



**Section A** [10 marks]

Carefully read the text below, consisting of 12 lines, about the author's perception of Instagram. 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.

✓

I always thought that using Instagram (IG) would mean succumbing to the lure	
of mindless social media. After all, they seemed so superficial and mundane,	<b>1</b> .....
with random shots of strangers' meals, as well as haphazard selfies that share	<b>2</b> .....
no new knowledge. That was why my IG account was left untouched for near	<b>3</b> .....
a year until its creation in 2019. I had barely 300 IG followers, given my	<b>4</b> .....
preferential for Facebook where I had over 1000 friends. Never mind that my	<b>5</b> .....
peers saw Facebook users as dinosaurs and viewed me as a outdated,	<b>6</b> .....
untrendy oddball. My attitude towards IG begin to change at the start of the year.	<b>7</b> .....
While out with a friend, I came around some short writings of poet Rupi Kaur	<b>8</b> .....
on my friend's IG feed. As an English literature fanatic, I was astonished to see	<b>9</b> .....
how Rupi Kaur rise to fame online through avenues like IG where she shared	<b>10</b> .....
her short visual poetry and generated interest and passion for English poetry.	

## Section A [10 marks]

## ANSWER KEY

I always thought that using Instagram (IG) would mean succumbing to the lure	
of mindless social media. After all, <b>they</b> seemed so superficial and mundane,	<b>1 it (pronoun)</b>
with random shots of strangers' meals, as well as haphazard selfies that share	2 $\sqrt{\quad}$
no new knowledge. That was why my IG account was left untouched for <b>near</b>	<b>3 nearly (wf)</b>
a year <b>until</b> its creation in 2019. I had barely 300 IG followers, given my	<b>4 since/from/after (PP)</b>
<b>preferential</b> for Facebook where I had over 1000 friends. Never mind that my	<b>5 preference (wf)</b>
peers saw Facebook users as dinosaurs and viewed me as <b>a</b> outdated,	<b>6 an (article)</b>
untrendy oddball. My attitude towards IG <b>begin</b> to change at the start of the year.	<b>7 began (t)</b>
While out with a friend, I came <b>around</b> some short writings of poet Rupi Kaur	<b>8 across (prep)</b>
on my friend's IG feed. As an English literature fanatic, I was astonished to see	<b>9 <math>\sqrt{\quad}</math></b>
how Rupi Kaur <b>rise</b> to fame online through avenues like IG where she shared	<b>10 rose (t)</b>
her short visual poetry and generated interest and passion for English poetry.	



**Section B** [30 marks]

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

You should look at the printout on page 3 carefully and plan your answer before beginning to write.

Your cohort is sitting for the national examination in about a month's time. The Year Head is planning an assembly programme to help the students in their examination preparation and would like you to address them. As President of the Student Council, you have some tips on getting ready for the examination.

Write a speech addressed to your cohort giving two tips for their examination preparation. In it you should:

- thank the Year Head for giving you the opportunity to address the cohort
- state two tips to help the students in their examination preparation
- explain how they will help the students
- show how the recommendations will benefit their lives in the future.

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

Write your speech in clear and accurate English. Your tone should be persuasive and convincing so that your cohort will consider your recommendations.

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

# SEEK EXAM SUCCESS

1...

Experts believe that you should only study for 20 minutes before you take a break. Little and often!



2...

8-10 hours sleep is vital for peak performance during exams. Remember to treat yourself to that lie-in on Sunday too!



3...

66% of material is forgotten within 7 days if you don't revisit it.



4...

Exercise helps to stimulate the brain, thus improving study performance – even if it's just going for a walk.



5...

Test yourself frequently so you can find out where the gaps are in your knowledge.



IN 5 EASY STEPS...

**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 'Removing examinations allows students to enjoy learning.' Do you agree?
- 4 Describe the things you enjoy doing with your family. Explain why they are important.
- 5 Write about a time when you found yourself in an awkward situation and how you recovered from it.
- 6 'Everyone should travel abroad.' What are your views?

Please write your chosen question number (3, 4, 5 or 6) at the top of your writing paper.



# Bukit View Secondary School

## Secondary 4 Express / 5 Normal (Academic)

### Preliminary Examination 2021

BUKIT VIEW SECONDARY SCHOOL BUKIT VIEW SECONDARY SCHOOL

CANDIDATE  
NAME

CLASS

INDEX  
NUMBER

**ENGLISH LANGUAGE**

Paper 2 Comprehension

INSERT

**1128/02**

**25 August 2021**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

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

**Setter: Ms Sharmila Gopal**

**Parent's Signature: \_\_\_\_\_**

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



## Section A

## Text 1

Study the brochure below and answer Questions 1 – 4 in the Question Paper.



**“Diana’s vast knowledge of interior furnishings helped us cover more markets.”**

Chan Chong Beng  
Chairman,  
Goodrich Global

Diana Soo, 54  
Customer Support Manager

### Tap into a wealth of experience

With years of experience and know-how, older workers are assets to any employer. They have the relevant skills and still continue to contribute at work. Time has also brought them qualities like patience, judgement and perseverance, making them more reliable and good mentors to their colleagues. Many companies have benefitted from employing older workers because they didn't allow age to be a barrier. You too can be one of them. Employ a wealth of experience today.

An initiative by  
**THE TRIPARTITE  
COMMITTEE ON  
EMPLOYABILITY OF  
OLDER WORKERS**

[www.age-mgt.sg](http://www.age-mgt.sg)

## Section B

## Text 2

*In the text below, Raju, a pickpocket trails a man in a green blazer.*

*Read it carefully and answer Questions 5 – 13 in the Question Booklet.*

- 1 The Green Blazer stood out under the bright sun and blue sky. In that jostling crowd, one could not help noticing it. Villagers in turbans, townsmen in coats and caps and women in multi-coloured saris were thronging the narrow passage between the stalls but still the Green Blazer could not be missed. The jabber and babble of the market place was there, as people harangued, disputed prices, haggled or greeted each other; over it all, boomed the loudspeaker of a health van amplified on malaria and tuberculosis. Over and above it all, the Green Blazer seemed to cry out an invitation. Raju could not ignore it. It was not in his nature to ignore such a persistent offer. 5
- 2 He kept himself half-alooof from the crowd. He could not afford to remain completely alooof nor keep himself in it too conspicuously. Wherever he might be, he was harrowed by the fear of being spotted by a policeman. Today, he had wound an enormous turban over his head which over-shadowed his face completely and he hoped that he would be taken for a peasant from a village. When he watched a crowd, he did it with concentration. It was his professional occupation. Constitutionally he was an idler and had just the amount of energy to watch in a crowd and put his hand into another person's pocket. It was a gamble, of course. Sometimes he got nothing out of a venture, counting himself lucky if he came out with his fingers intact. Sometimes he picked up a fountain pen and the 'receiver' behind the Municipal Office would not offer even four \*annas for it. And there was always the danger of being traced through it. 10 15 20
- 3 Raju jumped down from the banana stack on which he was seated and followed the Green Blazer, always keeping himself three steps behind. It was a nicely calculated distance, acquired by intuition and practice. The distance must not be so much as to obscure the movement of the other's hand to and from his purse, nor so close as to become a nuisance and create suspicion. It had to be finely balanced and calculated – the same sort of calculations as how a hunter tracks his game. Only this hunter's task was more complicated. The hunter in the forest could count his day a success if he laid his quarry flat; but here one had to extract the heart out of the quarry without injuring it. 25
- 4 Raju waited patiently, pretending to be examining some rolls of rush mat, while the Green Blazer spent a considerable length of time drinking a coconut at a nearby booth. It looked as though he would not move again at all. After sucking all the water in the coconut, he seemed to wait interminably for the nut to be split and the soft white kernel scooped out with a knife. The sight of the white kernel scooped and disappearing into the other's mouth made Raju crave for it. However, he suppressed the thought. It would be inept to be spending one's time drinking and eating while one was professionally occupied; the other might slip away and be lost forever. 30 35
- 5 Raju saw the other take out his black purse and start a debate with the coconut-seller over the price of coconuts. He had a thick, sawing voice which disconcerted Raju. It sounded like the growl of a tiger, but what jungle-hardened hunter ever took a step

back because a tiger's growl sent his heart racing involuntarily! The way the other haggled did not appeal to Raju either. It showed a mean and petty temperament – too much fondness for money. Those were the narrow-minded trouble-makers who made endless fuss when a purse was lost. The Green Blazer moved after all. He stopped before a stall flying coloured balloons. He bought a balloon after an endless argument with the shop man – a further demonstration of his meanness. He said, 'This is for a motherless boy. I have promised it him. If it bursts or gets lost before I go home, he will cry all night and I wouldn't like it at all.' Raju got his chance when the other passed through a narrow stile where people were passing four-thick in order to see a wax model of Mahatma Gandhi reading a newspaper. 40 45

- 6 Fifteen minutes later Raju was examining the contents of the purse. He went away to a secluded spot, behind a disused well. Its crumbling parapet seemed to offer an ideal screen for his activities. The purse contained ten rupees in cash and 20 in currency notes and a few annas in nickel. Raju tucked the \*annas at his waist in his loin-cloth. 'Must give them to some beggars,' he reflected generously. There was a blind fellow yelling his life out at the entrance to the fair and nobody seemed to care. People seemed to have lost all sense of sympathy these days. The 30 rupees he bundled into a knot at the end of his turban and wrapped this again round his head. It would see him through the rest of the month. He could lead a clean life for at least a fortnight and take his wife and children to a picture. 50 55

*\*An **anna** was a currency unit formerly used in British India.*

*Adapted from "The Trail of the Green Blazer" by R. K. Narayan*

## Section C

## Text 3

The text below is about how the polio vaccination became popular in the 50s.

Read it carefully and answer Questions 14 – 19 in the Question Booklet.

- 1 It was a Saturday night in Albion, Michigan and teenagers lined up for a dance at the school gym. The price of admission? A bared arm. The year was 1958 and this was no ordinary Saturday night social outing. Billed as a “Salk Hop,” it was only open to young people willing to receive a jab of the polio vaccine developed by Jonas Salk, or show proof of vaccination. The dance was part of a five-year war on polio vaccine hesitancy, a campaign that brought together the scientific know-how of public health experts with the burgeoning energy and creativity of a powerful new presence in American society – teenagers. 5
- 2 Poliomyelitis, an infectious, virus-induced illness that could lead to paralysis, disability and even death, did not become a widespread problem in the United States until the early 20th century. Before then, citizens were regularly exposed to poliovirus through unsanitary drinking water, boosting their natural immunity. Mothers also passed on immunity to their children through breast milk. 10
- 3 The modernization of sewage and water systems, however, meant fewer people were exposed and that left children particularly vulnerable to infection. In addition, the baby boom of the late 1940s and early 1950s set up the perfect conditions for widespread polio transmission. Suddenly, immunity was no longer a given and tens of thousands of cases – mostly in children – began to appear every summer, possibly as a result of seasonal fluctuations in new births. The result was panic, especially among parents. Pools and drinking fountains were closed every summer to prevent the virus from spreading. Terrified adults watched their once-active children rely on crutches to support weakened limbs or even face confinement in massive iron lungs to facilitate breathing. Polio outbreaks picked up speed in the late ‘40s and early ‘50s, peaking with nearly 58,000 cases in 1952. 15 20
- 4 Then came a breakthrough in the form of Salk’s polio vaccine, which was approved in 1955. Case numbers plummeted as more and more children were vaccinated. However, though *children* lined up to take Salk’s vaccine in massive drives, teenagers were decidedly slower to line up for a shot. Part of the teen vaccine-messaging issue came down to terminology. For years, people had referred to polio as “infantile paralysis,” stoking the impression that teens and adults were not at risk. Then there was the perceived inconvenience of the three-dose vaccine regimen and some feared needles or the vaccine. “Teens felt healthy, almost indestructible,” says Stephen Mawdsley, a social historian and lecturer in modern American history. In reality, they were anything but – and for protection from the virus, they needed the vaccine. However, the same social forces that made adolescents feel (wrongly) more resilient than their younger counterparts ended up becoming a secret weapon against polio. 25 30 35
- 5 In response to the vaccine lag in teens, the National Institute for Infantile Paralysis, a polio non-profit organisation, recruited directly from that reluctant demographic. In 1954, they began inviting select groups of teenagers to their New York offices, interviewing them on their perceptions and reservations about the vaccines and equipping them with talking points to promote Salk jabs back home. Mawdsley says 40

the teens were motivated by personal experiences with polio survivors and victims, a desire to support causes they cared about and a search for social empowerment. “They were in a phase of life where they wanted adults to respect them,” he says.

- 6 The teenage war on polio took on several forms. While officials recruited teen idols like Elvis Presley and Debbie Reynolds to spread the word via public vaccination campaigns, adolescent vaccine ambassadors became celebrities in their own right as they participated in grassroots vaccination efforts that often resulted in their names and photos in print. They sold “Lick Polio” lollipops and “Shell Out for Polio” peanuts to raise money for vaccination programmes, and wrote impassioned letters urging teen vaccination for the editorial pages of local newspapers. 45 50
- 7 There was a dark side to the national push to vaccinate American teens: ableism. By marketing the polio vaccine essentially as a way to stay able-bodied, it stigmatized polio survivors in the process. Eventually, however, the activism of those survivors helped to fuel the disability rights movement, which led to the 1990 Americans With Disabilities Act. Though it is hard to quantify how much of an effect teen activism had on acceptance of the polio vaccine, Mawdsley says, their advocacy helped transform attitudes toward the virus. “All of a sudden, the vaccines weren’t just for responsible adults or young children. They were for cool teenagers.” As a result, teen uptake increased in the late 1950s. 55 60
- 8 Advances in polio vaccines, backed by the government, helped as well and a less-expensive, single-dose vaccine replaced the three-jab Salk vaccine in the 1960s. Since 1979, no polio cases have originated in the United States and in 2016, there were only 42 cases of polio worldwide. While the coronavirus pandemic, as well as conflict in places like Afghanistan and Pakistan, likely drove up polio numbers in 2020, polio vaccination is now seen as standard. 65

*Adapted from National Geographic, “How vaccination became ‘hip’ in the ‘50s, thanks to teens.”*



**Section A [5 marks]**

**Text 1**

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

- 1 Who is the intended audience of this brochure?  
..... [1]
- 2 Diana has 'vast knowledge' of interior furnishings. Identify **two** pieces of evidence in the image that support this phrase.
- (i).....
- (ii)..... [1]
- 3 What are the **two** meanings of 'cover' intended by Chan Chong Beng?
- (i).....
- (ii)..... [2]
- 4 From the section with the heading **Tap into a wealth of experience**, quote a sentence which indicates the main purpose of this brochure.  
..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-13.

- 5 At the beginning of the text, Raju was eyeing the man in the Green Blazer because he appeared very prominently in the crowd. Explain how the language used in Paragraph 1 emphasises this prominence.

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

- 6 With reference to Paragraph 2, explain **in your own words** how Raju planned to remain inconspicuous in the crowd.

.....

.....

[2]

- 7 Give **two** words in Paragraph 2 which indicate there was a risk involved when he attempted to pickpocket in the crowd.

(i) .....

(ii) .....

[1]

- 8 From Paragraph 2, identify words and phrases that describe various aspects of Raju’s job as a pickpocket.

Raju’s job as a pickpocket	Words or phrases from the passage
(i) could not be entirely detached	
(ii) required much focus	
(iii) involved the risk of being discovered	

[3]



9 Explain how the expression 'but here one had to extract the heart out of the quarry without injuring it' (line 28) is effective in describing Raju's task of pickpocketing.

.....  
.....

[2]

10 What kind of pickpocket do you think Raju is when he describes himself as a 'jungle-hardened hunter' (line 39) ?

.....

[1]

11 What is ironic about Raju's use of the phrase 'too much fondness for money' (line 42) to describe the man in the Green Blazer?

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

[2]

12 From Paragraph 5, state **two** actions by the man in the Green Blazer that Raju found disturbing.

(i) .....

.....

(ii) .....

.....

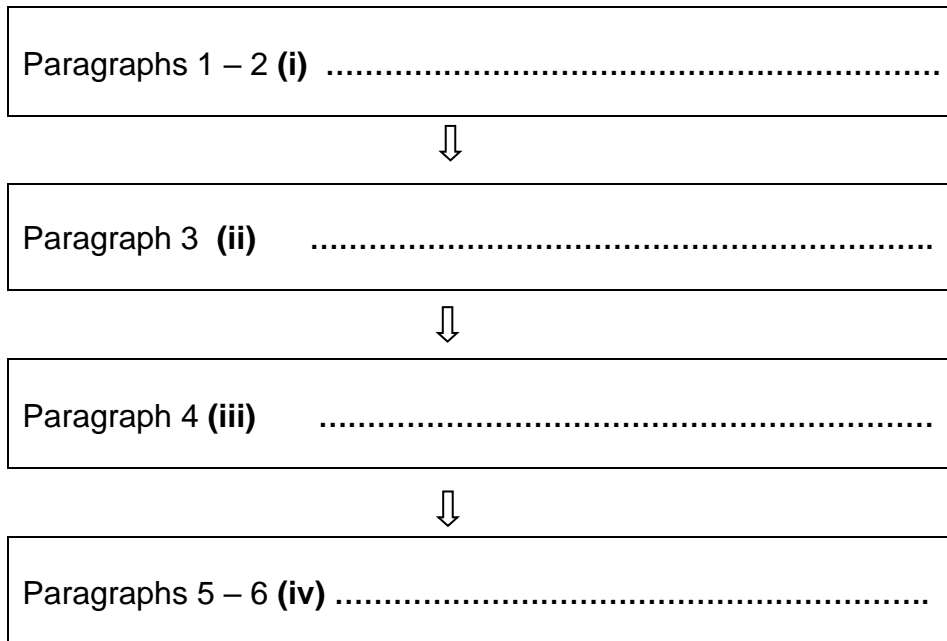
[2]

- 13 The structure of the text shows Raju’s reactions as he plans to steal from the man in the Green Blazer. Complete the flowchart below by choosing one phrase from the box to summarise the dominant reactions until completion of the job. There are some extra phrases in the box you do not need to use.

**Raju’s reactions**

Assessing the next step	Disliking his target	Experiencing success
Feeling hungry	Remaining discreet	Feeling empathy
Quelling other desires		

**Flow chart**



Section C [25 marks]

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

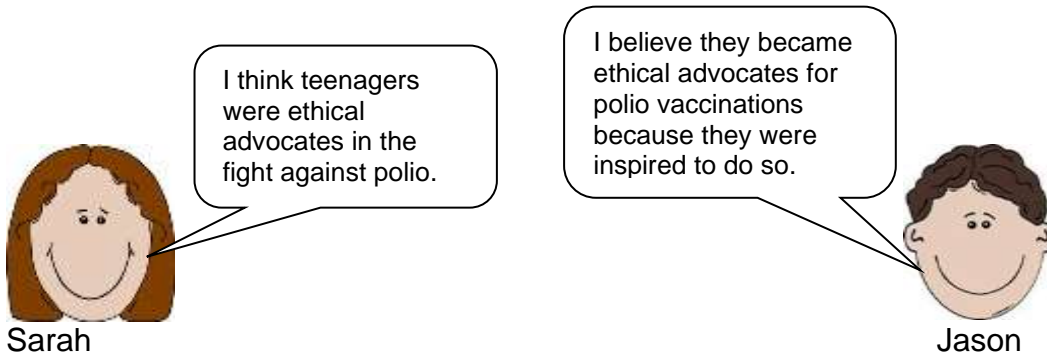
14 From Paragraph 1, how would a person with ‘a bared arm’ have gained admission to the Salk Hop?  
..... [1]

15 In Paragraph 3, why do you think the authorities would have closed pools and drinking fountains every summer?  
.....  
.....  
..... [2]

16 Quote a word from Paragraph 4 which indicates that the Salk vaccine was a leap forward in the fight against polio.  
..... [1]

17 In Paragraph 4, apart from the belief that they were healthy and not at risk, explain **in your own words two** reasons why teens in the US were slower in signing up for the polio vaccine.  
**(i)**.....  
.....  
**(ii)**.....  
..... [2]

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



(a) With reference to Paragraph 5, list **two** factors that would help Jason explain his position.

(i) .....

.....

(ii).....

.....

[2]

(b) Identify **two** examples from Paragraph 6 that Sarah can give to support her view.

(i) .....

.....

(ii).....

.....

[2]



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

.....No of words:  [15]

**BLANK PAGE**





## Section A [5 marks]

## Text 1

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

- 1 Who is the intended audience of this brochure?  
**(Potential) employers / Companies who are hiring (workers).** [1]
- 2 Diana has ‘vast knowledge’ of interior furnishings. Identify **two** pieces of evidence in the image that support this phrase.  
**(i) The photo is that of a mature lady.**  
**(ii) She is handling/working with/examining/analysing/comparing a (wide) range of samples/cloths/fabrics/swatches.** [1]  
**(iii) She looks confident.**
- Any two**
- 3 What are the **two** meanings of ‘cover’ intended by Chan Chong Beng?  
**(i)The materials are used to upholster/wrap furnishings are used in many different countries/regions**  
**(ii)The interior furnishings have been sold widely/in many different countries/regions. / The company has been able to expand/spread their business to many different countries/regions.** [2]
- 4 From the section with the heading **Tap into a wealth of experience**, quote a sentence which indicates the main purpose of this brochure.  
**‘Employ a wealth of experience today.’** [1]

## Section B [20 marks]

## Text 2

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-13.

- 5 At the beginning of the text, Raju was eyeing the man in the Green Blazer because he appeared very prominently in the crowd. Explain how the language used in Paragraph 1 emphasises this prominence.

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

The phrase 'stood out' suggests that the man in the Green Blazer could not be missed / **was most eye catching/striking**.

'Seemed to cry out an invitation' suggests that the man was so noticeable that he was almost welcoming/bidding/**beckoning/calling/begging** Raju (to steal from him).

The phrase, 'a persistent offer' suggests that the dogged/non-stop/relentless appeal/proposition of the Green Blazer was hard for Raju to reject. [3]

- 6 With reference to Paragraph 2, explain **in your own words** how Raju planned to remain inconspicuous in the crowd.

He wound a **huge/large/very big/gigantic** turban over his head which completely **concealed/covered** his face. [2]

**Taboo: enormous/over-shadowed**

- 7 Give **two** words in Paragraph 2 which indicate there was a risk involved when he attempted to pickpocket in the crowd.

(i) **gamble**

(ii) **venture** [1]

(iii) **danger** (any two)

- 8 From Paragraph 2, identify words and phrases that describe various aspects of Raju's job as a pickpocket.

Raju's job as a pickpocket	Words or phrases from the passage
(i) could not be entirely detached	<b>could not afford to remain completely aloof</b>
(ii) required much focus	<b>did it with concentration</b>
(iii) involved the risk of being discovered	<b>there was always the danger of being traced (through it)</b> [3]

- 9 Explain how the expression 'but here one had to extract the heart out of the quarry without injuring it' (line 28) is effective in describing Raju's task of pickpocketing.

It is effective in highlighting that ~~unlike a hunter who can kill the game/animal he is after~~, Raju has to take the loot off the victim without injuring/~~alarming~~ him(1). Hence the task is ~~more~~ complex/difficult/complicated (1). [2]

- 10 What kind of pickpocket do you think Raju is when he describes himself as a 'jungle-hardened hunter' (line 39) ?

**He is undeterred/not easily intimidated/brave/courageous/~~determined~~/fearless.** [1]

- 11 What is ironic about Raju's use of the phrase 'too much fondness for money' (line 42) to describe the man in the Green Blazer?

**Raju is critical of the man in the Green Blazer for being greedy but he seems unaware that he too is motivated by the money/ ~~likes/loves~~ money he plans to steal.** [2]

- 12 From Paragraph 5, state **two** actions by the man in the Green Blazer that Raju found disturbing.

**(i) He started a debate with the coconut-seller over the price of coconuts.**

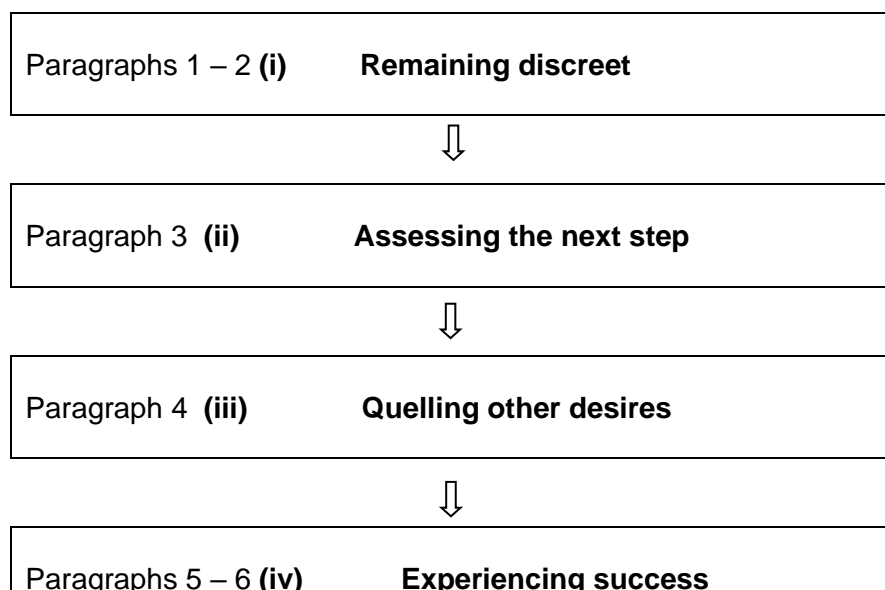
**(ii) He had an endless argument with the man selling balloons.** [2]

- 13 The structure of the text shows Raju's reactions as he plans to steal from the man in the Green Blazer. Complete the flowchart below by choosing one phrase from the box to summarise the dominant reactions until completion of the job. There are some extra phrases in the box you do not need to use.

### Raju's reactions

Assessing the next step	Disliking his target	Experiencing success
Feeling hungry	Remaining discreet	Feeling empathy
Quelling other desires		

### Flow chart



## Section C [25 marks]

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

- 14 From Paragraph 1, how would a person with 'a bared arm' have gained admission to the Salk Hop?

**He or she would have had to agree/ to take the polio vaccination before gaining admission to the Salk Hop / willing to receive their jab.**

[1]

- 15 In Paragraph 3, why do you think the authorities would have closed pools and drinking fountains every summer?

**The heat during summer would have made pools and drinking fountains a place for people to cool down (1) and the authorities did not want them to become gathering places/hotspots for the virus to spread/did not want them to cluster and cause the virus to spread (1).**

[2]

- 16 Quote a word from Paragraph 4 which indicates that the Salk vaccine was a leap forward in the fight against polio.

**breakthrough**

[1]

- 17 In Paragraph 4, apart from the belief that they were healthy and not at risk, explain **in your own words two** reasons why teens in the US were slower in signing up for the polio vaccine.

**(i)The teenagers thought that there was no chance/ no likelihood (unlikely) of contracting the disease. Taboo: not at risk**

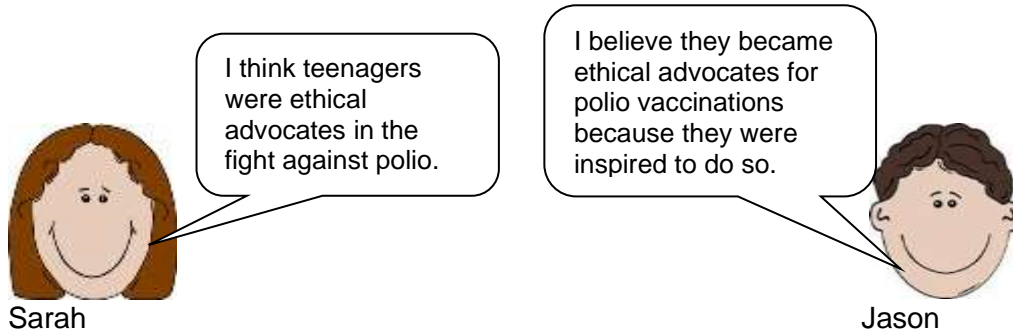
**(ii)They thought/felt/found/considered that it was a hassle/troublesome to take the three-dose vaccine. Taboo: perceived inconvenience**

**(iii)They were frightened/afraid/ scared / had a phobia of needles or the vaccine. Taboo: feared**

[2]

**Any two**

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



- (a) With reference to Paragraph 5, list **two** factors that would help Jason explain his position.

- (i) They were motivated by the experiences of polio survivors/victims.
- (ii) They had a desire to support causes they cared about.
- (iii) They were searching for social empowerment.
- (iv) They wanted adults to respect them.

Any two

[2]

- (b) Identify **two** examples from Paragraph 6 that Sarah can give to support her view.

- (i) teen idols helped to spread the word (via public vaccination campaigns)
- (ii) teenagers became vaccine ambassadors (who participated in grassroots vaccination efforts) [*that often resulted in their names and photos in print – Excess denies*]
- (iii) they raised funds for vaccination programmes/ **Examples accepted**
- (iv) they wrote letters to local newspapers to urge teenagers to get vaccinated

Any two

[2]

- 19 Using your own words as far as possible**, summarise the factors that led to the polio vaccine hesitancy amongst American teenagers in the 50s and 60s and what actions were taken by the authorities to resolve the problem.

**Use only information from Paragraphs 4 to 8.**

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

*The polio vaccine hesitancy problem amongst teens was partly due to.....*

[15]

No.	Passage	Paraphrase
1	"infantile paralysis," stoking the impression that teens and adults were not at risk.	the terminology made them believe they were safe from the disease.
2	the perceived inconvenience of the three-dose vaccine regimen	they found taking the three-dose jab troublesome
3	some feared needles or the vaccine	needles or the vaccine frightened some of them
4	teens felt healthy, (almost indestructible) <b>necessary info</b>	teens thought they were invincible
5	recruited directly from that reluctant demographic	The authorities recruited teens directly to
6	interviewing them on their perceptions and reservations about the vaccines	find out about their concerns about the vaccinations.
7	equipping them with talking points to promote Salk jabs back home	trained them to raise awareness about the vaccinations back home
8	officials recruited teen idols like Elvis Presley and Debbie Reynolds to spread the word via public vaccination campaigns	teen celebrities were recruited to publicise vaccination campaigns
9	Advances in polio vaccines helped as well	improvements in the vaccines
10	a less-expensive single-dose vaccine replaced the three-jab Salk vaccine in the 1960s	the lower-priced single-dose vaccine also improved the take-up rate

*The polio vaccine hesitancy problem amongst teens was partly due to.....*

the terminology used as teens believed they were safe from the disease. They found taking the three-dose jab troublesome and needles or the vaccine frightened some. The authorities recruited teens directly to find out about their concerns about the vaccinations and trained them to raise awareness about the vaccinations back home. Teen celebrities were recruited to publicise vaccination campaigns. Improvements in the vaccines and the lower-priced single-dose vaccine also improved the take-up rate in the 60s.

**76 words**