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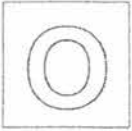
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CONVENT OF THE HOLY INFANT JESUS SECONDARY
Semestral Assessment 2 in preparation for
the General Certificate of Education Ordinary Level 2017

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2017

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

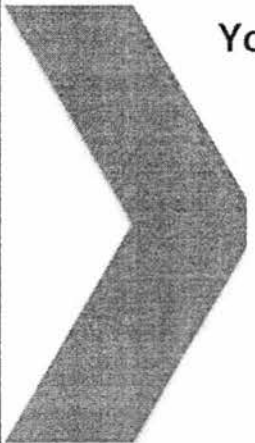
This document consists of **5** printed pages and **3** blank pages.

[Turn over

Section A

Text 1

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



Community Projects that Youth Corps Singapore is looking for!

SP CARES
Singapore Polytechnic

Student-led teams from Singapore Polytechnic Centre of Application in Rehabilitation Engineering (SP CARE) have continually enhanced the lives of people with disabilities through their projects.

One such project helped the Spastic Children's Association engage children with special needs through interactive tools such as audio-visual games and lessons. Through user-friendly programmes, the children learnt how to use 100 English words in a fun and interactive way.

Learning English truly became as simple as A-B-C for the children.





PROJECT LUMINOUS
Republic Polytechnic

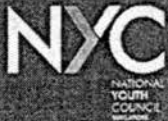
Villagers in Siem Reap, Cambodia, had wider and brighter smiles after students from Republic Polytechnic embarked on a Youth Expedition Project that enriched their lives.

The students collaborated with a team of dental experts from the Singapore Dental Association to provide accessible dental services to about 400 patients.

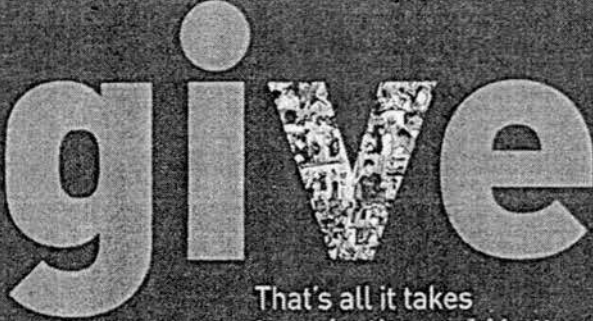
The efforts of the students will leave the villagers with lasting smiles and fond memories.



Brought to you by



WE HEAR YOUTH
HERE FOR YOUTH



That's all it takes
to make the world better.

Start here.
www.facebook.com/nycsg

[Turn over.]

Section B

Text 2

The text below recounts the experience of a foreign worker in Singapore. Read it carefully and answer Questions 5–15 in the Question Booklet.

- 1 It was a forsakenly hot day. The morning sun seethed with unmet madness in the sky. The sun was burning his eyes as Ming took in the unremarkable sight below him – hundreds of men in yellow helmets packed in the cavernous construction site like an upturned beehive let loose. When the nauseous feeling passed over him, Ming could not resist leaning forward again from where he squatted surveying the foreign world below him. 5
- 2 Assigned to pave cement on the roof, Ming wondered if the ground forty storeys below him was as stubbornly hot as where he was. Where he was, up there, the ground surprised his feet with the heaviness of heat burning through his safety boots. At the thought of his body hurtling accidentally down the point of no return, cold sweat broke his skin. He retreated a little from the unfinished edge of the roof, the sun raining angrily down hard on his back. 10
- 3 The dank, dead weight of unforgiving heat and humidity dogged him by surprise. There was little clarity to feel up there in the head when baked in the heat. Ming suddenly thought about his hometown in Hubei – walking in the creeping cold, wisps of winter in the air – when he could think so clearly, so effortlessly. As if nature heard his thoughts, a slight warm breeze nudged the air, startling the beads of perspiration gathering earnestly on his temple. 15
- 4 Just before he arrived in Singapore, he was huddled in layers of wool, scrunching across the snow-swept ground he could barely feel, the milk-colour of whiteness in the air blinding him, the harsh cold of winter biting into his heart. Where he was now, perched on the roof, it was the other way round. Ming was all ready to ditch the white singlet on him, surrendering it like a white flag to the onslaught of the punishing heat. 20
- 5 The heat rising up from the concrete was too much to take it all in as his body leaked under the weight. Before he lost consciousness, before his parched body hit the free flight to the ground, his mind set adrift by the sun out in full force, he could only watch as each drop downward – whittling past each storey of the unfinished HDB block – took out the dead weight of life on him. He couldn't ignore the irony, the prospect of being truly alive when dead. 25
- 6 Singapore is a safe place. From his village, a handful had worked in the city-state. For those who didn't land a job there, they had left the village for the bigger, richer cities in the country. Like others before him, he wanted to take in the world before it was lost to him. He felt compelled to leave as others had done to build a better world for themselves and their families. In the thirty-minute journey from the airport to the workers' dormitory, Ming drank in the gleaming prospect of a future that would have been out of reach if he had stayed behind in his hometown. Yet, he felt dehydrated of hope. 30
- 7 As he took in the neat cityscape of buildings interspersed with trees that lined the smooth roads, Ming caught the parallel paradox of his situation – he was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home. He wondered: how many of these inanimate structures would he have to build to truly set himself free? Despite the air-conditioning in the van, the sun creeping into his eyes was too much for Ming to bear. There was little clarity in his head to think about those thoughts that emerged onto the shoreline of his consciousness. He was exhausted, exhausted at both the prospect of what he had left behind, and of what was to come before him. 40

- 8 In those last moments when he suddenly lost consciousness in the fierceness of the heat, when he fought to keep himself from tipping over the edge of no return, he wondered where his son would be when he's all grown up. Surely, he would be happy, in a meaningful job, blissfully married in an affluent China? Would he look more like him, or his mother – a face crumbled with unfounded worry when he broke the news to her on his plan to work in Singapore? Don't go, she begged. I'm still young, 35, strong enough to do the work, he replied. I want a better life for you and our son. Two years, I'll be back. Our son will only be almost three years old then, just in time for him to learn to talk and call me papa. Don't worry, nothing will happen. Singapore is a safe place. 45
- 9 Taking in the last breath of dust chalked up by the cement around him, it wasn't lost on Ming that he hadn't seen much of the garden city that he had come to see. Neither had he built the buildings he had come to build, nor the promises of the future that was his to keep. He had a future then. 50

[Turn over

Section C

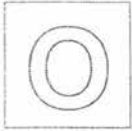
Text 3

The text below is about the problem of food waste and what is being done about it. Read it carefully and answer Questions 16–23 in the Question Booklet.

- 1 Across cultures, food waste goes against the moral grain. After all, nearly 800 million people worldwide suffer from hunger. But according to the Food and Agriculture Organisation of the United Nations, we squander enough food – globally, 1.3 trillion kilograms a year – to feed every one of them more than twice over. Where's all that food – about a third of the planet's production – going? In developing nations, much is lost post-harvest for lack of adequate storage facilities, good roads and refrigeration. In comparison, developed nations waste more food farther down the supply chain, when retailers order, serve or display too much and when consumers ignore leftovers in the back of the fridge or toss perishables before they've expired. 5
- 2 Wasting food takes an environmental toll as well. Producing food that no-one eats squanders the water, fertiliser, pesticides, seeds, fuel and land needed to grow it. The quantities are not trivial. Globally a year's production of uneaten food guzzles as much water as the entire annual flow of the Volga, Europe's most voluminous river. Growing the 60 billion kilograms of food that retailers and consumers discard in the United States annually slurps more than 56 billion litres of oil, according to one author. These staggering numbers don't even include the losses from farms, fishing vessels and slaughterhouses. If food waste were a country, it would be the third largest producer of greenhouse gases in the world, after China and the US. On a planet of finite resources, with the expectation of at least two billion more residents by 2050, this profligacy is obscene. 10 15
- 3 Others have been making similar arguments for years, but reducing food waste has become a matter of international urgency. Some American schools, where children dump up to 40 per cent of their lunches into the trash, are setting up sharing tables, letting students serve themselves portions they know they'll eat, and allotting more time for lunch – all proven methods of boosting consumption. Countless businesses, such as grocery stores, restaurants and cafeterias, have stepped forward to combat waste by quantifying how much edible food isn't consumed, optimising their purchases, shrinking portion sizes, and beefing up efforts to move excess to charities. 20 25
- 4 This last strategy – feeding the hungry – is the best use for superfluous food. In the US alone, 49 million people are officially food-insecure: they don't always know where their next meal is coming from. To address this need, the charity Feeding America distributes around two billion kilograms of food a year, most of it donated by manufacturers, supermarkets, large growers and the federal government. Still, the food that's recovered by this process is just a drop in the bucket, with exponentially more left behind. 30
- 5 The first step in reducing food waste and food loss is getting people to perceive that there is a problem. Denial reigns supreme. But attitudes are slowly changing as the price of food rises, and as we become more aware of both the myriad ways that climate change will lower food production and the imperative to sustainably coax ever more calories from land already under cultivation. 35
- 6 Having too much food sounds like a wonderful, First World sort of problem. But hoarding an abundance that no-one is even expected to eat is no longer something the world can abide. It's too expensive, and it's trashing the planet while millions go hungry. 'Food waste is a stupid problem,' acknowledges Nick Nuttall of the UN Environment Programme. 'But people love stupid problems because they know they can do something about it.' 40

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Text 1	adapted from National Youth Council (Youth Corps Singapore) 2014, https://www.youthcorps.sg/
Text 2	adapted from Jonathan Tan Ghee Tiong, <i>Two Days in a Foreign Land</i> , http://www.bananawriters.com/twodaysinaforeignland
Text 3	adapted from Elizabeth Royte, 'How "Ugly" Fruits and Vegetables Can Help Solve World Hunger', in <i>National Geographic</i> March 2016, and 'One-Third of Food Is Lost or Wasted: What Can Be Done', in <i>National Geographic News</i> 13 October 2014



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Semestral Assessment 2 in preparation for
the General Certificate of Education Ordinary Level 2017

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2017

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue, correction fluid and correction tape.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

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

For Examiner's Use	
Section A	5
Section B	20
Section C	10
Section C (Summary)	15
Total	50

This document consists of 8 printed pages and 1 insert.

[Turn over

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 3 of the Insert for Questions 1–4.

- 1 How does the photograph at the top right support the text in the section **SP CARES**?
.....
..... [1]
- 2 Refer to the section headed **SP CARES**. Identify **two** phrases, of **two words each**, that suggest 'SP CARES' has interesting learning activities.
(i) [1]
(ii) [1]
- 3 Youth Corps Singapore encourages volunteers to join in their activities. Which sentence is intended to give the impression that, as a volunteer, it is worthwhile to help those in need?
..... [1]
- 4 Refer to the word 'give' at the bottom of the advertisement. What effect is the use of this word intended to have on the reader?
..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on pages 4 and 5 of the Insert for Questions 5–15.

- 5 Explain how the language used in Paragraph 1 emphasises the heat of the day. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

.....

[3]

- 6 In Paragraph 1, which word conveys the idea that the place is enormous?

..... [1]

- 7 What does 'hurtling' (line 9) suggest about the way Ming might fall?

..... [1]

- 8 In Paragraph 2, what is (i) unusual and (ii) effective about the phrase 'the sun raining angrily' (line 10)?

(i) It is unusual because

..... [1]

(ii) It is effective because

..... [1]

- 9 Which word in Paragraph 3 suggests that the sun has human qualities?

..... [1]

[Turn over

10 According to Paragraph 3, how did the different weather conditions in Singapore and China affect Ming?

.....
 [2]

11 Write down **two** words from Paragraph 4 that convey the idea of a battle.

..... [1]

12 (i) In Paragraph 6, what does the expression 'drank in the gleaming prospect' suggest about Ming's state of mind?

.....
 [1]

(ii) Write down a phrase in the same paragraph that conveys the opposite effect.

..... [1]

13 Ming 'was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home' (lines 34–36). Explain the irony in Ming's situation.

.....
 [2]

14 In Paragraph 8, Ming asks himself a series of questions. Why does he do so?

..... [1]

- 15 The structure of the text reflects Ming's thoughts and feelings in a foreign land. Complete the flow chart by choosing one phrase from the box to summarise the main thoughts and feelings presented in each part of the text. There are some extra words in the box you do not need to use.

Ming's thoughts and feelings

disruptive physical elements

weakness and pain

a bleak future

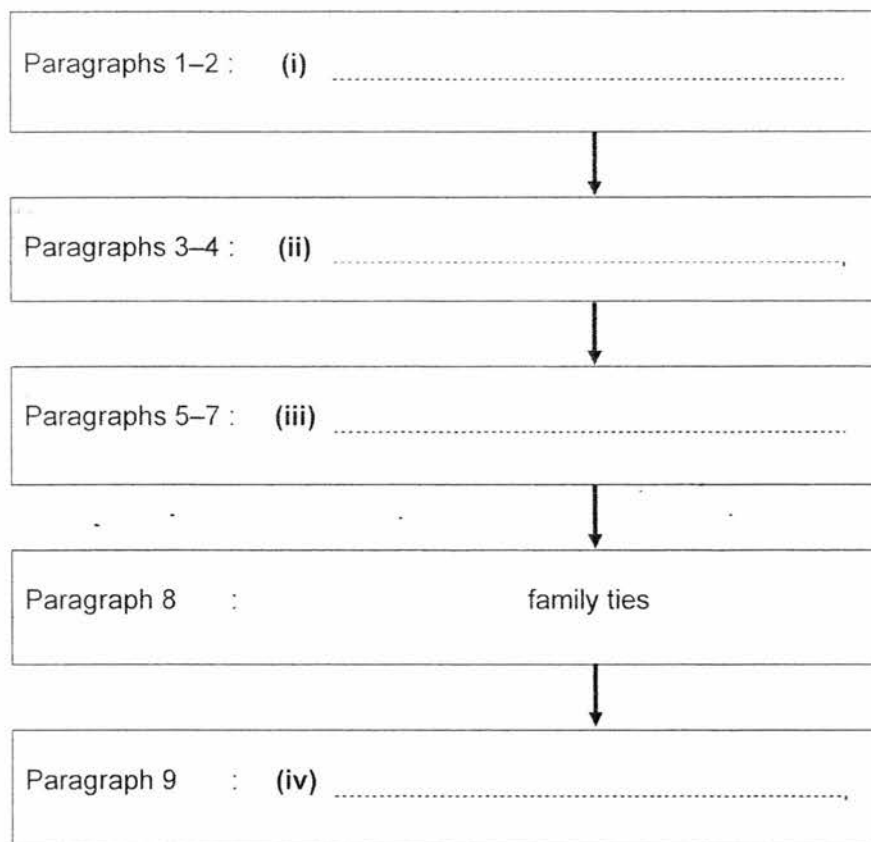
unbearable heat

nostalgic musings

negative vibes

an unfulfilled life

Flow chart



[4]

[Turn over

Section C [25 marks]

Text 3

Refer to Text 3 on pages 6 of the Insert for Questions 16–23.

- 16 'Across cultures, food waste goes against the moral grain' (line 1). Explain what this suggests about people's perception of wasting food.

..... [1]

- 17 According to Paragraph 1, 'we squander enough food ... to feed every one of them more than twice over' (lines 3–4). What does the word 'squander' suggest about the writer's attitude towards food wastage?

..... [1]

- 18 In Paragraph 2, the writer points out that 'the quantities are not trivial' (lines 10–11). Pick out another phrase used later in the paragraph which conveys the same idea.

..... [1]

- 19 (i) Which phrase **of four words** in Paragraph 2 suggests that the writer finds wastefulness offensive?

..... [1]

- (ii) What two reasons does the writer cite in the same paragraph for his disapproval of wastefulness? **Answer in your own words.**

..... [2]
.....

- 20 Here is part of a conversation between two students, Xena and Yuri, who have read this text.



Xena

Feeding America
is doing a great
job redistributing
unconsumed
food.

I disagree. I don't
think enough is
being done.



Yuri

- (a) Identify one example from Paragraph 4 that Xena can use to support her argument.

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

- (b) With reference to Paragraph 4, how would Yuri justify his position? **Answer in your own words.**

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

- 21 According to Paragraph 5, what attitude do people have that makes it difficult to start reducing food waste?

..... [1]

- 22 Why do you think food waste is labelled a 'stupid problem' (lines 40–41)?

..... [1]

[Turn over

Use only information from Paragraphs 1 to 3.

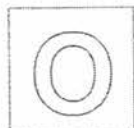
Food waste is a huge problem in the world today

CONTENT	8
STYLE	7
TOTAL	15

No of words:

--

[15]



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Semestral Assessment 2 in preparation for
the General Certificate of Education Ordinary Level 2017

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2017**1 hour 50 minutes**

MARK SCHEME

This document consists of **8** printed pages.

[Turn over

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 3 of the Insert for Questions 1–4.

- 1 How does the photograph at the top right support the text in the section **SP CARES**? [1]

The photograph shows a child pointing at a computer screen. This suggests that SP conducts {engaging/ interactive} activities (for the organisations they go to) [1].

- 2 Refer to the section headed **SP CARES**. Identify **two** phrases, of **two words each**, that suggest 'SP CARES' has interesting learning activities.

(i) 'interactive tools' [1] [1]

(ii) 'user-friendly programmes' [1] [1]

- 3 Youth Corps Singapore encourages volunteers to join in their activities. Which sentence gives the impression that, as a volunteer, it is worthwhile to help those in need? [1]

'The efforts of the students will leave the villagers with lasting smiles and fond memories.' [1]

- 4 Refer to the word 'give' at the bottom of the advertisement. What effect is the use of this word intended to have on the reader? [1]

It {encourages/ inspires/ motivates/ spurs/ propels/ impels} the reader to {contribute/ volunteer/ spend/ be generous with} {time/ effort} to help others [1].

NOTE: Answer must state what is being contributed

WRONG: compels/ obliges/ pressures/ commands/ instructs/ provokes/ interests

Section B [20 marks]

Refer to Text 2 on pages 4 and 5 of the Insert for Questions 5–13.

- 5 Explain how the language used in Paragraph 1 emphasises the heat of the day. Support your ideas with **three** details from the paragraph. [3]

- 'Forsakenly hot day' shows that the heat is unbearable [1].
- 'Morning sun seethed with unmet madness' shows that the sun's heat was great [1].
- 'The sun was burning his eyes' shows the sun was so hot that it {hurt/ affected} his eyes immensely [1].

WRONG: Any reference to humidity without heat

- 6 In Paragraph 1, which word conveys the idea that the place is enormous? [1]

'cavernous' [1]

WRONG: 'world'

- 7 What does 'hurtling' (line 9) suggest about the way Ming might fall? [1]

He might fall at a great speed {from a height/ with great force/ uncontrollably}.

NOTE: Answer must have include speed AND height or force or lack of control.

- 8 In Paragraph 2, what is (i) unusual and (ii) effective about the phrase 'the sun raining angrily' (line 10)?

- (i) It is unusual because the sun is compared to rain, whereas these two weather conditions {do not usually occur together/ are usually considered opposites} [1]

WRONG:

The sun does not drop water from the sky.

The sun is opposite from the rain. (They must be identified as weather conditions.)

- (ii) It is effective because it suggests that the sun's heat is {continuous/ persistent}, like rainfall OR it suggests that the sun's rays are {striking his back/ pricking his skin}, the way raindrops fall [1]

- 9 Which word in Paragraph 3 suggests that the sun has human qualities? [1]

'unforgiving' [1]

WRONG: 'nudged', 'startling' (not about the sun), 'dogged'

- 10 According to Paragraph 3, how did the different weather conditions in Singapore and China affect Ming? [2]

In Singapore, he has little clarity in his head as it is too hot [1], whereas in China, the cold of winter allowed him to think clearly and effortlessly [1].

NOTE: Link between weather and thoughts must be made in EACH case.

- 11 Write down two words from Paragraph 4 that convey the idea of a battle. [1]

'surrendering' and 'onslaught' [1 for both]

- 12 (i) In Paragraph 6, what does the expression 'drank in the gleaming prospect' suggest about Ming's state of mind? [1]

Any of the following ([1]):

- Ming is {hopeful/ optimistic} (about his future).
- He is looking forward to new opportunities.
- He thinks that his future in Singapore is bright.

- (ii) Write down a phrase in the same paragraph that conveys the opposite effect. [1]

'(felt) dehydrated of hope' [1]

- 13 Ming 'was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home' (lines 34–36). Explain the irony in Ming's situation. [2]

Ming is in Singapore to {earn money/provide} for his family [1], but being in Singapore, he is unable to be {present with his family/ a good husband and father} in China [1].

WRONG: [1st point] building a better life/future, improving the life of his family

- 14 In Paragraph 8, Ming asks himself a series of questions. Why does he do so? [2]

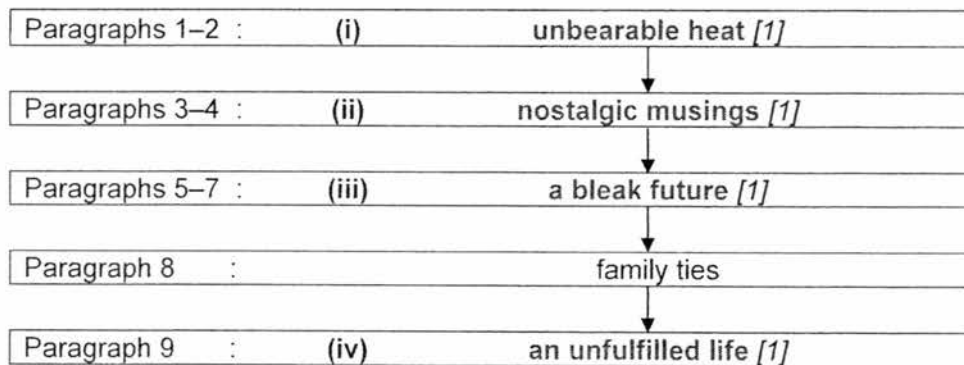
Any of the following ([1]):

- He misses his {son/ family}.
- He is wondering how his son will turn out, as he will not get to see him again.
- He is wondering about the future, which he will miss out on/ never get to see.

WRONG: to give himself hope, to remind himself of why he is in Singapore, to convince himself that he made the right decision to come to Singapore, to keep himself alert/conscious, wants to know his son's future

- 15 The structure of the text reflects Ming's thoughts and feelings in a foreign land. Complete the flow chart by choosing one phrase from the box to summarise the main thoughts and feelings presented in each part of the text. There are some extra words in the box you do not need to use. [4]

Flow chart



Section C [25 marks]

Refer to Text 3 on pages 6 of the Insert for Questions 16–23.

- 16 'Across cultures, food waste goes against the moral grain' (line 1). Explain what this suggests about people's perception of wasting food. [1]

People think wasting food is {wrong/ bad/ sinful/ unethical/ evil/ unacceptable/ offensive/ not right/ not good/ a terrible thing} [1].

WRONG: disapprove of it, against it, shameful, unlawful

- 17 According to Paragraph 1, 'we squander enough food ... to feed every one of them more than twice over' (lines 3–4). What does the word 'squander' suggest about the writer's attitude towards food wastage? [1]

He {disapproves of/ frowns on/ is critical of/ is against/ is disgusted by/ is repulsed by/ is appalled at/ thinks negatively of} it [1].

WRONG: is annoyed/ upset/ unhappy/ displeased/ angry/ resentful/ disappointed/ aggravated/ frustrated/ exasperated/ indignant/ shocked, despises, disdains, is condescending towards, dislikes, hates, thinks it is unjust, condemning, mocking, hostile

- 18 In Paragraph 2, the writer points out that 'the quantities are not trivial' (lines 10–11). Pick out another phrase used later in the paragraph which conveys the same idea. [1]

'staggering numbers' [1]

- 19 (i) Which phrase of four words in Paragraph 2 suggests that the writer finds wastefulness offensive? [1]

'this profligacy is obscene' [1]

- (ii) What two reasons does the writer cite in the same paragraph for his disapproval of wastefulness? Answer in your own words. [2]

Earth has limited supplies [1], and {the population will continue to grow/ there will be more people to feed} in the coming years [1].

PROHIBITED: planet, finite, resources, expectation, residents

- 20 Here is part of a conversation between two students, Xena and Yuri, who have read this text.
 Xena: Feeding America is doing a great job redistributing unconsumed food.
 Yuri: I disagree. I don't think enough is being done.

(a) Identify one example from Paragraph 4 that Xena can use to support her argument. [1]

Feeding America distributes around two billion kilograms of food a year [1].

NOTE: Quantity must be stated to support

(b) With reference to Paragraph 4, how would Yuri justify his position? **Answer in your own words.** [1]

The amount it redistributes is just a {fraction/ {small/ tiny/ minuscule/ insignificant/ negligible} {portion/ percentage/ amount/ quantity}} of all the discarded food; there is a huge amount that still goes to waste [1].

WRONG: nothing compared to (BUT almost nothing OK)

PROHIBITED: recovered, a drop in the bucket, exponentially; left behind

- 21 According to Paragraph 5, what attitude do people have that makes it difficult to start reducing food waste? [1]

They deny that the problem of food wastage exists OR They {refuse to/ do not/ {see/ recognise/ acknowledge/ admit} {food wastage as a problem/ that they are wasting food} [1].

WRONG: ignorant, unaware, oblivious

NOTE: Answer must state what is being denied.

- 22 Why do you think food waste is labelled a 'stupid problem' (lines 40–41)? [1]

It can be solved, yet {nothing/ hardly anything} has been done to solve it [1].

- 23 Using your own words as far as possible, summarise what causes food waste, why it is disapproved of, and what steps are being taken to reduce it, as outlined in the passage.

Use only information from Paragraphs 1 to 3.

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).

[15]

Food waste is a huge problem in the world today

Lines	From the passage:	Remarks
Causes		
5–6	1. in developing nations, much is lost post-harvest for lack of adequate storage facilities, good roads and refrigeration	
7	2. [in developed nations.] retailers order, serve or display too much	OK if just one of the three actions WRONG: a lot
8	3. consumers ignore leftovers in the back of the fridge or toss perishables before they've expired	OK if one of the two actions WRONG: take food for granted (vague)
Reasons for disapproval		
1	4. across cultures, food waste goes against the moral grain	
9–10	5. wasting food takes an environmental toll: squanders the water, fertiliser, pesticides, seeds, fuel and land needed to grow it	
15–16	6. if food waste were a country, it would be the third largest producer of greenhouse gases in the world	OK: contributes to global warming, harmful gases WRONG: pollutants, pollution (but accept if greenhouse gases are mentioned)
Steps taken to reduce it		
20–22	7. some American schools... are... letting students serve themselves portions they know they'll eat	Steps must be mentioned
22	8. and allotting more time for lunch	
23–25	9. countless businesses... have stepped forward to combat waste by quantifying how much edible food isn't consumed, optimizing their purchases, shrinking portion sizes	OK if just one of the three actions
25–26	10. and beefing up efforts to move excess to charities	

MODEL

Food waste is a huge problem in the world today – 1 caused in poorer countries by deficient facilities and infrastructure, 2 and in wealthier ones by merchants overstocking and overserving food 3 and by consumers neglecting or discarding still-edible food.

4 Universally deemed sinful, 5 food waste harms the environment, draining natural resources 6 and contributing to global warming. To combat it, 8 some American schools extend lunch breaks 7 and let students take only what they can finish, 9 while numerous establishments gauge wastage to reduce purchases and serving sizes, 10 and donate the surplus to the needy. (79 words)