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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the migrant crisis and migration to Europe. 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.

✓

More than a million migrants and refugees crossed into Europe in 2015, sparking a	
crisis as countries struggle to cope with the influx, and creating division in the	1.....
European Union over how best to deal in resettling people. The vast majority arrived	2.....
by sea but some migrants had made its way over land. The conflict in Syria	3.....
continues to be by far a biggest driver of migration. However the ongoing violence in	4.....
Afghanistan and Iraq, and poverty in Kosovo, are also leading people to look for	5.....
new lives elsewhere. Thus far, more than 3,770 migrants was reported to have died	6.....
trying to cross the Mediterranean in 2015. Most must have died on the crossing from	7.....
North Africa to Italy, and more than 800 died in the sea when crossing from Turkey to	8.....
Greece. The summer months are usually when most fatalities occurs as this is the	9.....
busiest time for migrants attempting to reach Europe, or in 2015, the deadliest month	10.....
for migrants was earlier before the summer season.	

Adapted from *Migrant Crisis*, BBC News.

Section B: Situational Writing [30 marks]

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

You should look at the printout of a poster on page 5. Study the information carefully and plan your answer before attempting to write.

To save the environment, your Form Teacher has tasked you, the Class Monitor, to organise two activities in Term 3 for the class to take part in. The three proposed options as shown in the poster are cleaning up Jurong Lake Park, recycling old items, and putting up a drama. Your Form Teacher wants you to ensure that the chosen activities are fun and educational for the students in your class.

Write a proposal to your Form Teacher, suggesting:

- 1) Why the two chosen activities are most suitable for your form class
- 2) How the activities will be fun for the students in your class
- 3) How the activities will be educational for the students in your class
- 4) How your class will prepare for the chosen options

Write your proposal in clear, accurate English and in a persuasive tone to convince your Form Teacher to agree with your choice of activities.

You may add any other details that might be of interest.
You should use your own words as much as possible.

Section C: Free Writing [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 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. Write about an encounter with someone you admire or always wanted to meet, and how it changed your life.
2. Write about the first time you spent the night away from home and why it was a worthwhile experience.
3. Describe a place in Singapore which all teenagers like to visit and explain why it is so popular with teenagers.
4. Describe the best eating place you have been to and explain why you like it.

Saving the Environment as a Class



Cleaning up Jurong Lake Park

Participate in cleaning up the litter found all over the park and the lake. Arm yourselves with gloves and plastic bags before you head out.



Recycling old items

Set up a recycling corner and encourage your classmates to contribute old items for recycling. Examples of items to contribute include old clothes, handphones and batteries.



Putting up a Drama

Raise awareness about global warming and the changes in climate through a drama. Demonstrate clearly how you and I can play our part to save the environment.

END OF PAPER

Candidate Name:

Class Index No.



FUHUA SECONDARY SCHOOL

Secondary Two Express

Mid-Year Examination 2016

2E

[illegible]**ENGLISH LANGUAGE**

1128/02

PAPER 2

INSERT

Additional Materials:

Question Booklet

DATE 4 May 2016
TIME 1045 – 1225
DURATION 1 hour 40 minutes

INSTRUCTIONS TO CANDIDATES

This Insert contains Text 1 and Text 2.

This Insert consists of 5 printed pages including this page.

Section A [20 marks]

Text 1

The text below is about Mafatu – the boy who was afraid – until his love for his dog gave him the courage to overcome his fear of the sea. Read it carefully and answer Questions 1 –11 in the Question Booklet.

- 1 Even on the morning that Mafatu had finished making his knife, he did not feel as brave as he would have liked. He hoped he would never see the hammerhead* again. Paddling out to the distant reef, he glanced down at the long-bladed knife which hung about his neck by a cord of rope. He gulped. It was, after all, only a knife made by a boy from a whale's rib. 5
- 2 Uri sat on the edge of the raft, sniffing at the wind. Mafatu always took his dog along, for Uri howled pitifully if he were left behind. And Mafatu had come to rely on the companionship of the little yellow dog. The boy talked with the animal as if he were another person, consulting with him, arguing, and played when there was time for play. They were very close, those two. 10
- 3 This morning as they approached the spot where the fish trap was anchored, Mafatu saw the dorsal of the hated hammerhead circling slowly in the water. It was like a triangle of grey rock, making a little furrow in the water as it passed.
- 4 'You there!' the boy shouted roughly, trying to bolster up his courage. 'I have my knife today, see! Coward who robs traps – catch your own fish!' 15
- 5 The hammerhead approached the raft in a leisurely fashion; it rolled over slightly, and its gaping jaws seemed to curve in a malicious grin. Uri ran to the edge of the raft, barking furiously; the hair on the dog's neck stood up in a bristling ridge. The shark, unconcerned, moved away. Then with a whip of its powerful tail it rushed at the bamboo fish trap and seized it in his jaws. Mafatu was struck dumb. The hammerhead shook the trap as a dog might shake a rat. The boy watched, fascinated, unable to make a move. He saw the muscles work in the shark's neck as the great tail thrashed the water furiously. The trap splintered into bits, while the fish within escaped only to vanish into the shark's mouth. 20
- 6 Mafatu was filled with impotent rage. The hours he had spent making that trap -- but all he could do was shout threats at his enemy. Uri was running from one side of the raft to the other, furious with excitement. A large wave splashed across the reef. At that second, the dog's shift in weight tipped the raft at a perilous angle. With a helpless yelp, Uri slid into the water. Mafatu sprang to catch him but he was too late. 25
- 7 Instantly, the hammerhead whipped about. The wave pushed the raft away. Uri, swimming frantically, tried to regain it. There was desperation in the brown eyes. Mafatu strained forward. His dog. His companion The hammerhead was moving in slowly. A mighty rage stormed through the boy. He gripped his knife. Then he was over the side in a clean-curving dive. 30

- 8 Mafatu came up under his enemy. The shark spun about. Its rough hide scraped the 35
flesh from the boy's shoulder. In that instant, Mafatu stabbed. Deep, deep into the
white belly. Water lashed to foam. Stunned, gasping, the boy fought for life and air.
It seemed that he would never reach the surface. His lungs would burst!
- 9 At last, his head broke water. Putting his face to the surface, he saw the great shark
turn over, fathoms deep. Blood flowed from the wound in its belly. Instantly, fellow 40
grey beasts rushed in, tearing the wounded hammerhead to pieces.

Adapted from 'The Boy Who Was Afraid' by Armstrong Sperry

*hammerhead: A group of sharks, so named for the unusual and distinctive structure of their heads, which are flattened and laterally extended into a "hammer" shape.

Section B [25 marks]

Text 2

The text below is about the influence of social media on teenagers. Read it carefully and answer Questions 12–18 in the Question Booklet.

- 1 The influence of social media on teenagers is of particular importance. This is because this particular group of children is not only emotionally fragile but is also among the heaviest users of social networking. According to a report by Common Sense Media, 75 percent of teenagers in America currently have profiles on social networking sites. While social networking plays a vital role in broadening social connections and acquiring technical skills, its risks cannot be overlooked. The difficulty in self-regulation and susceptibility to peer pressure make adolescents vulnerable to such risks. 5
- 2 One example is cyberbullying. The American Psychological Association defines bullying as aggressive behaviour by an individual that causes discomfort to another. This could take the form of sending menacing online advances, forwarding a private note to a group without the permission of the original writer, or trolling – the act of deliberately inflicting hatred, bigotry*, racism, misogyny* anonymously. Research found that nearly 39 percent of teens on social network have been cyberbullied in some way, compared with 22 percent of online teens who do not use social networks. 10 15
- 3 Cyberbullying appears easy to the bully because they do not see their victims' reactions in person, and thus the impact of the consequences is small. In reality, however, the consequences can be life altering to the extent that the victims could go as far as taking their lives or become psychologically distressed enough to require medical intervention. 20
- 4 "Facebook depression" is another problem teenagers have to deal with. It is defined as emotional disturbance that develops when preteens and teens spend a great deal of time on social media sites. Recent studies have shown that comparisons are the main cause of Facebook depression. The studies showed that comparing with people better than oneself is likely to make you feel bad about yourself. However, there are contradictory reports as well. Another study showed that Facebook makes us happier and there is increased social trust and engagement among users. These studies show that the effect of social network on well-being hinges on how social networks are used — whether to connect or to compare. 25 30
- 5 Another risk of extensive social networking among youth is having your private life exposed to the world. The digital footprint is a permanent trail that users of social media leave the moment they sign into any service. The digital footprint, by its permanence, can have serious repercussions in future. Potential employers and those in our social circles may learn about things that disadvantage us through the posts, comments, tweets and retweets we have left on various social media accounts. Finally, a recent survey of 1000 Americans teenagers found that half of them divulged too much personal data online which was then used against them. 35

- 6 Adolescence is the time to spread wings and take the tentative first flight out into the world, and parents and caregivers must be part of the process. In the domain of social networking, this entails parents becoming educated about the advantages and disadvantages of social networking and themselves joining social network sites, not to hover, but to be aware of the activities of their teenage wards. It is essential that parents are aware of and monitor privacy settings and online profiles of their wards. Open discussions about social network protocols and etiquettes would help establish global digital citizenship and healthy behaviour. 40 45

Adapted from THE BLOG – Influence of Social Media on Teenagers, Suren Ramasubbu, Co-founder & CEO, Mobicip.com

*bigotry: intolerance towards those who hold different opinions from oneself

*misogyny: prejudice against women

End of Paper

Class Index No.

Candidate Name: _____

**FUHUA SECONDARY SCHOOL**

Secondary Two Express

Mid-Year Examination 2016

2E

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**ENGLISH LANGUAGE
 PAPER 2
 QUESTION BOOKLET**

1128/02

Additional Materials:
Insert

DATE 4 May 2016
TIME 1045 – 1225
DURATION 1 hour 40 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, class and index number on 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** the questions in the booklet.

Write your answers in the spaces provided in this booklet.

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

The total number of marks for this paper is 45.

Section A	Section B
/ 20	/ 25

PARENT'S SIGNATURE	FOR EXAMINER'S USE	Highest Mark:	Lowest Mark:
	/ 45		

Setters: Ms Foo XC

Vetters: Mrs Seah, Ms Tham, Miss Janet Xu
 & Miss Koh

This question paper consists of 6 printed pages including this page.

Section A [20 marks]

Refer to Text 1 on pages 2 - 3 of the Insert for Questions 1 – 11.

- 1 'It was, after all, only a knife made by a boy from a whale's rib'. (lines 4 – 5).
What does this suggest about how Mafatu feels towards his weapon?
-
- [1]
- 2 a. Referring to paragraph 2, why did Mafatu always take his dog, Uri, with him on the raft?
-
- [1]
- b. From the same paragraph, provide two pieces of evidence to show that Mafatu and his dog were 'very close' (line 10).
-
- [1]
- 3 Why does Mafatu need to 'bolster up his courage' (line 14)?
-
-
- [2]
- 4 'its gaping jaws seemed to curve in a malicious grin.' (line 17) What is unusual and effective about this description of the shark?
-
-
- [2]
- 5 What is the shark's attitude towards Uri's barking in paragraph 5? Answer in your own words.
-
- [1]

- 6 a. 'The hammerhead shook the trap as a dog might shake a rat.' (lines 20 – 21). What does this simile tell us about what the hammerhead was doing to the trap?

.....

 [2]

- b. Identify two other words in the same paragraph that are in direct contrast to the 'leisurely fashion' approach the shark had initially taken.

.....
 [2]

- 7 'At that second, the dog's shift in weight tipped the raft at a perilous angle.' (lines 27 – 28). What does this tell you about the raft?

.....
 [1]

- 8 Explain why a 'mighty rage stormed through' (line 33) Mafatu.

.....
 [1]

- 9 Which phrase in paragraph 8 suggests that the killing of the shark caused great turbulence in the water?

.....
 [1]

- 10 What happened to the wounded shark in paragraph 9?

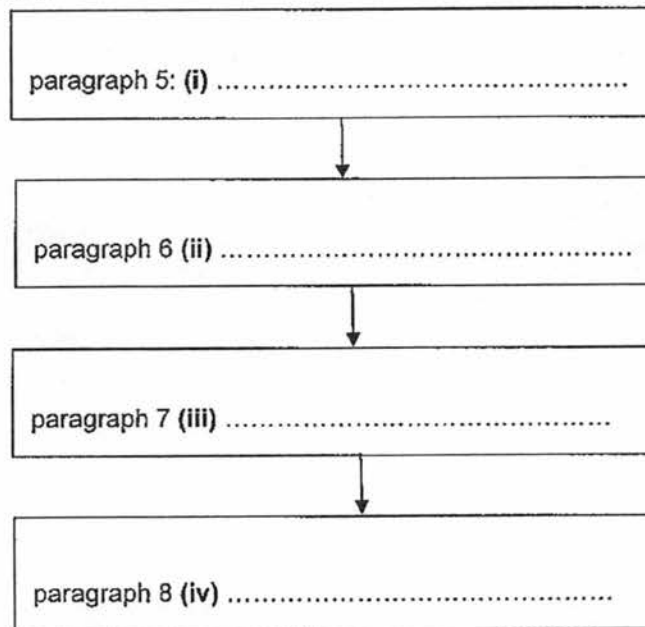
.....
 [1]

- 11 The structure of the text reflects the main feelings of Mafatu as he reacts to the shark. 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.

Mafatu's feelings

panicky stunned lost confused powerless angry relieved

Flow chart



[4]

Section B [25 marks]

Refer to Text 2 on pages 4 – 5 of the Insert for Questions 12 – 18.

- 12 Referring to paragraph 1, explain, in your own words, why the writer believes the influence of social media on teenagers is particularly worrying?

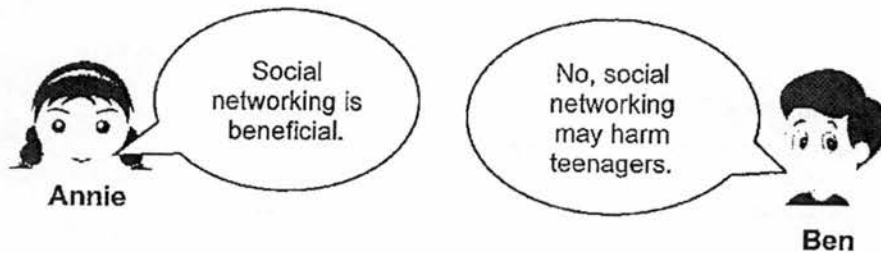
.....

.....

.....

[2]

- 13 Here is part of a conversation between two students, Annie and Ben who have read the article.



- (i) Identify one example from paragraph 1 that Annie can give to support her view.

.....

.....

[1]

- (ii) Give a reason Ben could use to explain his position.

.....

.....

[1]

- 14 From paragraph 4, how do the different ways we use social media affect our well-being?

If we use it to connect with others,	
If we use it to compare with others,	

[2]

- 15 What does the phrase 'digital footprint' (line 33) refer to?

.....

.....

[1]

- 16 'Adolescence is **the time to spread wings** and **take the tentative first flight out into the world**' (lines 39 – 40). What **two** things do the phrases in bold suggest teenagers should do?

Adolescence is the time to spread wings	Teenagers should
and take the tentative first flight out into the world	Teenagers should

[2]

- 17 Why should parents not 'hover' (line 43) on social network sites?

.....

.....

[1]

- 18 Using your own words as far as possible, summarise the impact of social media on teenagers.

Use only the material from paragraphs 2 to 5 of the passage.

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.

One of the many impacts of social media on teenagers is ...

[15]

End of Paper

Class:

SUMMARY WRITING

- Use only the material from paragraphs 2 to 5 of the passage.**

One of the many impacts of social media on teenagers is

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing 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.

..[15]

Content	/8
Language	/7
Total	/15

No. of words: _____

MYE Sec 2 Express 2016**Answer scheme****Section A [10 marks]**

More than a million migrants and refugees crossed into Europe in 2015, sparking a	
crisis as countries struggle to cope with the influx, and creating division in the	1 <u>struggled</u> (present → past)
European Union over how best to deal in resettling people. The vast majority arrived	2 <u>with</u> (phrasal verb)
by sea but some migrants had made its way over land. The conflict in Syria	3 <u>their</u> (personal pronoun)
continues to be by far a biggest driver of migration. However the ongoing violence in	4 <u>the</u> (article)
Afghanistan and Iraq, and poverty in Kosovo, are also leading people to look for	5 ✓
new lives elsewhere. Thus far, more than 3,770 migrants was reported to have died	6 <u>were</u> (SVA)
trying to cross the Mediterranean in 2015. Most must have died on the crossing from	7 <u>would</u> (modal verb)
North Africa to Italy, and more than 800 died in the sea when crossing from Turkey	8 ✓
to Greece. The summer months are usually when most fatalities occurs as this is the	9 <u>occur</u> (SVA)
busiest time for migrants attempting to reach Europe, or in 2015, the deadliest month	10 <u>but</u> (connector)
for migrants was earlier before the summer season.	

Adapted from *Migrant Crisis*, BBC News.

Section B (Situational Writing)

Question Analysis

I (Identity)	Me, Class Monitor
A (Audience)	Form Teacher
R (Register)	Formal and persuasive
P (Purpose)	To convince your Form Teacher to agree with the two activities you propose for the class to save the environment.
R (Requirements)	1) Why the two chosen activities are most suitable for your form class 2) How the activities will be fun and; 3) How the activities will be educational for the students in your class 4) How your class will prepare for the chosen options

Marks	Requirements
9 - 10 marks	4/4 addressed and ALL points well elaborated
7 - 8 marks	4/4 addressed with some elaboration
5 - 6 marks	3/4 addressed
3 - 4 marks	2/4 addressed
1 - 2 marks	1/4 addressed

Wrong Format	Deduct 1 mark from TF scores
Wrong Tone/ Audience	Deduct 1-2 marks depending on severity of mistakes
Wholesale copying information off the visual text	Penalised under language marks Scoring Norm for wholesale copying: 13/20 maximum

Format of Proposal

To: Mrs/Ms XX
 Form Teacher of Class 2XX
 Fuhua Secondary School

To: Recipient's Name
 Recipient's Position
 Recipient's Organisation

From: Robert Lim
 Class Monitor
 Class 2XX

From: Writer's Name
 Writer's Position
 Writer's Class

25 March 2016

Date

Re: Recommendation of Two Activities to save the environment

Re: Heading/Title

<Proposal>

Report written by:
 Robert Lim

Report written by:
 Recipient's Name

FUHUA SECONDARY SCHOOL

Secondary Two Express
Mid Year Examination 2016ENGLISH LANGUAGE
PAPER 2

1128/02

ANSWER KEY

Section A [20 marks]

Refer to Text 1 on pages 2 – 3 of the Insert for Questions 1 – 11.

- 1 'It was, after all, only a knife made by a boy from a whale's rib'. (lines 4 – 5). [LU]
What does this suggest about how Mafatu feels towards his weapon?

Any of the following:

- He does **not feel confident** about it.
- He does **not feel** it would be **effective** (against the shark).
- He feels that it is **useless** (against the shark).
- He does **not feel** that it would be a **powerful weapon**. [1]

- 2 a. Referring to paragraph 2, why did Mafatu always take his dog, Uri, with him on the raft? [F]

Uri **howled pitifully** if he were left behind. [1]

- b. From the same paragraph, provide **two** pieces of evidence to show that Mafatu and his dog were 'very close' (line 10). [F]

The boy **talked with the animal as if he were another person**, (consulting with him, arguing), and **played** when there was time for play. -

Note: the entire sentence illustrates Mafatu's love. 'Talk[ing]' and 'Play[ing]' on its own does not adequately illustrate the love. Support is provided to students by indicating the need for **two pieces** of evidence to gain 1m. [1]

- 3 Why does Mafatu need to 'bolster up his courage' (line 14)? [1]

He needs to **scare/chase away the hammerhead** (to protect his fish) [1] but he is **afraid** of it [1].

Not accepted

He needs to put up a brave front. (This is a rephrasing of 'bolster up his courage'. It does not explain **why** he needs to do so.) [2]

- 4 'its gaping jaws seemed to curve in a malicious grin.' (line 17) What is unusual and effective about this description of the shark? [LU]

It is unusual because 'malicious' suggests that

Any of the following:

- the shark has an **evil intention** (which is not something animals feel.)
- is hatching an **evil plan** to harm Mafatu (which is something only humans may do.)
- **A grin is usually not seen as evil.** [1]

It is effective because it suggests that the shark is **dangerous/ threatening/ destructive/ menacing/ frightening.** [1]

[2]

- 5 What is the shark's attitude towards Uri's barking in paragraph 5? **Answer in your own words.** [OW]

From passage: 'The shark, **unconcerned**, moved away.'

Any of the following:

- The shark was **not bothered** by it.
- The shark **ignored** it.
- The shark **did not care** about it.
- The shark was **unaffected** by it.
- The shark was **unafraid** of it.

[1]

- 6 a. 'The hammerhead shook the trap as a dog might shake a rat.' (lines 20 – 21). What does this simile tell us about what the hammerhead was doing to the trap? [LU]

It tells us that the hammerhead

- was using **great/immense/huge/strong force** [1] to **pry open/dismantle** the trap [1]
- was **forcefully** [1] **destroying** [1] the trap

[2]

- b. Identify **two** other words in the same paragraph that are in direct contrast to the 'leisurely fashion' approach the shark had initially taken. [LU]

- '**rushed**' [1]
- '**seized**' [1]

Answers need to indicated quotation marks to get the point.

'leisurely fashion' refers to the **speed**. Hence, only contrasting words related to speed are accepted.

Not accepted:

'with a whip of its powerful tail' (impact/strength)
'thrashed' (impact/strength)

[2]

- 7 'At that second, the dog's shift in weight tipped the raft at a perilous angle.' (lines 27 – 28). What does this tell you about the raft? [I]

- it is **light**.
- It is only meant for one person.
- It is **unstable**.
- It is **delicately balanced**/ it does not have good balance.

Not accepted:

It is poorly made. (Too general – answer must refer to the weight or balance of the raft because of the clue given by 'weight tipped the raft at a perilous angle'.)

[1]

- 8 Explain why a 'mighty rage stormed through' (line 33) Mafatu.

[1]

The **hammerhead was about to eat** his beloved dog. (Need to show that the shark is responsible. The anger is directed at the shark.)

Not accepted:

His dog was about to die.

[1]

- 9 Which phrase in paragraph 8 suggests that the killing of the shark caused great turbulence in the water? [LU]

'Water lashed to foam'

[1]

- 10 What happened to the wounded shark in paragraph 9? [F]

It was **eaten** by the **other sharks**.

Not accepted:

It was eaten by the other fish.

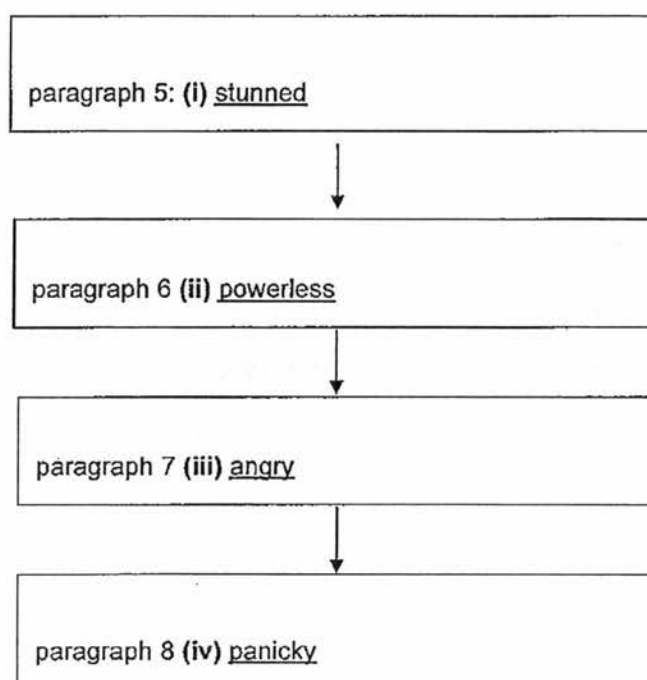
[1]

- 11 The structure of the text reflects the main feelings of Mafatu as he reacts to the shark. 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.

Mafatu's feelings

panicky stunned lost confused powerless angry relieved

Flow chart



[4]

Section B [25 marks]

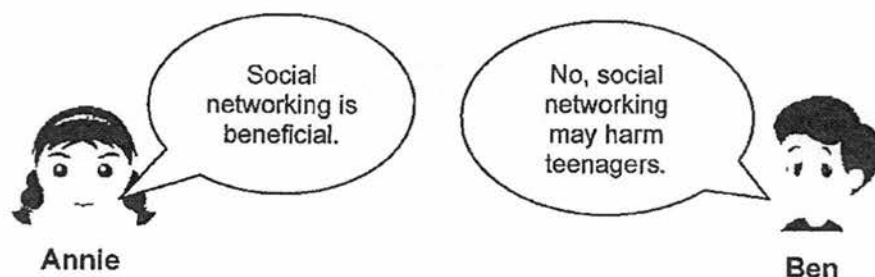
Refer to Text 2 on pages 4 – 5 of the Insert for Questions 12 – 18.

- 12 Referring to paragraph 1, explain, in your own words, why the writer believes the influence of social media on teenagers is particularly worrying? [OW]

From passage	Own Words
<i>'this particular group of children is not only emotionally vulnerable</i>	They are - Mentally weak/ fragile/ frail/ susceptible - easily influenced mentally
<i>but is also among the heaviest users of social networking.'</i>	and are the most active users of social networking.

[2]

- 13 Here is part of a conversation between two students, Annie and Ben who have read the article.



[F]

- (i) Identify one example from paragraph 1 that Annie can give to support her view.

Any of the following

- Social networking can **broaden social connections**.
- Social networking can **develop technical skills**.

[1]

- (ii) Give a reason Ben could use to explain his position.

[F]

Any of the following:

- Teenagers have **difficulty in self-regulation**.
- Teenagers are **prone to peer pressure**.
- There might be **cyberbullying**.

[1]

- 14 From paragraph 4, how do the different ways we use social media affect our well-being? [F]

If we use it to connect with others,	it may lead to happiness.
If we use it to compare with others,	it may lead to depression.

[2]

- 15 What does the phrase 'digital footprint' (line 33) refer to? [F]

Any of the following:

- It is a permanent trail that social media users leave online when they sign into any service.
- It refers to posts, comments, tweets and retweets we have left on various social media accounts.

[1]

- 16 'Adolescence is the time to **spread wings** and **take the tentative first flight out into the world**' (lines 39 – 40). What two things do the phrases in bold suggest teenagers should do? [LU]

Adolescence is the time to spread wings	Teenagers should - explore their abilities/talents - learn about their potential - fulfil their potential - find out about themselves [1] Any of the above.
and take the tentative first flight out into the world	Teenagers should - find out about the opportunities in the world - try new things - explore the world [1] Any of the above.

[2]

- 17 Why should parents not 'hover' (line 43) on social network sites? [I]

Any of the following:

- This would intrude on their children's privacy.
- This would restrict their children's freedom.

[1]

- 18 Using your own words as far as possible, summarise the impact of social media on teenagers.

Use only the material from paragraphs 2 to 5 of the passage.

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.

One of the many impacts of social media on teenagers is ...

[15]

Passage Analysis

2	One example is cyberbullying. [CP1] The American Psychological Association defines bullying as aggressive behaviour by an individual that causes discomfort to another. This could take the form of sending menacing online advances, forwarding a private note to a group without the permission of the original writer, or trolling – the act of deliberately inflicting hatred, bigotry, racism, misogyny anonymously. Pew research found that nearly 39 percent of teens on social network have been cyberbullied in some way, compared with 22 percent of online teens who do not use social networks.
3	Cyberbullying appears easy to the bully because they do not see their victims' reactions in person, and thus the impact of the consequences is small. In reality, however, the consequences can be life altering to the extent that the victims could go as far as taking their lives [CP2] or become psychologically distressed enough to require medical intervention. [CP3]
4	"Facebook depression," is another problem teenagers have to deal with [CP4]. It is defined as emotional disturbance that develops when preteens and teens spend a great deal of time on social media sites. Recent studies have shown that comparisons are the main cause of Facebook depression. The studies showed that comparing with people better than oneself is likely to make you feel bad about yourself. [CP5] However, there are contradictory reports as well. Another study showed that Facebook makes us happier [CP6] and there is increased social trust and engagement among users. [CP7] These studies show that the effect of social network on well-being hinges on how social networks are used — whether to connect or to compare [repeat of CP 5 & CP6].
5	Another risk of extensive social networking among youth is having your private life exposed to the world. [CP8] The digital footprint is a permanent trail that users of social media leave the moment they sign into any service.[CP9] The digital footprint, by its permanence, can have serious repercussions in future. Potential employers and those in our social circles may learn about things that disadvantage us [CP10] through the posts, comments, tweets and retweets we have left on various social media accounts. Finally, a recent survey of 1000 Americans teenagers found that half of them divulged too much personal data online which was then used against them. [CP11]

CP	Original	Rephrased
1	One example is cyberbullying.	cyberbullying
2	the consequences can be life altering to the extent that the victims could go as far as taking their lives	whose effect may be so damaging/ life changing that victims may even commit suicide
3	become psychologically distressed enough to require medical intervention.	become so mentally affected that they need medical help/attention
4	"Facebook depression" is another problem teenagers have to deal with <u>Not accepted:</u> 'an emotional disturbance that develops when preteens and teens spend a great deal of time on social media sites' – this is the definition of FB depression, i.e. an elaboration of it rather than the key point itself.	Another impact is 'Facebook depression'
5	The studies showed that comparing with people better than oneself is likely to make you feel bad about yourself	Research showed that comparing with superior others tends to make one depressed
6	Another study showed that Facebook makes us happier	A different study, however, illustrated that Facebook lifts our spirits/makes us more joyful/positive
	These studies show that the effect of social network on well-being hinges on how social networks are used — whether to connect or to compare.	<u>Note:</u> This is a repeat of CP 5 and CP6. CP5: If we use it to compare with others, it may lead to depressions. CP6: If we use it to connect with others, it may lead to happiness. If students copy wholesale, <u>only award 1m</u> if previously <u>no marks</u> were awarded for either CP5 or CP6.
7	and there is increased social trust and engagement among users.	and improves social trust and interaction among users
8	Another risk of extensive social networking among youth is having your private life exposed to the world.	The third impact is the <u>loss of privacy</u>
9	The digital footprint is a permanent trail that users of social media leave the moment they sign into any service.	The digital footprint leaves <u>an unerasable mark</u> on social media.
10	Potential employers and those in our social circles may learn about things that disadvantage us	Future bosses and friends may know things that <u>negatively affect us / are not in our favour</u>
11	a recent survey of 1000 Americans	Many American teenagers

CP	Original	Rephrased
	teenagers found that half of them divulged too much personal data online [repeat of CP9] which was then used against them	revealed/exposed/shared too much personal information online [repeat of CP9] which was <u>used to hurt/damage</u> them

One of the many impacts of social media on teenagers is ...

cyberbullying whose effects may be so damaging that it may cause victims to commit suicide or become so mentally affected that they need medical help/attention. Another impact is 'Facebook depression'. Research showed that comparing with superior others tends to make one depressed. The third impact is the loss of privacy. Future bosses and friends may learn about things that negatively affect us. Many American teenagers revealed too much personal information online which was used to damage them.

(77 words for 8CP, omitted CP6, 7 &9)

Marking Rubrics for Language Use Component [7 marks]:

Marks	Language
0	- Complete transcript - Inclusion of irrelevant sections - Incoherence
1 – 2	- Indiscriminate lifting with no selection of relevant points - Single-word substitution - Fragments - Poor grammar and spelling
3 – 4	- Some attempts to rephrase (but not always accurate) - Consistent single-word substitution - Largely accurate grammar and spelling
5 – 6	- Generally successful attempts to rephrase - Appropriate connectors - Almost accurate grammar and spelling
7	- Accurate rephrasing - Effective connectors - Good grammar and spelling

End of Paper

