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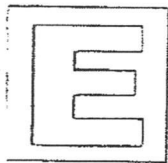
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**GAN ENG SENG SCHOOL**  
**End-of-Year Examination 2015**



CANDIDATE  
NAME

CLASS

INDEX  
NUMBER

**ENGLISH LANGUAGE**

Paper 2 Comprehension

**1128/02**

29 September 2015

1 hour 50 minutes

**Sec 3 Express**

Candidates answer on the Question Booklet.

Additional Materials: Insert

**READ THESE INSTRUCTIONS FIRST**

Write your index number and name on all the work you hand in.

Write in dark blue or black pen 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 the sections.

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

| For Examiner's Use |      |
|--------------------|------|
| Section A          | / 5  |
| Section B          | / 20 |
| Section C          | / 10 |
|                    | / 15 |
| Total              | / 50 |

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English Language and Literature Department



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[Turn over]



## Section A [5 marks]

## Text 1

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

For  
Examiner's  
Use

- 1 The advertisement begins with the statement "It's not just a cow". What does it suggest about the direct impact of the cow on families.

.....

.....

.....

..... [2]

- 2 What is the long-term impact of the cow on the family and the community?

.....

..... [1]

- 3 What is the indirect agreement between Heifer International and the family that receives the cow?

.....

..... [1]

- 4 Which sentence gives the main purpose of the advertisement?

.....

..... [1]

## Section B [20 marks]

## Text 2

Refer to Text 2 on page 3 of the Insert for Questions 5-12.

For  
Examiner's  
Use

- 5 In paragraph 1, how did the landing of the Thing appear to be like a falling star?

.....

.....

.....

..... [2]

- 6 In paragraph 2 "Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night."

- (i) Which word suggests that it is not the first time the people might have seen a meteorite?

.....

..... [1]

- (ii) How did the people react to meteorite or The Thing?

.....

..... [1]

- 7 In paragraph 3, Ogilvy discovered The Thing in the morning. What was the impact of The Thing on the town and its surroundings?

.....

.....

.....

..... [3]

- 8 In paragraph 4, Ogilvy was surprised by certain features of The Thing. Identify details from the text that corresponds with these features. One example has been done for you.

| Features of<br>The Thing | Details from the passage       |
|--------------------------|--------------------------------|
| Size                     | Diameter of about thirty yards |
| Shape                    |                                |
| Colour                   |                                |

[2]

- 9 Ogilvy was "dimly perceiving even then some evidence of design in its arrival" (line 30). What does this suggest about The Thing's landing?

.....

..... [1]

- 10 In paragraph 5, Ogilvy was alone. Explain how the language used makes the atmosphere seem very quiet.

Support your ideas with three details from paragraph 5.

.....

.....

.....

.....

.....

..... [3]

- 11 In paragraph 6, the surface of The Thing was "dropping off in flakes and pouring down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth".

- (i) What does "pouring down" suggest about the movement of The Thing?

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

- (ii) What does the phrase "brought his heart into his mouth" suggest about Ogilvy's state of mind? [1]

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

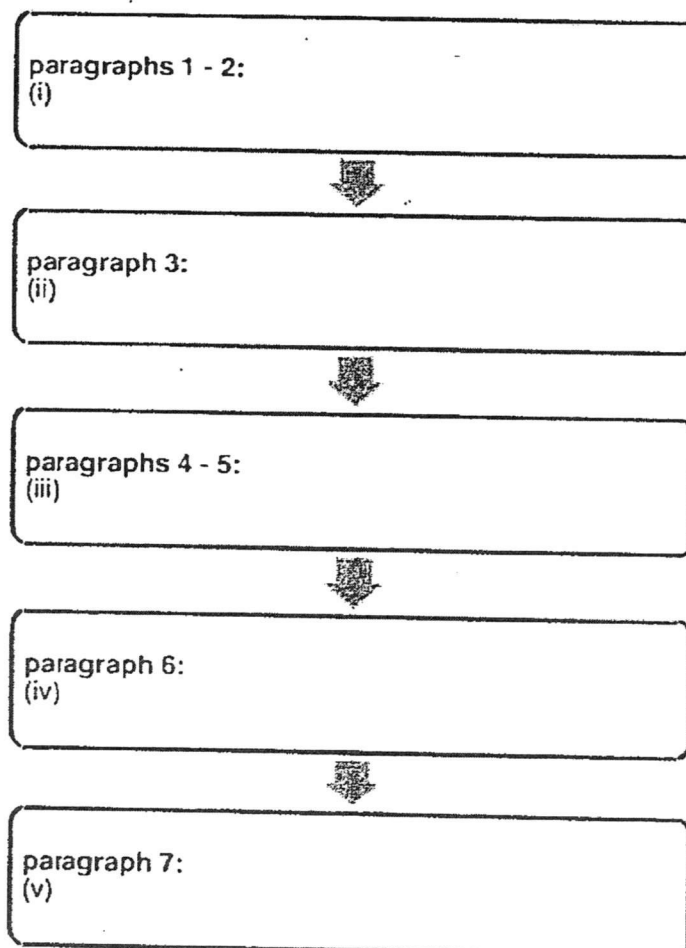
- 12 The structure of the text reflects the main stages in the narrative.

Complete the flow chart by choosing **one** phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box you do not need to use.

**Main stages**

|                         |                       |                      |
|-------------------------|-----------------------|----------------------|
| a shocking revelation   | a sudden loss         | a mysterious arrival |
| careful scrutiny        | surveying the scene   |                      |
| an unexpected discovery | facing up to a threat |                      |

**Flow chart**



[5]

## Section C [25 marks]

## Text 3

Refer to Text 3 on page 5 of the Insert for Questions 13-18.

For  
Examiner's  
Use

- 13 From paragraph 1, what is the function of the "Social Web"? [2]

.....

.....

..... [2]

- 14 What is the opinion of local and foreign countries with regards to social media, according to lines 5-6? **Answer in your own words.** [2]

.....

.....

..... [2]

- 15 Explain how Singapore continues to "maintain its edge in our networked world" (lines 13-14). [2]

.....

.....

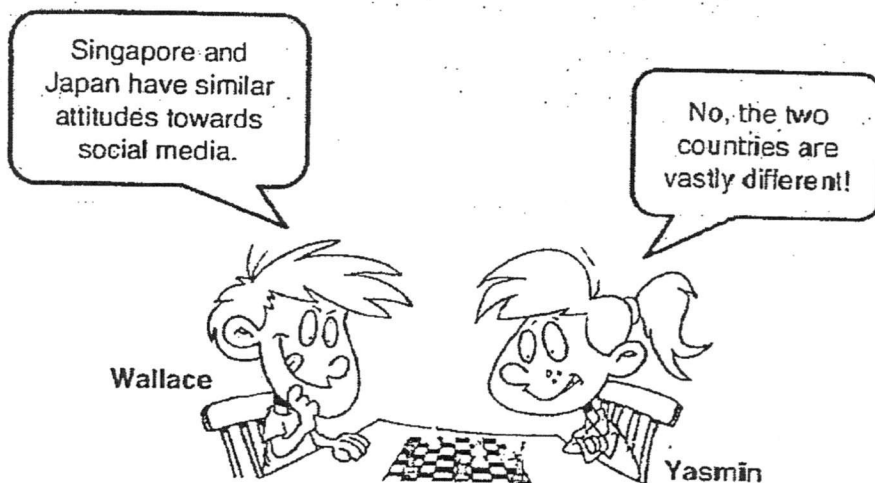
..... [2]

- 16 In paragraph 3, what is one drawback to Singapore's social media usage? [1]

.....

..... [1]

- 17 Here is a part of a conversation between two students, Yasmin and Wallace who have read the article.



- (i) Identify **two** reasons from paragraph 3 that Wallace can give to support his view.

.....

.....

.....

..... [2]

- (ii) How would Yasmin explain her position with reference to paragraph 3?

.....

..... [1]

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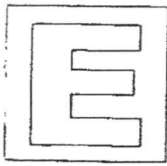
This image shows a full page of handwriting practice paper. It features multiple horizontal rows, each consisting of a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing a guide for letter height and placement. There are no margins or additional markings present.

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

| Summary |      |
|---------|------|
| Content | / 8  |
| Style   | / 7  |
| Total   | / 15 |

END OF PAPER





**GAN ENG SENG SCHOOL**  
**End-of-Year Examination 2015**



CANDIDATE  
NAME

CLASS

INDEX  
NUMBER

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**ENGLISH LANGUAGE**

Paper 2 Comprehension

**1128/02**

29 September 2015

1 hour 50 minutes

**Sec 3 Express**

Insert

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**READ THESE INSTRUCTIONS FIRST**

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

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[Turn over]

## Section A

## Text 1

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

It's **NOT** just a **COW**



When a family has a cow, every morning there's a glass of rich milk for the children to drink before heading off to school. Cows are paid with the income from the sale of milk, and there's even enough to share with the neighbors.

A good dairy cow can produce four gallons of milk a day, enough for a family to drink and share with neighbors. Milk protein transforms sick, malnourished children into healthy boys and girls. The sale of surplus milk earns money for school fees, medicine, clothing and home improvements.

Better yet, every gift multiplies, as the animal's first offspring is passed on to another family then they also agree to pass on an animal, and so on.

And because a healthy cow can produce a calf every year, every gift will be passed on and eventually help an entire community move from poverty to self-reliance. Now that's a gift worth giving!

it's a **FUTURE**

Provide a future for a community for \$500 at [www.heifer.org](http://www.heifer.org)

**HEIFER**  
INTERNATIONAL

## Section B

## Text 2

*The text below is about the sighting of a mysterious object, referred to as The Thing. Read it carefully and answer Questions 5-12 in the Question Booklet.*

- 1 Then came the night of the first falling star. It was seen early in the morning, rushing over Winchester eastward, a line of flame high in the atmosphere. Hundreds must have seen it, and taken it for an ordinary falling star. Albin described it as leaving a greenish streak behind it that glowed for some seconds. Denning, our greatest authority on meteorites, stated that the height of its first appearance was about ninety or one hundred miles. It seemed to him that it fell to earth about one hundred miles east of him. 5
- 2 Some of those who saw its flight say it travelled with a hissing sound. I myself heard nothing of that. Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night. 10
- 3 But very early in the morning poor Ogilvy, who had seen the shooting star and who was persuaded that a meteorite lay somewhere on the common between Horsell, Ottershaw, and Woking, rose early with the idea of finding it. Find it he did, soon after dawn, and not far from the sand pits. An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction over the heath, forming heaps visible a mile and a half away. The heather was on fire eastward, and a thin blue smoke rose against the dawn. 15
- 4 The Thing itself lay almost entirely buried in sand, amidst the scattered splinters of a fir tree it had shattered to fragments in its descent. The uncovered part had the appearance of a huge cylinder, caked over and its outline softened by a thick scaly dun-coloured incrustation. It had a diameter of about thirty yards. He approached the mass, surprised at the size and more so at the shape, since most meteorites are rounded more or less completely. It was, however, still so hot from its flight through the air as to forbid his near approach. A stirring noise within its cylinder he ascribed to the unequal cooling of its surface; for at that time it had not occurred to him that it might be hollow. 20 25
- 5 He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance, astonished chiefly at its unusual shape and colour, and dimly perceiving even then some evidence of design in its arrival. The early morning was wonderfully still, and the sun, just clearing the pine trees towards Weybridge, was already warm. He did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cindery cylinder. He was all alone on the common. 30
- 6 Then suddenly he noticed with a start that some of the grey clinker, the ashy incrustation that covered the meteorite, was falling off the circular edge of the end. It was dropping off in flakes and pouring down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth. 35

- 7 For a minute he scarcely realised what this meant, and then he perceived that, very slowly, the circular top of the cylinder was rotating on its body. It was such a gradual movement that he discovered it only through noticing that a black mark that had been near him five minutes ago was now at the other side of the circumference. Even then he scarcely understood what this indicated, until he heard a muffled grating sound and saw the black mark jerk forward an inch or so. Then the thing came upon him in a flash. The cylinder was artificial—hollow—with an end that screwed out! Something within the cylinder was unscrewing the top! "Good heavens!" said Ogilvy. "There's a man in it— men in it! Half roasted to death! Trying to escape!"

40

45

## Section C

## Text 3

The article below is about social media usage. Read it carefully and answer Questions 13-18 in the Question Booklet.

- 1 The Internet has, since its advent in the mid-90s, transformed the dynamics of work, life and play. Today, the recreation of offline experiences in an online environment sees the rise of what is known as the Social Web – a myriad of digital tools and platforms that connects people to information, resources and one another – what we otherwise recognise as social media. We examine the differences of how local and foreign players manage this novel and extensive intertwining. 5
- 2 Compared to Japan, Singapore has a visibly higher percentage of social media penetration and sharing. From the utilisation of *The Real Singapore* to raise criticism of society to the satirising of uniquely local traits on YouTube channels like *Wahbanana*, it is apparent that Singaporeans perpetually live online. This behaviour is made even easier through a telecommunications infrastructure that is Asia's best. Singapore's aspiration towards global recognition precisely informs the need for extensive interconnectivity and a technologically savvy population to maintain its edge in our networked world. 10
- 3 Singapore and Japan are similar in many ways, from the ambitious advancement of being a technological hub in the world to the cultural commonality of being Asian. Yet, the average Japanese spends a mere 45 minutes on social media daily. This may be due to a Japanese culture that places great emphasis on astute management of one's inner desires and feelings, and the behaviour and opinions they publicly display. Even in the political arena of Japan, the introduction of the secrecy act in 2013 reflects the strong adherence to a conservative and restrained attitude Japanese adopt in their living. Japan's lag in world social media adoption is also associated with the unchanging ways of a rapidly ageing population. In comparison, while Singapore's economic success is worth lauding, the subtle revelation that Singapore's cultural beliefs may not be strong is unsettling. 15 20 25
- 4 In comparison to the United States, Singapore's ranking of internet freedom appears dismal. The disparity may be unsurprising for many – in contrast to the world's bastion of democracy, Singapore has long been criticised for its government's strict regulations on the media, ranking among the worst in Press Freedom indices year after year. This need to regulate the news is undoubtedly reflected on the Internet as well. With a recent online media-licensing scheme issued by the Media Development Authority of Singapore clamping down on the rights of local websites to provide political commentary, it is evident how citizens' space for sensitive debate is curtailed. Yet as internet freedom measured by the Web Index indicates the extent to which citizens enjoy not only their rights to information, opinion, expression, but also safety and privacy online, one should note that in light of recent surveillance revelations in the United States; web safety and privacy have been hugely compromised there. The United States has, in many instances, pressured social media for the release of personal details from Twitter and Google accounts to conduct surveillance activity over its people, in a move that arguably limits Internet freedoms as much as Singapore's government is claimed to have done. 30 35 40

- 5 Unlike the United States, Singapore's government does not see the media as the "fourth estate", and seeks to regulate discourse through it, stressing the need for objectivity and not partisanship for reasons of internal stability. Since Singapore's independence, the government's strong hand in establishing institutions for this purpose, has meant its continuing presence in ensuring that the media remain sensitive and constructive especially where the latter has the power to stir inherent tensions that exist through difference. Racial issues remain particularly sensitive in Singapore's multiracial context, and political stability is important to a nation whose growth has been attributed to the internal dependability of its business environment and political leadership. However, with the increasing extremism of political views voiced online, especially during the 2011 General Elections, the government doubtlessly sees the need to restrict the Internet's influence to maintain the stability so necessary for Singapore's economic progress. Its regulatory policies are yet another attempt to insulate us from such disharmony. 45 50
- 6 The outcry over online media regulation, especially from those who have turned to alternative media is understandable, given that Singapore government's avoidance of controls over the web have already allowed a vast number of online news sites like *The Online Citizen* or *The Real Singapore* to thrive. Yet one has to admit that these restrictions are also relatively flexible and reasonable, as it largely seeks to protect local online media against external influence. 55 60

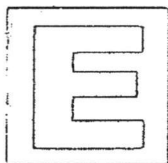
Text 1: Adapted from <http://www.heiler.org>

Text 2: Adapted from H.G. Wells; *War of the Worlds*; 1898

Text 3: Adapted from Charissa Chan, Heidi Mah & Wong Shulian; *Confronting Social Media*; Broader Perspectives Issue 2, 2014

END OF PAPER





**GAN ENG SENG SCHOOL**  
**End-of-Year Examination 2015**



CANDIDATE  
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INDEX  
NUMBER

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

29 September 2015

1 hour 50 minutes

**Sec 3 Express**

Candidates answer on the Question Booklet.

Additional Materials: Insert

# ANSWER KEY

**MAXIMUM MARK: 50**

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## Section A [5 marks]

| Question & Answer                                                                                                                                                                                                                                                                                                                                                                          | Learning Outcomes & Metacognition                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 The advertisement begins with the statement "It's not just a cow". What does it suggest about the direct impact of the cow on families. [2]</p> <p>The cow gives families a chance to have a stable income / livelihood. [1]<br/>         The cow is a source of food / nutrition. [1]<br/>         Provides money for school fees, medicine, clothing and home improvements. [1]</p> | <p>R&amp;V LO2: Close reading and viewing<br/>         Make inferences and draw conclusions<br/>         The Q implicitly suggests that the cow worth more than just an animal, so no need to repeat it.</p> |
| <p>2 What is the long-term impact of the cow on the family and the community? [1]</p> <p>The cow will help to eradicate poverty in the community [1] / will help the family to become self-reliant [1].<br/>         ED: when answer is about school fees</p>                                                                                                                              | <p>R&amp;V LO2: Close reading and viewing<br/>         Scan for details<br/>         x What is the <u>effect</u> of the statement.<br/>         The Q is asking for the final outcome.</p>                   |
| <p>3 What is the indirect agreement between Heifer International and the family that receives the cow? [1]</p> <p>The family agrees to pass on the gift by giving the animal's first offspring to another family.<br/>         x Share the gift – vague – must specify what the gift is<br/>         x Donate \$500 to the family / charge the family \$500</p>                            | <p>R&amp;V LO2: Close reading and viewing<br/>         Interpret and integrate information from a variety of sources<br/>         Clue: logo</p>                                                             |
| <p>4 Which sentence gives the main purpose of the advertisement? [1]</p> <p>The sentence is "Provide a future for a community for \$500 at <a href="http://www.heifer.org">www.heifer.org</a>".<br/>         x No marks for an incomplete sentence</p>                                                                                                                                     | <p>R&amp;V LO2: Close reading and viewing<br/>         Identify purpose and audience of texts read or viewed</p>                                                                                             |

## Section B [20 marks]

| Question & Answer                                                                                                                                                                                                                                                                                                                                                                                                   | Learning Outcomes & Metacognition                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5 In paragraph 1, how did the landing of the Thing appear to be like a falling star? [2]</p> <p>It was described as "a line of flame high in the atmosphere" [1] and "leaving a greenish streak behind it that glowed for some seconds" [1].</p>                                                                                                                                                                 | <p><b>R&amp;V LO3: Critical reading, viewing and appreciation – evaluative response</b><br/>Make connections between a text and other points of view / ideas</p>          |
| <p>6 In paragraph 2 "Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night."</p>                                                                                                                                                                     |                                                                                                                                                                           |
| <p>(i) Which word suggests that it is not the first time the people might have seen a meteorite? [1]</p> <p>The word is, "another". [1]</p>                                                                                                                                                                                                                                                                         | <p><b>R&amp;V LO2: Close reading and viewing</b><br/>Scan for details</p>                                                                                                 |
| <p>(ii) How did the people react to meteorite or The Thing? [1]</p> <p>They were blasé / nonchalant / indifferent. [1]<br/>         x Calm<br/>         x Did not bother to look for it / continued with their day (action)<br/>         x Not surprised / shocked (emotion)</p>                                                                                                                                    | <p><b>R&amp;V LO4: Reading and viewing literary texts – text response</b><br/>Analyse how characterisation is achieved<br/>         x What did the people think or do</p> |
| <p>7 In paragraph 3, Ogilvy discovered The Thing in the morning. What was the impact of The Thing on the town and its surroundings? [3]</p> <p>An enormous hole had been made by the impact of the projectile of the Thing [1].<br/>         The sand and gravel had been flung violently in every direction.<br/>         The heather was on fire [1].<br/>         x Fir tree shivered to fragments (para 4).</p> | <p><b>R&amp;V LO2: Close reading and viewing</b><br/>Summarise ideas<br/>         Same impact physically on the town and area around it.</p>                              |

## Question &amp; Answer

## Learning Outcomes &amp; Metacognition

- 8 In paragraph 4, Ogilvy was surprised by certain features of The Thing. Identify details from the text that corresponds with these features. One example has been done for you.

| Features of The Thing | Details from the passage                  |
|-----------------------|-------------------------------------------|
| Size                  | Diameter of about thirty yards            |
| Shape                 | Cylinder [1]                              |
| Colour                | Dun-coloured [1]<br>x Grey clicker / Ashy |

## R&amp;V LO2: Close reading and viewing

Categorise and classify given details

## VB LO2: Building and enriching vocabulary

Deduce meaning of words from how they are used in context

Quote only what is necessary!

- 9 Ogilvy was "dimly perceiving even then some evidence of design in its arrival" (line 30). What does this suggest about The Thing's landing? [1]

It suggests that The Thing's landing had been planned. [1]

## R&amp;V LO2: Close reading and viewing

Make inferences to draw conclusions

- 10 In paragraph 5, Ogilvy was alone. Explain how the language used makes the atmosphere seem very quiet.

Support your ideas with three details from paragraph 5. [3]

- "The early morning was wonderfully still" suggests that there was no movement.
- "He did not remember hearing any birds" suggests that there was no noise from any animal.
- "there was certainly no breeze stirring" suggests that even the wind was not making any sound.
- "the only sounds were the faint movements from within the cindery cylinder" suggests that the place was so quiet that the low volume of noise from The Thing could be heard.

x "All alone on the common" – in the question

## R&amp;V LO3: Critical reading, viewing and appreciation – evaluative response

Provide and interpret evidence to support understanding

## R&amp;V LO3: Critical reading, viewing and appreciation – elements of style in a variety of texts

Demonstrate understanding of how a writer's style can impact readers' interpretation of a text

Must have three different evidences for all three points to show the different POV of the situation.

| Question & Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Outcomes & Metacognition                                                                                                                                                                                                                                                                                                              |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------------------------|----------------------|---------------------|------------------|------------------|-----------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>11 In paragraph 6, the surface of The Thing was "dropping off in flakes and pouring down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth".</p> <p>(i) What does "pouring down" suggests about the movement of The Thing? [1]</p> <p>The Thing was moving very quickly. [1]<br/>       ✗ vigorously (force)<br/>       ✗ water flowing – not literally</p> <p>(ii) What does the phrase "brought his heart into his mouth" suggests about Ogilvy's state of mind? [1]</p> <p>He was shocked / frightened. [1]<br/>       ✓ anxious / nervous / panicked / afraid<br/>       ✗ uptight</p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>R&amp;V LO3: Critical reading, viewing and appreciation – evaluative response</b><br/>       Recognise writers' intentions</p> <p><b>VB LO2: Building and enriching vocabulary</b><br/>       Learn the vocabulary of fixed expressions and what they mean<br/>       There is a reference to the speed of The Thing, not the force.</p> |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>12 The structure of the text reflects the main stages in the narrative.</p> <p>Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box you do not need to use. [5]</p> <p><b>Main stages:</b></p> <ul style="list-style-type: none"> <li>• A shocking revelation (surprising &amp; previously unknown)</li> <li>• A sudden loss</li> <li>• A mysterious arrival</li> <li>• Careful scrutiny</li> <li>• Surveying the scene</li> <li>• An unexpected discovery (find / unearth)</li> <li>• Facing up to a threat</li> </ul> <p><b>Flow chart:</b></p> <table border="1"> <tr> <td>paragraphs 1-2 (i)</td><td>A mysterious arrival</td></tr> <tr> <td>paragraph 3 (ii)</td><td>An unexpected discovery</td></tr> <tr> <td>paragraphs 4-5 (iii)</td><td>Surveying the scene</td></tr> <tr> <td>paragraph 6 (iv)</td><td>Careful scrutiny</td></tr> <tr> <td>paragraph 7 (v)</td><td>A shocking revelation</td></tr> </table> | paragraphs 1-2 (i)                                                                                                                                                                                                                                                                                                                             | A mysterious arrival | paragraph 3 (ii) | An unexpected discovery | paragraphs 4-5 (iii) | Surveying the scene | paragraph 6 (iv) | Careful scrutiny | paragraph 7 (v) | A shocking revelation | <p><b>R&amp;V LO3: Critical reading, viewing and appreciation – connections</b><br/>       Make connections between a text and other points of view / ideas</p> <p><b>R&amp;V LO4: Reading and viewing literary texts – text response</b><br/>       Identify sequence of events<br/>       +<br/>       Identify organisational structures, text features and language features in texts comprising a mixture of forms and types</p> |
| paragraphs 1-2 (i)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A mysterious arrival                                                                                                                                                                                                                                                                                                                           |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| paragraph 3 (ii)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | An unexpected discovery                                                                                                                                                                                                                                                                                                                        |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| paragraphs 4-5 (iii)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Surveying the scene                                                                                                                                                                                                                                                                                                                            |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| paragraph 6 (iv)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Careful scrutiny                                                                                                                                                                                                                                                                                                                               |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| paragraph 7 (v)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A shocking revelation                                                                                                                                                                                                                                                                                                                          |                      |                  |                         |                      |                     |                  |                  |                 |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Section C [25 marks]

| Question & Answer                                                                                                                                                                                                                                                                                                         | Learning Outcomes & Metacognition                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>13 From paragraph 1, what is the function of the "Social Web"? [2]</p> <p>The Social Web connects people to information [1] / resources [1] / to one another [1].</p> <p>Any two answers:</p> <p>ED: recreation of offline experiences in an online environment</p> <p>x definition of Social Web</p>                  | <p>R&amp;V LO2: Close reading and viewing</p> <p>Skim for gist / main idea</p> <p>+</p> <p>Scan for details</p>                                                      |
| <p>14 What is the opinion of local and foreign countries with regards to social media, according to lines 5-6? Answer in your own words. [2]</p> <p>Social media is new / different (novel) [1] and far-reaching (extensive intertwining) [1].</p> <p>x novel = book</p> <p>x different ways of managing social media</p> | <p>R&amp;V LO2: Close reading and viewing</p> <p>Paraphrase information or ideas using own words</p>                                                                 |
| <p>15 Explain how Singapore continues to "maintain its edge in our networked world" (lines 13-14). [2]</p> <p>Singapore can maintain her advantage through extensive interconnectivity / having good technological infrastructure [1] and by having a technologically savvy population [1].</p>                           | <p>R&amp;V LO2: Close reading and viewing</p> <p>Select and evaluate relevant information from various sources for defined information needs</p> <p>Give reasons</p> |
| <p>16 In paragraph 3, what is one drawback to Singapore's social media usage? [1]</p> <p>The high usage of social media may affect the cultural beliefs of Singaporeans. [1]</p>                                                                                                                                          | <p>R&amp;V LO2: Close reading and viewing</p> <p>Skim for gist / main idea</p> <p>+</p> <p>Scan for details</p>                                                      |

| Question & Answer                                                                                                                                                                                                                                                                     | Learning Outcomes & Metacognition                                                                                                                                                                                           |
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| <p>17 Here is a part of a conversation between two students, Yasmin and Wallace who have read the article.</p> <p><b>Wallace:</b> Singapore and Japan have similar attitudes towards social media.</p> <p><b>Yasmin:</b> No, the two countries are vastly different!</p>              | <p><b>R&amp;V LO2: Close reading and viewing</b><br/>Compare and contrast ideas<br/>+<br/>Identify different points of view</p>                                                                                             |
| <p>(i) Identify any two reasons from paragraph 3 that Wallace can give to support his view. [2]</p> <p><b>Both countries are technological hubs [1] and have similar Asian cultures [1].</b></p> <p>(ii) How would Yasmin explain her position with reference to paragraph 3? [1]</p> | <p><b>R&amp;V LO3: Critical reading, viewing and appreciation – evaluative response</b><br/>Evaluate information, recommendation or line of thought based on reasons, consequences and implications<br/><b>Attitude</b></p> |
| <p><b>Unlike Singaporeans, Japanese people are more conservative / restrained [1] / their rapidly ageing population is largely resistant to change [1].</b></p> <p><i>Any one answer.</i></p> <p>x cultural belief<br/>x 45 mins online</p>                                           |                                                                                                                                                                                                                             |

| Question & Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Outcomes & Metacognition                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>18 Using your own words as far as possible, summarise the different measures that countries take to regulate the media and the reasons behind these measures.</b></p> <p><b>Use only information from paragraphs 4 to 6.</b></p> <p>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).</p> <p>One method used to regulate the media is through...</p> <p><u>Measures to regulate media</u></p> <ol style="list-style-type: none"> <li>1 M1 - Media-licensing scheme</li> <li>2 M2 - Surveillance activity</li> </ol> <p><u>Reasons behind these measures</u></p> <ol style="list-style-type: none"> <li>3 R1 - Reduce political commentary</li> <li>4 R2 - Establish objectivity in the media</li> <li>5 R3 - and internal stability</li> <li>6 R4 - Ensure that the media remains sensitive / promote tolerance</li> <li>7 R5 - and constructive</li> <li>8 R6 - Reduce the media's power to stir inherent tensions / cause disharmony</li> <li>9 R7 - Social media also impacts the internal dependability of its business environment / economic progress</li> <li>10 R8 - and political leadership</li> <li>11 R9 - Protect the local media against external influence</li> </ol> | <p><b>R&amp;V LO2: Close reading and viewing</b></p> <p>Paraphrase information or ideas using own words</p> <p>+</p> <p>Summarise ideas from one / multiple paragraphs or an extract</p> <p><b>R&amp;V LO4: Reading and viewing literary texts – text response</b></p> <p>Identify and interpret the evidence in arguments</p> <p><b>VB LO3: Using appropriate vocabulary</b></p> <p>Use words appropriate to: medium and context</p> |

