p>

20. Opinion Question

Here is part of a conversation between two students, Isha and Jason, who have read the article.

Isha : I think fugu connoisseurs are really brave to take such risks with their lives.

Jason : I’m not so sure. I think that it’s safe nowadays to consume this dish without any risk.

(a) Identify **one** example from Paragraph 3 that Isha can give to support her view. [1]

From Text	Suggested Answer
Poor preparation of fugu results in the near-instantaneous death of the eater.	Eating fugu can lead to instant death if the fish is not prepared properly.

(b) With reference to Paragraph 3, how would Jason explain his position? [2]

From Text	Suggested Answer
<p>Chefs wishing to serve pufferfish must undergo a rigorous education before sitting both a theory and a practical exam in its preparation. (lines 24 – 26)</p> <p>A non-toxic strain of the fish was developed to much fanfare several years ago. (lines 31 – 32)</p>	<p>Chefs who serve fugu are well-trained in its preparation so it is safe.</p> <p>There is a non-toxic strain of fugu that can be eaten safely.</p>

21. Why do you think the writer puts inverted commas in the text around the word ‘delicate’? (line 31) [1]

From Text	Suggested Answer
<p>Although connoisseurs rhapsodise over fugu’s ‘delicate’ flavour, the general consensus is not enthusiastic. Many reviews describe the meat as unusually tough, with a mild fishiness that lacked almost any flavor of its own.</p>	<p>It is to cast a <u>sense of doubt</u> on the flavor of the fish [1], OR to show that it is <u>not as fine or subtle as we think it is</u>. [1]</p> <p>‘sense of doubt’</p> <p>He is being sarcastic.</p> <p>He is mocking connoisseurs.</p> <p>He is skeptical that the fish is delicate.</p> <p>To quote the connoisseurs as the writer does not believe what they said. /</p> <p>‘that it is <u>not as fine or subtle as we think it is</u>’ [1]</p> <p>-To show that the fish <u>seems to have</u> some nice taste but actually it does not have. /</p> <p>-To show that the fish is <u>actually</u> not delicate.</p> <p>-To show that the fish <u>seems like</u> it tastes delicate but it is not.</p> <p>-To show that the <u>real</u> flavour is not delicate.</p> <p>(actually, seems like, real - suggests that there is a common misconception about the taste)</p> <p>[x] It is to tell us that the fish has no taste / not</p> <p>(x) It is to show that the fish is not delicate (then why doesn’t he use another word?)</p>

22 Summary [15 marks]

Using your own words as far as possible, summarise the difficulties mycologists face, and their reasons for eating wild mushrooms.

Use only information from Paragraphs 3 and 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).

Before they can start foraging for edible mushrooms, mycologists must.....

Point	From Text	Possible Paraphrase
	Difficulties	
1	Even getting used to the terminology in the fungi guidebooks require a dictionary.	There is a need to use a dictionary just to become familiar with the vocabulary/phrases/language used in mushroom guidebooks.
2 a 2b 2c	Apart from books, mycologists also use the internet to help with identification, discuss with fellow enthusiasts and use state-of-the-art microscopes.	(a) Need to consult wide range of sources (b) Need to network and check with other people (c) Need skill / money to use latest equipment Mere copying from text will not be awarded because it doesn't show difficulty.
3	The pictures never quite match up , the	The images/photographs seldom form a connection/link up/correspond/correlate
4	sensory descriptions are too opaque for a novice to be certain .	A newbie/newcomer/beginner would find the sensory descriptions too obscure/uncertain/mysterious to understand.
5	There will always the fear after eating a new species, even if they are 100 percent sure.	Even if they are 100 percent sure about a new species, they will still feel scared.
6	Short of death ,	Face the risk of death
7	the price of error might include a life on dialysis, organ failure, trippy mood alterations, and possibly allergic reactions .	or live with serious health consequences
8	conscientious self-study / Hours must be spent poring over field guides, testing for bruising, peeling the caps,	A lot of time must be spent checking/examining the mushrooms closely
	Reasons	
9	The identification process is interesting ,	The checking/distinguishing procedure is engaging/riveting/compelling/fascinating

10	mushrooms are pleasant enough to eat	The mushrooms are nice/good to consume / delicious
11	real intrigue arises from the risk itself And that adrenalin is addictive.	(same idea) Extreme excitement over taking risks/extremely excited about taking risks
12	perhaps the— and the skill required to sidestep it.	As well as the skill needed to avoid dying/death
13	Yet, the elitism of eating wild fungi appeal to many mycologists as they are able to enjoy the wonderful and weird things most of the population don't eat.	They are able to eat unique things others don't / differentiate themselves from others because of the special things they can eat.