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Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE (1128/01)
INSERT**



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LEVEL: Secondary 1 Express

DATE: 4 May 2016

CLASS(ES): Secondary 1/1 and 1/2

DURATION: 1 hour 50 min

Additional Materials provided: NIL

INSTRUCTIONS TO CANDIDATES**Do not open this booklet until you are told to do so.**

Write your name, index number and class at the top of this page.

Write in dark blue or black ink on both sides of the paper.

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

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to the top of your writing papers.

For Examiner's use:	
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70

This Insert consists of 2 printed pages including this page.

[Turn over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about an actress. 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.

✓

Emma Charlotte Duerre Watson (born 15 April 1990) is a British actress,
 model and activist. Born on Paris and brought up in Oxfordshire, Watson 1.
 attend the Dragon School as a child and trained as an actress at the Oxford 2.
 branch of Stagecoach Theatre Arts. She rose to prominence after landing her 3.
 first professional acting roles as Herminone Granger in the Harry Potter 4.
 series, appear in all eight Harry Potter films from 2001 to 2011. From 2011 to 5.
 2014, Watson split her time from working on film projects and continuing her 6.
 education in Brown University and Oxford University. She were honoured by 7.
 the British Academy of Film in 2014, winning a British Artist of the Year. That 8.
 same year, she was appointed as the UN Women Goodwill Ambassador and 9.
 helped launch a gender equal programme, HeforShe campaign for the United 10.
 Nations.

----- End of Insert -----

Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

ENGLISH LANGUAGE (1128/01)



ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL
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LEVEL: Secondary 1 Express

DATE: 4 May 2016

CLASS(ES): Secondary 1/1 and 1/2

DURATION: 1 hour 50 min

Additional Materials provided: A 2-Page Insert
4 sheets of writing paper

INSTRUCTIONS TO CANDIDATES**Do not open this booklet until you are told to do so.**

Write your name, index number and class at the top of this page and on all sheets of writing paper used.

Write in dark blue or black ink on both sides of the paper.

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

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

Section A is an Insert.

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

For **Section B** and **Section C**, write your answers on the separate writing paper provided.

At the end of the examination, tie Section A together with the writing paper.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

This Question Paper consists of 4 printed pages including this page.

[Turn over]

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

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

Your aunt and her family are going for a 1 month holiday to Europe. As their house will be vacant for a month and there is an increase in house break-ins recently, you are worried that their home may become the next target. You came across this poster when you were doing a school project and think that it provides good advice on preventing house break-ins.

Write a letter to your aunt about your concerns and provide her with some advice to safeguard their house.

In your letter, you should:

- Send your regards to your aunty and ask her about her preparations for her family holiday.
- Indicate your concerns about her house being a target for burglars.
- Provide two pieces of advice from the poster on safeguarding her house from becoming a target for burglars.
- Provide one other reason not from the poster on how to safeguard her house.

Write your letter in clear, accurate English and in a friendly and persuasive tone to persuade your aunt to heed your advice.

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

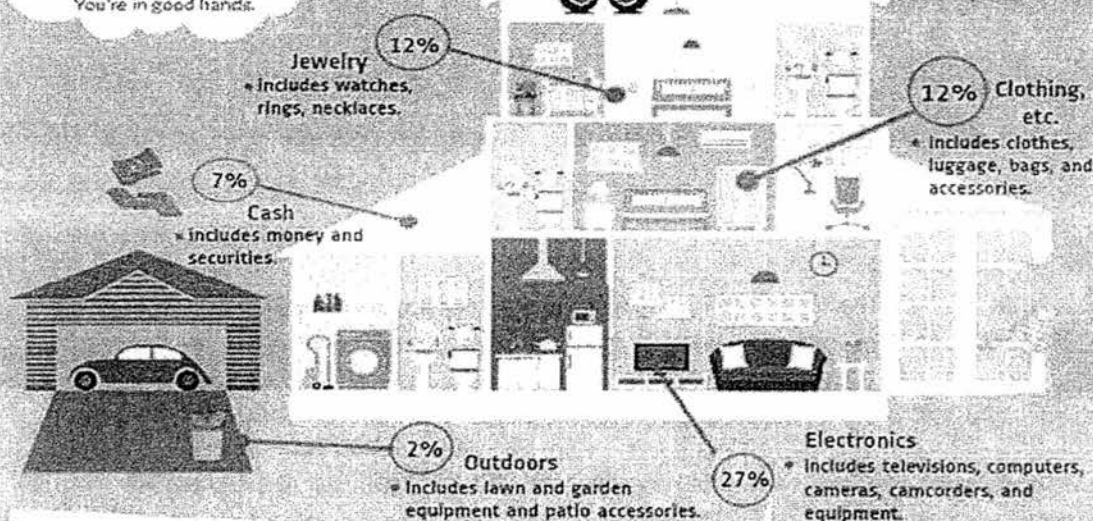
You should use your own words as much as possible.

Summer Travel Theft

While you're on vacation, thieves could be taking what you leave behind at home...



Here's what they're taking...



While you're gone...

- ☒ Stop mail and newspapers or ask a neighbor to pick them up each day.
- ☒ Put several household lights on timers so they turn on and off at appropriate times.
- ☒ Arrange to have grass mowed while you're away.
- ☒ Ask a neighbor to park in your driveway overnight - anything that might suggest someone is home.
- ☒ Leave an itinerary of your trip with someone at home in case you need to be contacted.
- ☒ Don't use your home address on your luggage tags. You don't need to let anyone know where your empty house is located. Consider using your business card instead.

The other 40%

Includes items like sporting equipment and tools along with furniture and music or movies, etc.



Statistics represent percentage of reported loss for home thefts.

Section C [30 marks]

Begin your answer on a new sheet of paper.

You are advised to write between 250 and 350 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

- 1 Write a story about the topic 'honesty'.
- 2 Describe your experience when you had to stand up for someone.
- 3 Write a story about being disappointed.
- 4 Write about a time when something you planned turned out badly.

----- End of Paper -----

Name: () Class:

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016

SECONDARY 1 EXPRESS
ENGLISH LANGUAGE (1128/02)



INSERT

This Insert consists of 6 printed pages including this page.

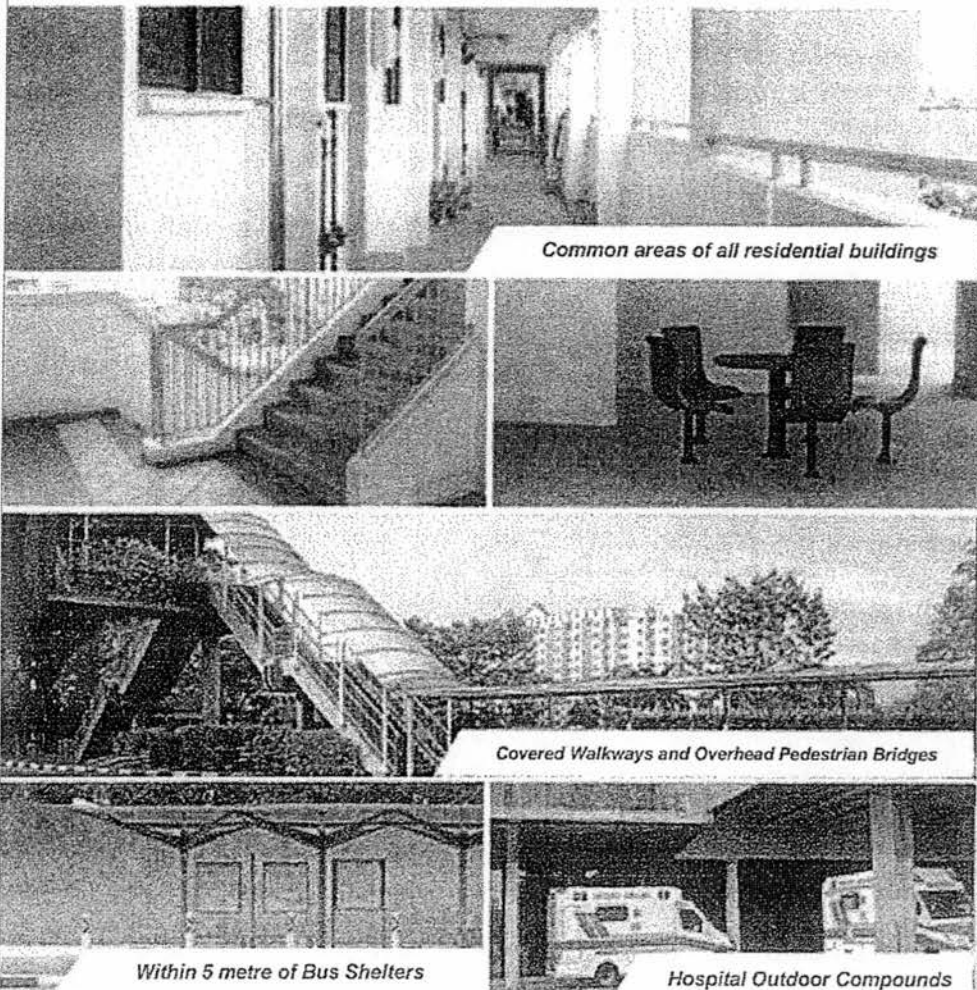
[Turn over]

Section A [5 marks]

Text 1

Study the poster below and answer Questions 1 – 4 in the Answer Booklet.

CLEANER AIR FOR ALL- A HEALTHIER SINGAPORE



Common areas of all residential buildings

Covered Walkways and Overhead Pedestrian Bridges

Within 5 metre of Bus Shelters

Hospital Outdoor Compounds

**From 15 January 2013, these places will be
smoke-free.**

For more information, please visit www.nea.gov.sg


 National Environment Agency
 Our Environment. Our Future.

Section B [20 marks]

Text 2

The text below is from 'Oliver Twist' by Charles Dickens. Read it carefully and answer Questions 5 – 16 in the Answer Booklet.

- 1 For the next eight or ten months Oliver was bottle-fed when anyone remembered to attend to him. Then he was sent to a smaller workhouse some three miles away, where twenty or thirty other young orphans rolled about the floor all day, without the inconvenience of too much food or too much clothing. They were in the charge of an elderly woman called Mrs Mann, who received from the government seven and a half pence each week for each child. Being a woman of wisdom and experience, she knew what was good for herself. So she kept the greater part of the weekly allowance for her own use, and gave the children hardly enough to keep them alive. 5
- 2 It cannot be expected that this system of bringing up the children would produce any very strong or healthy specimens. On his ninth birthday, Oliver Twist was a pale, weak child, very thin and rather below average height. But the child was full of spirit. 10
- 3 He was spending his ninth birthday in the coal cellar with two other children; they had, all three, been beaten by Mrs Mann and then locked up for daring to say they were hungry. Suddenly, Mrs Mann was surprised by the appearance of Mr Bumble, a workhouse official; a fat man, full of a sense of his own importance. The purpose of his visit was to take Oliver back to the large workhouse, for he was now too old to remain with Mrs Mann. 15
- 4 Oliver, whose face and hands had by this time been washed in a hurry, was led into the room by his kind-hearted protectress. 'Make a bow to the gentleman, Oliver?' said Mrs Mann. Oliver obeyed. 'Will you go along with me, Oliver?' said Mr Bumble in his clear, ringing tones. 20
- 5 Oliver was about to say that he would be happy to go along with anybody when, looking upward, he caught sight of Mrs Mann, who was standing behind Mr Bumble's chair and making threatening gestures at him. He understood what she meant at once. 'Will she go with me?' asked poor Oliver. 'No, she can't,' replied Mr Bumble. 'But she'll come and see you sometimes.' 25 30
- 6 Oliver pretended to be very sad at going away; it was easy for him to call tears into his eyes. Hunger and recent bad treatment are of great assistance if you want to cry; and Oliver cried very naturally indeed. Mrs Mann gave him a thousand kisses and, what Oliver wanted a great deal more, a piece of bread and butter, so that he should not seem too hungry when he got to the workhouse. 35
- 7 Oliver was led away by Mr Bumble from the home where not a single kind word or look had ever lighted the darkness of his early years.
- 8 Life in the workhouse was very severe indeed. The members of the board of management had ruled that the children should work to earn their living, and 40

that they should be given three meals of thin soup a day, with an onion twice a week and half a cake on Sundays.

- 9 The room in which the boys were fed was a large stone hall, with a huge pot at one end. Out of this, the master, assisted by one or two women, served out the soup at mealtimes. Each boy had one small bowl, and nothing more – except on public holidays, when he had a small piece of bread as well. The bowls never needed washing. The boy polished them with their spoons till they shone again, and when they had performed this operation they would sit staring eagerly at the huge pot, as if they could have eaten that too. 45
- 10 Oliver Twist and his companions suffered terrible hunger in silence for three months; in the end they became so desperate that one boy, who was tall for his age, told the others that unless he had another bowl of soup every day, he was afraid he might some night eat the boy who slept next to him. A council was held; votes were cast, and it fell to Oliver Twist to walk up to the master after supper that evening and ask for more. 50
55
- 11 The evening arrived; the boys took their places. The master, in his cook's uniform, stood beside the huge pot with his two assistants behind him; the soup was served out. It quickly disappeared; the boys whispered to each other and made signs to Oliver. He rose from the table and, advancing to the master, bowl in hand, said, 'Please, sir, I want some more.' 60
- 12 The master was a fat, healthy man, but he turned very pale. He stared with horror and amazement at the small boy for some seconds.
'What!' he said finally in a faint voice.
'Please, sir,' replied Oliver, 'I want some more.'
The master aimed a blow at Oliver's head with his big spoon; seized him tightly in his arms, and shouted for Mr Bumble. 65
- 13 Mr Bumble, hearing the cry and learning the cause of it, rushed into the room where members of the board were meeting and, addressing the gentleman at the head of the table, said: 'Mr Limbkins, I beg your pardon, sir. Oliver Twist has asked for more.' 70
- 14 There was a general alarm. Horror showed on every face.
'For *more!*' said Mr Limbkins. 'Be calm, Bumble, and answer me clearly. Do you mean to say that he asked for more, after he had eaten the supper given by the board?'
'He did, sir,' replied Mr Bumble. 75
'That boy will be hanged,' said one of the gentlemen on the board. 'I know that boy will be hanged one day.'
- 15 Oliver was locked up at once. Next morning a notice was put up on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist away from the workhouse. 80

Section C [25 marks]

Text 3

The text below is about the African Elephant. Read it carefully and answer Questions 17 – 24 in the Answer Booklet.

- 1 The African elephant is the largest animal walking the Earth. Their herds wander through 37 countries in Africa. They are easily recognised by their trunk that is used for communication and handling objects. Their large ears shield them from excess heat. Upper incisor teeth develop into tusks in African elephants and grow throughout their lifetime. 5
- 2 There are two subspecies of African elephants — the Savanna (or bush) elephant and the Forest elephant. Savanna elephants are larger than forest elephants, and their tusks curve outwards. In addition to being smaller, forest elephants are darker and their tusks are straighter and point downwards. There are also differences in the size and shape of the skull and skeleton between the two subspecies. Forest elephants are in sharp decline due to poaching for the international ivory trade. It is estimated that probably one quarter to one third of the total African elephant population is made up of forest elephants. 10
- 3 Numbering three to five million in the last century, African elephant populations were severely reduced to its current levels because of hunting. In the 1980s, an estimated 100,000 elephants were killed each year and up to 80% of herds were lost in some regions. In recent years, growing demand for ivory, particularly from Asia, has led to a surge in poaching. Populations of elephants – especially in southern and eastern Africa – that once showed promising signs of recovery could be at risk due to the recent surge in poaching for the illegal ivory trade. 15 20
- 4 African elephants have less room to roam than before as expanding human populations convert land for agriculture, settlements and developments. The elephant's range shrank from three million square miles in 1979 to just over one million square miles in 2007. Commercial logging, plantations for biofuels and extractive industries like logging and mining not only destroy habitat but also open access to remote elephant forests for poachers. Poverty, armed conflict and the displacement of people by civil conflict also add to habitat loss. All of these push elephants into smaller islands of protected areas and hinder elephants' freedom to roam. 25 30
- 5 As habitats contract and human populations expand, people and elephants are increasingly coming into contact with each other. Where farms border elephant habitat or cross elephant migration corridors, damage to crops and villages can become commonplace. This often leads to conflicts that elephants invariably lose. But loss of life can occur on both sides, as people may be trampled while trying to protect their livelihoods, and game guards shoot "problem" elephants. 35
- 6 To reduce the illegal killing of elephants through improved protection and management, the World Wildlife Organisation equips and trains law enforcement teams so they can conduct regular and effective anti-poaching patrols. They help establish new protected areas within elephant ranges. 40

- 7 The organisation also helps governments produce and adopt elephant conservation strategies, allowing them to survey and manage elephant populations. They offer training programmes for park guards, villagers and communities in elephant conservation and management. For example, the team has worked with the local government of Quirimbas National Park, Mozambique, to establish a park management system that would protect wildlife and livelihoods. 45
- 8 We can all help to save the African elephants by stopping all wildlife crime and not buying ivory products. The World Wildlife Organisation also encourages people to adopt an elephant to save them from extinction. 50

Adapted from <https://www.worldwildlife.org/species/african-elephant>

----- End of Insert -----

Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

ENGLISH LANGUAGE (1128/02)



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LEVEL: Secondary 1 Express

DATE: 4 May 2016

CLASS(ES): Secondary 1/1 and 1/2

DURATION: 1 hour 50 min

Additional Materials provided: A 6-Page Insert

INSTRUCTIONS TO CANDIDATES**Do not open this booklet until you are told to do so.**

Write your name, index number and class at the top of this page.

Write in dark blue or black ink on both sides of the paper.

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

Answer all questions.

Write your answers in the spaces provided in the Answer Booklet.

The Insert contains the texts for all the sections.

The Insert and the Answer Booklet will be collected separately.

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	/ 25
Total	/ 50

This Answer Booklet consists of 9 printed pages including this page.

[Turn over]

Section A [5 marks]

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

- 1 What is the purpose of the poster?

..... [1]

- 2 State one way that the audience can get more information about the purpose.

..... [1]

- 3 List 2 places where it will be smoke-free from 15 January 2013.

(i)

(ii)..... [2]

- 4 Identify the sentence that gives the main purpose of this campaign.

..... [1]

Section B [20 marks]

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

- 5 'For the next eight or ten months Oliver was bottle-fed when anyone remembered to attend to him.' (lines 1 – 2)

What does this tell you about how Oliver was being treated?

..... [1]

- 6 What does the phrase 'the inconvenience of too much food or too much clothing' (line 4) suggest about the conditions of the orphans?

The orphans did not have

(i) [1]

(ii) [1]

- 7 Identify the irony in Paragraph 1 and explain why it is ironic.

Irony	Explanation

[2]

- 8 'It cannot be expected that this system of bringing up the children would produce any very strong or healthy specimens. On his ninth birthday, Oliver Twist was a pale, weak child, very thin and rather below average height.' (lines 10 – 12)

Identify the phrases from the extract given above that reflect how the children were being brought up.

How the children were brought up	Phrases from the given extract
being raised the same way	
raising children seems like producing goods	

[2]

- 9 Pick an expression in Paragraph 3 that suggests Mr Bumble's arrogant attitude.

..... [1]

- 10 Why is the phrase 'kind-hearted protectress' (line 21) an irony?

.....
 [2]

- 11 'He understood what she meant at once.' (lines 27 – 28)

What does Oliver mean when he understood what Mrs Mann meant?

.....
 [1]

- 12 Pick a phrase in Paragraph 7 that suggests the tough childhood of Oliver.

..... [1]

- 13 'Life in the workhouse was very severe indeed.' (line 39)

Explain why the life in the workhouse was very severe.

.....
 [2]

- 14 How did Oliver get selected to represent the other boys to ask for more food in Paragraph 10?

..... [1]

- 15 “‘That boy will be hanged,’ said one of the gentlemen on the board. ‘I know that boy will be hanged one day.’” (lines 76 – 77)

What does the gentleman mean when he said that Oliver ‘will be hanged one day’?

.....

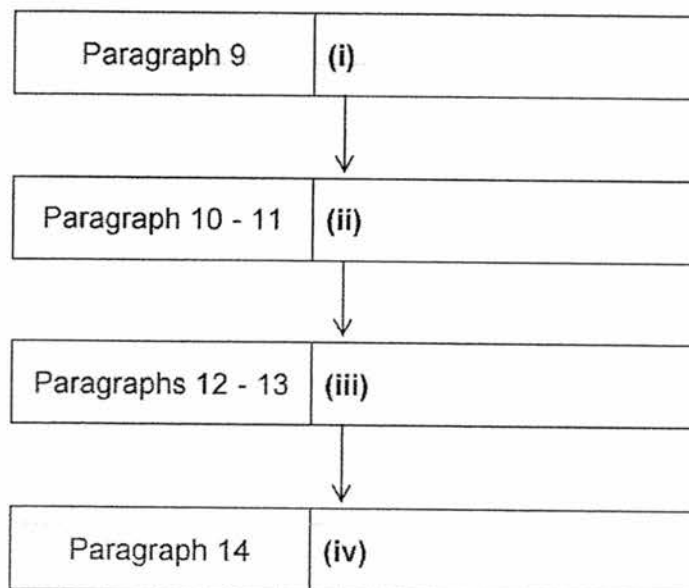
[1]

- 16 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main focus

- more food for Oliver	- insufficient food
- angry with Oliver	- more food for the tall boy
- shocked at Oliver’s audacity	- hunger strike

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 17 – 24.

- 17 List a piece of evidence from Paragraph 1 that tells you Africa is a large continent.

..... [1]

- 18 Identify the appropriate body part that elephants use to perform the following tasks in Paragraph 1.

Body Part	Tasks
	Sharing information
	Cooling down
	Grows to become a valuable product

[3]

- 19 State the differences between the Savanna and Forest elephants from Paragraph 2.

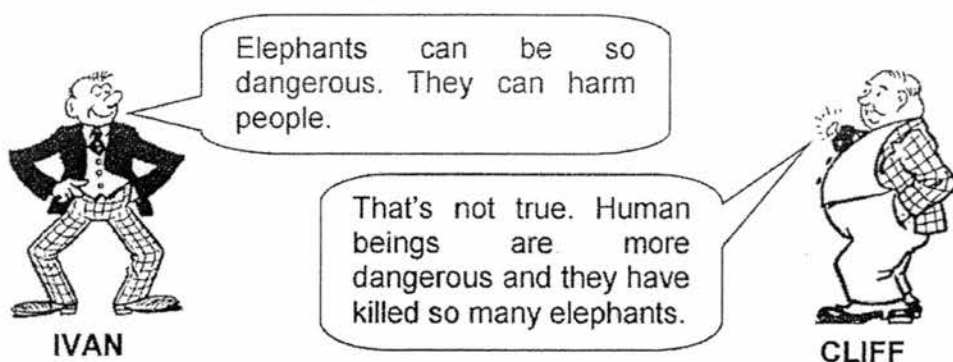
Distinction	Savanna	Forest
Size		
Colour		
Tusks		

[3]

- 20 Which group of people mentioned in Paragraph 3 makes use of ivory?

..... [1]

- 21 Here is a part of a conversation between two friends, Ivan and Cliff, who have read the article on elephants.



- (i) Suggest one piece of evidence from Paragraph 5 which Ivan can use to support his stand.

.....
 [1]

- (ii) Suggest one piece of evidence from the passage which Cliff can use to support his stand.

.....
 [1]

- 22 What are the two initiatives implemented by the World Wildlife Organisation to reduce the illegal killing of elephants in Paragraph 6?

(i)
 (ii) [2]

- 23 Pick a word from Paragraph 8 that has the same meaning as the word "urges".

..... [1]

- 24 Using your own words as far as possible, summarise the reasons why African elephants are facing extinction today.

Use only the material from Paragraphs 3 to 5 of Text 3.

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.

African elephants are being killed for

.....

.....

.....

.....

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.....

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[12]

No. of words:

10

Content Points	/8
Language	/4
Total	/12

----- End of Paper -----

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016
ENGLISH LANGUAGE (1128/01)
SECONDARY 1 EXPRESS ANSWER SCHEME

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about an actress. 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.

✓

Emma Charlotte Duerre Watson (born 15 April 1990) is a British actress,	
model and activist. Born <u>on</u> Paris and brought up in Oxfordshire, Watson	1. in (prep)
<u>attend</u> the Dragon School as a child and trained as an actress at the Oxford	2. attended (tense)
branch of Stagecoach Theatre Arts. She rose to prominence after landing her	3. ✓
first professional acting <u>roles</u> as Herminone Granger in the Harry Potter series,	4. role (singular)
<u>appear</u> in all eight Harry Potter films from 2001 to 2011. From 2011 to 2014,	5. appearing (cont.)
Watson split her time <u>from</u> working on film projects and continuing her	6. between (prep)
education in Brown University and Oxford University. She were honoured by	7. was (SVA)
the British Academy of Film in 2014, winning <u>a</u> British Artist of the Year. That	8. the (article)
same year, she was appointed as the UN Women Goodwill Ambassador and	9. ✓
helped launch a gender <u>equal</u> programme, HeforShe campaign for the United	10. equality (WF)
Nations.	

----- End of Answer Scheme -----

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016
ENGLISH LANGUAGE (1128/02)
SECONDARY 1 EXPRESS PAPER 2 ANSWER SCHEME**

Section A [5 marks]

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

- 1** What is the purpose of the poster?

To inform the readers about the new smoke-free zones. [1]

- 2** State one way that the audience can get more information about the purpose.

Visiting the NEA website/ Visiting www.nea.gov.sg. [1]

- 3** List 2 places where it will be smoke-free from 15 January 2013.

- **Common areas of all residential buildings**
 - **Covered walkways and overhead pedestrian bridges**
 - **Within 5 metre of bus shelters**
 - **Hospital outdoor compounds**
- [2]

- 4** Identify the sentence that gives the main purpose of this campaign.

Cleaner Air For All – A Healthier Singapore [1]

Section B [20 marks]

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

- 5 'For the next eight or ten months Oliver was bottle-fed when anyone remembered to attend to him.' (lines 1 – 2)

What does this tell you about how Oliver was being treated?

Nobody really care for him/ He was only cared for if someone remembered.

[1]

- 6 What does the phrase 'the inconvenience of too much food or too much clothing' (line 4) suggest about the conditions of the orphans?

The orphans did not have

(i) food

[1]

(ii) sufficient clothing

[1]

- 7 Identify the irony in Paragraph 1 and explain why it is ironic.

Irony	Explanation
Being a woman of wisdom and experience, she knew what was good for herself. So she kept the greater part of the weekly allowance for her own use, and gave the children hardly enough to keep them alive.	She is described as a good woman but she is selfish and care only about her own benefits and disregard the orphans.

[2]

- 8 'It cannot be expected that this system of bringing up the children would produce any very strong or healthy specimens. On his ninth birthday, Oliver Twist was a pale, weak child, very thin and rather below average height.' (lines 10 – 12)

Identify the phrases from the extract given above that reflect how the children were being brought up.

How the children were brought up	Phrases from the given extract
being raised the same way	System of bringing up the children
raising children seems like producing goods	Producing any very strong or healthy specimens

[2]

- 9 Pick an expression in Paragraph 3 that suggests Mr Bumble's arrogant attitude.

The expression is 'full of a sense of his own importance'. [1]

- 10 Why is the phrase 'kind-hearted protectress' (line 21) an irony?

She was never kind to the orphans (1) and instead of protecting them, she protected her own interests (1). [2]

- 11 'He understood what she meant at once.' (lines 27 – 28)

What does Oliver mean when he understood what Mrs Mann meant?

Oliver understood that Mrs Mann wanted Mr Bumble to know that he was reluctant to leave her. [1]

- 12 Pick a phrase in Paragraph 7 that suggests the tough childhood of Oliver.

The phrase is 'the darkness of his early years'. [1]

- 13 'Life in the workhouse was very severe indeed.' (line 39)

Explain why the life in the workhouse was very severe.

They needed to work (1) and was given insufficient food to eat (1). [2]

- 14 How did Oliver get selected to represent the other boys to ask for more food in Paragraph 10?

They drew lots. / They voted. [1]

- 15 "'That boy will be hanged,' said one of the gentlemen on the board. 'I know that boy will be hanged one day.'" (lines 76 – 77)

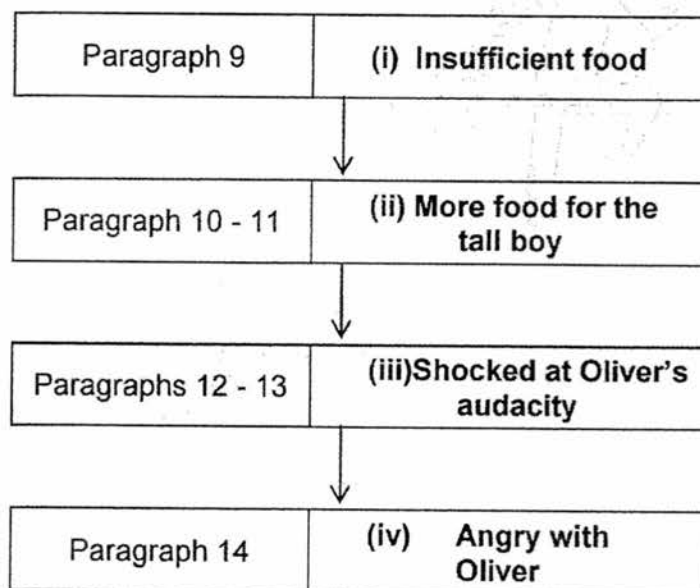
What does the gentleman mean when he said that Oliver 'will be hanged one day'?

He meant that Oliver would be a criminal someday and be hung for his wrongdoings. [1]

- 16 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main focus

- more food for Oliver	- insufficient food
- angry with Oliver	- more food for the tall boy
- shocked at Oliver's audacity	- hunger strike

Flow chart

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 17 – 24.

- 17 List a piece of evidence from Paragraph 1 that tells you Africa is a large continent.

The fact that it had 37 countries.

[1]

- 18 Identify the appropriate body part that elephants use to perform the following tasks in Paragraph 1.

Body Part	Tasks
trunk	Sharing information
ears	Cooling down
teeth/ tusks	Grows to become a valuable product

[3]

- 19 State the differences between the Savanna and Forest elephants from Paragraph 2.

Distinction	Savanna	Forest
Size	larger	smaller
Colour	lighter	darker
Tusks	curved	straight/ straighter

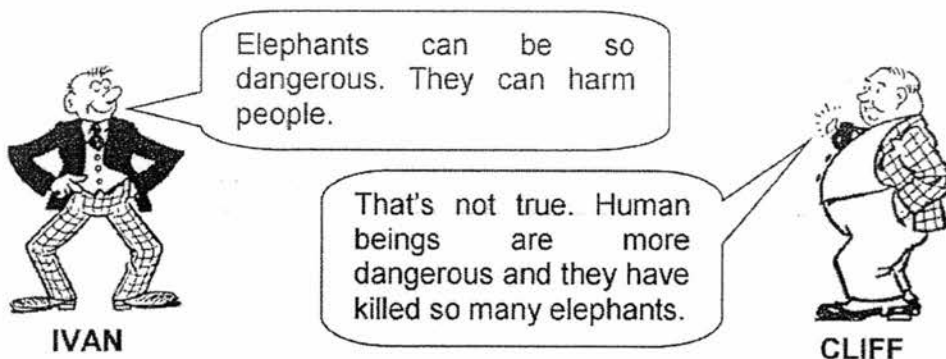
[3]

- 20 Which group of people mentioned in Paragraph 3 makes use of ivory?

The Asians.

[1]

- 21 Here is a part of a conversation between two friends, Ivan and Cliff, who have read the article on elephants.



- (i) Suggest one piece of evidence from Paragraph 5 which Ivan can use to support his stand.

Where farms border elephant habitat or cross elephant migration corridors, damage to crops and villages can become commonplace.

OR

People may be trampled while trying to protect their livelihoods.

[1]

- (ii) Suggest one piece of evidence from the passage which Cliff can use to support his stand.

Any relevant example such as poaching.

[1]

- 22 What are the two initiatives implemented by the World Wildlife Organisation to reduce the illegal killing of elephants in Paragraph 6?

(i) They equip and train law enforcement teams so they can conduct regular and effective anti-poaching patrols.

[1]

(ii) They help establish new protected areas within elephant ranges.

[1]

- 23 Pick a word from Paragraph 8 that has the same meaning as the word "urges".

The word is "encourages".

[1]

- 24 Using your own words as far as possible, summarise the reasons why African elephants are facing extinction today.

Use only the material from Paragraphs 3 to 5 of Text 3.

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.

African elephants are being killed for

No.	Points	Rephrased
1	the illegal ivory trade.	their tusks used in the ivory trade.
2	African elephants have less room to roam than before as expanding human populations convert land for agriculture, settlements and developments.	African elephants have less land to move about because there are more people which leads to more land needed for farming and building of homes.
3	Commercial logging,	Wood is needed from trees which are cut from the land.
4	plantations for biofuels	Forests are also converted to biofuels.
5	and extractive industries like logging and mining not only destroy habitat	The logging and mining industries cause even more elephants to lose their homes.
6	but also open access to remote elephant forests for poachers.	They also open the remote lands for poachers to kill the elephants.
7	Poverty,	People who are poor
8	armed conflict	in war torn countries
9	and the displacement of people by civil conflict also add to habitat loss.	flee from their lands, causing elephants to lose more habitat space.
10	As habitats contract and human populations expand, this often leads to conflicts that elephants invariably lose.	People and elephants come into closer contact and they end up killing the elephants to prevent them from destroying crops and homes.

African elephants are being killed for their tusks used in the ivory trade. African elephants have less land to move about because there are more people which leads to more land needed for farming and building of homes. Wood is needed from trees which are cut from the land. Forests are also converted to biofuels. The logging and mining industries cause even more elephants to lose their homes. People who are poor in war torn countries flee from their lands, causing elephants to lose more habitat space.
(81 words; 8 points)

----- End of Answer Scheme -----