

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)

Class	Register No	Name
-------	-------------	------



CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAMINATION 2014

ENGLISH LANGUAGE

PAPER 1 Writing

SECTION B AND SECTION C

Additional Materials Answer Paper
 Insert

1128/01

18 August 2014

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided at the top of this page and on all separate answer sheets used

Write in dark blue or black pen

Do not use staples, paper clips, highlighters, 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

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

At the end of the examination, hand in **Section A**, **Section B** and **Section C** separately

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

Section B [30 marks]

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

You should look at the printout of a webpage on page 3, study the information carefully and plan your answer before beginning to write

As the President of your school's Student Council, you have been tasked to recommend a half-day team-building programme for Secondary One to Three councillors during the upcoming September holidays. The aim of the team-building programme is to hone the leadership, communication and collaboration skills of the school councillors, so that they can work more effectively as a team.

Write a **report** to the teacher in charge of the Student Council to recommend one activity for the team-building programme.

Your report should include

- how the selected activity will meet the aims of the team-building programme
- why the activity would be better than those that can be carried out in school
- suggestions on some follow-up activities that can be done back in school to reinforce the skills and values learnt

Write your report in clear, accurate English and in a persuasive tone to convince your teacher in-charge to adopt your recommendations.

You should use your own words as much as possible.

Team-building @ Sentosa

Segway Challenge

While riding a Segway – a two-wheeled, self-balancing electric vehicle, participants will work in teams to complete several tasks and missions set by our facilitators

- Duration 1 5 hours



Laser Tag

Laser tag is a team sport in which players strategise and work together to score points by shooting members of the opposing team with infrared emitting devices. It is just like paintball without the paint and pain!

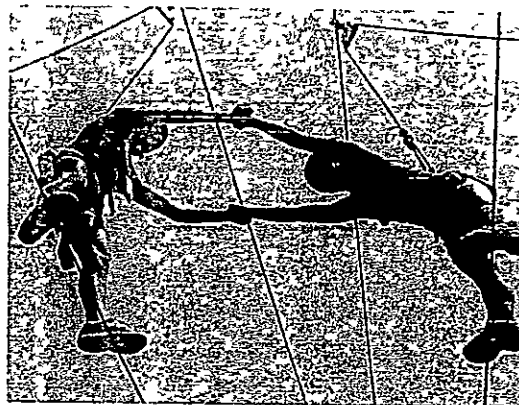
- Duration 2 hours



High Elements

This challenge requires participants to go through a physically and mentally demanding obstacle course. Team members must provide one another with tips and advice to complete the high-altitude obstacle course as quickly and safely as possible.

- Duration 2 hours



Section C [30 marks]

Begin your answer on a fresh page

You are advised to write between 350 and 500 words on one of the following topics.

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

- 1 What is your idea of privacy? How important is privacy in your life as a teenager?
- 2 "Failure is necessary in a person's journey to success " Do you agree?
- 3 Describe the main features of what you would consider an ideal country and explain why you think it would be the ideal place to live in
- 4 "School holidays are a welcome break for students " Do you always spend your school holidays wisely?

END OF PAPER

CRESCENT GIRLS' SCHOOL

2

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the assassin bug. 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 father always wears baggy clothes

✓

It is perhaps one of the most grizzly sights the insect world has to offer –

- an assassin bug carries victims around for all to see. This macabre 1) _____
backpack isn't the bug's attempt to show off its killing prowess and a tactic 2) _____
it employed to avoid becoming prey itself. Found all around the world, the 3) _____
insect – which belongs to the genus *Acanthaspis* – use sharp mouthparts 4) _____
to pierce ants before injecting enzymes. These liquefy an ant's inside 5) _____
enabling them to be sucked out. Once devoid off its innards, the ant is 6) _____
loaded on with its fellow victims, and held together with a sticky glue 7) _____
secreted from an insect's back. "It's really quite a comical sight to behold, 8) _____
a tiny bug crawling with a pile of dead ants on its back," says Professor 9) _____
Simon Pollard, an entomologist in the University of Canterbury in New 10) _____
Zealand

CRESCENT GIRLS' SCHOOL

3

Answer Scheme

Section A

It is perhaps one of the most grizzly sights the insect world has to offer –

an assassin bug carries victims around for all to see. This macabre

11) _____

backpack isn't the bug's attempt to show off its killing prowess, and a tactic

12) but (conjunction) _____

it employed to avoid becoming prey itself. Found all around the world, the

13) employs (tense) _____

insect – which belongs to the genus *Acanthaspis* – use sharp mouthparts

14) uses (sub/verb) _____

to pierce ants before injecting enzymes. These liquefy an ant's inside,

15) insides (singular/plural) _____

enabling them to be sucked out. Once devoid of its innards, the ant is

16) of (preposition) _____

loaded on with its fellow victims, and held together with a sticky glue

17) up (preposition) _____

secreted from an insect's back. "It's really quite a comical sight to behold,

18) the (article) _____

a tiny bug crawling with a pile of dead ants on its back," says Professor

19) _____

Simon Pollard, an entomologist in the University of Canterbury in New

20) at (preposition) _____

Zealand

Class	Register No	Name
-------	-------------	------



CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAMINATION 2014

ENGLISH LANGUAGE

PAPER 2 COMPREHENSION

INSERT

1128/02

20 August 2014

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

The questions are in Answer Booklets 1 and 2

This paper consists of 6 printed pages, including the cover page

SECTION A (5m)

Text 1

Study the printout below and answer Questions 1-4 in the Answer Booklet



Why can't we tap on CPF for our other needs?

Your CPF savings already meet many important needs besides retirement. You can use CPF for housing and healthcare.

If you are facing difficulties, help is available. For example, you can approach a Social Service Office for assistance. More information can be found at www.sso.gov.sg.

Is CPF enough for our retirement?

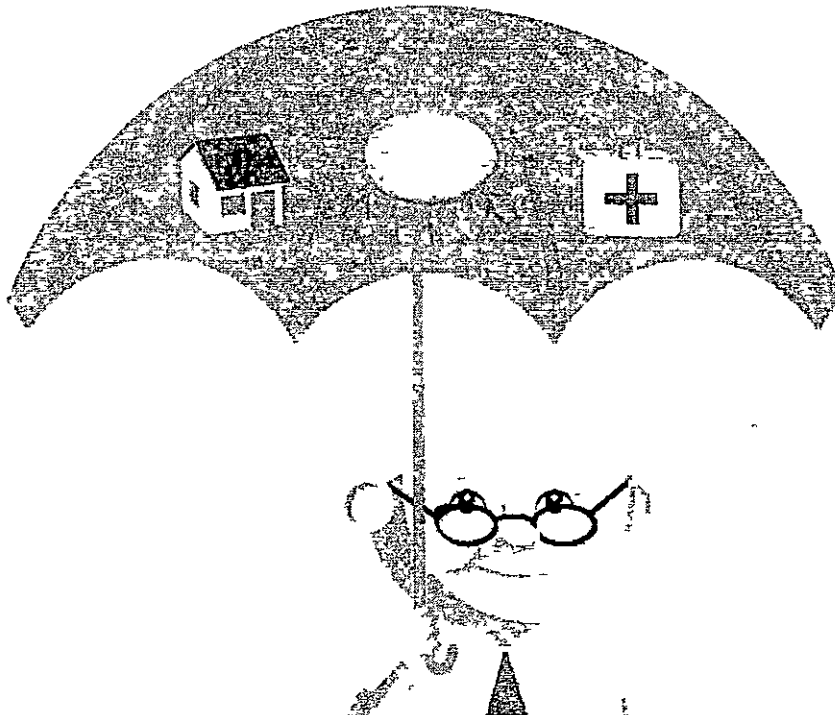
The Minimum Sum is calculated to be sufficient for the living expenses of a typical lower-middle income retired household – about \$1,200 per month from age 65 for members who are 55 today*. This is not a large

sum of money. It is at the lower end of what a typical retired household spends.

If you wish to cover more than these needs, you should plan your finances so that you can save more outside of the CPF system.

For example, if you wish to complement your CPF savings, you could consider the Supplementary Retirement Scheme (SRS) which provides tax relief. More information can be found at www.srs.gov.sg.

**MOM's estimates from findings of the Household Expenditure Survey conducted by the Department of Statistics.*



A message from



MINISTRY OF
MANPOWER



Central Provident Fund Board

(Agency for Retirement)

For more information,
please visit the
CPF website at
www.cpf.gov.sg

PM Lee Hsien Loong recently announced that the Government plans to further strengthen the CPF system and help Singaporeans retire with greater peace of mind. More information will be coming your way.

SECTION B (20m)

TEXT 2

The text below describes what Miss Garnet planned to do after her flatmate of more than thirty years, passed on. Read it carefully and answer Questions 5-19 in the Answer Booklet

- 1 When Miss Garnet's friend Harriet died, Miss Garnet decided to spend six months abroad. For Miss Garnet, who had lost the only person she ever ate with, the decision to travel was a bold one. Her expeditions abroad had been few and for the most part tinged with apprehension. As a young woman straight from college, she had volunteered to take a school group to France. On that occasion she had become flustered when, behind her back but audibly, the boys had mocked her accent. The experience had left its mark on Miss Garnet's teaching as well as on her memory. Her impulses towards cordiality with her pupils, never strong in the first place, were dealt a blow. She withdrew, acquired a reputation for strictness, even severity, and in time became the kind of teacher who, if not loved, was at least respected. 5 10
- 2 Julia Garnet and Harriet Josephs had lived together for a long time. Harriet had answered Julia's advertisement in the National Union of Teachers' monthly journal 'Quiet, professional female sought to share small West London flat'. Harriet had been, in fact, the only person to respond to the advertisement, which had not prevented Julia from giving her what her friend later described as a tough interview. 'Honestly,' Harriet had used to say, on the few occasions when together they had entertained friends, it was worse than the time I tried to get into the Civil Service! 15
- 3 Generally, Harriet had laughed loudly at this point in a way her flat-mate had found irritating. Now Miss Garnet found she missed the laugh just as she missed Stella, Harriet's cat. The prohibition against pets had been relaxed seven years earlier when late one night after choir practice, Harriet had been followed from the station by Stella. Stella, then an anonymous black kitten with a white-starred throat, had waited all night on the stairs outside the front door of their fourth-floor flat, whereupon, on finding her, Harriet had fed the kitten milk. After that, as Julia had observed, there was no getting rid of the animal. 20 25
- 4 Alongside the two school teachers Stella had grown into an elderly and affectionate creature but it was Harriet to whom the cat had remained particularly attached. Two days after they had both retired, Julia returned from the shops to find her companion, apparently asleep, stretched out upon the sofa, her novel face down on the carpet. Later, after the doctor and then the undertaker had been, Stella disappeared. Julia had placed milk outside first the flat door and then, worry making her brave the neighbours' potential ridicule, downstairs by the main entrance to the block. The milk she left outside was certainly drunk but after a few days she was forced to accept that it was not Stella drinking the milk but, more likely, the urban fox who had been seen rooting in the communal dustbins. Perhaps it was not just the loss of Stella, but also her incompetence in the face of it, which finally determined Miss Garnet's abrupt decision. 30 35
- 5 A kind of numbness had dulled her usual caution and before she was quite aware what was happening, she was calling in on one of the numerous local estate agents, who had sprung up in her locality. 'No worries, Miss Garnet, we'll be able to rent this, easy,' the young man with a too-short haircut and a fluorescent mobile phone had said. 'Where are you off to then?' the young estate agent had asked, after they had agreed the terms on which the flat was to be let. 40

6 Perhaps it was the young man's obvious indifference which acted as a catalyst to 45
 the surprising form she found her answer taking. She had not formulated in her
 mind where she might go, should the flat prove acceptable for letting to Messrs
 Brown and Noble. Across Miss Garnet's memory paraded the several coloured
 advertisements for far-flung places which, along with some magazine cuttings
 concerning unsuitable hair dye, she had cleared from Harriet's oak bureau and 50
 which she had recently placed in the dustbin. One advertisement had been for a
 cruise around the Adriatic Sea, visiting cities of historical interest. The most
 famous of these now flashed savingly into her mind. 'Venice,' she announced
 firmly. 'I shall be taking six months in Venice.' Then, because it is rarely possible,
 at a stroke, to throw off the habits of a lifetime, she continued, 'I believe it is 55
 cheaper at this time of year.'

Adapted from *Miss Garnet's Angel* by Salley Vickers, 2007

SECTION C (25m)

TEXT 3

The text discusses about test anxiety. Read it carefully and answer Questions 20-28 in the Answer Booklet

- 1 The sophomore sat paralysed as the minutes ticked by. One hour later, time was up for the exam in a statistics class and he turned in his work. It was completely blank, save for his name.
- 2 As any parent or teacher knows, tests can create crippling anxiety in students. Anxious children can perform below their true abilities but new research is giving us a clearer understanding of the link between stress and performance and allowing experts to develop specific strategies for helping children manage their fears. Such interventions may be needed more than ever as it affects students of all ages and ability levels. More importantly, this anxiety can expand over time into any situation in which a student is conscious of being evaluated and can lead to diminished self-esteem, reduced motivation and disengagement from school.
- 3 Students taking an exam must draw on their working memory, the mental holding space where we manipulate facts and ideas. Most students with test anxiety manage to get something down on paper, but since their worries use up some of their working memory, they are left with fewer cognitive resources to devote to the test. Much of what researchers have found to work has to do with helping students get out of their own way.
- 4 One method that proved successful in a recent trial is to have students spend 10 minutes writing about their thoughts and feelings immediately before taking a test. The practice is called expressive writing. While one might imagine that writing about a looming exam would only heighten anxiety, the opposite was the case. Writing about their worries had the effect of offloading them onto the page. Without doing so, the students had insufficient cognitive horsepower available to apply to solving problems on the test. One short writing intervention that brings testing pressures to the forefront enhances the likelihood of excelling, rather than failing, under pressure.
- 5 Apprehension about tests can be especially common among minority and female students. This happens when the prospect of evaluation poses stereotype threat -- the possibility that a poor performance will confirm negative assumptions about the group to which they belong. An intervention aimed at reducing stereotype threat is a values-affirmation exercise in which participants are instructed to choose something they value and describe why it matters to them. This breaks the vicious cycle of stereotype threat as it gives people more confidence in their own identity to do better. Embracing a positive stereotype, called stereotype boost, can also help. One can tell oneself that there are plenty of reasons to feel confident with encouraging facts such as "girls get higher grades than boys".

- 6 One step all students can take to improve their performance in tests is to change how they study for them. Many students have every reason to be worried before an exam because they haven't prepared adequately and don't know how to do so. Then they sit down to take the test, and they freak out because they've never practised doing what the test is asking them to do. Reviewing class notes and textbooks can familiarise students with the material on a test, but it doesn't help them take the exam. A test is more like a play, with the preparation as a dress rehearsal that replicates the format and time limit of the exam. 40

Adapted from *Relax, It's Just a Test* by Annie Paul Murphy, Time Magazine, Feb 11, 2013

END OF INSERT

SECTION A (5m)

TEXT 1

Refer to the printout (TEXT 1) on page 2 of the Insert and answer Questions 1-4

- 1 Refer to the sub-heading **Why can't we tap on CPF for our other needs?** and the information presented under it

(i) What do you think is the cause for such information to be presented here? (1m)

(ii) What step could be taken should the target group face any challenge in meeting their needs? (1m)

- 2 Refer to the sub-heading **Is CPF enough for our retirement?** and the information presented under it

Which sentence tells us that the estimated amount might not be enough for most of the target group? (1m)

- 3 Look at the illustration at the bottom. Identify the three issues that the target group mentioned in the printout needs to be concerned with (1m)

- 4 If you wish to *complement* your CPF savings, you could consider the Supplementary Retirement Scheme

What does the word in italics tell us about the role of the Supplementary Retirement Scheme? (1m)

SECTION B (20m)

TEXT 2

Refer to TEXT 2 on Pages 3 and 4 of the Insert and answer Questions 5-19

- 5 In paragraph 1, Miss Garnet's decision to travel was 'a bold one' (line 3) Why was it so? (1m)

- 6 Find words in paragraph 1 which suggest

(i) strong desires to do something without thinking _____ (1m)

(ii) being thrown into a state of agitated confusion _____ (1m)

- 7 'The experience had left its mark on Miss Garnet's teaching as well as on her memory (lines 7-8) What was the experience? (2m)

- 8 In paragraph 1, apart from the 'blow' (line 9) Miss Garnet received, what were two other reasons why she found it difficult to build rapport with her students? (2m)

- 9 Based on your reading of paragraph 3, what might Harriet find 'irritating' about Miss Garnet when they were sharing an apartment? (1m)

- 10 'After that, as Julia had observed, there was no getting rid of the animal' (lines 25-26) What happened to Stella? (1m)
-
- 11 Stella 'remained particularly attached' (lines 28-29) to Harriet. Is it accurate? Give evidence from paragraph 4 to support your answer (1m)
-
- 12 What was the reason why Miss Garnet was cautious about placing milk by 'the main entrance to the block' (lines 32-33)? **Answer in your own words** (1m)
-
- 13 According to paragraph 4, what was Miss Garnet's 'incompetence' (line 37)? (1m)
-
- 14 Miss Garnet found that the young estate agent had a 'too-short haircut and a fluorescent mobile phone' (line 42). What does this tell us about Miss Garnet's view of the estate agent? (1m)
-
- 15 In paragraph 6, what led Miss Garnet to respond quickly that was different from her usual self? **Answer in your own words** (1m)
-
- 16 Pick out a phrase in paragraph 6 which conveys the idea of a single effort that has an immediate effect (1m)
-

- 17 'The most famous of these now flashed savingly into her mind' (lines 52-53)
Why does the writer use the underlined word to describe the idea that came to Miss Garnet's mind? (1m)
-

- 18 ' to throw off the habits of a lifetime' (line 54) What habit of Miss Garnet is suggested here? (1m)
-

- 19 Read the text again. The alphabetised list below is a number of possible thoughts Miss Garnet may have had as the events described in the text occur

A	"Maybe it's time for me to take a break away from this place "
B	"I didn't know she has so many restrictions "
C	"What if she goes hungry?"
D	"I don't get it. Why is the cat here? It will mess up the place!"
E	"Oh dear! That did not cross my mind at all. Where could I possibly go? Somewhere exotic?"
F	"It feels odd without anyone else at home. Perhaps I could do something different "
G	"Where is Stella? Someone might have adopted her, I guess "

Match the thoughts to the paragraphs. Choose ONLY ONE LETTER for each of the paragraphs. Write the correct letter (A-G) in the table below.

DO NOT USE ANY LETTER MORE THAN ONCE

(3m)

Paragraph 4	
Paragraph 5	
Paragraph 6	

END OF SECTIONS A & B

SECTION C (25m)

TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 20-28.

- 20 Without using any wording from the passage, what was the sophomore feeling that resulted in him turning in his work completely blank (lines 2-3)? (1m)

- 21 With reference to paragraph 2, name two negative consequences of anxiety as a result of being evaluated (1m)

- 22 The writer mentioned that 'new research is giving us a clearer understanding of the link between stress and performance and allowing experts to develop specific strategies for helping children manage their fears' (lines 5-7) What is the primary reason that necessitates such interventions? (1m)

- 23 The writer mentioned that 'anxious children can perform below their true abilities' (line 5) if they are anxious. With reference to paragraph 3, explain in your own words why this can happen (2m)

- 24 'Writing about their worries had the effect of offloading them onto the page' (lines 21-22) What does the underlined word tell us about the effect of writing about their worries? (1m)

- 25 Here is part of a conversation between two students, Alex and Natalie, who have read the article

Alex

Minority and female students are prone to test anxiety

Natalie

Yes, but there are also some strategies that target specific groups

- (i) Explain how Alex would justify his position, with reference to paragraph 5 (1m)

- (ii) With reference to paragraph 5, identify two methods that Natalie can use to support her argument (1m)

- 26 According to paragraph 6, why are students not able to perform in their tests? (1m)

- 27 The writer says that 'a test is more like a play' (line 43) Explain what the writer is trying to convey by this (1m)

- 28 **Using your own words as far as possible**, summarise the techniques students are able to use to overcome anxieties and how these techniques help them improve their performance in tests (15m)

Use only information from paragraphs 4 to 6

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)

Tests can create crippling anxiety in students, but they can ease those concerns

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CGS/S4PRELIM2014/ELP2

SECTION A (5m)

TEXT 1

Refer to the printout (TEXT 1) on page 2 of the Insert and answer Questions 1-5.

- 1 Refer to the sub-heading **Why can't we tap on CPF for our other needs?** and the information presented under it

(i) What do you think is the cause for such information to be presented here? (1m)

(Inferential)

(LO3. Read a text closely and offer interpretations of it)

Some of the elderly people may have the misconception that CPF can be used for other purposes that are actually not allowed

Acceptable Answer	Unacceptable Answer/ Remark
Some people may not know about the limitations of CPF	

(ii) What step could be taken should the target group face any challenge in meeting their needs? (1m)

(Literal comprehension)

(LO2 Scan for details)

They can approach a Social Service Office for assistance

Acceptable Answer	Unacceptable Answer/ Remark

- 2 Refer to the sub-heading **Is CPF enough for our retirement?** and the information presented under it

Which sentence tells us that the estimated amount might not be enough for most of the target group? (1m)

(Quotation)

(LO3 Scan for details)

"It is at the lower end of what a typical retired household spends "

Acceptable Answer	Unacceptable Answer/ Remark

3. Look at the illustration at the bottom. Identify the three issues that the target group mentioned in the printout needs to be concerned with (1m)

(Engagement with Visual)

(LO2. Use contextual clues & make inferences based on contextual information)

Money, housing and healthcare

Acceptable Answer	Unacceptable Answer/ Remark

- 4 ' if you wish to *complement* your CPF savings, you could consider the Supplementary Retirement Scheme '

What does the word in italics tell us about the role of the Supplementary Retirement Scheme? (1m)

(Language for impact

(LO2: Recognise writer's intention through their use of words)

It can add to their CPF savings

Acceptable Answer	Unacceptable Answer/ Remark
	It can supplement their CPF savings (cannot reuse the word "supplementary")

SECTION B (20m)

TEXT 2

Refer to TEXT 2 on Pages 3 and 4 of the Insert and answer Questions 5-17

- 5 In paragraph 1, Miss Garnet's decision to travel was 'a bold one' (line 3) Why was it so? (1m)

(Literal comprehension)

(LO2 Scan for details)

She was spending six months abroad when she had not been abroad much before (1m)

Acceptable Answer	Unacceptable Answer/ Remark
she was apprehensive about travelling abroad when her expeditions abroad had been few (1m)	
She decided to travel alone when her expeditions abroad had been few (1m)	

- 6 Find words in paragraph 1 which suggest (quotation)

(Vocab LO2: Deduce meaning of words from how they relate to one another)

(i) strong desires to do something without thinking ___impulses_____ (1m)

(ii) being thrown into a state of agitated confusion ___flustered_____ (1m)

- 7 'The experience had left its mark on Miss Garnet's teaching as well as on her memory (lines 7-8) What was the experience? (2m)

(Literal comprehension)

(LO2 Scan for details)

Part 1 She volunteered to take a school group to France (1m)

Part 2 The pupils had mocked her French accent (1m)

Acceptable Answer	Unacceptable Answer/ Remark
Part 1 As a young woman straight from college, she had volunteered to take a school group to France	

- 8 In paragraph 1, apart from the 'blow' (line 9) Miss Garnet received, what were two other reasons why she found it difficult to build rapport with her students? (2m)

(Literal comprehension)

(LO2. Scan for details & distinguish cause from effect)

Part 1 She was shy/withdrawn (1m)

Part 2 She had a reputation for strictness and even severity (1m)

Acceptable Answer	Unacceptable Answer/ Remark
Part 2 She had a reputation for meanness	If not loved, she was at least respected

- 9 Based on your reading of paragraph 3, what might Harriet find 'irritating' about Miss Garnet when they were sharing an apartment? (1m)

(Inferential comprehension)

(LO2: Scan for details & make inferences based on contextual clues)

She would not allow cats in the apartment

Acceptable Answer	Unacceptable Answer/ Remark
Miss Garnet's prohibition against cats	She gave a loud laugh

- 10 'After that, as Julia had observed, there was no getting rid of the animal' (lines 25-26) What happened to Stella? (1m)

(Inferential comprehension)

(LO2: Make inferences based on implied information)

She was kept as a pet

Acceptable Answer	Unacceptable Answer/ Remark
	Stella followed Harriet home

- 11 Stella 'remained particularly attached' (lines 28-29) to Harriet. Is it accurate? Give evidence from paragraph 4 to support your answer (1m)

(Evaluative)

(LO3: Evaluate information for premise of ideas)

Yes, she disappeared after Harriet's death

Acceptable Answer	Unacceptable Answer/ Remark
She ran away / went away when Harriet died	Two days after Harriet died, she ran away

- 12 What was the reason why Miss Garnet was cautious about placing milk by 'the main entrance to the block' (lines 32-33)? **Answer in your own words.** (1m)

(Own Words)

(LO2: Scan for details & paraphrase information using own words)

She could be made fun of / mocked / laughed at by her neighbours

Acceptable Answer	Unacceptable Answer/ Remark
	Insulted / talked badly about

- 13 According to paragraph 4, what was Miss Garnet's 'incompetence' (line 37)? (1m)

(inferential)

(LO2: Scan for details)

She was unable to find Stella / the cat

Acceptable Answer	Unacceptable Answer/ Remark
	She was trying to deal with Stella's disappearance / She was trying to deal with it

- 14 Miss Garnet found that the young estate agent had a 'too-short haircut and a fluorescent mobile phone' (line 42) What does this tell us about Miss Garnet's view of the estate agent? (1m)

(Inferential)

(LO2: Use contextual clues through the knowledge of vocabulary & make inferences to draw conclusions from implied meaning)

(LO3: Recognise writer's intention through their use of words)

She was very critical of the estate agent

Acceptable Answer	Unacceptable Answer/ Remark
She was disapproving of his dressing sense / It was one of disapproval	She does not like short hair / she does not like fluorescent phones

- 15 In paragraph 6, what led Miss Garnet to respond quickly that was different from her usual self? **Answer in your own words.** (1m)

(Own words)

(LO2 Paraphrase ideas)

The young estate agent's apparent nonchalance

Acceptable Answer	Unacceptable Answer/ Remark
The young estate agent's noticeable / evident lack of interest / care	(Recast "obvious indifference") L

- 16 Pick out a phrase in paragraph 6 which conveys the idea of a single effort that has immediate effect (1m)

(Quotation)

(Vocab LO2 Deduce meaning of words from how they relate to one another)

"At a stroke"

Acceptable Answer	Unacceptable Answer/ Remark

- 17 'The most famous of these now flashed savagely into her mind' (lines 52-53) Why does the writer use the underlined word to describe the idea that came to Miss Garnet's mind? (1m)

(How language achieves impact)

(LO3: Recognise the writer's intention through their use of words)

To show that it prevented her from getting embarrassed

Acceptable Answer	Unacceptable Answer/ Remark

- 18 'to throw off the habits of a lifetime' (line 54) What habit of Miss Garnet is suggested here? (1m)

(inferential)

(LO2: Make inferences to draw conclusions from contextual clues)

She was frugal

Acceptable Answer	Unacceptable Answer/ Remark
She was thrifty	

- 19 Read the text again The alphabetised list below is a number of possible thoughts Miss Garnet may have had as the events described in the text occur

A	"Maybe it's time for me to take a break away from this place "
B	"I didn't know she has so many restrictions."
C	"What if she goes hungry?"
D	"I don't get it Why is the cat here? It will mess up the place!"
E	"Oh dear! That did not cross my mind at all Where could I possibly go? Somewhere exotic?"
F	"It feels odd without anyone else at home Perhaps I could do something different "
G	"Where is Stella? Someone might have adopted her, I guess "

Match the thoughts to the paragraphs Choose ONLY ONE LETTER for each of the paragraphs Write the correct letter (A-G) in the table below

DO NOT USE ANY LETTER MORE THAN ONCE

(3m)

(Evaluative)

(LO4: Make predictions based on contextual evidence)

Paragraph 4	C
Paragraph 5	A
Paragraph 6	E

END OF SECTIONS A & B

SECTION C (25m)

TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 20-28.

- 20 Without using any wording from the passage, what was the sophomore feeling that resulted in him turning in his work completely blank (lines 2-3)? (1m)
(Vocabulary)
(LO2 Paraphrase ideas)

He was nervous

Acceptable Answer	Unacceptable Answer/ Remark
panicky	Anxious/worried

- 21 With reference to paragraph 2, name two negative consequences of anxiety as a result of being evaluated? (1m)
(Literal Comprehension)
(LO2 Scan for details)

Diminished self-esteem / reduced motivation / disengagement from school

Acceptable Answer	Unacceptable Answer/ Remark
Any 2 mentioned above	Award 0 marks if 1 or 3 negative consequences are mentioned

- 22 The writer mentioned that 'new research is giving us a clearer understanding of the link between stress and performance and allowing experts to develop specific strategies for helping children manage their fears' (lines 5-7) What is the primary reason that necessitates such interventions? (1m)
(Literal Comprehension)
(LO2 Scan for details & distinguish between cause and effect)

This anxiety can expand over time into any situation in which a student is conscious of being evaluated

Acceptable Answer	Unacceptable Answer/ Remark

- 23 The writer mentioned that 'anxious children can perform below their true abilities' (line 5) if they are anxious With reference to paragraph 3, explain in your own words why this can happen (2m)
(Vocabulary)
(LO2 Deduced meaning of words from how they are used in context)

When students are anxious, their mental holding space is occupied by their concerns (1m), and hence, their capacity to think clearly is reduced (1m)

Acceptable Answer	Unacceptable Answer/ Remark
Answers rephrased based on	Do not accept copied answers

• their worries use up some of their working memory • leaving fewer cognitive resources to devote to the test	
--	--

- 24 'Writing about their worries had the effect of offloading them onto the page' (lines 21-22) What does the underlined word tell us about the effect of writing about their worries? (1m)

(How language achieves impact)

(LO3 Recognise writer's intention through their use of words)

It suggests that doing so can help relieve them of their worries

Acceptable Answer	Unacceptable Answer/ Remark

- 25 Here is part of a conversation between two students who have read the article
 Alex Minority and female students are prone to test anxiety
 Natalie Yes, but there are also some strategies that target specific groups
 (Literal Comprehension)

(LO2 Scan for details & provide evidence to support understanding)

- (i) Explain how Alex would justify his position, with reference to paragraph 5 (1m)

The prospect of evaluation poses stereotype threat

Acceptable Answer	Unacceptable Answer/ Remark

- (ii) With reference to paragraphs 5, identify two methods that Natalie can use to support her argument (1m)

Values-affirmation exercise and stereotype boost

Acceptable Answer	Unacceptable Answer/ Remark

- 26 According to paragraph 6, why are students not able to perform in their tests? (1m)
 (Inferential)
 (LO2: Make inferences to draw conclusions from contextual information)

They tend to feel nervous because they are not adequately prepared for their tests and don't know how to do so

Acceptable Answer	Unacceptable Answer/ Remark

- 27 The writer says that 'a test is more like a play' (line 43) Explain what the writer is trying to convey by this (1m)

(Inferential)

(LO2 Make inferences to draw conclusions from contextual information)

In order to be ready for a test, one needs to practice doing what he/she will have to do in the test-taking situation, (just as one would rehearse for a play)

Acceptable Answer	Unacceptable Answer/ Remark
Practice doing what the test is asking them to do	
Need to highlight the idea of "rehearsing" for a play and then linking to the idea of "practising" to prepare for a test	
test-taking situation – replicate format and time limit of the test	

- 28 **Using your own words as far as possible**, summarise the techniques students are able to use to overcome anxieties and how these techniques help them improve their performance in tests (15m)

(Summary)

(LO2 Summarise & paraphrase ideas)

Use only information from paragraphs 4 to 6

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)

Tests can create crippling anxiety in students, but they can ease these concerns

From Passage	Own Words
1 expressive writing (writing about their thoughts and feelings)	expressive writing, which
2 has the effect of offloading their worries onto a page	reduces negative thoughts in students
3 so that they have more cognitive horsepower available to apply to solving problems on the test	and increases their capacity to think clearly and solve problems accurately
4 Values-affirmation exercise especially for the minority and female students	Stereotyped groups can use the values-affirmation exercise,
5 Gets students to focus on something they value and why it matters to them	which increases self-clarity,
6 Stereotype boost especially for girls	or stereotype boost,
7 Embrace a positive stereotype	which exposes them to positive stereotypes about their social group

8 Gives people more confidence in their own identity	These strategies give people in the stereotyped groups the assurance in their individuality
9 Being adequately prepared for a test	Students can also sufficiently get themselves ready for their tests
10 Practice doing what the test is asking them to do	by going through the routine in the test-taking situation

END OF SECTION C