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Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIMINARY EXAMINATION 2016
YEAR 4 SAP**

ENGLISH LANGUAGE

PAPER 1

Question Booklet

19 AUGUST 2016

1 hour 50 minutes

Additional Materials: Insert
 Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen.
Do not use 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 **C** write your answers on the separate writing paper provided.

Write your answers clearly in the spaces provided.

This document consists of **(4)** printed pages.

[Turn over

Section B [30 marks]

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

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

You are a graduating student of Dunman High School. You have been selected as the valedictorian of your cohort representing the students of 2016. This ceremony is scheduled to take place on the Saturday morning immediately after the GCE 'O' level examinations.

Write a speech to be delivered during the Year-End Farewell Ceremony to be attended by the parents of the graduating students, principal, teachers and fellow students.

In your speech, you should address the following points:

- Mention the mission of the school, the school's Vision and Motto and how they have influenced you as a student
- Reflect on the memorable moments that you shared with your peers in class and the Co-curricular Activity (CCA) you participated in
- Highlight the achievements and traditions of the school that you will treasure
- Express words of gratitude to individuals from the school, its staff and students who have contributed to your success throughout your years as a student
- Inspire your peers to prepare to begin the next phase of their lives

Your speech should cover all five points in detail. You should include the necessary greetings and thank the respective personnel involved for organising this memorable event for you and your cohort.

Your speech should be written in clear, accurate English and in a tone appropriate for the occasion.

You should use your own words as far as possible.

DUNMAN HIGH SCHOOL



School Mission:
To nurture our students to Care,
to Serve, and to Lead.

School Vision :
To be the premier school of
Leaders of Honour.

School Motto:
Honesty, trustworthiness, moral
courage and loyalty.

Programmes

Co-Curricular Activities



Through participation in CCA, we hope to develop in our students a sound body, a disciplined mind, good character, leadership qualities and sportsmanship.

Biculturalism



The Bicultural Studies programmes are designed to build a strong language foundation in students and broaden their horizon to prepare them for the challenges of an increasingly complex world.

Values in Action



We develop students who care deeply for others, have a heart to serve and take the lead to change the world for the better.

Highlights of the year

Chinese New Year Celebration



Year 3 Orientation



Year 3 Malacca Overseas Learning Journey to Malacca



Teachers' Day Celebration



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. Write about some attractive places in your country that will surprise tourists.
2. What important lessons in life are learned away from school?
3. Write about some of your worries and hopes for the future.
4. Do you feel that you need the long school vacation? How do you occupy your time during the December break when schools are closed?

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIMINARY EXAMINATION 2016
YEAR 4 SAP**

ENGLISH LANGUAGE

PAPER 1

Insert

19 AUGUST 2016

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

Submit the completed **Section A** separately.

This document consists of **(2)** printed pages.

[Turn over

Section A: Editing [10 Marks]

Carefully read the text below, consisting of 12 lines, about the different learning abilities of students. The first and last lines for each paragraph are correct. For eight of the lines, there is one grammatical error in each line. There are two lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm. at

My mother always wears sensible clothes.✓.....

In education, it has become critically important to take into
account the different learning abilities and interests in students. 1.
Universities here now admit students not purely base on their 2.
academic results but also on their aptitude. This is a approach 3.
that look at the complete person, including his interests, 4.
experiences, strengths and weaknesses, and not just his 5.
academic grades. In the study done by Minister Ong Ye Kung, 6.
that approach works better. Polytechnic students admitted 7.
by aptitude testing performed significantly better than 8.
students who got in through the traditional way. This is not 9.
surprising because these students had shown great interest 10.
and commitment in their chosen field of study.

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIMINARY EXAMINATION 2016
YEAR 4 SAP**

ENGLISH LANGUAGE

PAPER 2

Question Booklet

**19 AUGUST 2016
1 hour 50 minutes**

Additional Materials: Insert
 Writing Paper

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use correction fluid.

DO NOT MAKE ANY ROUGH WORKING IN THE QUESTION BOOKLET.

Answer **all** questions in this booklet.

Write your answers clearly in the spaces provided.

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

For examiner's use only:

Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

This document consists of **9** printed pages.

[Turn over

Section A

For
examiner's
use only

Instructions: Answer Questions 1 - 4 based on Text 1 on page 2 of the Insert.

1. Who might be the target audience for this poster?

[1 mark]

.....

.....

2. The poster begins with a statement by a member of SAC. Why does the advertiser choose to include the statement?

[1 mark]

.....

.....

3. Look at the photograph at the centre of the poster. Describe and explain how the photograph conveys the main message of the poster.

[2 marks]

.....

.....

.....

.....

4. Which sentence is intended to give the impression that people in this profession derive benefits beyond that what is typically expected of a job?

[1 mark]

.....

.....

.....

.....

Section B

For
examiner's
use only

Instructions: Answer Questions 5 - 16 based on Text 2 on pages 3 - 4 of the Insert.

5. Find two consecutive words in paragraph 1 which suggest
- (i) driving reason: **[1 mark]**
- (ii) abrupt change: **[1 mark]**

6. With reference to paragraph 1, suggest a reason why Mrs. Packletide was motivated to shoot a tiger.
- [1 mark]**

.....

.....

7. "Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation" (lines 5-8).
- What is ironic about Mrs. Packletide hosting the lunch 'ostensibly in Loona Bimberton's honour'?
- [2 marks]**

.....

.....

.....

.....

8. Explain how the language used in paragraph 2 suggest that the villagers would do anything to earn the money from the offer made by Mrs. Packletide. Support your ideas with **two** details from the paragraph. [2 marks]

.....

.....

.....

.....

9. From paragraph 2, why did the mothers need to quieten down as they walked home through the jungle with their babies? **Answer in your own words.** [2 marks]

.....

.....

.....

.....

10. How was Mrs. Packletide's tiger hunt not an adventurous one? Identify **two** pieces of evidence from lines 26 to 30 to show this. [2 marks]

.....

.....

.....

.....

11. "With an accurately sighted rifle and a thumb-nail pack of patience cards, the sportswoman awaited the coming of the quarry" (lines 30-32).

What is the tone employed by the writer in the sentence above?

[1 mark]

.....

.....

.....

.....

12. (i) What does the word 'ambling' (line 45) suggest about the movement of the tiger?

[1 mark]

.....

.....

(ii) Give one reason why this description is unusual.

[1 mark]

.....

.....

13. 'The villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast (lines 60-62).'

What did the villagers have to do to receive the money?

[1 mark]

.....

.....

14. What does the phrase 'repressed emotions' (line 67) suggest about Loona Bimberton's response in the letter?

[1 mark]

.....

.....

15. What is Ms. Mebbin's intention when she said "How amused everyone would be if they knew what really happened" (line 68)?

[1 mark]

.....

.....

16. The structure of the text introduces the character traits of Miss Mebbin, who was the paid companion for Mrs Packletide on the tiger hunt.

Complete the flow chart by choosing one word from the box to summarise the main character trait described in each part of the text. There are some extra words in the box you do not need to use.

Main focus

amusing
clever

cautious
perceptive

opportunistic
calculating

Flow chart

- (i) Paragraph 4 (lines 40-48) : _____



- (ii) Paragraphs 6 (lines 55-67): _____



- (iii) Paragraph 7 (lines 68-79): _____

[3 marks]

Section C

Instructions: Answer Questions 17 - 22 based on Text 3 on pages 5 - 6 of the Insert.

17. From paragraph 2, name one way in which the 'slew of restrictions' have affected the Rohingyas adversely (line 7).

[1 mark]

.....

.....

18. With reference to paragraph 4, how different are the plights of Rohingyas who remained in their homeland and those who were stranded at sea?

On shore	
At sea	

[2 marks]

19. In paragraph 5, what will happen to the Rohingyas if they are arrested by the Thai authorities at the immigration detention centre? **Answer in your own words.**

[2 marks]

.....

.....

.....

.....

20. Here is a part of a conversation between two students, Melanie and Andy, who have read the article.



Melanie

I think the Thai government is willing to take in the Rohingya Muslims stranded in Thai waters.



Andy

But the Thai government also faces a dilemma in taking in the migrants.

- (i) Identify one piece of evidence from paragraph 5 to support Melanie's view.

[1 mark]

.....

.....

- (ii) Explain with reference to paragraph 5 why Andy feels that the Thai government faces a dilemma.

[1 mark]

.....

.....

21. (i) According to paragraph 6, how did Aung San Suu Kyi react to the plight of the Rohingyas? **Answer in your own words.**

[2 marks]

.....

- (ii) Suggest a reason why she reacted in that way.

[1 mark]

.....

.....

22. **Using your own words as far as possible**, summarise the causes that forced the Rohingyas in Myanmar to escape from their homeland.

Use only information from paragraphs 2 to 4.

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).

The Rohingyas in Myanmar escaped from their homeland because

[15 marks]

.....

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.....

(_____ words)

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIMINARY EXAMINATION 2016
YEAR 4 SAP**

**ENGLISH LANGUAGE
PAPER 2**

Insert

**19 AUGUST 2016
1 hour 50 minutes**

Additional Materials: Question Booklet
 Writing Paper

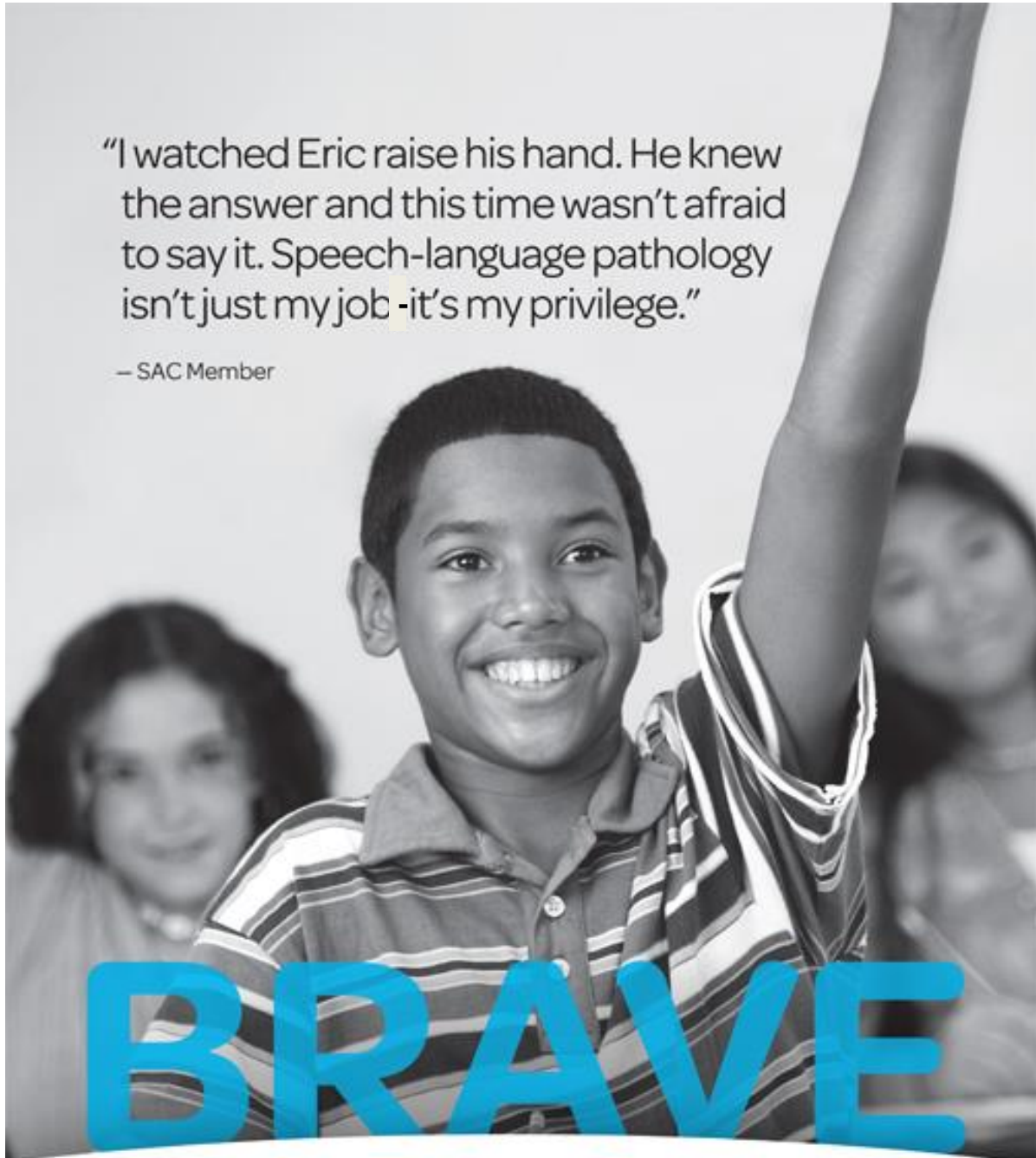
This insert contains Text 1, Text 2 and Text 3.

This document consists of **6** printed pages.

[Turn over

Section A**Text 1**

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



Speech-language pathologists
help children with speech problems.

CommunicationHealth.ca



SAC

Speech- Language &
Audiology Canada

Section B

Text 2

The text below is about the tiger hunt planned by the main character, Mrs Packletide. Read it carefully and answer Questions 5 – 16 in the Question Booklet.

- 1 It was Mrs. Packletide's pleasure and intention that she should shoot a tiger. The compelling motive for her sudden deviation was the fact that Loona Bimberton had recently been carried eleven miles for a hunting trip in an aeroplane by an Algerian aviator, and Loona Bimberton talked of nothing else: only a personally procured tiger-skin and a heavy harvest of photographs. Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation. She had also already designed in her mind the tiger-claw brooch that she was going to give Loona Bimberton on her next birthday. It seems that her movements and motives were largely governed by her dislike for Loona Bimberton. 5
10
- 2 Mrs. Packletide had offered a thousand rupees for the opportunity of shooting a tiger without much risk or exertion. It so happened that a neighbouring village could boast of being the favoured rendezvous of an animal of respectable antecedents, which had been driven by the increasing infirmities of age to abandon game-killing and confine its appetite to the smaller domestic animals. The prospect of earning the thousand rupees had stimulated the commercial instinct of the villagers: children were posted night and day on the outskirts of the local jungle to head the tiger back in the unlikely event of his attempting to roam away to fresh hunting-grounds, and the cheaper kinds of goats were left about with elaborate carelessness to keep him satisfied with his present quarters. The one great anxiety was lest he should die of old age before the date appointed for the memsahib's shoot. Mothers carrying their babies home through the jungle after the day's work in the fields hushed their singing lest they might curtail the restful sleep of the herd-robber. 15
20
25
- 3 The great night duly arrived, moonlit and cloudless. A platform had been constructed in a comfortable and conveniently placed tree, and thereon crouched Mrs. Packletide and her paid companion, Miss Mebbin. A goat, gifted with a particularly persistent bleat, such as even a partially deaf tiger might be reasonably expected to hear on a still night, was tethered at the correct distance. With an accurately sighted rifle and a thumb-nail pack of patience cards, the sportswoman awaited the coming of the quarry. 30

"I suppose we are in some danger?" said Miss Mebbin.

She was not actually nervous about the wild beast, but she had a morbid dread of performing an atom more service than she had been paid for. 35

"Nonsense," said Mrs. Packletide; "it's a very old tiger. It couldn't spring up here even if it wanted to."

"If it's an old tiger, I think you ought to get it cheaper. A thousand rupees is a lot of money."

- 4 The conversation was cut short by the appearance of the animal itself. As soon as it caught sight of the tethered goat, it lay flat on the earth, for the purpose of snatching a short rest before commencing the grand attack. 40

"I believe it's ill," said Louisa Mebbin, loudly in Hindustani, for the benefit of the village headman, who was in ambush in a neighbouring tree.

"Hush!" said Mrs. Packletide, and at that moment the tiger commenced ambling towards his victim. 45

"Now, now!" urged Miss Mebbin with some excitement; "if he doesn't touch the goat we needn't pay for it."

- 5 The rifle flashed out with a loud report, and the great tawny beast sprang to one side and then rolled over in the stillness of death. In a moment, a crowd of excited natives had swarmed on to the scene, and their shouting speedily carried the glad news to the village. And their triumph and rejoicing found a ready echo in the heart of Mrs. Packletide; already that luncheon-party in Curzon Street seemed immeasurably nearer. 50

- 6 It was Louisa Mebbin who drew attention to the fact that the goat was in death-throes from a mortal bullet-wound, while no trace of the rifle's deadly work could be found on the tiger. Evidently the wrong animal had been hit, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay. Mrs. Packletide was pardonably annoyed at the discovery; but, at any rate, she was the possessor of a dead tiger, and the villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast. And Miss Mebbin was a paid companion. Therefore did Mrs. Packletide face the cameras with a light heart, and her pictured fame reached from the pages of the Texas Weekly Snapshot to the illustrated Monday supplement of the Novoe Vremya. As for Loona Bimberton, she refused to look at the illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions. The luncheon-party she declined. 55 60 65

- 7 "How amused everyone would be if they knew what really happened," said Louisa Mebbin a few days after the party.

"What do you mean?" asked Mrs. Packletide quickly. 70

"How you shot the goat and frightened the tiger to death," said Miss Mebbin, with her disagreeably pleasant laugh.

"No one would believe it," said Mrs. Packletide, her face changing colour as rapidly.

"Loona Bimberton would," said Miss Mebbin. 75

"You surely wouldn't give me away?" she asked.

"I've seen a weekend cottage near Darking that I should rather like to buy," said Miss Mebbin with seeming irrelevance. "Six hundred and eighty, freehold. Quite a bargain, only I don't happen to have the money."

Adapted from 'Mrs Packletide's Tiger' by H. H. Munro

Section C

Text 3

The text below is about the Rohingya refugees who were forced to leave their homeland. Read it carefully and answer Questions 17 – 22.

- 1 The plight of Myanmar's Rohingyas refugees is desperately bleak as they are rendered stateless in their homeland and detained in transit nations, a rights group says. The Rohingyas are a Muslim ethnic minority group living in Myanmar's western Rakhine State, bordering Bangladesh on the Bay of Bengal. Myanmar, also known as Burma, views its population of around 1.1 million Rohingyas as illegal Bangladeshi immigrants and denies them citizenship. They face a slew of restrictions that have led the United Nations to consider them one of the world's most persecuted people. 5
- 2 Myanmar's 2010 transition from a military-led government to a somewhat more democratic system led to some of the worst violence against Muslims. The national government has tacitly permitted the rise of the 969 movement, a group of Buddhist monks who employ "moral justification for a wave of anti-Muslim bloodshed," Reuters reported. Since 2012, roughly 140,000 Rohingyas have fled northwestern Myanmar amid deadly fighting with the majority Buddhists. "The Burmese authorities, particularly the military, have a clear policy to push them out from Burma using persecution in almost every form possible," Sunai Phasuk, HRW's (Human Rights Watch) senior Thailand researcher, told the ABC. 10
15
- 3 The modern Burmese state is built upon the concept of Buddhist Burmese supremacy; this concept has been used by the military as a pretext for their rule and on the other hand to create a bogeyman or demonise the Rohingyas as bogeymen for the country's ills such as poverty, and lack of social services. Everything is being blamed on the Rohingyas. They are not allowed to register their marriages, they are not allowed to have an education and, worst of all, the Burmese authorities have encouraged communal violence against the Rohingya Muslims. 20
25
- 4 Mr Phasuk said the survivors of communal unrest are forced to live in "ghetto-like facilities" and are unable to return to their homes that were seized by their Buddhist neighbours. "HRW research in 2013 concluded that the atrocities committed against Rohingya Muslims in Rakhine state is a crime against humanity and bordering on ethnic cleansing," he said. "This is a very serious situation and it explains why the Rohingyas cannot live in their homeland and have to take a ferry, a dangerous risk, at the hands of human traffickers and embark on this maritime exodus heading for a better life, a new life in another country." 30
- 5 A Thai foreign ministry statement said officials also agreed not to "push back migrants stranded in Thai waters". The United Nation's refugee agency, the UNHCR, has informed Thailand that at least 2,000 migrants may be stranded on boats off the Myanmar-Bangladesh coasts, held in horrific conditions for weeks by traffickers who are demanding that passengers pay to be released. But Mr Phasuk said the future for Rohingya asylum seekers remains uncertain once they finally reach Thailand. "The Thai authorities see the Rohingyas as illegal immigrants who will be arrested and detained indefinitely in cramped cells in the 35
40

immigration detention centre," he said. If the Rohingyas are arrested by Thai authorities, they have nowhere to go; nowhere to be sent to.

- 6 So why doesn't the Myanmar government do anything about the Rohingya problem? Put simply, positioning oneself against the Buddhist majority is considered a risky political move. Myanmar President Thein Sein's office previously issued a statement referring to the rabidly anti-Rohingya 969 movement as "just a symbol of peace." Even politician Aung San Suu Kyi, the Nobel Laureate who fought for decades for democracy and reform in Myanmar, has been conspicuously quiet on the issue. 45 50

Adapted from The Guardian by Matthew Smith

END OF INSERT

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIMINARY EXAMINATION 2016
YEAR 4 SAP**

ENGLISH LANGUAGE

PAPER 1

19 AUGUST 2016

Insert

1 hour 50 minutes

Marking Guide for Teachers

This document consists of **(2)** printed pages.

[Turn over

Section A: Editing [10 Marks]

Carefully read the text below, consisting of 12 lines, about the different learning abilities of students. The first and last lines for each paragraph are correct. For eight of the lines, there is one grammatical error in each line. There are two lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm. at

My mother always wears sensible clothes. ✓

In education, it has become critically important to take into

account the different learning abilities and interests in students. 1. ...of (Preposition)...

Universities here now admit students not purely base on their 2. ...based (Tenses)...

academic results but also on their aptitude. This is a approach 3. ...an (Article)... ...

that look at the complete person, including his interests, 4. ...looks (SVA).....

experiences, strengths and weaknesses, and not just his 5. ... ✓

academic grades. In the study done by Minister Ong Ye Kung, 6. ...a (Article).....

that approach works better. Polytechnic students admitted 7. ...this (D. Pronoun)

by aptitude testing performed significantly better than 8. ...through /via (WW)

students who got in through the traditional way. This is not 9. ... ✓

surprising because these students had shown great interest 10. ...greater (c. adj.)...

and commitment in their chosen field of study.

2016 Year 4 English Language Preliminary Examination Paper 2 - Answer Scheme

Text 1: Visual [5 marks]

Setter: Miss Nurasyikin

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

S/N	Question	Mark	Question Type / SSAB
1	Who might be the target audience for this poster? Answer: Potential applicants who want to apply as Speech-Language Pathologists/ Applicants who want to be Speech Therapists. [1]	1m	Inference Make inferences based on contextual information
2	The poster begins with a statement by a member of SAC. Why does the advertiser choose to include the statement? Answer: - The purpose is to lend credibility/ authenticity/ endorsement/ affirmation to the benefits of being a Speech-Language Pathologist OR - The purpose is to convince/ persuade the reader of the benefits of being a Speech-Language Pathologist. [1] Note: Answers must have (1) purpose of the statement <u>and</u> (2) link to the message to gain the 1mark.	1m	Language for Impact (Intended Effect) Recognise writer's intention through their use of words
3	Look at the photograph at the centre of the poster. Describe and explain how the photograph conveys the main message of the poster. Answer: The photograph depicts a boy smiling and raising his hands confidently/ enthusiastically to answer a question [1m- Description]. This will convince/ inspire/ motivate/ convince the reader to join the profession as a speech-pathologist because of the satisfaction derived from seeing the progress/success of his/her students. [1m- Link to the message]	2m	Inference Make inferences based on contextual information
4	Which sentence is intended to give the impression that people in this profession derive benefits beyond that what is typically expected of a job? Answer: Speech-language pathology isn't just my job - it is my privilege.	1m	Literal Scan for details

Text 2: Narrative [20 marks]

Setter: Miss Nurasyikin

Refer to Text 2 on page 3 - 4 of the Insert for Questions 5 - 17.

S/N	Question	Mark	Question Type / SSAB
5	Find two consecutive words in paragraph 1 which suggest (i) Driving reason (ii) Abrupt change Answer: - The phrase is 'compelling motive'. - The phrase is 'sudden deviation'	2m	Quote Scan for details
6	With reference to paragraph 1, suggest a reason why Mrs. Packletide was motivated to shoot a tiger. Answer: She did not want to be outdone by Loona Bimberton/ she did not want to appear less capable than Loona Bimberton/ she hated to be humiliated or she wanted to compete for similar attention as Loona Bimberton. Note: Any reasonable answer will be accepted.	1m	Inferential Make inferences based on contextual information
7	"Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation" (lines 5-8). What is ironic about Mrs. Packletide hosting the lunch 'ostensibly in Loona Bimberton's honour'? Answer: It may appear/seem that Mrs. P is hosting the lunch as a show of respect/ high regard to Loona Bimberton (Literal meaning). However, it was a pretence/ her intention was to show off/boast of her own achievements/ success in the hunting expedition to Loona Bimberton (Implied/Real intention). Note: Answers should pay attention to the literal meaning of 'honour' which is a sign of respect compared to the real intention of the character. 'Ostensibly' suggests that the former reason is not entirely true.	2m	Language Use Recognise writer's intention through the use of words

8	Explain how the language used in paragraph 2 suggest that the villagers would do anything to earn the money from the offer made by Mrs. Packletide. Support your ideas with <u>two</u> details from the paragraph. Answer: • ‘Children were posted day and night on the outskirts of the local jungle to head the tiger back...” suggests that the villagers were risking the lives of their children in return for payment from Mrs. P. [1m] • “cheaper kinds of goats were left with elaborate carelessness to keep him satisfied in the present quarters” suggests that the villagers would deliberately sacrifice their farm animals in return for payment. [1m] Note: Selection of evidence should not only reflect how the villagers were tempted but the extent they would go to earn the money.	2m	Language for Impact (Evidence) Provide and interpret evidence to support understanding. Recognise writer’s intention through their use of words
9	From paragraph 2, why did the mothers need to quieten down as they walked home through the jungle with their babies? Answer in your own words. Original: <i>Mothers carrying their babies home through the jungle after the day’s work in the fields hushed their singing lest they might <u>curtail</u> the <u>restful</u> sleep of the herd-robber.</i> Answer: They did not want to <u>cut short/ limit</u> the <u>peaceful/tranquil</u> sleep of the tiger. Do not accept: ‘curtail’ –disrupt, interrupt	2m	Own words Deduce meaning of words from how they are used in context. Paraphrase information using own words.

10	How was Mrs. Packletide's tiger hunt not an adventurous one? Identify two pieces of evidence from lines 26 to 30 to show this. Answer: The tiger hunt was not an adventurous one because • "A platform had been constructed in a comfortable and conveniently placed tree" which suggests that not so much action was expected to occur with everything planned carefully for Mrs. P. • "A goat with a particularly persistent bleat [such as even a partially deaf tiger might be reasonably expected to hear on a still night] was tethered at the correct distance" suggests that Mrs P. did not have to actually hunt for the tiger as it was lured out into the open with the prey easily accessible. <i>Note: For every 1 mark awarded, students need to quote evidence and explain how the hunt was carefully set up to ensure that it involves minimal risk.</i>	2m	Evaluative (accuracy) Provide evidence to support understanding use of words
11	"With an accurately sighted rifle and a thumb-nail pack of patience cards, the sportswoman awaited the coming of the quarry" (lines 30-32). What is the tone employed by the writer in the sentence above? Answer: • The writer's tone was one of sarcasm. <i>Note: Tone should reflect the writer's attitude towards the character.</i>	1m	Language for Impact (Style/tone) Recognise writer's intention through their use of words Inferential Make inferences based on contextual information
12	(i) What does the word 'ambling' (line 45) suggest about the movement of the tiger? Answer: It described the tiger moving in a slow or relaxed pace towards its prey. (ii) Give one reason why this description is unusual. Answer: We would expect a predator like the tiger to be aggressive/pounce on its prey instead of leisurely approaching it.	1m 1m	Evaluative (Effectiveness/unusual) Provide and interpret evidence to support understanding. Recognise writer's intention through their use of words

13	The villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast (lines 60-62). What did the villagers have to do to receive the money? Answer: The villagers had to be in agreement with Mrs. P to hide/ mask the truth of the supposed killing of the tiger by Mrs. P.	1m	Inferential Make inferences based on contextual information
14	What does the phrase 'repressed emotions' (line 67) suggest about Loona Bimberton's response in the letter? Answer: Her response was insincere/ superficial/ forced/not genuine OR she was not really thankful for the gift/ she had to pretend to like the gift. Note: Answer should make reference to the meaning of 'repressed emotion' and show comparison.	1m	Language for Impact (Suggest) Recognise writer's intention through their use of words.
15	What is Ms. Mebbin's intention when she said "How amused everyone would be if they knew what really happened" (line 68)? Answer: - Ms. Mebbin's intention was to expose Mrs. Packletide's lie and blackmail her to get more payment OR - Ms. Mebbin's intention was to disgrace/ denigrate her before her friends by exposing her pretentions. Note: Accept any reasonable answer.	1m	Language for Impact (Suggest) Recognise writer's intention through their use of words

16	The structure of the text introduces the character traits of Miss Mebbin, who was the paid companion for Mrs Packletide on the tiger hunt. Complete the flow chart by choosing one word from the box to summarise the main character trait described in each part of the text. There are some extra words in the box you do not need to use. Main focus amusing clever cautious perceptive opportunistic calculating Flow chart Paragraph 4 (lines 40-48): _____ calculating _____ [1m] <i>Clue: "Now, now!" urged Miss Mebbin with some excitement; "if he doesn't touch the goat we needn't pay for it." (lines 47-48)</i> Paragraph 6 (lines 55-67): ____ perceptive ____ [1m] <i>Clue: 'It was Louisa Mebbin who drew attention to the fact that the goat was in death-throes from a mortal bullet-wound'. (lines 55-56)</i> Paragraph 7 (lines 68-79): _____ opportunistic _____ [1m] <i>Clue: 'I've seen a week-end cottage near Darking that I should rather like to buy,' said Miss Mebbin with seeming irrelevance.' (lines 77-78)</i>	3m	Global Identifying the sequence of events
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Refer to Text 3 on pages 5 - 6 of the Insert for Questions 18 - 24.

S/N	Question	Mark	Question Type / SSAB				
17	From paragraph 2, name one way in which the ‘slew of restrictions’ have affected the Rohingyas adversely (line 7). Answer: They are viewed as illegal Bangladeshi immigrants OR they are denied citizenship. [1]	1m	Literal Scan for details				
18	With reference to paragraph 4, how different are the plights of Rohingyas who remained in their homeland and those who were stranded at sea? Answer: <table><tr><td>On shore</td><td>The Rohingyas are forced to live in "ghetto-like facilities" OR the Rohingyas are unable to return to their homes that were seized by their Buddhist neighbours.</td></tr><tr><td>At sea</td><td>The Rohingyas have to expose themselves to the dangers of the open seas/ The Rohingyas are at the mercy in the hands of human traffickers.</td></tr></table>	On shore	The Rohingyas are forced to live in "ghetto-like facilities" OR the Rohingyas are unable to return to their homes that were seized by their Buddhist neighbours.	At sea	The Rohingyas have to expose themselves to the dangers of the open seas/ The Rohingyas are at the mercy in the hands of human traffickers.	2m	Literal Scan for details
On shore	The Rohingyas are forced to live in "ghetto-like facilities" OR the Rohingyas are unable to return to their homes that were seized by their Buddhist neighbours.						
At sea	The Rohingyas have to expose themselves to the dangers of the open seas/ The Rohingyas are at the mercy in the hands of human traffickers.						
19	In paragraph 5, what will happen to the Rohingyas if they are arrested by the Thai authorities at the immigration detention centre? Answer in your own words? Original: “<u>Detained indefinitely</u> in <u>cramped</u> cells in the immigration detention centre (line 21-22)” Answer: They will be <u>confined/imprisoned</u> for an <u>undetermined/ unspecified period of time</u> in <u>prisons/ overcrowded</u> rooms. [1]	2m	Own Words Paraphrase information using own words				
20	Here is a part of a conversation between two students, Melanie and Andy, who have read the article.  Melanie <i>I think the Thai government is willing to take in the Rohingya Muslims stranded in Thai waters.</i>		Evaluative (Accuracy) Provide and interpret evidence to support understanding Evaluate information and line of thought for credibility and accuracy of ideas				

	(ii) Suggest a reason why she reacted in that way. Answer: She reacted in this way because she did not want to jeopardise her political career in a negative way as Myanmar is a country with a Buddhist majority [1] Clue: Infer the reason from the evidence in the text 'positioning oneself against the Buddhist majority is considered a risky political move' (lines 46-47).	1m	
22	Using your own words as far as possible, summarise the causes that forced the Rohingyas in Myanmar to escape from their homeland. Use only information from paragraphs 2 to 4. 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). <i>The Rohingyas in Myanmar escaped from their homeland because</i>	15m	Summary Scan for details Deduce meaning of words from how they are used in context. Paraphrase information using own words

S/N	Para. No.	Points from Passage	Own Words	No. of Marks
1	2	the rise of the 969 movement	The emergence of the 969 movement	1m
2	2	Amid the <u>deadly fighting</u>	Caught in the <u>brutal conflicts</u>	1m
3	2	The Burmese authorities, particularly the military, have a clear policy <u>to push them out</u> from Burma OR [the Burmese authorities] are using <u>persecution in almost every form possible</u>.	The Burmese government, especially the military, has obvious/ clear intentions to <u>purge/remove them</u> from Burma OR the Burmese government is using <u>oppressive/ hostile treatment</u> against the Rohingyas.	1m
4	3	The modern Burmese state is built upon the concept of Buddhist Burmese <u>supremacy</u> .	The modern Burmese state regards the Buddhist Burmese as superior to others.	1m
5	3	Create a bogeyman OR <u>demonise</u> the Rohingyas as bogeymen.	<u>Portray</u> the Rohingyas <u>negatively/</u> blame the Rohingyas for the country's ills	1m
6	3	They <u>are not allowed to register</u> their marriage	The Rohingyas are <u>banned</u> from making their marriage <u>official/ lawful</u> OR Their marriages are considered <u>illegal/illegitimate/null and void</u>.	1m

7	3	They are <u>not allowed</u> to have an education	And are <u>denied</u> an education.	1m
8	3	Burmese authorities have <u>encouraged</u> communal <u>violence</u> against the Rohingya Muslims	The Burmese authorities <u>support/promote</u> communal <u>aggression/hostility</u> against the Rohingya Muslims.	1m
9	4	<u>Forced to live</u> in <u>ghetto-like facilities</u> .	<u>Coerced/compelled to reside</u> in <u>unfavourable/ deplorable conditions</u> .	1m
10	4	<u>Unable to return</u> to their homes as they are <u>seized</u> by their Buddhist neighbours.	<u>Cannot go back</u> to their homes which have been <u>taken over (by force)</u> by their Buddhist neighbours.	1m
11	4	crime <u>against humanity</u>	Crime that <u>violates human rights</u>	1m
12	4	bordering on <u>ethnic cleansing</u> .	acts on the mass <u>expulsion/killing/genocide</u> of the Rohingya Muslims	1m
13	4	<u>Heading</u> for a better life OR a new life	The Rohingya Muslims are <u>searching</u> for a better life	1m