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CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Examination One 2017
Secondary Four

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
Insert

26 April 2017

1 hour 50 minutes

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 Booklet.



BOLLYWOOD VEGGIES

Paradise On Earth

Join us at Bollywood Veggies in the beautiful Kranji Countryside - Singapore

Bollywood Veggies is your sanctuary away from the bustle of the "Little Red Dot". Set in the rustic environment of the northwest Kranji Countryside, visiting it is a step back to Singapore's lush history. Our location provides a great opportunity to see a fresh side of the island, rejuvenate your senses, connect with family, and enjoy the simple pleasures of real food.

EXPLORE



Ever wonder about the history of food and how it has influenced human civilisation? Join us for a 15-minute guided tour of the Bollywood Food Museum, covering the rich palette of humankind's interaction with food, the agricultural and industrial revolutions, and how food relates to the rise and fall of civilisations.

LEARN



Bringing you fresh, farm-to-table cuisine, our mission is to promote local agriculture, food security and a lifestyle of health and sustainability. We have an entire gamut of recipes to share with you so get hands-on with our tailored culinary classes.

ENJOY



Take a look at our options and find some new ways to learn about the farm, the countryside, and connect with our natural world. Visitors will be given the opportunity to touch, smell and taste some of the vegetables and fruits, herbs and spices, and medicinal plants.

Section B

Text 2

This extract tells the story of two snipers on opposing sides of the Irish Civil War. Read it carefully and answer Questions 5-13 in the Question Booklet.

- 1 On a rooftop near O'Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle and over his shoulders was slung a pair of field glasses. His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of a fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death. After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous. The flash might be seen in the darkness, and there were enemies watching. He decided to take the risk. Placing a cigarette between his lips, he struck a match, inhaled the smoke hurriedly and put out the light. Almost immediately, a bullet flattened itself against the parapet of the roof. The sniper took another whiff and put out the cigarette. Then he swore softly and crawled away to the left. 5 10
- 2 Cautiously he raised himself and peered over the parapet. There was a flash and a bullet whizzed over his head. He dropped immediately. He had seen the flash. It came from the opposite side of the street. He rolled over the roof to a chimney stack in the rear, and slowly drew himself up behind it, until his eyes were level with the top of the parapet. There was nothing to be seen—just the dim outline of the opposite housetop against the blue sky. His enemy was under cover. 15
- 3 Suddenly from the opposite roof a shot rang out and the sniper dropped his rifle with a curse. The rifle clattered to the roof. The sniper thought the noise would wake the dead. He stooped to pick the rifle up. He couldn't lift it. His forearm was dead. "I'm hit," he muttered. With his left hand he felt the injured right forearm. The blood was oozing through the sleeve of his coat. There was no pain—just a deadened sensation, as if the arm had been cut off. 20
- 4 The sniper lay still for a long time nursing his wounded arm and planning escape. Morning must not find him wounded on the roof. He must kill that enemy and he could not use his rifle. He had only a revolver to do it. Then he thought of a plan. Taking off his cap, he placed it over the muzzle of his rifle. Then he pushed the rifle slowly upward over the parapet, until the cap was visible from the opposite side of the street. Almost immediately there was a report, and a bullet pierced the center of the cap. The sniper slanted the rifle forward. The cap clipped down into the street. Then catching the rifle in the middle, the sniper dropped his left hand over the roof and let it hang, lifelessly. After a few moments he let the rifle drop to the street. Then he sank to the roof, dragging his hand with him. 25 30
- 5 Crawling quickly to his feet, he peered up at the corner of the roof. His ruse had succeeded. The other sniper, seeing the cap and rifle fall, thought that he had killed his man. He was now standing before a row of chimney pots, looking across, with his head clearly silhouetted against the western sky. The Republican sniper smiled and lifted his revolver above the edge of the parapet. He took a steady aim. His hand trembled with eagerness. Pressing his lips together, he took a deep breath through his nostrils and fired. He was almost deafened with the report and his arm shook with the recoil. Then when the smoke cleared, he peered across and uttered a cry of joy. His enemy had been hit. He was reeling over the parapet in his death agony. He struggled to keep his feet, but he was slowly falling forward as if in a dream. The rifle fell from his grasp, hit the parapet, fell over, bounded off the pole of a barber's shop beneath and then clattered on the pavement. 35 40

- 6 Then the dying man on the roof crumpled up and fell forward. The body turned over and 45
over in space and hit the ground with a dull thud. Then it lay still. The sniper looked at
his enemy falling and he shuddered. The lust of battle died in him. He became bitten by
remorse. The sweat stood out in beads on his forehead. Weakened by his wound and
the long summer day of fasting and watching on the roof, he revolted from the sight of
the shattered mass of his dead enemy. His teeth chattered, he began to gibber to 50
himself, cursing the war, cursing himself, cursing everybody.
- 7 He decided to leave the roof and when the sniper reached the laneway on the street
level, he felt a sudden curiosity as to the identity of the enemy sniper whom he had
killed. He decided to risk going over to have a look at him. He peered around the corner
into O'Connell Street. In the upper part of the street there was heavy firing, but around 55
here all was quiet. The sniper darted across the street. A machine gun tore up the
ground around him with a hail of bullets, but he escaped. He threw himself face
downward beside the corpse. The machine gun stopped. Then the sniper turned over
the dead body and looked into his brother's face.

Section C

Text 3

The text below is about failure. Read it carefully and answer Questions 14–19 in the Question Booklet.

- 1 At the end of the 19th century, a middle-aged Swedish engineer, a patent officer captivated by the promise and possibilities of technology, came up with a radical idea: Why not fly in a hydrogen balloon to become the first to discover the North Pole, then as mysterious and unknown as Mars? For years explorers had attempted to reach the Pole overland; many died trying. An air expedition, Salomon August Andrée reasoned, would eliminate much of the risk. And so, on a windy day in July 1897 Andrée and two younger colleagues climbed into the basket of a 67-foot-diameter balloon and soared into the air, aiming to float to a place no human had seen. 5
- 2 As soon as they lifted off, wind battered the balloon. Fog froze on it, weighing it down. For 65 and a half hours the *Eagle* skittered along, sometimes grazing the Arctic Ocean. Thirty-three years later, sealers stumbled across the frozen corpses of Andrée and his crew—along with their cameras and diaries. The three had perished during a gruelling three-month trek south. 10
- 3 Failure – never sought, always dreaded, impossible to ignore – is the spectre that hovers over every attempt at exploration. Yet without the sting of failure to spur us to reassess and rethink, progress would be impossible. Today there is growing recognition of the importance of failure. Educators ponder how to make kids more comfortable with it. Psychologists study how we cope with it, usually with an eye toward improving the chance of success. Indeed, the very word “success” is derived from the Latin *succedere*, “to come after”—and what it comes after, yes, is failure. One cannot exist without the other. Even at their most miserable, failures provide information to help us do things differently next time. ‘I learned how *not* to climb the first four times I tried to summit Everest,’ says alpinist Pete Athans, who’s reached the world’s highest peak seven times. ‘Failure gives you a chance to refine your approach. You’re taking risks more and more intelligently.’ 15 20 25
- 4 Failure is also a reminder that luck plays a role in any endeavour. Climber Alan Hinkes, a member of the small club of mountaineers who’ve summited the world’s highest peaks, has had his share of misfortunes: broken his arm, impaled his leg on a tree branch, sneezed so violently near the top of Pakistan’s 26,660-foot Nanga Parbat that he slipped a disc and had to abort the climb. For most explorers, only one failure really matters: not coming back alive. For the rest of us, such tragic ends can capture the imagination more than success. Robert Falcon Scott, who died with his team after reaching the South Pole in 1912, is hailed as a hero in Britain. ‘We remember our failures because we’re still analyzing them,’ one explorer says. Success, on the other hand, ‘is quickly passed.’ And too much success can lead to overconfidence—which in turn can lead to failure. 30 35

- 5 Scientific researchers are reluctant to own up publicly to flops. Reputations and 40
future funding depend on perceptions of success. But in the past decade, at
least half a dozen journals have solicited reports of failed experiments, studies,
and clinical trials. The rationale: "negative" results can eventually give rise to
positive outcomes. The business world, especially the high-tech realm with its
rapid-fire start-ups and burnouts, already understands the value of negative 45
results. Business leaders often seek nut-and-bolts lesson from failures. A
Harvard Business School professor was so struck by an iconic, century-old
exploration failure that she authored a case study about it—to teach her M.B.A.
students about leadership.
- 6 Historian Nancy Koehn reckons she's taught the story of Irish-born polar 50
explorer Ernest Shackleton at least a hundred times. His expedition to cross
Antarctica was doomed when his ship, the *Endurance*, became trapped in the
ice. His goal quickly shifted from exploration to ensuring a safe return home
for himself and his crew. "It's a huge failure from the perspective of
exploration, right?" Koehn says. "But it's inspiring because it's a failure. We're 55
in an age of corporate malfeasance and companies being called to account
and saying, 'It's not my fault'. But he (Shackleton) said, 'By God, I'm going to
clean it up'. He owned responsibility for the mess". Shackleton brought the 27
men on his team safely home. Through him, her students learn about
persistence and resilience, and a lot about small gestures. Shackleton made 60
sure to give all of his men cups of hot milk if he noticed that even one was
flagging.
- 7 S. A Andree's balloon expedition was cutting-edge for its day, and fail it did, but
you don't know until you try. Improved technology ultimately helped solve the
problems of Arctic aviation and has opened countless other doors. But 65
technology doesn't make everything possible. And that's a good thing. If you
take away uncertainty, you take away motivation. Wanting to exceed your
grasp is the nature of the human condition. There's no magic to getting where
we already know we can get.

Acknowledgements

Text 1: Adapted from <http://bollywoodveggies.com>

Text 2: Adapted from *The sniper* by Liam O'Flaherty

Text 3: Adapted from *Failure Is an Option* by Hannah Bloch

Section A [5 marks]

Text 1

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

- 1 The webpage begins with the words 'Paradise on Earth'. What effect is this intended to have on the reader? [1]

- 2 Give a phrase under the heading **Learn** that suggests sustainability. [1]

- 3 Look at the photograph under the heading **Enjoy**. What impression of the farm do you think the photograph is trying to show? [1]

- 4 How does the webpage appeal to students interested in history? [2]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5-13.

- 5 In Paragraph 1, we are told that 'His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of a fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death.'

- (i) What do the phrases 'cold gleam of a fanatic' and 'used to looking at death' suggest about the Republican sniper?

[2]

- (ii) What effect does the writer intend to have on the reader with these two sentences?

[1]

- 6 In Paragraph 1, we are told that 'After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous.'

- (i) Explain how the writer creates a contrast between these two sentences.

[1]

- (ii) What is the effect of this contrast?

[1]

- 7 In Paragraph 2, the writer says he 'raised himself and peered over the parapet'. What does the word 'peered' suggest about his action?

[1]

8 In what ways are the following particularly effective?

- (i) 'The noise would wake the dead' (line 18) in Paragraph 3.

[1]

- (ii) 'Morning must not find him wounded on the roof' (line 24) in Paragraph 4.

[2]

- 9 In Paragraph 4, the writer says 'He must kill that enemy and he could not use his rifle. He had only a revolver to do it.' Explain why this is so.

[2]

- 10 Give **one** word in Paragraph 5 that has the same meaning as 'subterfuge'.

[1]

11 (i) Explain in your own words why the sniper 'shuddered' (line 47) in Paragraph 6.

[1]

(ii) What does the writer mean by 'the lust of battle died in him' (line 47) in Paragraph 6?

[2]

12 From Paragraph 6, give **one** way in which the writer emphasises the resentment felt by the Republican sniper.

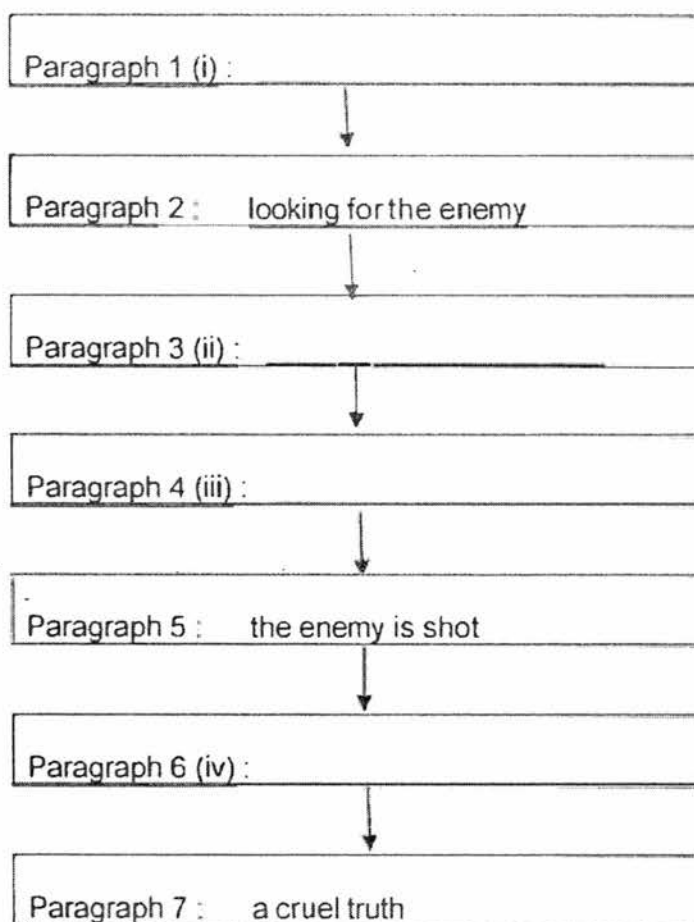
[1]

- 13 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra words in the box you do not need to use.

Main Focus

taking a hit	waiting for a break	a dangerous outcome
sense of remorse	assessing the risk	the enemy is tricked
	easing the tension	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 14-19.

- 14 (i) Explain what the writer means by describing the attempt to fly in a hydrogen balloon to the North Pole as a 'radical idea' (lines 2-3) in Paragraph 1.

[2]

- (ii) Why does the writer describe it so?

[1]

- 15 In Paragraph 2, the writer describes the balloon as 'grazing the Arctic Ocean' (lines 11-12).

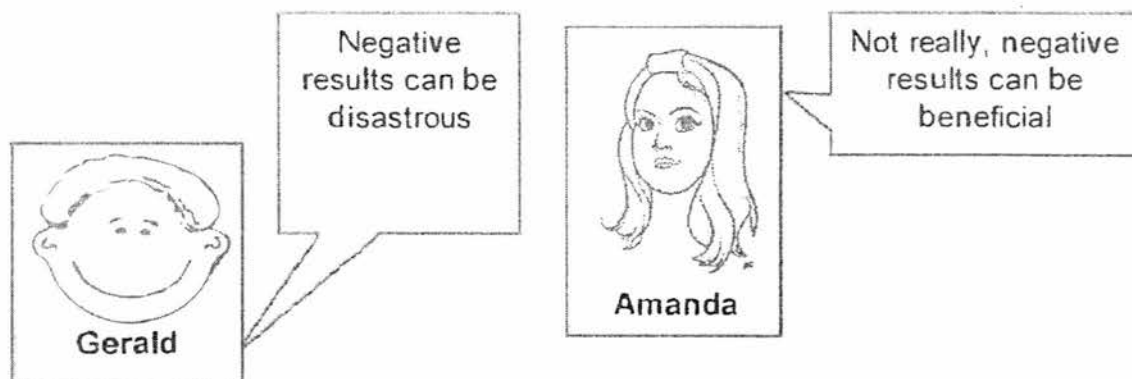
- (i) What does this suggest about a contributing factor to the explorer's death?

[1]

- (ii) Which **one** word in Paragraph 2 tells us that finding the corpses was unexpected?

[1]

- 16 Here is a conversation between two students, Gerald and Amanda, who have read the article.



- (i) Explain how Gerald can support his view, with reference to Paragraph 5.

[1]

- (ii) Identify **one** example from Paragraph 5 that Amanda can give to support her view.

[1]

- 17 According to Paragraph 6, what is the overarching theme of the story of Ernest Shackleton's failure that makes it inspiring to Nancy Koehn?

[1]

- 18 In Paragraph 7, the writer says, 'And that's a good thing' (line 66). Give **two** reasons why this is so.

[2]

- 19 Using your own words as far as possible, summarise the importance of failure and its relationship to success.

Use only information from Paragraph 3 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).

It is obvious that failure is a part of life _____

No. of words: [15]

Answer scheme

Section A [5 marks]

Refer to the webpage (Text 1) in the Insert for Questions 1-4

1	The webpage begins with the words 'Paradise on Earth'. What is the intended effect on the reader?	[1]
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From text	Answer
Paradise on Earth	Entice the reader into thinking that what they are seeing is out of this world / magical / mystical and magical place X heaven

2	Give a phrase in the paragraph 'Learn' that suggests sustainability.	[1]
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From text	Answer
'farm-to-table'	'Farm-to-table' Local agriculture (has no carbon footprint) X Food security (just means access to enough food).

3	Look at the photograph 'Enjoy'. What impression of the farm do you think the photograph is trying to show?	[1]
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From text	Answer
Man holding a slice of water melon with the thumb-up	Fun High-quality output Farm provides interactive hands-on activities with their crops / enjoyable / engaging x Appreciate nature / smelling the vegetables.

4	How does the webpage appeal to students interested in history?	[2]
---	--	-----

From text	Answer
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Step back to Singapore's lush history 15 minutes guided tour – covering humankind interaction with food, agricultural and industrial revolutions and how food relates to the rise and fall of civilisations	Enjoy Singapore's lush history Go on a guided tour of food related to history of civilisation
--	---

Section B [20 marks]

5	In paragraph 1, we are told that 'His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of a fanatic. They were deep and thoughtful, the eyes of a man who used to looking at death.'	[2]
(i)	What do the phrases 'cold gleam of a fanatic' and 'used to looking at death' suggest about the Republican sniper?	

- Inference

From the text	Answer
(1) Fanatic (2) Cold gleam, used to looking at death	He is <u>single-minded</u> in his mission / had <u>steeled</u> his <u>resolve</u> to kill his next target / <u>Numb</u> to killing his enemies / experienced sniper who has witnessed many deaths before and hence feel <u>emotionless</u> about it / merciless and cruel man. X "Grown accustomed to shooting others dead" - cannot as there is nothing implied, just paraphrasing

(ii)	What effect does the writer intend to have on the reader with these two sentences ?	
------	---	--

Language for Impact

	He intends to invoke a sense of pity / sympathy for the Republican sniper	[1]
	X Create a sinister feeling about the Republican sniper for the reader X Frightened / scared	

6	In paragraph 1, we are told that 'After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous'.	
(i)	Explain how the writer creates a contrast between these 2 sentences.	[1]

- Writer's craft

From the text	Answer
After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous	The use of a long sentence followed by and short abrupt sentence (If explanation given, the explanation must be correct for the student to get the mark. Eg. Nonchalant tone suddenly followed by serious tone. OR Casual situation suddenly switch to something tense).

(ii) What is the effect of this contrast	[1]
--	-----

From the text	Answer
	To emphasize the danger that he is in It is to emphasize how in a war situation, simple action could lead to death / even smoking could be risky. X Emphasize how dangerous it is to smoke (the focus is not on the smoking) It is to create suspense (on what the sniper might do next).

7	In paragraph 2, the writer says he 'raised himself and peered over the parapet'. What does the word 'peered' suggest about his action?	[1]
---	--	-----

- inferential

From the text	Answer
'raised himself and peered over the parapet'	That he was very careful / cautious / discreet / subtle / stealthy / wary X sneaky / secretive

8	In what ways are the following particularly effective?	
(i)	'The noise would wake the dead' (line 18) in Paragraph 4.	[1]

From the text	Answer
'The noise would wake the dead'	<u>It was quiet and the exaggeration</u> in the phrase was effective in <u>emphasising how noisy it was</u> to drop the rifle Quiet part is needed as it highlights the exaggeration.

(ii)	'Morning must not find him wounded on the roof' (line 24) in Paragraph 4.	[2]
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- Language use

From the text	Answer
Morning must not find him on the roof.	Morning is personified as threatening to uncover and expose the sniper who is using darkness to camouflage his presence. This is effective in emphasising the urgency of the situation. Morning is portrayed as another active threat to the sniper.

	This is effective in emphasising how his cover will be blown once there is light. Morning is like another active enemy that the sniper must fight. This is effective in emphasising the urgency of the situation, how the sniper is racing against time. 2 parts: (a) Explanation of personification of morning (b) Implication - either urgency of situation or threat of cover being exposed.
--	--

9	In paragraph 4, the writer says 'He must kill that enemy and he could not use his rifle. He had only a revolver to do it.' Explain why this was so .
---	---

From Text	Answer	
He must kill that enemy and he could not use his rifle. He had only a revolver to do it	His right arm was injured and he needed two hands to fire his rifle, so he could not use his rifle	[1]
	But he only needed one hand to fire a revolver	[1]

10	Give a word in paragraph 5 that has the same meaning as 'subterfuge'.	[1]
----	---	-----

- Vocab

From Text	Answer
ruse	

11 (i)	Explain in your own words why the sniper 'shuddered' (line 47) in paragraph 6. [1]
-----------	--

- Inferential

From Text	Answer
'shuddered'	He realised to his horror that it could have been him Sense of fear / the sense that it was a close call hit home X Shocked by the gruesome sight of his enemy / the way the enemy died / shakened by the loss of life the war has brought. (inconsistent with earlier descriptions about him)

(ii) | What does the writer mean by 'the lust of battle died in him' (line 47). [2]

- Inferential

From Text	Answer
'the lust of the battle died in him'	The intense desire / cravings to fight / to kill / to destroy his enemy (1m) was completely extinguished (1m) Intensifier is important to show finality of "died" If additional explanation given and the additional part is wrong, zero for the whole question (e.g. because he regretted his action / felt remorseful)

12	From Paragraph 6, give one way in which the writer emphasises the resentment felt by the Republican sniper. [1]
----	---

- Language use

From Text	Answer
-----------	--------

'His teeth chattered, he began to gibber to himself, cursing the war, cursing himself, cursing everybody'.	He uses repetition of the word 'cursing' to show how he is angry with himself , with the war and with everyone. What if technique is not mentioned and all that's said is that he mentioned that the sniper cursed everyone and everything? (Can give if focus is on the writer "mentioning")
--	---

13	The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one word from the box to summarise the main focus of each stage of the narrative. There are some extra words in the box you do not need to use
----	---

Main Focus :

Taking a hit	Waiting for a break	A dangerous outcome
Sense of remorse	Assessing the risk	The enemy is tricked
	Easing the tension	

Flow Chart

Paragraph 1 : (i) (assessing the risk)
Paragraph 2 : (ii) (looking for the enemy – to be given)
Paragraph 3 : (iii) _____ (taking a hit)
Paragraph 4 : (iv) _____ (the enemy is tricked)

Paragraph 5 : (v) _____
(the enemy is shot – to be given)

Paragraph 6 : (vi) _____
(sense of remorse)

Paragraph 7 : (vii) _____
(a cruel truth – to be given)

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 14-19.

- 14 (i) Explain what the writer means by describing the attempt to fly in a hydrogen balloon to the North Pole as a 'radical' idea? (line 3).

From text	Answer
'radical idea'	Drastic change from traditional way of exploration by land 1m The first time anyone thought of reaching the North Pole by air 1m

- (ii) Why does the writer describe it so?

From text	Answer	
Fly in a hydrogen balloon	All the attempts at expedition have been made on land	1m

- 15 (i) In paragraph 2, the writer describes the balloon as 'grazing the Arctic Ocean' (lines 11-12). What does this suggest about a contributing factor to the explorer's death?

From text	Answer	
grazing the Arctic Ocean	Their balloon was unable to fly all the way to the North Pole. Not accepted : They drowned The explorers died because the balloon was not able to fly high enough The ocean damaged the balloon, leaving the explorers stranded. X mention of water or ice (because we are not sure if it was ice or water which damaged the balloon).	1m

- (ii) Which one word in paragraph 2 tells us that finding the corpses was accidental / unexpected?

From text	Answer	
Stumbled		1m

- 16 Here is part of a conversation between two students, Gerald and Amanda, who have read the article.

Gerald : Negative results can be disastrous

Amanda : Not really, negative results can be beneficial

- (i) Explain how Gerald can support his view, with reference to Paragraph 5.

From text	Answer	
Reputation and future funding depend on perceptions of success	Failure can ruin one's reputation and make it harder to obtain funding in future.	1m

- (ii) Identify one example from Paragraph 5 that Amanda can give to support her view.

From text	Answer	
	Any one of these examples to get 1m (negative results) An iconic, century-old <u>exploration</u> failure has been used as a case <u>study to</u> teacher MBA students about <u>leadership</u> (this is benefit) At least half a dozen journals have solicited reports (benefit) of failed experiments, studies and clinical trials (negative results). X The business world, especially the high-tech realm, already understands the value of negative results (not clear where the benefit is even if whole chunk quoted) xNegative results in Scientific research can give rise to positive outcomes (this is elaboration) X Business leaders often seek nuts-and-bolts lessons from failures (this is another claim)	1m

- 17 According to Paragraph 6, what is the overarching theme of the story of Ernest Shackleton's failure that makes it inspiring to Nancy Koehn?

From text	Answer	
	It's a story about accountability / responsibility X Perseverance and resilience (Koehn's quotation stopped before that. This part is the author's evaluation).	1 m

- 18 In paragraph 7, the writer says 'And that's a good thing' (line 65). Give two reasons why this is so.

From text	Answer	
If technology makes everything possible, there's no motivation to explore	If technology makes everything possible, there's no motivation to explore	1m
If we know how to get to your destination, there's no magic in the journey	Takes away the magic from the trip Joy of exploring is lost Sense of satisfaction in achieving	1m
19 Using your own words as far as possible, summarise the importance of failure and its relationship to success.		
Use only information from Paragraph 3 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).		
It is obvious that failure is a part of life.....		

	From passage	Own words
1	Failure – never sought, always dreaded, impossible to ignore – is the spectre that hovers over every attempt at exploration.	Failure is always a risk we have to bear if we set out to seek success
2	Yet without the sting of failure to spur us on	The pain of failure is a source of motivation
3	to reassess and rethink, progress would be impossible.	To re-evaluate / re-examine ourselves
4	Indeed, the very word "success" is derived from the Latin succedere, "to come after" – and what it comes after, yes, is failure.	Success comes after failure!
5	One another exist without the other.	They both go hand in hand
6	Failures provide information to help us do things differently next time.	Equips us with knowledge
7	Failures gives you a chance to refine your approach.	To improve our strategy
8	You're taking risks, more and more intelligently.	Take more calculated risks
9	Failure is also a reminder that luck plays a role in any endeavour.	Failure tells us that not everything is within our control / that random events may affect the outcome of anything we do.
10	Only one failure really matters: not coming back alive. For the rest of us, such tragic ends can capture the imagination more than success	Failure can inspire more than success (note: the word can is important)
11	We remember our failures because we're still analysing them.	It has a longer lasting impact because we keep thinking about it.
12	Success, on the other hand, "is quickly passed."	I don't think there is a new point here that's not the same as the previous one?
13	Success can lead to overconfidence -- which in turn can lead to failure	Failure can be the outcome of letting success get into one's head / being too smug due to success.