GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/01

Paper 1 Writing

Sec 4 Express / Sec 5 Normal Academic

27 August 2014
1 hour 50 minutes

Marks 70

Additional Materials Writing Paper
Insert

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in
Write in dark blue or black ink on both sides of the paper
Do not use staples, paper clips, highlighters, glue or correction fluid

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

Section A is an insert
For **Section A** write your answers in the spaces provided on the Insert
For **Section B** and **Section C** write your answers on the separate Answer Paper provided
At the end of the examination, fasten all your work securely together

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

	For Examiner's Use
Section A	
Section B	
Section C	
Total	

This document consists of **4** printed pages and 1 insert

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

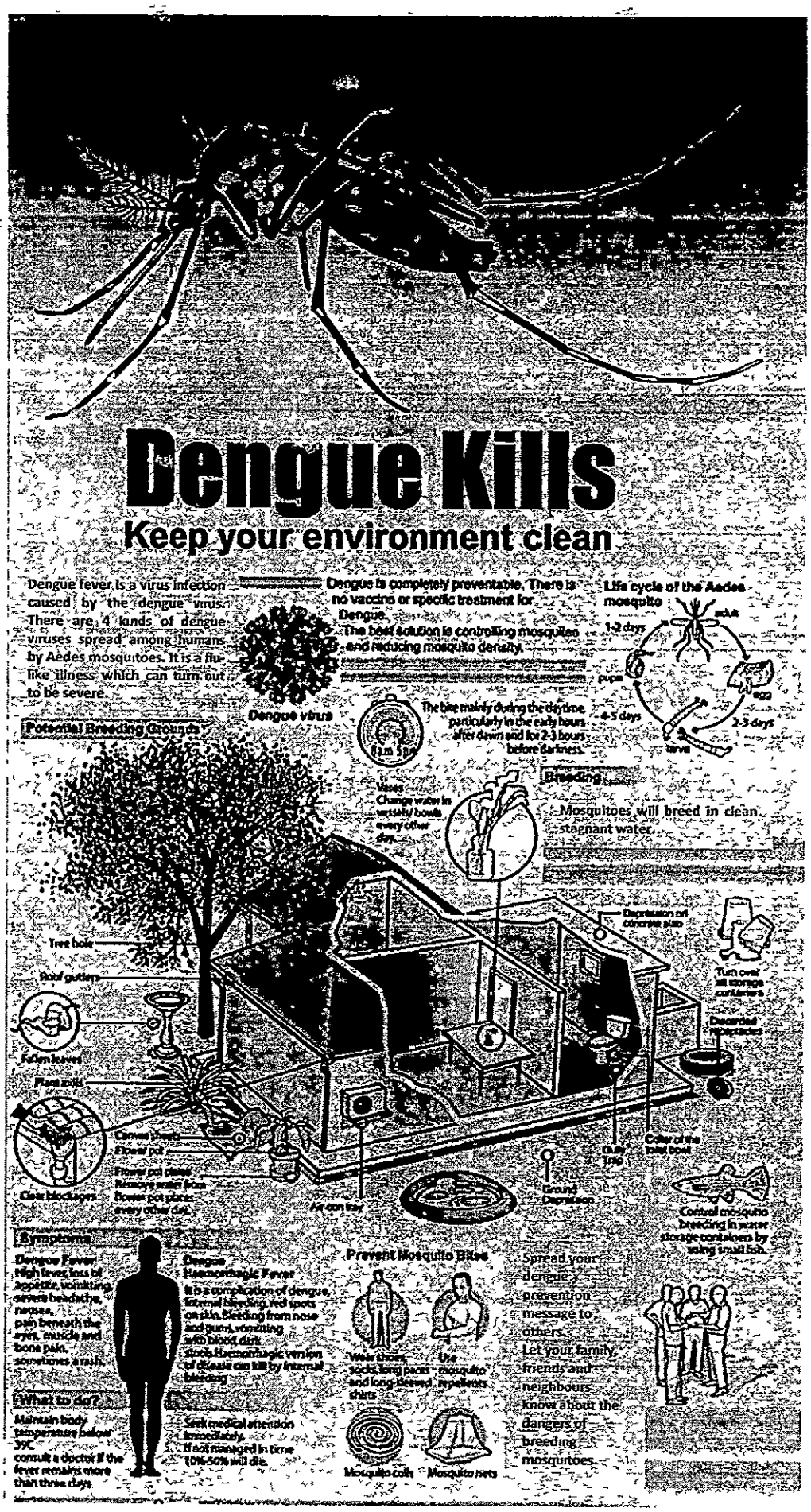
You are the student leader in charge of student-initiated Values-in-Action (ViA) programme which impact the school or community With the recent rise in dengue cases in Singapore, you have decided to propose a ViA programme for the Secondary Four cohort that will help in the campaign against dengue You have to plan a meaningful one-day programme with activities that will impact either the school or the community

Write a proposal to your Head of Department of Student Development, suggesting

- two activities you designed based on the printout that you feel will be effective and relevant
- another means to get the public involved in the fight against dengue
- why you think it would be a meaningful and impactful ViA

Write your report in clear, accurate English and in a convincing tone, to persuade the Head of Department of the benefits and value of your programme

You should use your own words as much as possible


Dengue Kills
Keep your environment clean
Dengue fever is a virus infection caused by the dengue virus. There are 4 kinds of dengue viruses spread among humans by Aedes mosquitoes. It is a flu-like illness which can turn out to be severe.
Dengue is completely preventable. There is no vaccine or specific treatment for Dengue. The best solution is controlling mosquitos and reducing mosquito density.
Dengue virus
Life cycle of the Aedes mosquito
adult
1-2 days
pupa
egg
4-5 days
2-3 days
larva
The bite mainly during the daytime, particularly in the early hours after dawn and for 2-3 hours before darkness.
6am 5pm
Potential Breeding Grounds
Vases
Change water in vases/ bowls every other day.
Breeding
Mosquitoes will breed in clean, stagnant water.
Depression on concrete slab
Tree hole
Roof gutter
Turn over all storage containers
Discarded receptacles
Fallen leaves
Plant axils
Clear blockages
Clogged drain
Flower pot
Flower pot plates
Remove water from flower pot plates every other day.
Air-con tray
Clay Trap
Collar of the toilet bowl
Ground Depression
Control mosquito breeding in water storage containers by using small fish.
Symptoms
Dengue Fever
High fever, loss of appetite, vomiting, severe headache, nausea, pain behind the eyes, muscle and bone pain, sometimes a rash.
Dengue Haemorrhagic Fever
is a complication of dengue, internal bleeding, red spots on skin, bleeding from nose and gums, vomiting with blood, dark stools. Haemorrhagic version of disease can kill by internal bleeding.
What to do?
Maintain body temperature below 39C, consult a doctor if the fever remains more than three days.
Seek medical attention immediately. If not managed in time 10%-50% will die.
Prevent Mosquito Bites
Wear shoes, socks, long pants and long-sleeved shirts
Use mosquito repellents
Mosquito coils
Mosquito nets
Spread your dengue prevention message to others. Let your family, friends and neighbours know about the dangers of breeding mosquitoes.

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 Describe some of the celebrations you have experienced How significant are these celebrations in your life as a teenager living in Singapore?

2 What do you consider to be your most important lesson in life? Why does it mean so much to you?

3 'Social media doesn't create negativity, it uncovers it ' What are your views?

4 'Home sweet home ' Discuss the physical and emotional importance on the idea of home

GAN ENG SENG SCHOOL
Preliminary Examination 2 2014

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1189/01

Paper 1

27 August 2014
1 hour 50 minutes

Sec 4 Express / 5 Normal Academic

Total : 10 marks

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**

Write your answers in the spaces provided

Submit the completed **Section A** separately

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about fats in the human body 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 2pm ___at___

My mother always wears sensible clothes ___√___

	Column for corrections
When we lose weight, where does the fat go? Most fat ends up as	
carbon dioxide and water, and only after many transformations In the	1
human body, fat is stored as fatty acids call triglycerides These can	2.
be release to provide energy when needed You lose weight when	3
the food you eat do not provide all the energy your body needs, so	4
some of this fatty acids are released into the bloodstream and taken	5
up by the cells that need energy Here, they are converted to carbon	6
dioxide, water and adenosine triphosphate (ATP)—the source of	7
energy for power cells Since most of the components of ATP are	8
reused inside the cell to make new ATP, a end product of all this	9
activity is that the atoms that once made up your fat leaves your body	10
as breath, sweat and urine.	

Adapted from "When we lose weight, where does the fat go?" BBC Knowledge Asia Edition Vol 3 Issue 4.

Section A [5 marks]

For Examiner's Use

Text 1

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

1 In which way does the illustration on the left highlight the message found under the heading **Green Corridor**?

..... [1]

2 Refer to the text in the boxes next to the illustration. In what **two** ways does the creator of the poster use language effectively to involve the intended audience?

.....[2]

3 With reference to the text box **Be defined not by.. refuse to destroy**, quote another word in the section under the heading Green Corridor that has a similar message

..... [1]

4 What do you think is the purpose of the poster?

..... [1]

GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Sec 4 Express / Sec 5 Normal Academic

27 August 2014
1 hour 50 minutes

Marks . 50

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 ink on both sides of the paper
Do not use staples, paper clips, highlighters, glue or correction fluid

Answer all questions
Write your answers in the spaces provided in the Question Booklet
The insert contains the texts for all 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	
Section B	
Section C	
Total	

This document consists of **9** printed pages and **1** insert

BLANK PAGE

Section C

Text 3

The article below is about Ebola. Read it carefully and answer Questions 15-19 in the Question Paper Booklet

1 Ebola is not known to infect people through the air – you must come into contact with the virus somehow in order to be at risk for infection It is transmitted through exposure to an animal such as a bat or primate that carries the virus, through exposure to the bodily fluids of a human who is infected and symptomatic, and through exposure to items that have been contaminated with the virus People who are providing care for a household member when they are cleaning up vomit or diarrhea come into contact with the virus in the fluids That virus gets into the caregiver's body through the nose, mouth and such

2 Ebola can also survive outside the host for a significant period of time – as long as a couple of days – at room temperature That is why infection control plays such a huge part If there was sterilization of equipment, availability of disinfectant, things like intravenous therapy and the ability to clean all those environments and isolate patients effectively, the outbreak would never take a foothold This is why places with good infection control and medical infrastructure face absolutely no risk for outbreaks from this pathogen

3 The Ebola virus is also a master of evading the body's natural defenses It blocks the signaling to cells called neutrophils, which are white blood cells that are in charge of raising the alarm for the immune system to come and attack In fact, Ebola will infect immune cells and travel in those cells to other parts of the body including the liver, kidney, spleen and brain.

4 Ebola generally starts with flu-like symptoms Though it is known for the extreme hemorrhagic symptoms -- the bleeding out of the eyes -- not everyone will experience these The flu-like symptoms typically occur in the first stages of the illness, before the person gets sicker and starts to experience more severe symptoms such as vomiting, diarrhea and low blood pressure The extreme bleeding occurs toward the end of the illness People who die from infection with Ebola virus usually end up dying from multi-organ failure and shock The shock is from the bleeding in different parts of the body, and the blood is leaking out of the blood vessels

5 This happens because once the Ebola virus infects the body's cells and replicates itself, it produces this protein that wreaks havoc on the body The protein attaches to the cells on the inside of the blood vessels This increases permeability of the blood vessels, leading to blood leaking out of the vessels The virus causes derangement in the body's ability to coagulate and thicken the blood Even people who do not show hemorrhagic symptoms will experience this leaking of blood from the vessels, which can eventually lead to shock and, ultimately, death

6 Ebola research is still very much in its infancy, and knowledge about how the virus behaves is still evolving Still, findings like these do pave the way for potential treatments Right now, research is being done to develop treatments that work in several different ways One of the ways is to block the virus from replicating itself once it's inside the cell It basically provides a full stop and does not let the virus copy its genetic material over and over again to create the new viruses. Another way is to help the body's immune system create an effective response to Ebola by exposing the immune system to an attenuated version of the virus That way it can create an effective response so when the real virus comes around, the immune system does not get evaded the way it does regularly And yet another way is to actually create antibodies specifically against the virus, giving the immune system a boost from the outside

Adapted from *What Actually Happens When A Person Is Infected With The Ebola Virus* by Amanda L Chan

5 On a steep path up the hillside a line of dusty scavengers, finishing their daytime shifts, stumble down with bulging plastic sacks on their heads. The smell increases as I climb, a miasma of rotting food and burning tires, but before long my sense of smell, apparently defeated, ceases to register the full force of the stench. The found underneath my boots is spongy, and as I climb, black rivulets of leachate flow down the access road A black puddle releases methane bubbles like a primordial swamp, and the ground itself shakes when a loaded truck rumbles by A road cut reveals a gray cross section of oozing agglomerate, shredded plastic bags the only recognizable remnants in the hyper-compressed pile

Adapted from The Magic Mountain by Matthew Power Haper's Magazine December 2006

Section B

Text 2

The text below is about a journalist, who heard about the Payatas dumpsite in the Philippines and wanted to see the place for himself Read it carefully and answer Question 5-14 in the Question Paper Booklet.

The Payatas Dumpsite

1 Johnny Ramone squeaks his taxi through a gap, and we turn right down a narrow street between rows of tin-roofed shacks, alleys crowded with fruit sellers sitting by heaps of oranges and flapping roosters straining against their tethers A row of junk shops lines the street, their proprietors living among house-high piles of bottles and sacks of aluminum cans clouded by flies A parade of dripping garbage trucks jounces along the pot-holed street, workers clinging to the roofs and young boys chasing after them, hoping something salvageable might fall off

2 Coming over a rise, my first glimpse of Payatas is hallucinatory. a great smoky-gray mass that towers above the trees and shanties creeping up to its edge On the rounded summit, almost the same color as the thunderheads that mass over the city in the afternoons, a tiny backhoe crawls along a contour, seeming to float in the sky. As we approach, shapes and colors emerge out of the gray What at first seemed to be flocks of seagulls spiraling upward in a hot wind reveal themselves to be cyclones of plastic bags The huge hill itself appears to shimmer in the heat, and then its surface resolves into a moving mass of people, hundreds of them, scuttling like termites over a mound From this distance, with the wind blowing the other way, Payatas displays a terrible beauty, inspiring an amoral wonder at the sheer scale and collective will that built it, over many years, from the accumulated detritus of millions of lives

3 I alight and walk through the gate and down the hill Truck after truck rumbles by, piled high with household and commercial waste from across Quezon In the tropical heat the smell of rot and smoke is everywhere, it seeps into the pores and clings to the back of your throat My clothes soak through with sweat I cut through a maze of narrow alleys filled with uniformed schoolkids and men playing billiards, dogs collapsed under the shade of the feltless tables The neighbourhood architecture is cobbled together out of chicken wire, cinderblocks, rusted tin One rooftop is made entirely out of liberated street signs. I walk down a narrow trail through the jungle, which in places still edges the slum I walk across a narrow bamboo bridge and up a steep hill, where a group of people—mothers with babies, men with arms crossed—sit in the shade of a military-style tent, in which a cooking class in under way.

4 At the foot of the hill lies a half-acre of vegetables beautifully tended rows of lettuce, tomatoes, carrots, squash, corn A few people rest under a giant star-apple tree by a small creek A pregnant woman with a little boy works her way down a row of tomato plants, pulling weeds Tropical butterflies flit about It would be an utterly rural and bucolic scene if it weren't for the rusty jumble of houses that begin at the field's edge, towered over by the gray hill of Payatas The rumble of the bull-dozers and the trucks circling the road up its side is a dull grind, and periodically a plastic bag caught in an updraft drifts towards me and descends, delicate as a floating dandelion seed, into the branches of the tree

Section A

Text 1

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

GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Sec 4 Express / Sec 5 Normal Academic

INSERT

27 AUGUST 2014
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains Text 1, Text 2 and Text 3

	Column for corrections
When we lose weight, where does the fat go? Most fat ends up as carbon dioxide and water, **and** only after many transformations. In the human body, fat is stored as fatty acids **call** triglycerides These can be **release** to provide energy when needed You lose weight when the food you eat **do** not provide all the energy your body needs, so some of **this** fatty acids are released into the bloodstream and taken up by the cells that need energy Here, they are converted to carbon dioxide, water and adenosine triphosphate (ATP)—the source of energy for **power** cells Since most of the components of ATP are reused inside the cell to make new ATP, **a** end product of all this activity is that the atoms that once made up your fat **leaves** your body as breath, sweat and urine	1 but (conj) 2 called (T) 3 Released (passive voice 4 Does (sva) 5 These (plural n) 6 √) 7. √ 8 Powering (verb) 9 The (article) 10 Leave (sva)

Section B [20 marks]

For Examiner's Use

Refer to Text 2 on page 3 of the Insert for Questions 5-14.

5 At the beginning of this text, the writer was experiencing the area while travelling in a taxi Explain how the language used in paragraph 1 makes the area appear cluttered

Support your ideas with three details from paragraph 1

.....

.....

.....

.....

.....

.....

.....

.....

.....[3]

6 ' young boys chasing after them, hoping something salvageable might fall off' (lines 6-7) Why do you think the boys did that?

.....

.....[1]

7 The writer describes the people as 'scuttling like termites over a mound' (lines 15-16) What does this description suggest how the people appear to him?

Description	How the people appear to the writer
'scuttling'	
' like termites over a mound'	

[2]

For Examiner's Use

8 In paragraph 2 'Payatas displays a terrible beauty '

What is unusual and effective about the phrase 'terrible beauty'?

.....

.....

.....

.....[2]

9 **(i)** What does the phrase "cobbled together" (line 26) tell us about the architecture in the neighbourhood?

.....

.....[1]

(ii) In paragraph 3, pick out two phrases which suggest that the writer was deeply affected by the smell he encountered

.....

.....[1]

10 What do you think the writer mean by 'liberated street signs' (line 27)?

.....

.....[1]

11 Paragraph 4 'It would be an utterly rural and bucolic scene if it weren't for the rusty jumble of houses that begin at the field's edge, towered over by the gray hill of Payatas ' (lines 35-37)

Identify the words or phrases in the given sentence which suggest

(i) Simple and peaceful.....[1]

(ii) dwarfed .....[1]

For Examiner's Use

12 In paragraph 5 ' , but before long my sense of smell, apparently defeated, ceases to register the full force of the stench . '(lines 43-45)

(i) Which word suggests the sense of smell is a person?

. .. .[1]

(ii) Why does the writer describe the sense of smell in this way?

. .. . [1]

13 In paragraph 5, we are told that as the writer climbs, 'black rivulets of leachate flow down' (line45) Find two **consecutive** words in this paragraph which has similar meaning

. . ..[1]

14 The structure of the text reflects the view of Payatas dumpsite from the perspective of the writer Complete the flow chart by choosing one word from the box to summarise how the dumpsite appear to the writer in each part of the text There are some extra words in the box you do not need to use

How the areas appear to the writer

Busy	gloomy	idyllic	tense	hazardous	desolate	awe-inspiring

Flow chart

Paragraph1 **(i)** . . ..

↓

Paragraph 2 **(ii)** .. ..

↓

Paragraph 3 **(iii)** . .. .

↓

Paragraph 4 **(iv)** .. ..

[4]

Section C [25 marks]

For Examiner's Use

Refer to Text 3 on pages 4 and 5 of the insert for Questions 15-19

15 (i) According to paragraph 2, 'Ebola can also survive outside the host for a significant period of time' What implications does this have on the spread of Ebola as well as the prevention?

Transmission	
Prevention	

[2]

(ii) Why do you think it is important to ensure that 'the outbreak would never take a foothold' (lines 11-12)

. . ..

.. . .

. ... [1]

16 How does the Ebola virus attack on the human body show that it is a "*master* of evading the body's natural defenses" (line 14)? **Answer in your own words.**

.. . .

. . . .

. .. .

....[2]

17 The writer states that 'Still, findings like these do pave the way for potential treatments' (line 32)

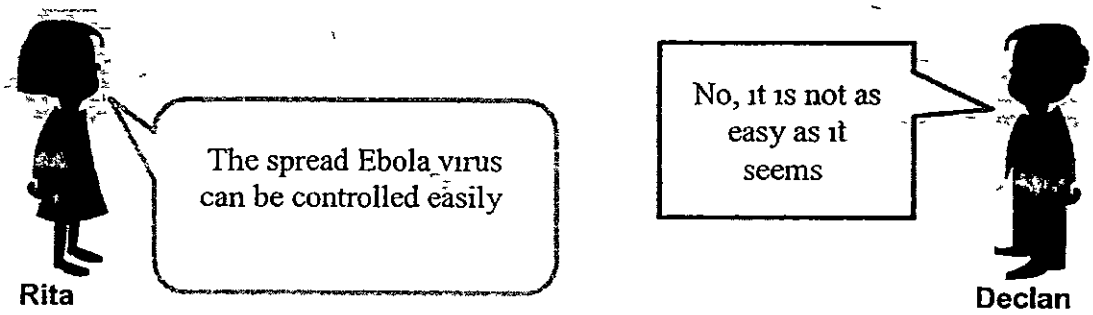
Explain clearly the writer's tone and his opinion of the research

. ...

.. ..[2]

For Examiner's Use

18 Here is a part of a conversation between two students, Declan and Rita who have read the article



(i) Identify any two examples from paragraph 2 that Rita can give to support her view

..... [2]

(ii) How would Declan explain his position with reference to lines 31-32?

..... [1]

19 **Using your own words as far as possible**, summarise how the body reacts to the Ebola virus and the potential ways to treat it

For Examiner's Use

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)

As soon as the Ebola virus infects a human host . .. .

. . . .

. . . .

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... .

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... .

For Examiner's Use

No of words: [15]

END OF PAPER

GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Sec 4 Express

27 August 2014
1 hour 50 minutes

Marks 50

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 ink on both sides of the paper
Do not use staples, paper clips, highlighters, glue or correction fluid

Answer all questions
Write your answers in the spaces provided in the Question Booklet
The insert contains the texts for all 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	
Section B	
Section C	
Total	

This document consists of **8** printed pages and **1** insert

Section A [5 marks]

For Examiner's Use

Text 1

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

1 In which way does the illustration on the left highlight the message found under the heading **Green Corridor**?

The railway track is depicted as part of the tree trunk showing that it is now part nature/it is now a green area. OR
The tree with the track along its trunk and branches show that it is part of nature; making up the green corridor. OR
The symbol is linked to conservation and thus supports the Green Movement to preserve green areas

..... [1]

2 Refer to the text in the boxes next to the illustration In what **two** ways does the creator of the poster use language effectively to involve the intended audience?

- **Imperatives "show", "spread" "share" "support" creates a sense of urgency/drives people to action**
- **Pronoun "we" brings the audience together for a cause/creates a group so that the audience complies with the group values/creates a connection in thoughts and feeling**

.....[2]

3 With reference to the text box **Be defined not by . refuse to destroy**, quote another word in the section under the heading Green Corridor that has a similar message

"preserve"

.....[1]

4 What do you think is purpose of the poster?

It is to create awareness of the need to preserve the green corridor.
To encourage reader to be more actively involved in preserving the green corridor.
To encourage readers to show their support, spread the message and share the stories about the green corridor.
[NO MARKS without "about the green corridor"]

.....[1]

Section B [20 marks]

	Refer to Text 2 on page 3 of the Insert for Questions 5-13.	*For Examiner's Use*
5	At the beginning of this text, the writer was experiencing the area while travelling in a taxi Explain how the language used in paragraph 1 makes the area appear cluttered Support your ideas with three details from paragraph 1	
	• **"alley crowded with fruit seller"- many people in a narrow street** • **"flapping roosters straining against their tethers"- animal and humans co-exist in the narrow space** • **"house-high piles of bottles and sacks of aluminium cans clouded by flies'- living among huge piles rubbish** • **"a parade of dripping garbage trucks"- the area is packed with garbage trucks/continuous flow of truck coming in** . . .. [3]	
6	' young boys chasing after them, hoping something salvageable might fall off' (lines 6-7) Why do you think the boys did that?	
	They are hoping to pick up something which might still be of use/value to them. . . . . [1]	
7	The writer describes the people as 'scuttling like termites over a mound' (lines 15-16) What does this description suggest how the people appear to him?	
	Description: 'scuttling' — How the people appear to the writer: Moving around quickly/busily/hastily; Darting around Description: ' like termites over a mound' — How the people appear to the writer: Small and moving in large number/small and covering the hill/small and moving in unison [2]	

8	In paragraph 2 'Payatas displays a terrible beauty ' What is unusual and effective about the phrase 'terrible beauty'?	*For Examiner's Use*
	It is unusual because beauty is normally associated with something positive but here, it is considered as terrible/dreadful OR normally you would not describe rubbish as beautiful, but here it is considered a beauty. [1] **It is effective because it emphasizes the sheer scale and mass of rubbish that was accumulated. [1]** ....[2]	
9	(i) What does the phrase "cobbled together" (line 26) tell us about the architecture in the neighbourhood?	
	There is no planning/ The architecture was haphazard/ chaotic. The neighbourhood was put together randomly .... [1]	
	(ii) In paragraph 3, pick out two phrases which suggest that the writer was deeply affected by the smell he encountered	
	• **"it seeps into the pores"** • **"clings to the back of the throat"** . .. . [1]	
10	What do you think the writer mean by 'liberated street signs' (line 27)?	
	The street signs were stolen. ....[1]	
11	Paragraph 4 'It would be an utterly rural and bucolic scene if it weren't for the rusty jumble of houses that begin at the field's edge, towered over by the gray hill of Payatas ' (lines 35-37) Identify the words or phrases in the given sentence which suggest	
	(i) Simple and peaceful . ..... **rural and bucolic** . ...[1]	
	(ii) dwarfed .. .. **towered over** ....[1]	

12	In paragraph 5 ' ,but before long my sense of smell, apparently defeated, ceases to register the full force of the stench . '(lines 43-45)	
	(i) Which word suggests the sense of smell is a person?	
	defeated .... [1]	
	(ii) Why does the writer describe the sense of smell in this way?	
	The sense of smell seems to be defeated because he couldn't sense that the smell was getting stronger. .... [1]	
13	In paragraph 5, we are told that as the writer climbs, 'black rivulets of leachate flow down' (line45) Find two **consecutive** words in this paragraph which has similar meaning	
	"oozing agglomerate"	

14	The structure of the text reflects the view of Payatas dumpsite from the perspective of the writer. Complete the flow chart by choosing one word from the box to summarise how the dumpsite appear to the writer in each part of the text There are some extra words in the box you do not need to use.	*For Examiner's Use*

How the dumpsite appear to the writer

busy	gloomy	idyllic	complicated
hazardous	desolate	awe-inspiring	

Flow chart

Paragraph1 **(i) busy**

↓

Paragraph 2 **(ii) awe-inspiring**

↓

Paragraph 3 **(iii) hazardous**

↓

Paragraph 4 **(iv) idyllic**

[4]

Section C [25 marks]

For Examiner's Use

Refer to Text 3 on pages 4 and 5 of the insert for Questions 15-19.

15 (i) According to paragraph 2, 'Ebola can also survive outside the host for a significant period of time' What implications does this have on the spread of Ebola as well as the prevention?

Transmission	**It has the ability to infect many people**
Prevention	**An outbreak can be prevented if action is taken fast**

[2]

(ii) Why do you think it is important to ensure that 'the outbreak would never take a foothold' (lines 11-12)

It is important because once it starts, it will be very difficult to contain/stop/curb

. . . .

. .. .

... .[1]

16 How does the Ebola virus attack on the human body show that it is a "*master* of evading the body's natural defenses" (line 14)? **Answer in your own words.**

It prevents neutrophils which are supposed to trigger the immune system to work [1] and instead, ride on the immune cells to spread to other organs.[1]

. . ..

TABOO. It **blocks** the **signaling** to cells called neutrophils, which are white blood cells that are in **charge of raising the alarm** for the immune system to come and attack In fact, Ebola will **infect** immune cells and **travel** in those cells to other parts of the body including the liver, kidney, spleen and brain

.. ..[2]

17 The writer states that 'Still, findings like these do pave the way for potential treatments' (line 32)

Explain clearly the writer's tone and his opinion of the research

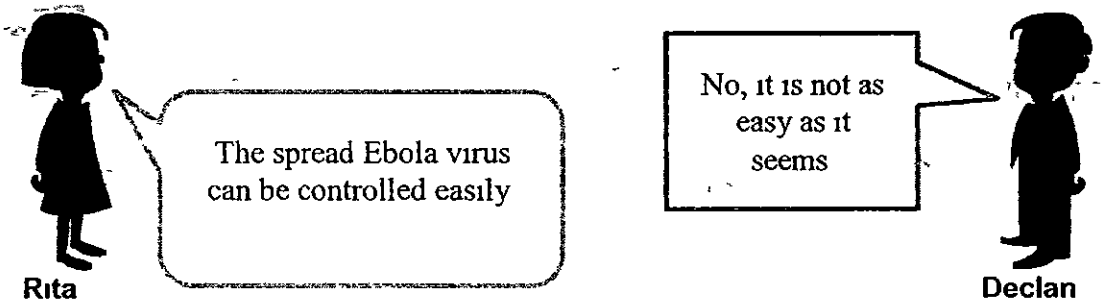
The writer was optimistic/hopeful[1]. He feels that the research will lead to/provide possible cures in the future [1]

....

.... [2]

18 Here is a part of a conversation between two students, Declan and Rita who have read the article

For Examiner's Use



(i) Identify any two examples from paragraph 2 that Rita can give to support her view

With good medical care and **isolation of patients[concept of containing the virus]**, the virus will not spread easily [1]
The **virus can be killed [concept of controlling the virus] with sterilization** of equipment and the availability of disinfectant to keep the environment sterile[1]
with **good infection control and medical infrastructure [concept of controlling the virus]** face absolutely no risk for outbreaks from this pathogen [1]
ANY TWO [2]

(ii) How would Declan explain his position with reference to lines 31-32?

Research is still very much in its early stages and not much is known about the **virus making it difficult to control it** [ANSWER MUST LINK TO HIS POSITION]
....

.. . .[1]

For Examiner's Use

19 **Using your own words as far as possible**, summarise how the body reacts to the Ebola virus and the potential ways to treat it

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)

As soon as the Ebola virus infects a human host ....

	From Text	Own Words
1	Ebola virus infects the body's cells and	**it reproduces itself and**
2.	replicates itself produces this protein	**generates a protein**
3.	protein attaches to the cells on the inside of the blood vessels	**That joins to the cells on the inside of the blood vessels.**
4	increases permeability of the blood vessels	**This causes the blood vessels to be more permeable**
5	virus causes derangement in the body's ability to coagulate and thicken the blood	**The virus will confuse the body's ability to clot and thicken the blood**
6	flu-like symptoms	**Develop flu-like symptoms**
7.	experience more severe symptoms	**Developed severe indications**
8.	end up dying from multi-organ failure and shock	**Death may occur due to multi-organ failure and shock**
9	Caused by extreme bleeding	**Caused by severe bleeding**
10	One of the ways is to block the virus from replicating itself once it's inside the cell	**One possible solution is to prevent the virus from reproducing once it enters the cell**
11	Another way is to help the body's immune system create an effective response to Ebola by exposing the immune system to an attenuated version of the virus	**Another is to generate immunity in the body by exposing the immune system to a weakened version of the virus**
12.	to actually create antibodies specifically against the virus, giving the immune system a boost from the outside	**Lastly, it is to invent antibodies to support the immune system to fight the virus**

For Examiner's Use

As soon as the Ebola virus infects a human host, **it reproduces and generates a protein that joins to the cells on the inside of the blood vessels causing them to be more permeable. This affects the body's blood clotting ability (From flu-like symptoms, one can deteriorate to severe indications.) Death may result from multi-organ failure and shock caused by severe bleeding. One possible treatment is preventing the reproduction of the virus in the cells. Another way is generate immunity in the body by introducing a weakened version of the virus. Lastly, to invent antibodies to fight the virus.**

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.....

.....

.....No of words· [15]