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Name	Class				Index Number		
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BROADRICK SECONDARY SCHOOL

SECONDARY 1 EXPRESS

MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

28 April 2016

Additional Materials: Answer Paper

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

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

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

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

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

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

Begin **Section C** on a fresh piece of Answer Paper.

Hand in **Section B** and **Section C** separately.

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

Target Grade:
Actual Grade:
For Examiner's Use
70

Parent's Signature: _____

This document consists of 5 printed pages

Setters: Ms Wardah

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Roald Dahl. 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.

✓

Famed children's author Roald Dahl was born in Llandaff, South

Wales, on September 13, 1916. Dahl's parents were Norwegian. As a 1. _____

child, he spent his summer vacations visiting with his grandparents in 2. _____

Oslo. While Dahl was four years old, his father died. Dahl's mother 3. _____

enrol her rowdy and mischievous child at St. Peter's, a British 4. _____

boarding school, as has been her husband's wish. Dahl later 5. _____

transferred in Repton, a private school with a reputation for academic 6. _____

excellence. While Dahl hardly excelling as a student, his mother 7. _____

offered to paid for his tuition at Oxford or Cambridge University when 8. _____

he graduated. Dahl's response was "No thank you. We want to go 9. _____

straight from school to work for a company who will send me to 10. _____

wonderful faraway places like Africa or China."

Section B [30 marks]

You are advised to write between 200 and 250 words for this section.

You should look at the brochure on page 4 carefully and plan your answer before beginning to write.

Your Australian friend is travelling to Singapore in June. Being a lover of museums, she wrote to you asking for suggestions about the different museums she could visit during her stay in Singapore. You came across a brochure which tells about the different local museums. Write a letter to her to recommend some of the museums advertised in the brochure.

You must include the following details:

- Two museums shown in the brochure that she might find interesting
- Why you think she will enjoy these two museums you have chosen

Write the letter in clear, accurate English and in a friendly and persuasive tone, making your friend look forward visiting these museums.

You should use your own words as much as possible.

National Museum of Singapore

With a history dating back to its beginnings in 1887, the National Museum of Singapore is the nation's oldest museum. Its galleries adopt cutting-edge ways of presenting history and culture. A cultural and architectural landmark in Singapore, the Museum hosts workshops, festivals and events all year round. The museum will be hosting a Jewellery-Making and Mask-making Workshop this June.

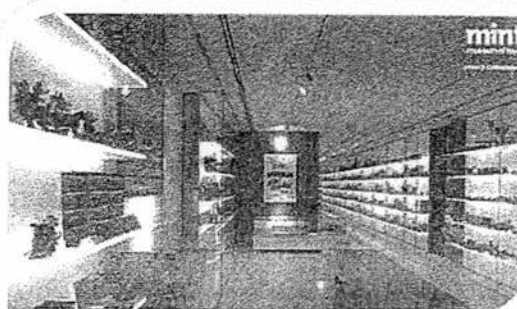


Singapore Art Museum

Housed in a restored 19th century mission school, it opened its doors in 1996 as the first art museum in Singapore. Also known as SAM, the museum is now a contemporary art museum. The Museum focuses on international contemporary art practices, specialising in Singapore and Southeast Asia. The Southeast Asian Film Festival will be held at the Museum from 13 to 19 June 2016.

MINT Museum of Toys

MINT (Moment of Imagination and Nostalgia with Toys) Museum of Toys is the world's first purpose-built museum for toys. The private museum showcases an extensive collection of vintage toys, including rare and unique one-of-a-kind pieces. It is considered to be the largest collection of its kind within Southeast Asia, with more than 50,000 pieces of vintage toys and childhood memorabilia from more than 40 countries, including Singapore, Germany and Japan. The collection ranges from the mid-19th Century to the mid-20th Century.



Singapore Philatelic Museum

Singapore Philatelic Museum is the custodian of Singapore's treasure of philatelic materials. The museum collections range from stamps and the postal history of Singapore from the 1830s to present day, and stamps from member countries of the Universal Postal Union. The permanent galleries introduce the world of philately, the world's first stamp, and how stamps are a window to the world. Throughout the year, the museum holds special exhibitions on current topics.

Local Museums of Singapore

Section C (30 marks)

Begin your answer on a fresh page.

You are advised to write between 300 and 400 words on one the following topics.

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

- 1 Write about a time when you had to make a difficult decision.
- 2 Write about an occasion when you were accused of stealing and what happened after that.
- 3 Describe the joys and struggles of being a secondary school student.
- 4 Beauty.

END OF PAPER

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BROADRICK SECONDARY SCHOOL
SECONDARY 1 EXPRESS
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 April 2016

INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 5 printed pages.

Setter: Ms Feng Yingyi

Section A

Text 1

Study the advertisement below and answer Questions 1-4 in the Question Booklet.



**DON'T LET YOUR
CONVENIENCE
GET IN HER WAY.**

Often, we do not realise that persons with disabilities lack alternative routes to get around. To enable them to go about their daily lives, we just need to observe these simple rules. Avoid using elevators, seats and toilets designated for persons with disabilities. Also, do not park in front of ramps and in parking lots meant for them. Remember, their biggest disability is our apathy.

 **DISABLED
PEOPLES
ASSOCIATION**
Voice of Persons with Disabilities

Section B

Text 2

The text below describes a story of a young adult, Wing, who had just finished his A-level examinations. Read it carefully and answer Questions 5-15 in the Question Booklet.

- 1 "Ten dollars added," the little speaker on the counter announced as the young, pregnant attendant slid Wing's MRT card back to him. Numbers had always been his bane.
- 2 Ever since his primary schooldays, Wing had feared maths. To him, there was something impersonal and frightening about numbers. Faced with a literature or a history paper, he was invariably able to make capital out of whatever facts he could remember. Even if he had never considered the question before, he could always come up with something on the spot; he once reconstructed the entire Java War from memory during a test. But sums were different. It was a matter of black or white, right or wrong. When he was unable to perform a calculation, no amount of ingenuity could coax an answer from the formulae. During his C-maths paper, Wing felt so defeated that he leaned against his chair and watched the other students in the hall punishing their calculators for answers. At one point, he flipped to the instructions page. There it was again. He was identified not by his name but by his familiar candidate number which he had to write on the top of every page of his exam scripts.
- 3 When the A-levels ended, Wing had freedom for three weeks. He had a tendency to yearn for the holidays while studying for an exam, imagining everything that he wanted to do once the torment was over. But whenever the vacation came, the urgency would disappear and he would squander it away. The start of the school term would be met with reluctance, self-reproach and promises to himself that he would achieve more the next time round.
- 4 The words "E12 Pasir Ris" flashed on the signal box as the head of the train appeared at the bend. Wing took an involuntary step back as it pulled in with a gust of wind. At the end of three weeks, Wing was called up for national service and, with that, he found something else to occupy his time.
- 5 The grassroots leaders, with immaculate hair and shirts, sat in a row on the stage with the MP. The sun's late morning rays fell on the podium, brushing life into the potted plants. The official speaking was encouraging the recruits to do their best during their period of conscription. Wing couldn't decide if the official was smiling or squinting in the light. The herd of young men, restless and uncertain, stood in groups on the basketball court of the community centre. Relatives of the conscriptees were in the audience, more anxious about identifying their loved ones than in the sending-off ceremony. The audience was distracted, waiting for the speech to end.
- 6 "...Finally, do your best for your country and for your parents. I have faith that all of you here today will come out as fine soldiers and gentlemen. Thank you." The applause was feeble and quickly drowned by the sudden rousing fanfare played over the PA system.

- 7 Chartered buses ferried the recruits to CMPB where they boarded three-tonners 40
headed for Pulau Tekong. Under the dimness of the green canopy, Wing
recognised more faces. Everyone was quiet, anticipating the discipline that was
expected of them. The corporal who sat at the end of the lorry told them to sing.
The recruits hurriedly conferred with one another on songs that they were familiar
with. They settled on a national jingle and belted it out loudly. After about five 45
minutes, they were at a loss again. By the time the recruits reached Changi jetty,
they had not known one another any better.
- 8 They were asked to dismount and await instructions. Wing was eager as he had
been studying all his life and was anxious for something different. More than that,
he had never been away from home and unlike his richer friends like Eugene, had 50
only been as far as Penang with his mother. The only thing that he was concerned
about him serving in the army was that his mother would be lonely.

Adapted from Part Two of "Heartland" by Daren Shiau

Section C

Text 3

This text below is about the pollution of the ocean. Read it carefully and answer Questions 16-21 in the Question Booklet.

- 1 The most efficient way to clean up ocean plastics and avoid harming ecosystems is to place plastic collectors near coasts, according to a new study. Plastic floating in the oceans is a widespread and increasing problem. Plastics including bags, bottle caps and plastic fibres from synthetic clothes wash out into the oceans from urban rivers, sewers and waste deposits. 5
- 2 Larger plastics are broken down into smaller fragments that can persist for hundreds or even thousands of years, and fragments of all sizes are swallowed by animals and enter the food web, disrupting ecosystems like a deadly virus.
- 3 One area of open ocean in the North Pacific has an unusually large collection of microscopic plastics, or microplastics, and is known as the Great Pacific garbage patch. The patch is enclosed by ocean currents that concentrate the plastics into an area estimated to be larger than twice the size of the United Kingdom. 10
- 4 The patch has gained international attention, and there is now a project called The Ocean Cleanup that plans to deploy plastic collectors to clean up the region. However, a new analysis by Dr Erik van Sebille and undergraduate physics student Peter Sherman from Imperial College London suggests that targeting the patch is not the most efficient way to clean up the oceans. 15
- 5 Dr Van Sebille, from Imperial's Grantham Institute, and Sherman used a model of ocean plastic movements to determine the best places to deploy plastic collectors to remove the most amount of microplastics, and to prevent the most harm to wildlife and ecosystems. The study is published today in *Environmental Research Letters*. They found that placing plastic collectors like those proposed by The Ocean Cleanup project around coasts was more beneficial than placing them all inside the patch. The project proposes a system of floating barriers and platforms to concentrate and collect plastics and remove them. 20 25
- 6 For a ten-year project between 2015 and 2025, the team found that placing collectors near coasts, particularly around China and the Indonesian islands, would remove 31 per cent of microplastics. With all the collectors in the patch, only 17 per cent would be removed. Studies may have been positive but the impacts of plastic waste on the environment are plausibly irreversible. 30
- 7 "The Great Pacific garbage patch has a huge mass of microplastics, but the largest flow of plastics is actually off the coasts, where it enters the oceans," said Sherman. "It makes sense to remove plastics where they first enter the ocean around dense coastal economic and population centres," added Dr Van Sebille. "It also means you can remove the plastics before they have had a chance to do any harm. Plastics in the patch have travelled a long way and potentially already done a lot of harm." 35
- 8 The pair's model also looked at areas where microplastics overlapped with phytoplankton -- microscopic floating plants that form the basic food of many ocean ecosystems. Many microplastics enter the food web in these areas as microscopic animals accidentally eat them. 40

Adapted from <https://www.sciencedaily.com/releases/2016/01/160118223921.htm>

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BROADRICK SECONDARY SCHOOL

SECONDARY 1 EXPRESS

MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

Candidates answer on the Question Booklet.

28 April 2016

Additional Materials: Insert

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

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

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

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

Answer **all** questions.

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

The insert contains the texts for all sections.

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

Target Grade:
Actual Grade:
For Examiner's Use
35

Parent's Signature: _____

This document consists of 8 printed pages.

Setter: Ms Feng Yingyi

Section A [5 marks]

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

- 1 The advertisement begins with the main statement 'DON'T LET YOUR CONVENIENCE GET IN HER WAY'. What is the purpose and the intended effect of the statement on the reader? [2]

- 2 Suggest a reason why the main statement 'DON'T LET YOUR CONVENIENCE GET IN HER WAY' is printed in capital letters. [1]

- 3 Look at the photograph in the advertisement. [1]

How does the photograph illustrate the message that the advertisement is trying to give to the reader?

- 4 Based on the information presented in the advertisement, suggest one group of people who is the intended audience. [1]

Section B [20 marks]

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

- 5 From Paragraph 1, explain **in your own words** what the writer meant when he wrote "Numbers had always been his bane". [1]

- 6 From Paragraph 2, explain fully how we know that Wing was able to do well in his literature and history papers. [2]

- 7 In paragraph 2, 'When he was unable to perform a calculation, no amount of ingenuity could coax an answer from the formulae. During his C-maths paper, Wing felt so defeated that he leaned against his chair and watched the other students in the hall punishing their calculators for answers.' [1]

- i) Quote a phrase from the extract above which indicates that Wing had given up on his maths paper during his Maths paper.

- ii) Why did the writer use the word 'punishing' to describe the way the students were using the calculators? [1]

- 8 'He was identified not by his name but by his familiar candidate number which he [1]
had to write on the top of every page of his exam scripts.' (lines 14-16)

What does the phrase 'identified not by his name' suggest about what Wing feels about the examinations? Explain in your own words.

- 9 Explain fully how paragraph 3 contrasts the feelings Wing had during his [4]
examinations and during his holidays.

While studying for the examinations,	(i) he felt exams were _____. (ii) he _____ the holidays.
During the vacation,	(iii) he did not feel _____. (iv) he spent his time _____.

- 10 Why do you think 'Wing took an involuntary step back' (line 24) as the train [2]
approached?

- 11 In paragraph 5, 'The grassroots leaders, with immaculate hair and shirts, sat in a [1]
row on the stage with the MP'

Identify one word which suggests that the grassroots leaders looked neat and well-dressed.

- 12 Paragraph 5 ends 'The audience was distracted, waiting for the speech to end.' [1]

What does this sentence tell the reader about how the audience were feeling about the ceremony?

- 13 In paragraph 7, 'Everyone was quiet, anticipating the discipline that was expected of them.' [1]

Identify a phrase which suggests that the recruits were feeling tense.

- 14 "After about five minutes, they were at a loss again." (lines 45-46) [1]

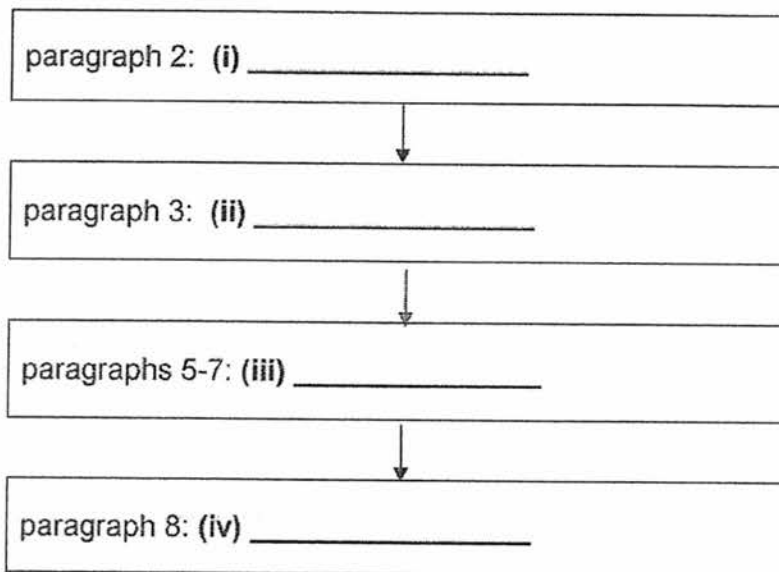
What does this sentence tell the reader about how the recruits felt about each other on the journey to Pulau Tekong?

- 15 The structure of the text reflects the changing feelings that Wing had about what he was dealing with in his life. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use. [4]

Wing's feelings

captivation helplessness uncertainty regret anger depression excitement

Flow chart



Section C [10 marks]

Refer to Text 3 on pages 5 of the Insert for Questions 16-21.

- 16** According to paragraph 1, how are plastics released into the oceans? [1]

- 17** In paragraph 2 '...fragments of all sizes are swallowed by animals and enter the food web, disrupting ecosystems like a deadly virus.' [2]

Explain why the writer used the phrase "deadly virus" to describe the impact of plastics on ecosystems.

- 18(i)** Write down the phrase in paragraph 4 that indicates that majority of the public has taken notice of the issue. [1]

- (ii)** Write down the phrase in paragraph 4 that suggests that the solution may not be the best method. [1]

19 Here is a part of a conversation between John and Jill, who have both read Text 3.



(i) Give evidence from paragraph 6 to support John's statement. [1]

(ii) Find evidence from the same paragraph to support Jill's statement. [1]

20 Which word in paragraph 7 shows that the coastal economic and population centres are crowded with people? [1]

21 Why would placing the plastic collectors near coasts be more effective in reducing the impact of plastic waste on the oceans? [2]

End of paper

ANSWER SCHEME

Section A [5 marks]

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

- 1 The advertisement begins with the main statement 'DON'T LET YOUR CONVENIENCE GET IN HER WAY'. What is the purpose and the intended effect of the statement on the reader? [2]

The purpose of the statement is to remind the reader not to use/ infringe on the facilities meant for use by the disabled. [1] Its intended effect is to get the reader to empathise with/ understand the inconvenience faced by the disabled. [1]

- 2 Suggest a reason why the main statement 'DON'T LET YOUR CONVENIENCE GET IN HER WAY' is printed in capital letters. [1]
To grab the reader's attention or to emphasise the importance of the message.

- 3 Look at the photograph in the advertisement. [1]
How does the photograph illustrate the message that the advertisement is trying to give to the reader?

The photograph shows the difficult situation that a disabled person has to face when the ramp is blocked by inconsiderate drivers

- 4 Based on the information presented in the advertisement, suggest one group of people who is the intended audience. [1]

Readers who lack consideration for the disabled.

Section B [20 marks]

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

- 5 From Paragraph 1, explain in **your own words** what the writer meant when he wrote "Numbers had always been his bane". [1]

The author meant that maths had always caused him great distress/ given him stress/ maths had caused him misery. *Do not accept: He was not good at Maths.

- 6 From Paragraph 2, explain fully how we know that Wing was able to do well in his literature and history papers. [2]

We know that Wing is able to do well in his literature and history papers because he was always able to make use of any information he could recall (1 mark) and even if had never come across a question before, he was able to think of an answer there and then/ immediately/ without hesitation (1 mark).

- 7 In paragraph 2, 'When he was unable to perform a calculation, no amount of ingenuity could coax an answer from the formulae. During his C-maths paper, Wing felt so defeated that he leaned against his chair and watched the other students in the hall punishing their calculators for answers.' [1]

- (i) Quote a phrase from the extract above which indicates that Wing had given up on his maths paper during his Maths paper.

"felt so defeated that he leaned against his chair"

- (ii) Why did the writer use the word "punishing" to describe the way the students were using the calculators? [1]

They were using the calculators non-stop.

- 8 'He was identified not by his name but by his familiar candidate number which he had to write on the top of every page of his exam scripts.' (lines 14-16) [1]

What does the phrase 'identified not by his name' suggest about what Wing feels about the examinations? Explain in **your own words**.

He did not feel respected as a person/ human.

- 9 Explain fully how paragraph 3 contrasts the feelings Wing had during his [4] examinations and during his holidays.

While studying for the examinations,	(i) he felt exams were __a torture/ tormenting__. (ii) he __ looked forward to __ the holidays.
During the vacation,	(iii) he did not feel __ the need to do anything__. (iv) he spent his time __doing nothing__.

- 10 Why do you think 'Wing took an involuntary step back' (line 24) as the train [2] approached?

He wanted to stay away from the gust of wind [1] which would make the platform dusty [1].

- 11 In paragraph 5, 'The grassroots leaders, with immaculate hair and shirts, sat in a [1] row on the stage with the MP'

Identify one word which suggests that the grassroots leaders looked neat and well-dressed.

"immaculate" _____

- 12 Paragraph 5 ends 'The audience was distracted, waiting for the speech to end.'

What does this sentence tell the reader about how the audience were feeling about the ceremony?

The audience were not paying attention to the ceremony/ were feeling bored. [1]

- 13 In paragraph 7, 'Everyone was quiet, anticipating the discipline that was expected of them.' [1]

Identify a phrase which suggests that the recruits were feeling tense.

"Everyone was quiet"

- 14 "After about five minutes, they were at a loss again." (lines 45-46) [1]

What does this sentence tell the reader about how the recruits felt about each other on the journey to Pulau Tekong?

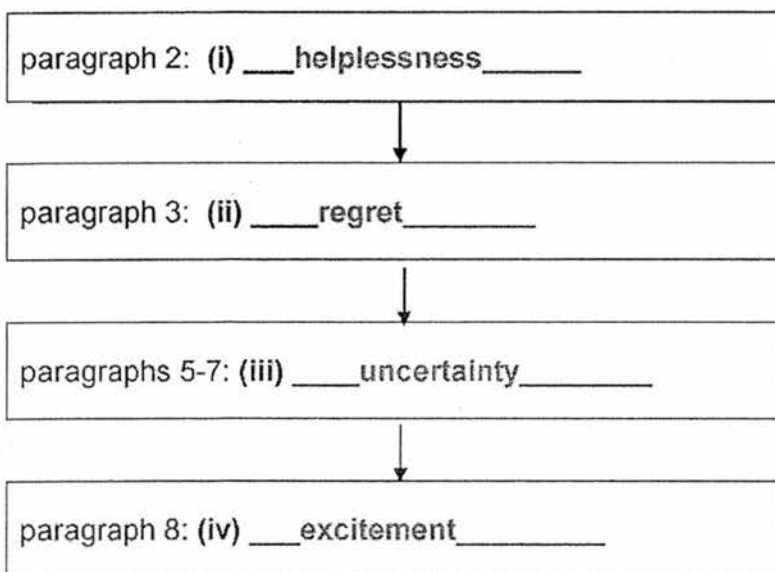
It tells the reader that the recruits were not familiar with each other.

- 15 The structure of the text reflects the changing feelings that Wing had about what he was dealing with in his life. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use. [4]

Wing's feelings

captivation helplessness uncertainty regret anger depression excitement

Flow chart



Section C [10 marks]

Refer to Text 3 on pages 5 of the Insert for Questions 16-21.

- 16 According to paragraph 1, how are plastics released into the oceans? [1]

Plastics are released into the oceans from urban rivers, sewers and waste deposits.

- 17 In paragraph 2 '...fragments of all sizes are swallowed by animals and enter the food web, disrupting ecosystems like a deadly virus.' [2]

Explain why the writer used the phrase "deadly virus" to describe the impact of plastics on ecosystems.

The writer used the phrase "deadly virus" to highlight that even though plastics are small/ minute in size (1 mark), it spreads and causes animals and creatures in the food chain to be ill/ sickly/ unwell. (1 mark)

18

- (i) Write down the phrase in paragraph 4 that indicates that majority of the public has taken notice of the issue. [1]

"gained international attention"

- (ii) Write down the phrase in paragraph 4 that suggests that the solution may not be the best method. [1]

"not the most efficient way"

19 Here is a part of a conversation between John and Jill, who have both read Text 3.



- (i) Give evidence from paragraph 6 to support John's statement. [1]

Placing plastic collectors near coasts would remove more percentage of microplastics than placing collectors in the patch.

- (ii) Find evidence from the same paragraph to support Jill's statement. [1]

It is mentioned that impacts of plastic waste on the environment are not reversible.

- 20 Which word in paragraph 7 shows that the coastal economic and population centres are crowded with people? [1]

"dense"

- 21 Why would placing the plastic collectors near coasts be more effective in reducing the impact of plastic waste on the oceans? [2]

It would be more effective because it removes the plastics before they enter the oceans (1mark) and reduce the harm it would have caused.(1mark)

Answer Scheme

Famed children's author Roald Dahl was born in Llandaff, South	
Wales, on September 13, 1916. Dahl's parents were Norwegian. As a	✓
child, he spent his summer vacations visiting with his grandparents in	✓
Oslo. <u>While</u> Dahl was four years old, his father died. Dahl's mother	When
<u>enrol</u> her rowdy and mischievous child at St. Peter's, a British	enrolled
boarding school, as <u>has</u> been her husband's wish. Dahl later	had
transferred <u>in</u> Repton, a private school with a reputation for academic	to
excellence. While Dahl hardly <u>excelling</u> as a student, his mother	excelled
offered to <u>paid</u> for his tuition at Oxford or Cambridge University when	pay
he graduated. Dahl's response was "No thank you. <u>We</u> want to go	I
straight from school to work for a company <u>who</u> will send me to	that/which
wonderful faraway places like Africa or China."	

