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**ST JOSEPH'S INSTITUTION
PRELIMINARY EXAMINATION 2016
(SECONDARY 4)**

ENGLISH LANGUAGE

Paper 1 Writing

Additional Materials: Answer Paper

**1128/01
11 August 2016
1 hour 50 minutes
(08:30–10:20h)**

READ THESE INSTRUCTIONS FIRST

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

Answer all sections.

For **Section A**, write your answers in the spaces provided.

Begin **Section B and Section C** on fresh sheets of paper.

Submit **ALL** sections **separately**.

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 considering taking part in an internship after your GCE 'O' level examination and have explored the website on the next page. You are required to write a letter to the Projects Organiser, who will discuss with the organisation concerned the feasibility of accepting your application.

Write a **letter** to the Projects Organiser. Include the following:

- the organisation and position you have expressed interest in
- the period which you are able to commit
- how you can contribute to the organisation
- how the internship experience will benefit you

Write your letter in clear, accurate English and in a polite but friendly tone, to convince the organisation that you are a suitable candidate.

You should use your own words as much as possible.

www.internships.sg

Do you wish to enrich yourself during the holidays?
Sign up for one of these internships!

1. Super Camp
Camp Leader

- Provide strategies to manage time
- Facilitate lessons on study skills
- Conduct team-bonding activities
- Pre-camp training by facilitators from USA to learn how to manage and motivate children



2. TalentXHunters
Youtube Video Creator

- Work with clients to brainstorm marketing concepts
- Design Youtube videos
- Involved in the production of the videos
- Training will be provided on creating Youtube videos



3. National Parks
Sungei Buloh Guide

- Provide guided tours for children on school excursions
- Take part in scientific studies
- Involved in park maintenance
- Training will be provided on tour guiding techniques and identifying various mangrove flora and fauna



4. Projects Abroad
Healthcare Assistant

- Shadow medical professionals
- Provide medical care to low-income Cambodians
- Educate Cambodians on preventable diseases
- Training will be provided on basic health check, hygiene and nutrition



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 your struggles when you learnt a new skill. Explain how the experience made an impact on you.
2. It is beneficial to live in an ethnically diverse society. Do you agree?
3. The world is our classroom. What are your views?
4. Staycation is gaining popularity in Singapore. What are the advantages and disadvantages of taking a holiday in your own country instead of abroad?

*****END OF PAPER*****



**ST JOSEPH'S INSTITUTION
PRELIMINARY EXAMINATION 2016
(SECONDARY 4)**

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

11 August 2016

Candidates answer on the Question Booklet

**1 hour 50 minutes
(1110-1300h)**

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your class, index number and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use 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.

Submit answers to Section A, B+C [Questions 1-23] and Summary [Question 24] separately.

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

This document consists of **9** printed pages

[Turn over]

Section A [5 marks]

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

1. How does the photograph support the message “Look beyond my disability. See the true me” ?

.....

 [1]

2. In the section **What is Intellectual Disability**, quote **two** separate words that suggest the inability to function normally.

..... [1]

3. **“I’m Wanyi. Do you know how to talk with people with intellectual disabilities?”**
 What other ways does the writer involve the reader besides using the pronoun ‘you’?

.....

 [2]

4. Which sentence implies that Singaporeans do not do enough to socialise with people who have a disability?

.....
 [1]

Name : _____ () Class : _____

Section B [20 marks]

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

- 5 The writer mentions that a person climbing the wall must possess “the activity of youth”. What does the phrase, “activity of youth” (line 3-4) suggest?

.....
 [1]

- 6 The writer says that “No walls are so hard to pierce as living walls.” (lines 6)

- (i) What do the “living walls” refer to? [1]

.....
 [1]

- (ii) Give two reasons and explain why it is difficult for the writer to pierce the walls.

.....

 [2]

- 7 What is ironic about the writer’s remark that the sentries were “incorruptible” (line 7)?

.....
 [1]

- 8 Quote a sentence from paragraph 2 that shows the writer had to be precise in order for his plan to succeed.

.....
 [1]

- 9 Which one word in paragraph 4 suggests the routine life of imprisonment?
 [1]
- 10 What does the phrase “Now or never” (line 33-34) tell us about the state of mind the writer is in?
 [1]
- 11 “I lowered myself *silently* down into the adjoining garden and *crouched* among the shrubs. I was free.” (lines 38-39)
 What do the words in italics suggest about the writer’s action?

 [1]
- 12 Why is the writer’s action “irreversible” (line 40)?

 [1]
- 13 Explain why the writer felt “the surge of panic which nearly overwhelmed” (line 50) him?

 [1]
- 14 “But amid a tumult of emotion, reason, seated firmly on her throne, whispered, “Trust to the dark background.” (lines 51-53)
 Explain **two** ways how the writer gives “reason” human qualities.
- (i)
- (ii) [2]
- 15 Give another phrase in the same paragraph that has a similar meaning to “absolutely motionless” (line 53).
 [1]

16 “The animal uttered a “miaul”” (line 58)

- (i) Besides the cat’s “miaul”, which other sound caused both men to stop immediately?

..... [1]

- (ii) What do these sounds reveal about the cat’s reaction to its surrounding?

.....

..... [1]

- 17 The structure of the text reflects the different stages of the writer’s escape from captivity. Complete the flow chart by choosing one phrase from the box to summarise the stage of the escape described in each part of the text there are some extra phrases in the box you do not need to use.

Stages of escape

hatching a strategy

seizing the moment

attempting to retreat

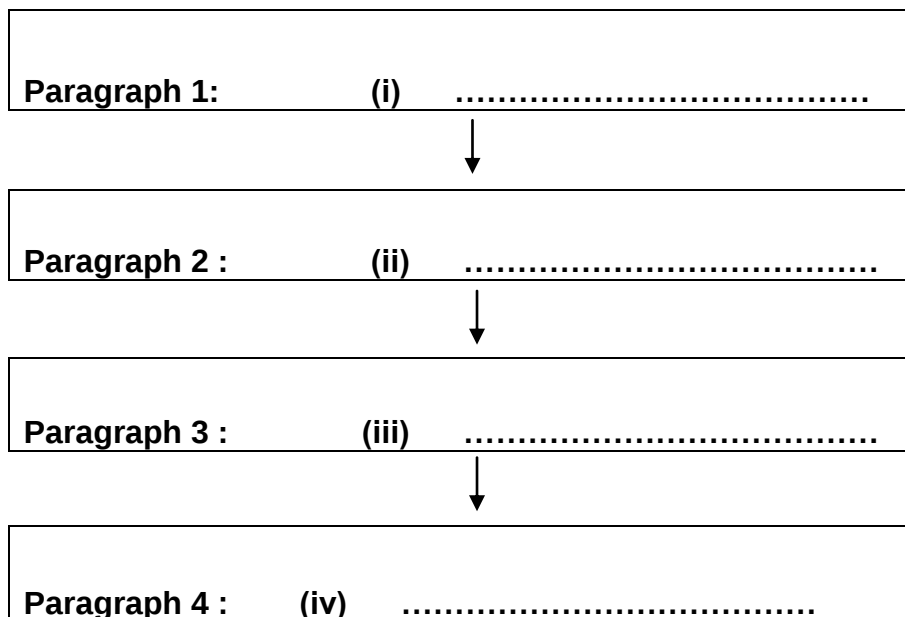
deliberating on the possibilities

encountering a dilemma

anticipating the challenges ahead

removing doubts

Flow Chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 18 – 23.

- 18 Pick two consecutive words in paragraph 1 that have the same meaning as 'persevere'.

..... [1]

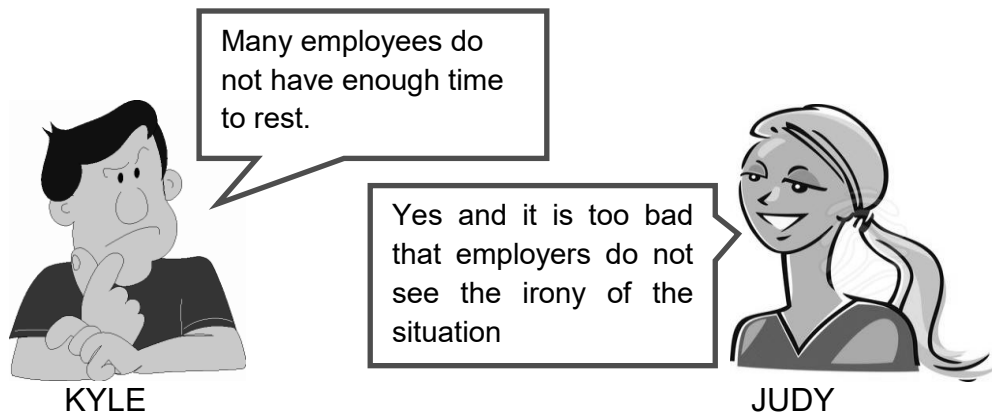
- 19 (i) What does the writer suggest of people who 'take a militaristic approach towards resilience' (line 11)?

..... [1]

- (ii) Why is this militaristic approach a false concept?

..... [1]

- 20 Here is a part of a conversation between two students who have read the article.



- (i) Give a reason from paragraph 3 to support Kyle's view?

.....

..... [1]

- (ii) How would Judy explain her view with reference to lines 19 -22?

.....

..... [1]

- 21 (i) Why is the word 'stop' (line 23) within inverted commas?

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

- (ii) Quote a word in the same paragraph that has the same meaning as 'struggle'.

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

- 22 From paragraph 5, state **two** effects of insufficient sleep on relationships.

(i)[1]

(ii)[1]

- 23 What is the tone adopted by the writer in the phrase 'What a distortion of resilience!' (line 32)?

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

BLANK PAGE

Please continue to complete the summary on Page 9.

Name : _____ () **Class :** _____

- 24 **Using your own words as far as possible**, summarize the ways by which resilience can be developed.

Use only information from paragraphs 6 and 7.

Your summary, which must be in continuous writing (not note form), must not be longer than 80 words (not counting the words given to help you begin).

Begin your summary as follows:

When a person wants to be resilient, he needs to

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... No of words [15]



**ST JOSEPH'S INSTITUTION
PRELIMINARY EXAMINATION 2016
(SECONDARY 4)**

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

11 August 2016

INSERT

**1 hour 50 mins
(11:10-13:00h)**

READ THESE INSTRUCTIONS FIRST

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

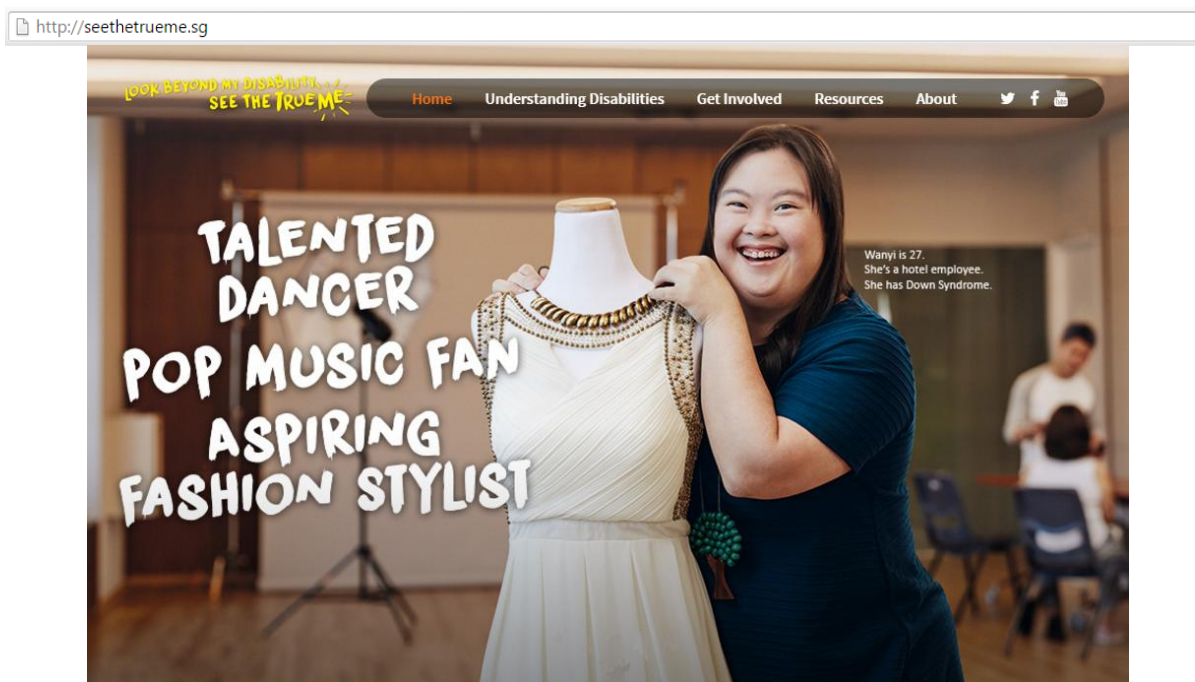
This document consists of **6** printed pages.

[Turn over]

Section A

Text 1

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



What is Intellectual Disability?

The average person has an intelligent quotient (IQ) between 90 and 110. A person with intellectual disability has an IQ of less than 70, and has significant limitations in adaptive functioning. Intellectual disability is characterised by a triad of impairments in academic, social and practical functioning.



“I’m Wanyi. Do you know how to talk with people with intellectual disabilities?”

- Speak directly to us and not our caregivers.
- Speak in a concise and simple manner.
- Ask us for our opinions and give us time to respond.
- Do not be offended by a lack of response or unconventional behaviour. Be patient and continue talking to us at a regular pace.

Sign up for Disability Awareness Talks

‘See the True Me Disability Awareness Talk’ is designed to raise awareness about the various abilities and needs of persons with disabilities. We will explore misconceptions about what it is to have a disability. You will learn about different types of disabilities as well as practical tips for interaction. Ultimately, our aim is to build your confidence in engaging with persons with disabilities.

Come join us on this journey towards a more inclusive Singapore.

[Register Now](#)

Section B

Text 2

The writer was sent to South Africa as a war correspondent for London's Morning Post and, while with troops on a reconnaissance mission, was captured by the enemy. Read the text carefully and answer Questions 5-17 in the Question Paper Booklet.

- 1 The State Model Schools stand in the midst of a quadrangle, and are surrounded on two sides by an iron grille and on two by a corrugated iron fence about 10 ft. high. These boundaries offered little obstacle to anyone who possessed the activity of youth, but the fact that they were guarded on the inside by sentries, fifty yards apart, armed with rifle and revolver, made them a virtually insurmountable barrier. No walls are so hard to pierce as living walls. I thought of the penetrating power of gold, and the sentries were sounded. They were incorruptible. I seek not to deprive them of the credit, but the truth is that the bribery market in the Transvaal has been spoiled by the millionaires. I could not afford with my slender resources to insult them heavily enough. So nothing remained but to break out in spite of them, I formed a scheme. 5 10
- 2 After anxious reflection and continual watching, it was discovered that when the sentries near the offices walked about on their beats, they were at certain moments unable to see the top of a few yards of the wall. The electric lights in the middle of the quadrangle brilliantly lighted the whole place but cut off the sentries beyond them from looking at the eastern wall, for from behind the lights all seemed darkness by contrast. The first thing was therefore to pass the two sentries near the offices. It was necessary to hit off the exact moment when both their backs should be turned together. After the wall was scaled, I should be in the garden of the villa next door. There my plan came to an end. 15 20
- 3 Everything after this was vague and uncertain. How to get out of the garden, how to pass unnoticed through the streets, how to evade the patrols that surrounded the town, and above all how to cover the two hundred and eighty miles to the Portuguese frontiers, were questions which would arise at a later stage. All attempts to communicate with friends outside had failed. I cherished the hope that with my meagre supply of chocolates, and a great deal of luck, I might march the distance in a fortnight, buying mealies (maize plants) at the native kraals (rural villages) and lying hidden by day. It did not look a very promising prospect. 25
- 4 Tuesday, the 12th! Another day of fear. Anything was better than further suspense. Night came again. Again the dinner bell sounded. Choosing my opportunity I strolled across the quadrangle. Through a crack I watched the sentries. For half an hour they remained stolid and obstructive. Then all of a sudden one turned and walked up to his comrade and they began to talk. Their backs were turned. Now or never. I darted out of my hiding place and ran to the wall, seized the top with my hands and drew myself up. Twice I let myself down again in sickly hesitation, and then with a third resolve scrambled up. The top was flat. Lying on it I had one parting glimpse of the sentries, still talking, still with their backs turned; fifteen yards away, I lowered myself silently down into the adjoining garden and crouched among the shrubs. I was free. The first step had been taken, and it was irreversible. 30 35 40

- 5 The bushes of the garden gave a good deal of cover, and in the moonlight their shadows lay black on the ground. Twenty yards away was the house, and I had not been five minutes in hiding before I perceived that it was full of people; the windows revealed brightly lighted rooms, and within I could see figures moving about. This was a fresh complication. I had always thought the house unoccupied. 45
Presently—how long afterwards I do not know, for the ordinary measures of time, hours, minutes, and seconds are quite meaningless on such occasions—a man came out of the door and walked across the garden in my direction. Scarcely ten yards away he stopped and stood still, looking steadily towards me.
- 6 I cannot describe the surge of panic which nearly overwhelmed me. I may be discovered. I dared not stir an inch. My heart beat so violently that I felt sick. But amid a tumult of emotion, reason, seated firmly on her throne, whispered, “Trust to the dark background.” I remained absolutely motionless. For a long time the man and I remained opposite each other, and every instant I expected him to spring forward. However, I continued to trust the shadow, and after a while another man 55
came out of the house, lighted a cigar, and both he and the other walked off together. No sooner had they turned, a cat pursued by a dog rushed into the bushes and collided with me. The animal uttered a shrilled “miaul” and darted back again, making a horrible rustling. Both men stopped at once. It was only the cat, as they doubtless observed, and they passed out of the garden gate into the town. 60

Adapted from, 'Escape from the Boers' by Winston Churchill

Section C

Text 3

The article below highlights research work on resilience. Read the text carefully and answer Questions 18-24 in the Question Paper Booklet.

- 1 My husband and I sometimes fantasize about how much work we can do when one of us gets on a plane, undistracted by phones, friends, and *Finding Nemo*. We race to get all our ground work done and then board the plane. Then, when we try to have that amazing work session in flight, we get nothing done. Even worse, after refreshing our email or reading the same studies over and over, we are too exhausted when we land to soldier on with the emails that have inevitably still piled up. 5
- 2 Based on current research, we have come to realize that the problem is not our hectic schedule or the plane travel itself; the problem comes from a misunderstanding of what it means to be resilient, and the resulting impact of overworking. We often take a militaristic approach to resilience. We believe that longer we tough it out, the tougher we are, and therefore the more successful we will be. We imagine a Marine slogging through the mud, a boxer going one more round, or a football player picking himself up off the turf for one more play. However, this entire conception is scientifically inaccurate. 10 15
- 3 The very lack of a recovery period is dramatically holding back our ability to be resilient and successful. Research has found that there is a direct correlation between lack of recovery and increased incidence of health and safety problems. In workplaces today, employees lack time to recover — whether by disrupting sleep with thoughts of work or having continuous cognitive arousal by watching our phones flooded by work issues — is costing our companies \$62 billion a year in lost productivity. 20
- 4 Just because work stops, it does not mean we are recovering. We “stop” work sometimes at 5p.m., but then we spend the night wrestling with solutions to work problems, talking about our work over dinner and falling asleep thinking about how much work we will do tomorrow. In a study released last month, researchers from Norway found that 7.8% of Norwegians have become workaholics. The scientists cite a definition of “workaholism” as “being overly concerned about work, driven by an overwhelming desire that it impairs other important life areas.” 25
- 5 The misconception of resilience is often bred from an early age. Parents trying to teach their children resilience might celebrate a high school student staying up until 3 a.m. to finish a science fair project. What a distortion of resilience! A resilient child is a well-rested one. When an exhausted student goes to school, he risks hurting everyone on the road with his impaired driving; he does not have the cognitive resources to do well on his English test; he has lower self-control with his friends; and at home, he is moody with his parents. Overwork and exhaustion are the opposite of resilience. The bad habits we learn when we’re young only magnify when we hit the workforce. 30 35
- 6 The key to resilience is trying really hard, stopping to reflect, before trying again. This conclusion is based on biology. Conditions must be created in the brain to ensure and sustain well-being because when the mind is out of alignment from overworking, we can never move forward. It is a common assumption that when someone stops doing tasks such as answering emails or writing a paper, the brain will naturally 40

recover. In actual fact what is needed is to schedule frequent breaks, shift their attention to other tasks when the mental or physical resources required for the initial task are temporarily depleted or exhausted. External recovery refers to actions that take place outside of work - free time between the workdays and weekends, and taking holidays or vacations. If after work you lie around on your bed and get riled up by political commentary on your phone or get stressed thinking about decisions about how to renovate your home, your brain has not received a break from high mental arousal states. Our brains need a rest as much as our bodies do.

- 7 If you really want to build resilience, you must give yourself the resources to be tough by creating internal and external recovery periods. In her upcoming book *The Future of Happiness*, based on her work at Yale Business School, Amy Blankson describes how to strategically stop during the day by using technology to control overworking. She suggests downloading the Instant or Moment apps to monitor how many times you turn on your phone each day. Employees must try to avoid eating at their desks instead spending time having lunch in the company of friends and colleagues – not talking about work. What we need to do is also create, work-free zones either at homes or certain designated places. As for us we have started using our flight time to dip into the recovery phase. We relax, meditate, sleep, watch movies, journal, or listen to entertaining podcasts. Now, when we get off the plane, instead of being depleted, we feel rejuvenated and ready to return to the performance zone.

Adapted from: Anchor S. and Gielan M. 2016 ' Resilience Is About How Much You Recharge Not How You Endure, *Harvard Business Review*, 30 June, 2016



**ST JOSEPH'S INSTITUTION
PRELIMINARY EXAMINATION 2016
(SECONDARY 4)**

ENGLISH LANGUAGE

1128/1

Paper 1 Writing

11 August 2016

Insert (Editing)

**1 hour 50 minutes
(08:30 – 10:20)**

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

Submit Section A (Insert) 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 Singaporean identity.

The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm. at

My mother always wears sensible clothes. ✓

In a recent dialogue with youths, Minister in the Prime Minister's Office Mr Chan Chun Sing called for Singaporeans to foster a national identity beyond 1. _____ materialistic concerns. In particular, he invoked the spirits of the pioneer 2. _____ generation, who surmounted tougher times, to drive the country towards the 3. _____ future. Such a call is not new. Concerning about rampant materialism and 4. _____ anxieties about a pace of life were discussed at the Singapore Conversation 5. _____ Initiative. One also recalls the Remaking Singapore Committee which 6. _____ mandate were to move Singapore beyond the "Five Cs" of careers, 7. _____ condominiums, clubs, credit cards and cars – all integral elements of our 8. _____ Singapore Dream as understood then. It is ironic that a national identity 9. _____ once defined in material terms, is now being lament in various quarters, 10. _____ including the Government.

Adapted from: Adrian Kuah, Recast the Singaporean Identity, *Today*, 12 April 2016

Answers

In a recent dialogue with youths, Minister in the Prime Minister's Office Mr Chan Chun Sing called for Singaporeans to foster a national identity beyond materialistic concerns. In particular, he invoked the spirits of the pioneer generation, who surmounted tougher times, to drive the country towards the future. Such a call is not new. Concerning about rampant materialism and anxieties about a pace of life were discussed at the Singapore Conversation Initiative. One also recalls the Remaking Singapore Committee which mandate were to move Singapore beyond the "Five Cs" of careers, condominiums, clubs, credit cards and cars – all integral elements of our Singapore Dream as understood then. It is ironic that a national identity once defined in material terms, is now being lament in various quarters, including the Government.

1. on
2. spirit
3. tough
4. concerns
5. the
6. whose
7. was
8. ✓
9. ✓
10. lamented

St. Joseph's Institution

SUBJECT: ENGLISH LANGUAGE PAPER 2 EXAMINATION : END-YEAR EXAM 2016

LEVEL: SEC 4

Section A Qn 1 How does the photograph support the message “Look beyond my disability. See the true me” ?	ANS: [1] The picture shows Wanyi who has Down Syndrome beside a gown, highlighting her aspiration of being a fashion stylist [1]
Qn 2 In the section What is Intellectual Disability , quote two separate words that suggest the inability to function normally.	ANS: [1] limitations and impairments [1] X disability
Qn 3 “I’m Wanyi. Do you know how to talk with people with intellectual disabilities?” What other ways does the writer involve the reader besides using the pronoun ‘you’?	ANS: [2] (i) Wanyi introduces herself and this personalizes the relationship [1] (ii) She asks a question [1]
Qn 4 Which sentence implies that Singaporeans do not do enough to socialise with people who have a disability?	ANS: [1] Come join us on this journey towards a more inclusive Singapore. [1] X Ultimately, our aim is to build your confidence in engaging with persons with disabilities.
Section B Qn 5 The writer mentions that a person climbing the wall must possess “the activity of youth” (line 4). What does the phrase, “activity of	ANS : [1] Fit/ agile/ athletic/ nimble/ sprightly/ dexterous X strong/ energetic

youth” suggest? [1] LO3 : Apply critical reading by focusing on implied meaning, higher-order thinking, judgment and evaluation	
Qn 6 The writer says that “No walls are so hard to pierce as living walls.” (lines 6-7) (i)What do the “living walls” refer to? [1] (ii) Give two reasons and explain why it is difficult for the writer to pierce the walls”? [2]	Answer: [1] (i) Sentries/ Soldiers/ guards [1] X men armed with rifles and guns Answer: [2] ii) • The guards were fifty yards apart meaning that they were close in proximity, hence difficult to slip pass the guards without being seen. • The guards were armed with rifle and revolver meaning they could shoot down anyone who tries to escape • The guards could not be bribed with the little resources that he had. X The guards were incorruptible. (2 marks for any two of the above)
Qn 7 What is ironic about the writer’s remark that the sentries were “incorruptible” (line 8)?	ANS: [1] It is ironic because in actual fact, the sentries were corrupted by the millionaires who could bribe them / paid them more heavily. X so much bribery going on yet no amount of bribery could tempt the sentries. X Sentries were corrupted but would not accept the money offered by the writer. X Sentries did not accept the writer’s bribes but accept the bribes of larger amount by millionaires.

Qn 8 Quote a sentence from paragraph 2 that shows the writer had to be precise in order for his plan to succeed.	ANS : [1] "It is necessary to hit off the exact moment when both their backs should be turned together."
Qn 9 Which one word in paragraph 4 suggests the routine life of imprisonment?	ANS : [1] "again" X fear/ stolid/ suspense/ irreversible/ another
Qn 10 What does the phrase "Now or never" (line 33-34) tell us about the state of mind the writer is in? [1]	ANS : [1] Urgency/ under pressure/ desperation X determination/ anxiety
Qn 11 <i>"I lowered myself <u>silently</u> down into the adjoining garden and <u>crouched</u> among the shrubs. I was free."</i> (lines 38-39) What do the words in italics suggest about the writer's action?	ANS : [1] cautious, careful, stealthy, discreetly X quietly/ hidden/ secrecy/ sneaky/ discrete(ly)
Qn 12 Why is the writer's action "irreversible" (line 40)? [1]	ANS: [1] The writer cannot retrace his steps/ retreat/ go back/ return as he would likely be caught by the tight security. X If he did not escape, he would be punished. X He would be in trouble if they found out he had escaped.

Qn 13 Explain why the writer felt “the surge of panic which nearly overwhelmed”(line 50) him?	ANS: [1] He thought he was discovered as the man stopped very close to him and looking steadily towards him. [1] X He was seen by a guard/ looked towards his direction
Qn 14 ‘But amid a tumult of emotion, reason, seated firmly on her throne, whispered, “Trust to the dark background.”’ (lines 51-53) Explain two ways how the writer gives ‘reason’ human characteristics.	ANS : [2] Reason having the seat of/ being able to sit and wield power/ authority/ command [1] Reason being able whisper/ have a voice to counsel/ advice [1]
Qn 15 Give another phrase in the same paragraph that has a similar meaning to “absolutely motionless” (line 53).	ANS: [1] “dared not stir an inch” X I dared not stir an inch/ stir an inch
Qn 16 The animal uttered a “miaul”” (line 58) (i) Besides the cat’s “miaul”, which other sound caused both men to stop immediately? [1] (ii) What do these sounds reveal about the cat’s reaction to its surrounding?	ANS: [2]“rustling” [1] It was startled/ alarmed/ stunned/ frightened [1]

Qn 17 The structure of the text reflects the different stages of the writer's escape from captivity. Complete the flow chart by choosing one phrase from the box to summarise the stage of the escape described in each part of the text. There are some extra phrases in the box you do not need to use. [4] Stages of escape • hatching a strategy • seizing the moment • deliberating on the possibilities • anticipating the challenges ahead • encountering a dilemma • removing doubts • attempting to retreat	ANS: [4] (Flowchart) Paragraph 1 – deliberating on the possibilities <i>boundaries offered little obstacle.../ “guarded on the inside.../ “insurmountable barrier/ “I thought of the penetrating power of gold”/ “I could not afford..”</i> Paragraph 2 – hatching a strategy <i>“The first thing...to pass the two sentries...necessary to hit off the exact moment...wall was scaled...in the villa next door”</i> Paragraph 3 – anticipating the challenges ahead <i>Everything after this was vague and uncertain...how...were Questions...It did not look a promising prospect.”</i> Paragraph 4 – seizing the moment <i>Choosing my opportunity...Now or never...The first step had been taken.</i>
Section C Qn 18 Pick two consecutive words in paragraph 1 that have the same meaning as ‘persevere’	ANS :[2] The word is ‘soldier on’ [1]
Qn 19 (i) What does the writer suggest of people who ‘take a militaristic approach towards resilience’ (line 11)? (ii) Why is this militaristic approach a false concept	ANS : (i) The writer suggests that these people are unyielding / rigid / inflexible [1] (ii) Because there is a lack of a recovery period [1].
Qn 20 (i) Give one reason from paragraph 3 to support Kyle’s view? (ii) How would Judy explain her view with reference to lines 19-22?	ANS : (i) sleep is disrupted with thoughts of work OR continuously watching their phones flooded with work issues [1].

	(ii) The contradiction is that the more time people spend being preoccupied with work, the less efficient they become [1].										
Qn 21 (i) In paragraph 4, why is the word 'stop' (line 23) within inverted commas? (ii) Quote a word in the same paragraph that has the same meaning as 'struggle'.	ANS : (i) To show the opposite of what takes place (ie to show the person continues working) [1] (ii) The word is wrestling [1].										
Qn 22 22. From paragraph 5, state two effects insufficient sleep has on relationships.	ANS : i. lower self-control with friends [1] ii. moody with parents [1]										
23. What tone is adopted by the writer in the phrase 'What a distortion of resilience!' (line 32)	ANS : anger, frustration										
Qn 24 Using your own words as far as possible , summarize the ways by which resilience can be developed. Use only information from paragraphs 6 and 7. Your summary, which must be in continuous writing (not note form), must not be longer than 80 words (not counting the words given to help you begin). Begin your summary as follows: <i>When a person wants to be resilient, he needs to</i>	ANS : [15] <table border="1"> <thead> <tr> <th></th><th>Lifted From Passage</th></tr> </thead> <tbody> <tr> <td>1</td><td>Try really hard, stopping to reflect, before trying again</td></tr> <tr> <td>2</td><td>Conditions must be created in the brain to ensure and sustain well-being</td></tr> <tr> <td>3</td><td>Take frequent scheduled / unscheduled breaks</td></tr> <tr> <td>4</td><td>Shift their attention to other tasks when the mental or physical resources required for the initial task are</td></tr> </tbody> </table>		Lifted From Passage	1	Try really hard, stopping to reflect, before trying again	2	Conditions must be created in the brain to ensure and sustain well-being	3	Take frequent scheduled / unscheduled breaks	4	Shift their attention to other tasks when the mental or physical resources required for the initial task are
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		temporarily depleted or exhausted	
	5	Make time between workdays and weekends not thinking about work	
	6	Taking holidays and vacations	
	7	Strategically stop during the day by using technology to control overworking	
	8	Employees must try to avoid eating at their desks instead spending time in the company of friends and colleagues – not talking about work.	
	9	Create work-free zones either at homes or certain designated places.	
		Rephrased Points	
	1	Working hard, stopping to review before continuing	
	2	A person's state of mind must be kept healthy	
	3	Take regular breaks	
	4	Focus on other tasks if the current task is insurmountable	
	5	Detach from work at certain times during the workweek and weekends	
	6	Taking trips	

	7	Use technology to curb overworking	
	8	Spend time / socialising with friends and colleagues	
	9	Make certain spaces in offices and home work-free.	

SUMMARY STYLE DESCRIPTORS	
Mark	
7	• There is sustained and successful attempt to rephrase the text language. • The summary is free from lifting except for phrases from the text which are difficult to substitute. • Apart from very occasional slips, the language is accurate.
5-6	• There is a noticeable attempt to rephrase the text language. • The summary is free from stretches of concentrated lifting. • The language is almost always accurate. Serious errors will be so isolated to be almost unnoticeable.
3-4	• There are recognisable but limited attempts to rephrase the text detail. • Groups of text expression are interlaced with own words. • The expression may not always be secure, but the attempt to substitute the text will gain credit. • The language is largely accurate.
1-2	• Wholesale copying of large areas of the text, but not a complete transcript. • Attempts to substitute own language will be limited to single word expression. • Irrelevant sections of the text will be more frequent at this level and below. • Meaning is not in doubt but serious errors are becoming more frequent.
0	• Pretty well a complete transcript of the text expression. • Originality is barely noticeable. • There may also be random transcription of irrelevant sections of the text. • Heavy frequency of serious errors, impeding the reading in many places.