

Visit
FREETESTPAPER.com
for more papers



Website: freetestpaper.com



[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)



CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE
1128/01

3 May 2016
1 hour 50 minutes
0800h – 0950h

Name: _____ () Class: _____

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

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.

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

At the end of the examination, fasten your work for each section **separately**.

All sections are to be handed in separately.

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

Do not turn over the paper until you are told to do so.

	Marks Awarded	Max Marks
Section A		10
Section B		30
Section C		30
Total		70

This question paper consists of 5 printed pages including the cover page.

Setter: Mr James Foo

Section B [30 marks]

You are advised to write between 200 and 300 words for this section.

You should study the information carefully on page 3 and plan your answer before beginning to write.

You are a member of the Outdoor Adventure Club in your school. Every year, your club leads Secondary 1 students from the whole school to participate in some optional outdoor activities during the June holidays. You came across the brochure on page 3 which gives details on some of these outdoor activities. You have decided on two activities which would appeal to the Secondary 1 students, and you would like to encourage all of them to attend these activities.

Your CCA teacher has given you the opportunity to speak to the Secondary 1 students during assembly to promote your two chosen activities. Interested participants should register with you.

Your speech should cover the following:

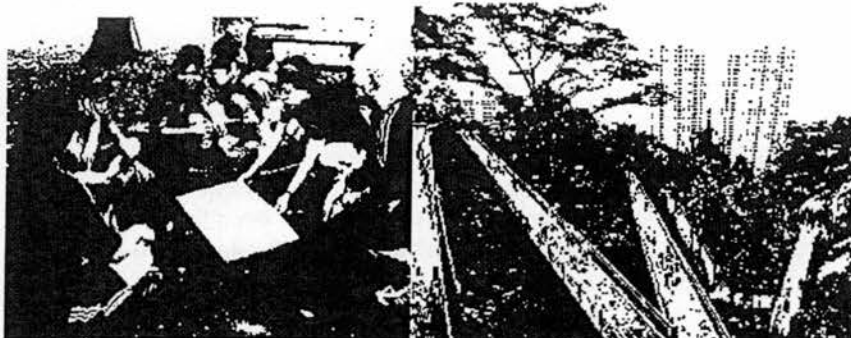
- Why taking part in outdoor adventure activities is important
- Two activities you have chosen and reasons why they will appeal to the Secondary 1 students
- Details on how to sign up
- Why it is important that all of them participate in the activities

Write your speech in clear, accurate English and in a persuasive and enthusiastic tone, so as to appeal to your audience. You should use the information from the brochure and other information of your own.

You should use your own words as much as possible.

Elective Outdoor Activities

Amazing Race at Southern Ridges (21 June)



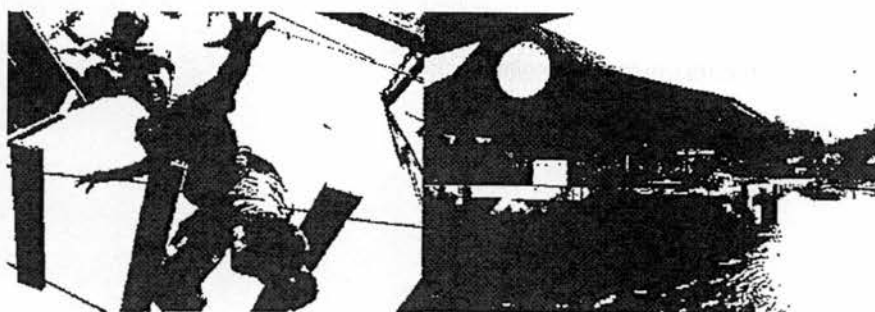
Description

- Team-building at Southern Ridges (Kent Ridge and Henderson Waves)
- Find clues and do tasks together in teams of 5
- Race against time
- Enjoy panoramic views and nature

Details

- \$40 per person (payable using Edusave)
- 3 hours in duration
- Time: 9 am-12 pm

High Elements Course Team-building (22 June)

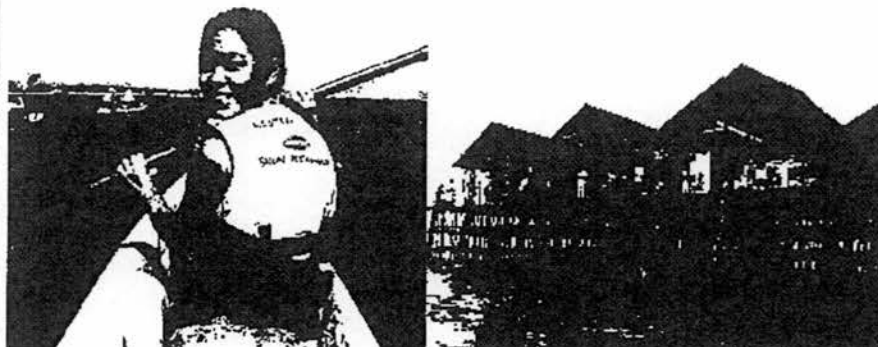


Description

- Conquer the 3 storey-high course with 6 obstacles
- Teams of 3
- Structure is located at Pulau Ubin
- Participants are to meet at Changi Jetty 1 hour before the start of the activity

Details

- \$40 per person (payable using Edusave)
- 2 hours in duration
- Slots available: 9 -11 am and 4 – 5 pm

Kayaking Experience and Kelong Visit (23 June)**Description**

- Start at Sembawang (SAF Yacht Club)
- Kayak with a friend
- Visit a Kelong (an offshore platform built mainly with wood).
- Wet gear, sunscreen and booties/ covered footwear required

Details

- \$40 per person (payable using Edusave)
- 7 hours in duration
- Time: 8am – 3pm

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. Studying in a group is more effective than studying alone. Do you agree?
2. Do you prefer to spend time with your friends or with your family? Explain your answer.
3. Write about a time when you spoke to someone kindly, and how it affected the person and yourself.
4. Is it better to study in a single-gender school or a co-educational (both genders) school?

End of Paper



Editing Answer Sheet Secondary Two Express

Name: _____ () Class: _____
 Date: _____ Marks: / 10

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about food preservation. 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 the 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 2pm.

_____ at _____

My mother always wears sensible clothes.

_____ ✓ _____

Men have preserved their foods from ancient times in order to keep the results of harvesting for winter months, for resale, for storage, and for transport from sea to inland, overseas, or cross-country. To do so, they generally use nature's methods, which were drying, parching and fermenting. Parching is the most natural method, but by many thousands of years, others have also been used. Direct fermentation of liquids, usually by the introduction on yeast, has not only preserved liquids but also enhanced its quality. The same of course applies to salting. Smoking has preserve, and sometimes improved both fish and meat. Hickory wood is generally used by the fires, and natural juices are contained by a slight coating of wood creosote.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
---	--



CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE

1128/02

INSERT

3 May 2016

1 hour 50 minutes

1120h – 1310h

Name: _____ () Class: _____

This insert consists of 5 printed pages including the cover page.

Setter: Ms Deborah Chua

Section A

Text 1

Study the poster below and answer Questions 1 – 5 in the Question Booklet.



ASIA PACIFIC TREE CLIMBING

Championship & Carnival 2015

DATE
25 – 26 JULY 2015 | TIME
12PM TO 8PM

VENUE
CATHAY GREEN
(OPPOSITE THE CATHAY)
NEAREST MRT STATIONS:
DHOBY GHAT, BRAS BASAH

Register for
FREE talks and
workshops at
www.cg.com.sg

Think tree climbing is child's play?

Every year, professional tree climbing competitions are organised worldwide for working arborists to showcase their skills. Come cheer the greatest climbers from seven Asia Pacific countries as they battle it out to represent the region at the International Tree Climbing – World Championship in USA.

Take part in fun and engaging activities for the whole family at the Carnival to discover professional skills in arboriculture work and a deeper appreciation of trees.

HIGHLIGHTS

25 & 26 July
12pm to 8pm
Tree Climbing Championships
Arboriculture Training and Career Advisory
Bazaar and Live Music Performance

2.30pm to 5.30pm
Children Crafts Workshop

Supported by:



For more information, visit
www.cgc.com.sg/aptc2015 or call 64450288.

Taken from <http://www.cheekiemonkie.net/2015/07/15-youth-day-long-weekend-kids-activities.html>

Section B

Text 2

The text below describes the actions of Kino and Juana after their baby got stung by a scorpion. Read it carefully and answer Questions 6 – 18.

- 1 The screams of the baby brought the villagers. Out of their straw houses they poured. Many blocked the entrance while behind them others tried to look in, and one small boy crawled among legs to have a look. And those in front passed the word back to those behind - "Scorpion. The baby has been stung."
- 2 All of these people knew about the scorpion. An adult might be very ill from the sting, but a baby could easily die from the poison. First, they knew, would come swelling and fever and tightened throat, and then cramps in the stomach, and then Coyotito might die if enough of the poison had gone in. But the stinging pain of the bite was going away. Coyotito's screams turned to moans. 5
- 3 Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient, could bear physical pain with hardly a cry. She could stand fatigue and hunger almost better than Kino himself. In the boat she was like a strong man. And now she did a most surprising thing. 10
- 4 "The doctor," she said. "Go to get the doctor."
- 5 The word was passed out among the neighbours where they stood close-packed in the little yard behind the brush fence. And they repeated among themselves, "Juana wants the doctor." A wonderful thing, a memorable thing, to want the doctor. To get him would be a remarkable thing. The doctor never came to the cluster of straw houses. Why should he, when he had more than he could do to take care of the rich people who lived in the stone and plaster houses of the town? 15 20
- 6 "He would not come," the people in the yard said.
- 7 "He would not come," the people in the door said, and the thought got into Kino.
- 8 "The doctor would not come," Kino said to Juana.
- 9 She looked up at him, her eyes as cold as the eyes of a lioness. This was Juana's first baby - this was nearly everything there was in Juana's world. 25
- 10 "Then we will go to him," Juana said, and with one hand she arranged her dark blue shawl over her head and made of one end of it a sling to hold the moaning baby and made of the other end of it a shade over his eyes to protect him from the light. The people in the door pushed against those behind to let her through. Kino followed her. They went out of the gate to the rutted path and the neighbours followed them. 30
- 11 The thing had become a neighbourhood affair. They made a quick soft-footed procession into the centre of the village and the yellow sun threw their black shadows ahead of them so that they walked on their own shadows.
- 12 They came to the place where the straw houses stopped and the city of polished stone and plaster began, the city of harsh outer walls and inner cool gardens 35

where a little water played and the bougainvillea crusted the walls with purple and brick-red and white. They heard from the secret gardens the singing of caged exotic birds and heard the splash of cooling water on hot flagstones. The procession crossed the blinding plaza and passed in front of the church. It had grown now, and on the outskirts the hurrying newcomers were being softly informed how the baby had been stung by a scorpion, how the father and mother were taking it to the doctor. 40

Adapted from 'The Pearl' by John Steinbeck

Section C

Text 3

The following passage describes the lives of different groups of forest dwellers. Read it carefully and answer Questions 19 – 24 in the Question Booklet.

- 1 An essential part of the life and make up of a forest is the people who live there. Originally, there were populations of forest dwellers in all of them, but over the centuries and especially in the last hundred years or so, their numbers have declined, partly due to the fact that they have been persecuted by outsiders arriving and wanting to make money from whatever they could obtain in the forest, and partly because they have abandoned their original way of life and made for the nearest town so that they can enjoy the benefits of civilisation. Just recently, a third threat to their numbers has been added, and that is, with the developed world's insatiable demand for everything this planet has to offer, rainforests are being destroyed at such a rate that the entire habitat in which the forest dwellers live is fast vanishing. 5 10
- 2 However, in addition to the traditional forest dwellers, most rainforests have small populations of people who have moved into them from elsewhere, for a variety of reasons. They might be poor folk who have not been able to make a living in conventional ways in the towns and have thought they could escape the rat race by setting up their homes in the forest and, by growing a bit of food, live off the land. Of course, it is never so easy and usually these people live in the most abject poverty, suffering severe malnourishment and high infant mortality, and trapped in a life that they can never get out. 15
- 3 Other forest communities were originally set up by people escaping from the law, some were conventional criminals and for a time they were joined by escapees from the notorious penal colony of Devil's Island. In some places, other interesting communities moved into the forest. In the northern forests of South America are villages of Boni, the descendants of escaped slaves who had been imported to service the sugar and rubber plantations of the area. 20 25
- 4 Devil's Island was located in French Guiana, a heavily forested region on the north-eastern coast of South America. Most of the French convicts, having completed their sentence, were not allowed to return to France until they had endured a number of years as 'free men' in French Guiana, a period equivalent to the length of their original sentence. 30
- 5 Many forest dwellers, regardless of their origin, had no money, contacts or resources, and they had nowhere else to go as they had no roots in the cities and towns. Many died in the most appalling circumstances. There are still a very few living in these communities, some of them only just surviving by begging, in appalling health and dreadful conditions. Only a very few have managed to find work to sustain themselves. 35

Adapted from 'The Mighty Rainforest' by John Nichol



CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE
1128/02

3 May 2016
1 hour 50 minutes
1120h – 1310h

Name: _____ () Class: _____

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the Question Booklet.

The Insert contains the texts for all sections.

Use the foolscap paper provided for your summary draft work.

Write your summary on the Summary Writing Answer Sheet provided.

Tie your summary draft with your Summary Writing Answer Sheet.

At the end of the examination, hand in the Summary Writing Answer Sheet **separately**.

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

Do not turn over the paper until you are told to do so.

	Marks Awarded	Max Marks
Section A		5
Section B		20
Section C		10
Summary		15
Total		50

This answer booklet consists of 7 printed pages including the cover page.

Setter: Ms Deborah Chua



Section A [5 marks]

Refer to Text 1 on Page 2 of the Insert for Questions 1 – 5.

- 1 What is the purpose of this poster?

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

- 2 Based on the poster, who do you think is the target audience?

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

- 3 What does the phrase 'battle it out' suggest about the nature of the event?

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

- 4 Based on the text in the poster, what does an arborist work with?

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

- 5 Other than capturing the audience's attention, what is the other purpose of the question 'Think tree climbing is child's play?'?

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

Section B [20 marks]

Refer to Text 2 on Pages 3 – 5 of the Insert for Questions 6 – 18.

- 6 What does the word 'poured' (line 2) suggest about the way the villagers were moving?

.....

..... [1]

- 7 Explain fully why a scorpion's sting is dangerous to a baby.

.....

.....

..... [2]

- 8 List all the effects of a scorpion sting.

.....

..... [1]

- 9 a) What does the word 'iron' (line 10) suggest about Juana's personality?

.....

..... [1]

- b) What does the word 'fragile' (line 10) suggest about Juana's physique?

.....

..... [1]

- 10 With reference to paragraph 3, suggest what Kino and Juana do for a living and explain why.

.....

.....

..... [2]

- 11 Explain fully why the doctor 'never came to the cluster of straw houses' (lines 18 – 29).

.....

 [2]

- 12 The writer repeated the phrase 'would not come' (lines 21 – 23) 3 times.

What is his intention of doing that?

.....
 [1]

- 13 In your own words, explain how the procession moved to see the doctor.

.....

 [2]

- 14 a) The author described the city as 'the city of polished stone and plaster' (lines 35 – 36).

What does the phrase suggest about the standard of living in the city?

.....
 [1]

- b) Other than the phrase quoted above, give two more pieces of evidence to support your answer in (a). Answer in your own words.

.....

 [2]

- 15 What does the word 'crusted' (line 37) suggest about the bougainvillea?
-
- [1]
- 16 Pick a word from paragraph 12 which suggests that people in the city value their privacy.
-
- [1]
- 17 What does 'it' in line 40 refer to?
-
- [1]
- 18 What does the phrase 'softly informed' (lines 41 – 42) suggest about how the villagers were feeling?
-
- [1]

Section C [25 marks]

Refer to Text 3 on Page 5 of the Insert for Questions 19 – 24.

- 19 What does the word 'especially' (line 3) suggest about the number of forest dwellers in the last 100 years?

.....
 [1]

- 20 Who does 'they' refer to in the following lines?

Line 5:
 Line 7: [1]

- 21 Explain fully why forests are fast vanishing (line 11).

.....

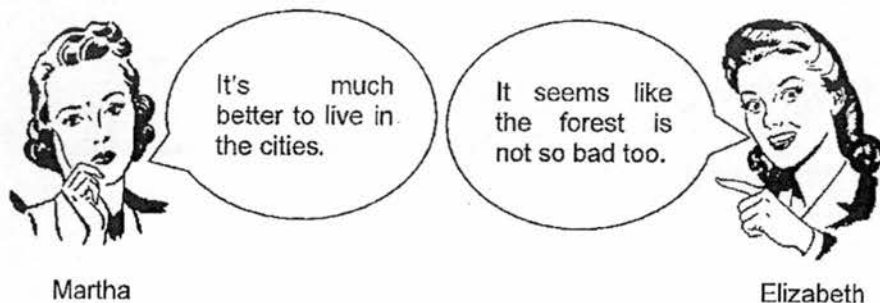
 [2]

- 22 In your own words, explain why people who move from the cities to the forests are usually worse off.

.....

 [3]

23



a) In your own words, give two pieces of evidence to support Elizabeth's view.

..... [2]

b) Identify a phrase from the passage which supports Martha's view.

..... [1]

- 24 Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.

Use only information from paragraphs 3 to 5 from Text 3.

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

Forest communities were originally made up of... [15]

End of Paper



Summary Writing Answer Sheet

Secondary Two Express

Name: _____ ()

Class: _____

Date: _____

Marks: / 15

24 From Text 3

Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.

Use only information from paragraphs 3 – 5.

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).

Forest communities were originally made up of _____

[illegible]

No. of words: _____



CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE

1128/03

9 May 2016

Approximately 45 mins

0800h – 0845h

Name: _____ () Class: _____

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

Write your full name, class and index number in the spaces provided on the question paper.

Write in dark blue or black pen.

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

Answer **all** questions.

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

You may take notes as you listen to the recording.

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

FOR MARKER'S USE	
Marks Awarded	Max Marks
	30

This question paper consists of 7 printed pages including the cover page.

Setter: Mr Nicholas Zeng

Part 1**Questions 1 – 6**

You will hear three different extracts. For questions 1 to 6, tick the answer (A, B, C or D) which fits best according to what you hear. There are two questions for each extract.

You will hear each extract **twice**.

Extract 1

1. Why was the female teenager so busy during the holidays?

- ☐ **A** She had a job.
☐ **B** She had homework and chores to complete.
☐ **C** She was out with her friends all the time.
☐ **D** She had homework and CCA commitments.

2. Which of the following statements most accurately conveys the male teenager's reaction to the female teenager's sharing about her favourite art installation?

- ☐ **A** He thinks she is boring.
☐ **B** He is enthusiastic about going to see the exhibition at the ArtScience Museum.
☐ **C** He thinks she should spend her time more productively.
☐ **D** He is unenthusiastic about going to see the exhibition at the ArtScience Museum.

Extract 2

3. Which of the following statements is incorrect?

- ☐ A Both parents are amazed that children travel with their schoolmates even before they become teenagers.
- ☐ B The father did not want his son to go to China initially.
- ☐ C The 11-year-old was keen for his parents to be chaperones on his school trip.
- ☐ D The 11-year-old boy will have many opportunities to practise Mandarin on his trip.

4. How do the two parents feel about learning journeys on the whole?

- ☐ A They are beneficial.
- ☐ B They are dangerous.
- ☐ C They are too expensive.
- ☐ D They should not be encouraged.

Extract 3

5. Why did Dr Tan enter medical school?

- ☐ A He had a childhood dream to be a doctor.
- ☐ B His parents wanted him to be a doctor.
- ☐ C He had unexpected good results at the 'A' level examinations.
- ☐ D He wanted to work in China as a missionary.

6. Which of these prove that Dr Tan is a 'wandering saint'?

- ☐ A He was in the army for a long time.
- ☐ B He was a medical missionary in China.
- ☐ C He walked around University Town.
- ☐ D He teaches at the National University of Singapore.

Part 2**Questions 7 – 12**

You will hear six short recordings. In each recording, a person talks about the type of movies he or she enjoys.

For questions 7 -12 choose from the list (A-G) what he or she likes about movies. There is one extra letter which you do not need to use. DO NOT USE ANY LETTER MORE THAN ONCE.

You will hear the six recordings **twice**.

A I enjoy a good laugh when I watch movies.

7 Speaker 1.....

B I love happy endings in romantic films.

8 Speaker 2.....

C I like scary movies.

9 Speaker 3.....

D I adore movies based on books.

10 Speaker 4.....

E I enjoy action like fighting or racing in movies.

11 Speaker 5.....

F I love movies that keep me on the edge of my seat and leave me in suspense.

12 Speaker 6.....

G I love shows with great costumes.

Part 3**Question 13**

You will hear a recording about the Japanese kimono.

For Question 13, choose from the list (A-F) **four** pieces of information which are stated or implied in the recording. Put a tick (✓) for each piece of information.

No marks will be awarded if you tick more than four pieces of information.

You will hear the recording **twice**.

- | | Stated/implied in
the text |
|---|-------------------------------|
| A The Japanese kimono is worn frequently by ordinary folk. | [.....] |
| B The kimono is sometimes like an art piece. | [.....] |
| C Silk made kimonos are easy to maintain. | [.....] |
| D Decoration on a kimono is embroidered, dyed or painted. | [.....] |
| E Polyester kimonos are easier to maintain as compared to silk kimonos. | [.....] |
| F A kimono may indicate one's family background. | [.....] |

Part 4**Questions 14 – 21**

You will hear an extract about Cambodia.

As you listen, take note of the main ideas and details.

Complete the graphic organiser.

You will hear the recording **twice**.

Example: Cambodia is one of the world's poorest countries.

CAMBODIA

<i>Main Idea</i>	<i>Main Idea</i>	<i>Main Idea</i>	<i>Main Idea</i>
Revenue	LS2 Hydropower project	(18) _____	Angkor Archaeological Park
- Foreign investment from China and (14) _____ - Increasing (15) _____ revenue - Offshore oil and gas reserves - Garment industry: (16) _____ of exports - Subsistence rice farming	- Threatens villagers' lives - Fisheries and (17) _____ affected	- For example a 3D printing company – (19) _____ technology - benefit from (20) _____ and a low cost of living	(21) _____ square kilometers - spectacular remains from the Khmer Empire, from 9th to 15th century

Part 5**Question 22**

You will hear a lady speaking about her unique work on a farm in the United Kingdom.

As you listen, complete the notes. You do not need to write in full sentences.

You will hear the recording **only once**.

**Jamie's Farm**

- aspires to
- re-engages vulnerable children and acts as a catalyst for change
- provides a and a grueling follow-up process
- work on the farm as an employee
 - back breaking work
 - youth
- work on the farm as a youth at risk
 - with animals
 -
 - plant seeds

End of Paper

Canberra SS ANLS

6

Suggested Answers

Situation	Assembly speech to the Sec 1 students
Purpose	To inform and persuade Sec 1 students to sign up for two June elective activities
Audience	Sec 1 students
Tone	Enthusiastic, persuasive
I am...	Member of Outdoors Activity Club
Content/Criteria	Why taking part in outdoor adventure activities is important -Build ruggedness, independence and team-building -Nurture a deeper appreciation of nature and the need to take care of our environment -Part of holistic education and student development Two activities you have chosen and reasons why they will appeal to the Secondary 1 students Important to focus on two activities and also to give the relevant reasons why they will be appealing Details on how to sign up It would be important to give the details on how to sign up in order to facilitate students' sign-up rate Why it is important that all of them participate in the activities The benefits to both the individual level and also to help the school in planning the necessary resources to allocate for the activities Also to provide the students with the experiences which might help strengthen bonding amongst the students and boost class/ level spirit and camaraderie



Canberra SS

7

Studying in a group is more effective than studying alone. Do you agree?

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
		✓		✓	
Key words Key focus	Studying- How do the students define studying Group- What is their definition of a group More effective- a definition of effectiveness and a comparison to studying alone is required Personal recount – Focus on: - The purpose of studying and also what is defined as effectiveness - The impact on the results or output of the project; - thoughts and feelings during studying Specific things that were learned - How studying in both a group and alone has taught you those things Argumentative: - The reason one is more or less effective than the other - The pros and cons of each side				

Do you prefer to spend time with your friends or with your family? Explain your answer.

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
			✓	✓	
Key words Key focus	Prefer- How do the students define prefer and spend time Friends- What does this term mean to the students and why Family- How is this defined by the students Argumentative: - The reason(s) one is more or less preferred than the other - The pros and cons of each side Reflective-Focus on: - The activities and bonding that takes place when with both friends and family I - The time/ frequency, occasions and opportunities for such spending of time - The emotions and feelings that one experiences when one is spending time with each category				

Write about a time when you spoke to someone kindly, and how it affected the person and yourself.

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
		✓	✓		
Key words Key focus	a time- Students to write about a particular occasion spoke- It is important that speaking was done kindly- The manner and tone of the speech, along with the content is important affected- The change that occurred as a result of the speech and important to include both the person who was spoken to and also the speaker Personal recount – Focus on: The details of the occasion which would include the time and place, the reason for the kind speech and also the impact of the speech for both parties Reflective: - Specific things that were learned - What the incident meant to both parties				

Is it better to study in a single-gender school or a co-educational (both genders) school?

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
			✓	✓	
Key words Key focus	Better- a comparison needs to be done Study- a definition is required Single-gender school- a definition is also required, perhaps with an example or two Co-educational school- as above Argumentative: - The pros and cons of studying in both a single-gender school and a co-educational school need to be given and also elaborated - There has to be a definite preference at the end - Reasons for the preference need to be provided and expanded upon.				

Canberra SS

8

ANSWERS – Secondary 2 Express (SA1) 2016

Part 1	Part 2	Part 3	Part 4
1 D 2 B 3 C 4 A 5 C 6 B (1 mark each)	7 C 8 D 9 B 10 F 11 A 12 E (1 mark each)	13 B (1 mark) D (1 mark) E (1 mark) F (1 mark) (1 mark each)	14 Vietnam 15 tourism 16 80% 17 biodiversity 18 start-up companies 19 cutting-edge 20 cheap Internet 21 over 400 (1 mark each)
Part 5 22 cultivate change (1 mark) (unique) residential experience (2marks) counselling (1 mark) work (1 mark) cook their own food (1 mark)			



Editing Answer Sheet ANSWERS

Name: _____ ()

Class: _____

Date: _____

Marks: / 10

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about food preservation. 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 the 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 2pm.

at

My mother always wears sensible clothes.

✓

Men have preserved their foods from ancient times in order to keep the results of harvesting for winter months, for resale, for storage, and for transport from sea to inland, overseas, or cross-country. To do so, they generally use nature's methods, which were drying, parching and fermenting. Parching is the most natural method, but by many thousands of years, others have also been used. Direct fermentation of liquids, usually by the introduction of yeast, has not only preserved liquids but also enhanced its quality, the same of course applying to salting. Smoking has preserve, and sometimes improved both fish and meat. Hickory wood is generally used by the fires, and natural juices are contained by a slight coating of wood creosote.

1. ✓
2. Transporting (WF)
3. used (T)
4. are (T)
5. for (Prep)
6. ✓
7. of (Prep)
8. their (SVA)
9. preserved (T)
10. for. (Prep)



Editing Answer Sheet ANSWERS

For teacher use only

Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.	
Other forest communities were originally set up by (1) people escaping from the law, some were (2) conventional criminals and for a time they were joined by (3) escapees from the notorious penal colony of Devil's Island. In some places, other interesting communities moved into the forest. In the northern forests of South America are villages of Boni, the (4) descendants of escaped slaves who had been imported to service the sugar and rubber plantations of the area.	1. Those on the run from the law 2. Lawbreakers / people committing illegal actions 3. Escapees from prison (either Devil's Island OR penal colony are OK) 4. Offspring of escaped slaves
Devil's Island was located in French Guiana, a heavily forested region on the north-eastern coast of South America. Most of the French convicts, having completed their sentence, (5) were not allowed to return to France until they had endured a number of years as 'free men' in French Guiana, a period equivalent to the length of their original sentence.	5. French criminals were stuck in French Guiana, barred from returning to France before they served double their sentence (either "not allowed to <u>return</u>" or <u>where</u> they were forced to stay (ie French Guiana) is required)
Many forest dwellers, regardless of their origin, (6) had no money, contacts or resources, and they had (7) nowhere else to go as they had no roots in the cities and towns. Many died in the most appalling circumstances (not required – why their lives were miserable). There are still a very few living in these communities, some of them only just (8) surviving by begging, (9) in appalling health and dreadful conditions. (10) Only a very few have managed to find work to sustain themselves.	6. Deprived of cash and friends (two of the three – money, contacts, resources – required for the mark) 7. Could not settle anywhere else 8. Made a living by begging (“made a living” / “resort to” – the sense that this is how they survived / they are in a desperate state and this drove them to begging - is needed. “end up begging” – 0m) 9. In bad health and terrible living conditions (both required) (serious health – 0m Dreadful health and conditions or similar – 0m) 10. A great number were jobless (either 'only' or 'very few' required)

For teacher use only

	Only some – 1m Very few – 1m Some / few – 0m
<i>Forest communities were originally made up of...</i> (1) those on the run from the law such as (2) lawbreakers and (3) escapees from prison, (4) the offspring of escaped slaves, and (5) French criminals who lived in forested French Guiana after completing their sentences because they were barred from returning to France (6) Deprived of cash and friends, (7) all these people could not settle anywhere else except in forests. (8) Many made a living by begging while (9) living in bad health and enduring terrible living conditions. (10) A great number were jobless. (77 words) [for 10 points]	

Answer Scheme**Section A [5 marks]**

Refer to Text 1 on Page 2 of the Insert for Questions 1 – 5.

- 1 What is the purpose of this poster?

To encourage audience to take part in the event. [1]
X to encourage people to take part in the competition.

- 2 Based on the poster, who do you think is the target audience?

Families. [1]

- 3 What does the phrase 'battle it out' suggest about the nature of the event?

It is a competitive event/ competition. [1]

- 4 Based on the text in the poster, what does an arborist work with?

Trees. [1]

- 5 Other than capturing the audience's attention, what is the other purpose of the question 'Think tree climbing is child's play'?

To highlight/emphasize that tree climbing is a challenging activity/
tree climbing is a professional sport. [1]

Section B [20 marks]

Refer to Text 2 on Pages 3 – 5 of the Insert for Questions 6 – 18.

- 6 What does the word 'poured' (line 2) suggest about the way the villagers were moving?

They moved out very quickly. [1]

- 7 Explain fully why a scorpion's sting is dangerous to a baby.

A scorpion's sting is dangerous to a baby because they are not strong enough to withstand the poison [1] so they could easily die from the poison [1].

- 8 List all the effects of a scorpion sting.

Swelling, fever, tightened throat and cramps in the stomach. [1]

Note: all 4 effects must be stated to be awarded 1m.

- 9 a) What does the word 'iron' (line 10) suggest about Juana's personality?

She was a strong/resilient/determined person. [1]

- b) What does the word 'fragile' (line 10) suggest about Juana's physique?

She's skinny/petite. [1]

X She is a weak person.

Accept: She looks weak.

- 10 With reference to paragraph 3, suggest what Kino and Juana do for a living and explain why.

They were fishermen/ boatmen [1] because they owned a boat. [1]

- 11 Explain fully why the doctor 'never came to the cluster of straw houses' (lines 18 – 29).

The doctor was never in the village because he had more than he could do to take care of the rich people [1] and did not have time to treat the poorer villagers/ he could earn more from the rich people [1].

- 12 The writer repeated the phrase 'would not come' (lines 21 – 23) 3 times.

What is his intention of doing that?

To emphasise the message. [1]

- 13 In your own words, explain how the procession moved to see the doctor.

The procession moved quietly [1] and speedily [1].

Keywords: quick & soft-footed

- 14 a) The author described the the city as 'the city of polished stone and plaster' (lines 35 – 36).

What does the phrase suggest about the standard of living in the city?

The standard of living in the city is high. [1]

- b) In your own words, give two pieces of evidence to support your answer in (a).

The people living in the city are rich because they have gardens with water fountains [1] and owned rare birds as pets [1].

Rephrase: 'cool gardens where little water played' and 'singing of caged exotic birds'.

- 15 What does the word 'crusted' (line 37) suggest about the bougainvillea?

There was so much bougainvillea that the wall is covered in them. [1]

- 16 Pick a word from paragraph 12 which suggests that people in the city value their privacy.

Secret. [1]

- 17 What does 'it' in line 40 refer to?

The procession. [1]

Accept: Group made up of villagers.

- 18 What does the phrase 'softly informed' (line 41) suggest about how the villagers were feeling?

They felt uneasy in the city because they did not belong there. [1]

Section C [25 marks]

Refer to Text 3 on Page 5 of the Insert for Questions 19 – 24.

- 19 What does the word 'especially' (line 3) suggest about the number of forest dwellers in the last 100 years?

That it had fallen significantly [1] in the past century.

- 20 Who does 'they' refer to in the following lines?

Line 5: **Outsiders**

Line 7: **Forest dwellers [1]**

Note: both answers must be correct before 1m is awarded.

- 21 Explain fully why forests are fast vanishing (line 11).

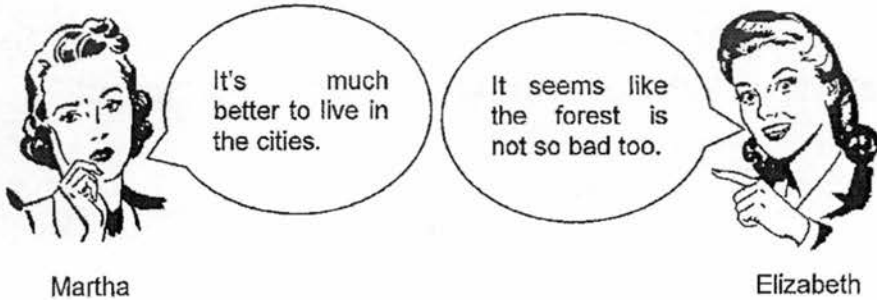
Forests are fast vanishing due to the developed world's insatiable demand for everything the planet has to offer [1] causing the trees in the forests to be cut down and used as natural resources. [1]

- 22 In your own words, explain why people who move from the cities to the forests are usually worse off.

Many of them suffer because they are extremely poor [1], do not have enough food for nutrients [1], and their children die young [1].

Rephrase: abject poverty, severe malnourishment, high infant mortality.

23



- a) In your own words, give two pieces of evidence to support Elizabeth's view.

Forest dwellers can grow food in the forest [1] and not be subjected to the stressful city lifestyle [1].

Rephrase: live off the land, escape the rat race

- b) Identify a phrase from the passage which supports Martha's view.

The phrase is 'enjoy the benefits of civilization'. [1]

- 24 **Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.**

Use only information from paragraphs 3 to 5 from Text 3.

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

Forest communities were originally made up of...

[15]

Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.	
Other forest communities were originally set up by (1) people escaping from the law, some were (2) conventional criminals and for a time they were joined by (3) escapees from the notorious penal colony of Devil's Island. In some places, other interesting communities moved into the forest. In the northern forests of South America are villages of Boni, the (4) descendants of escaped slaves who had been imported to service the sugar and rubber plantations of the area.	1. Those on the run from the law 2. Lawbreakers / people committing illegal actions 3. Escapees from prison 4. Offspring of escaped slaves
Devil's Island was located in French Guiana, a heavily forested region on the north-eastern coast of South America. Most of the French convicts, having completed their sentence, (5) were not allowed to return to France until they had endured a number of years as 'free men' in French Guiana, a period equivalent to the length of their original sentence.	5. French criminals were stuck in French Guiana, barred from returning to France before they served double their sentence
Many forest dwellers, regardless of their origin, (6) had no money, contacts or resources, and they had (7) nowhere else to go as they had no roots in the cities and towns. Many died in the most appalling circumstances (<i>not required – why their lives were miserable</i>). There are still a very few living in these communities, some of them only just (8) surviving by begging, (9) in appalling health and dreadful conditions. (10) Only a very few have managed to find work to sustain themselves.	6. Deprived of cash and friends (<i>two of the three – money, contacts, resources – required for the mark</i>) 7. Could not settle anywhere else 8. Made a living by begging 9. In bad health and terrible living conditions (<i>both required</i>) 10. A great number were jobless (<i>either 'only' or 'very few' required</i>)
<i>Forest communities were originally made up of...</i> (1) those on the run from the law such as (2) lawbreakers and (3) escapees from prison, (4) the offspring of escaped slaves, and (5) French criminals who lived in	

forested French Guiana after completing their sentences because they were barred from returning to France (6) Deprived of cash and friends, (7) all these people could not settle anywhere else except in forests. (8) Many made a living by begging while (9) living in bad health and enduring terrible living conditions. (10) A great number were jobless.

(77 words) [for 10 points]