

Visit
FREETESTPAPER.com
for more papers



Website: freetestpaper.com



[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

--	--	--

INDEX
NUMBER

--	--

ENGLISH LANGUAGE

1128/01

Friday

21 July 2017

1 hour 50 minutes

Paper 1 Writing
INSERT

READ THESE INSTRUCTIONS FIRST

Write your centre number, index number and name on all the work you hand in.
Write in dark blue or black pen.

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

This Insert contains **Section A**.

Write your answers in the spaces provided.

For Examiner's Use

This question paper consists of 2 printed pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the Northern Lights. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, **circle** the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived **to** my destination at 2pm. at
.....

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

Few places on earth offer more ways to witness the aurora borealis
than Norway. On a very basic level, the Northern Lights are quite simple 1
to explain. The lights come at night when the sky is dark. It's like a 2
celestial ballet of light danced across the sky, with a colour palette – 3
green, pink and violet – reminiscence of a scintillating fashion show 4
from the 1980s. With the locals in Northern Norway, the northern lights 5
are a part of life. To others, like a celebrity scientist, Neil deGrasse 6
Tyson, the phenomena is simply a testament to how beautiful science 7
can be. "It's a curious thing about the universe," he says, "that before 8
some of the most stunning sights to behold, lay some of the most 9
challenging problems in physics." Science apart, the aurora borealis 10
has been, and still is, a fertile source for art, mythology and legends.

END OF INSERT



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017 -
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

INDEX
NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

Friday

21 July 2017

1 hour 50 minutes

Additional Materials: Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

- Write your centre number, index number and name on all the work you hand in.
Write in dark blue or black pen.
- Do not use staples, paper clips, highlighters, glue or correction fluid / tape.
- Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.

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

For **Section B** and **Section C** write your answers on the separate Answer Paper provided.

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

At the end of the examination, submit the answers for each section separately.

For Examiner's Use

--

This question paper consists of 4 printed pages and 1 insert.

Section B [30 marks]

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

Maranatha Primary School conducts learning journeys every December. Besides enhancing their students' **awareness of social concerns**, these trips encourage them to **make a positive change**. Your teachers believe it will be meaningful for student leaders from your school to conduct a learning journey for the upper primary students.

As Head of your school's School Partnership Committee, write a proposal to the Principal of Maranatha Primary School, suggesting:

- proposed activities at **two** attractions on the brochure
- another activity to be held at your school
- how these activities meet their objectives
- how students from your school will be interacting with the primary school children

Write your letter in clear, accurate English, and in a persuasive tone, to convince the Principal of the benefits of having your student leaders guide Maranatha Primary School students on this learning journey.

You may add any other details you think will be helpful.

You should use your own words as much as possible.

Singapore Beyond the Surface

Sembwaste Singapore



Visit one of many waste management plants in Singapore.

Witness the shocking amount of garbage generated by Singaporeans. This includes tonnes of food, usable household items and recyclable materials.

Discover the repercussions of such massive wastage and how to reduce it.

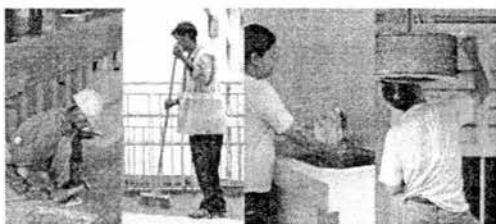
Changi Chapel & Museum



This site is a reminder of the pain of the Prisoners-of-War and civilians held at Changi Prison during the Japanese Occupation. It aims to depict both the horror and heroism that emerged then.

Opt for a 45-minute guided tour or use audio resources to hear the prisoners' experiences. View their photographs, drawings and letters.

TWC2 Exhibition & Talk



Transient Workers Count Too (TWC2) is an advocacy group for foreign workers, including construction workers and domestic workers.

The talk-cum-exhibition showcases pictures and videos depicting their problems. Games will help visitors empathise with the prejudice they face.

Local celebrities will speak on this issue.

ACRES Wildlife Rescue Centre



See the cruel impact of the wildlife trade in live animals or their body parts. See rescued wildlife before they are returned to their habitats.

Programmes offered at the Education Centre, Outdoor Conservation Classroom and Children's Corner aim to inspire the public to respect wildlife and raise awareness about how to end animal cruelty.

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 What are some school experiences that still mean a great deal to you? Why are they so memorable?
- 2 The beauty of travel.
- 3 'Teenagers today have lost touch with their culture and heritage.' To what extent is this statement true in your country?
- 4 In what ways do you hope to contribute to your country in the future? Consider this in terms of your skills, strengths and areas of interest.

END OF PAPER



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

--	--	--

INDEX
NUMBER

--	--

ENGLISH LANGUAGE

1128/02

Paper 2

Comprehension

INSERT

Friday

21 July 2017

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Question Booklet

READ THESE INSTRUCTIONS FIRST

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

Submit this Insert.

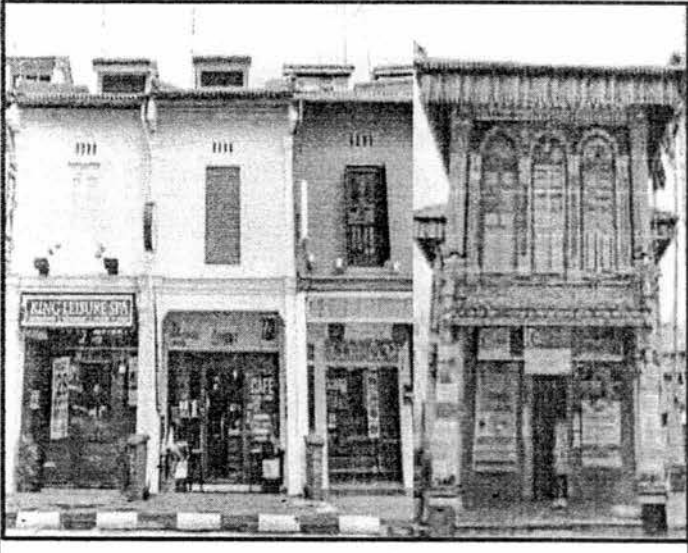
This Insert consists of 6 printed pages (including this cover page).

[Turn over

Section A

Text 1

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

	ABOUT EXPLORING SINGAPORE FOR A CAUSE (ESC) LocoMole has launched 12 trails under the <i>Exploring Singapore for a Cause</i> initiative. The app offers 12 charity walking trails, each with interactive portions that offer you tales of the various destinations and stories about charities that help the underprivileged — from families to migrant workers — and the environment. As you explore, you'll learn about the social causes supported by different charities, and how you can contribute towards them.
	
ABOUT LOCOMOLE Individuals, families, and corporations can now download the LocoMole app on their own smartphones and mobile devices. LocoMole is a story-telling and discovery platform designed for both Singapore residents and tourists. A highly experiential app, it helps users to navigate and explore different precincts in Singapore using their mobile devices. The app's location-based technologies will automatically push interactive content to users upon arrival at any place of interest.	Some Trails: • Chinatown Trail (Yong-en Care Centre): Bargain-hunting at People's Park and strolling along colourful shop houses. • Central Civic District Trail (Make-A-Wish Foundation): Peranakan Museum, Singapore's oldest church and the Central Fire Station Heritage Gallery. • Joo Chiat Trail (Cornerstone Community Service): Facets of Singapore's first Heritage Town, Peranakan treats and chats with a Peranakan scholar. • Kampong Glam Trail (Malay Heritage Foundation): Trendy shops at Haji Lane and learning about culture at the Malay Heritage Centre.

Section B

Text 2

The text below describes a group of children at play. Read the text carefully and answer Questions 5 – 14 in the Question Paper Booklet.

- 1 It was still too hot to play outdoors. They had had their teas, they had been washed and had their hair brushed, and after the long day of confinement in the house that was not cool but at least a protection from the sun, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door, everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke. 5
- 2 They wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, over-ripe pod into the veranda, with such wild, maniacal yells that she retreated to her bath and the shower of talcum powder and the fresh sari¹ that were to help her face the summer evening. 10
- 3 They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium, tin, copper and brass. No life stirred at this arid time of day – the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the wet earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws, eyes and ears and tail all reaching out like dying travellers in search of water. He rolled his eyes at the children – two white marbles rolling in the purple sockets, begging for sympathy – and attempted to lift his tail in a wag but could not. It only twitched and lay still. 15 20 25
- 4 Then, perhaps roused by the shrieks of the children, a band of parrots suddenly fell out of the eucalyptus tree, tumbled frantically in the still, sizzling air, then sorted themselves out into battle formation and streaked away across the white sky.
- 5 The children, too felt released. They too began tumbling, shoving, pushing against each other, frantic to start. Start what? Start their business. The business of the children's day which is – play. 30
- "Let's play hide-and-seek."
"You'll be *It*."
"Why should I? You be –" 35
- 6 The shoves became harder. Some kicked out. The motherly Mira

[Turn over

intervened. She pulled the boys roughly apart. There was a tearing sound of cloth but it was lost in the heavy panting and angry grumbling and no one paid attention to the small sleeve hanging loosely off a shoulder.

- 7 "Make a circle, make a circle!" she shouted, firmly pulling and pushing till a 40
kind of vague circle was formed. "Now clap!" she roared and, clapping, they
all chanted in melancholy unison. Raghu was *It*. He started to protest, to cry,
but it was too late, the others had all streaked away.

- 8 There was no one to hear when he called out, "Only in the veranda – the 45
porch!" No one had stopped to listen, all he saw were their brown legs
flashing through the dusty shrubs, scrambling up brick walls, leaping over
compost heaps and hedges, and then the porch stood empty in the purple
shade of the bougainvillea and the garden was as empty as before; even the
limp squirrels had whisked away, leaving everything gleaming, brassy and 50
bare.

- 9 Only small Manu suddenly reappeared, as if he had dropped out of an
invisible cloud or from a bird's claws and stood for a moment in the centre of
the yellow lawn, chewing his finger and near to tears as he hears Raghu
shouting, with his head pressed against the veranda wall, "Eighty-three, 55
eight-five, ninety..." and then made off in a panic, half of him wanting to fly
north, the other half counselling south. Raghu turned just in time to see the
flash of his white shorts and the uncertain skittering of his red sandals, and
charged after him with such a blood-curdling yell that Manu stumbled over
the hosepipe, fell into its rubber coils and lay there weeping, "I won't be *It* –
you have to find them all – all – All!" 60

¹*sari*: traditional female Indian dress

Adapted from 'Games at Twilight' by Anita Desai

Section C

Text 3

The article below explains the impact of cheap labour in the garment industry. Read the text carefully and answer Questions 15 – 22 in the Question Booklet.

- 1 In a suite of offices lined with racks of clothes on the seventh floor of an industrial building in the back streets of Kowloon, Hong Kong, the Head of a trading company explains the economic reality that has transformed the global garment industry over the past decade. "Ten years ago, you could only buy a T-shirt for US\$5. Now you can buy a sweater for US\$6, and for US\$9 you can buy a jacket," says Lui Wing-har, Managing Director of Top Grade International Enterprise. "We make maybe 50,000 T-shirts in each style - and that is why we can sell them for US\$3 or US\$4." 5
- 2 A decade ago, most of those T-shirts would have been made in Guangdong, a province in China once known as the 'world's workshop'. Today, the looms are turning faster than ever - but the work has moved nearly 2,500km from Guangdong to Dhaka, Bangladesh. Soaring labour costs have seen garment production find a new home in Bangladesh. As clothing factories in southern China close down, Top Grade is seeing orders boom. The company had the prescience to set up in Bangladesh before most of its competitors and now has 20 to 30 factories in Dhaka. Lui and her industry colleagues expect Bangladesh to overtake the mainland as the world's biggest garment producer in a matter of years. 10 15
- 3 More than four million people work in Bangladesh's garment industry, which now accounts for about 80 per cent of the country's foreign trade. It has the potential to lift the nation out of poverty in the same way manufacturing transformed the lives of tens of millions of migrant workers in China in the 1980s and 90s. But the relentless demand for ever-cheaper clothes from high-street stores and supermarket chains in the West is keeping workers' wages at levels as low as US\$68 a month – an amount that pressure groups, unions and even some employers admit is barely enough to support the people whose sweat and hard work the industry relies on. 20 25
- 4 Former child factory worker Nazma Akter, founder of the 37,000-member Awaj Foundation, which fights for labour rights in Bangladesh, shares about the hard work that factories place on employees due to the increased pressure to produce ever cheaper clothes. "They have higher production targets. If they cannot fulfil them they have to work extra hours but with no overtime. It is very tough; they cannot go for toilet breaks or to drink water. They become sick. They are getting the minimum wage as per legal requirements but they are not getting a living wage." 30 35
- 5 "It is not fair. Humans cannot be so cheap. There needs to be a balance - you cannot say you are trying to improve working conditions and help workers out on one hand when on the other hand you are not giving a fair price," she says. "Consumers in [the West] have a big responsibility. They get things so cheap."

[Turn over

They have to think about how these companies are doing business. 40
 Consumers need to know where their clothes are coming from and what the
 working hours and conditions are. We need to look at the living conditions, not
 the working conditions."

- 6 At Viyellatex, a Bangladeshi conglomerate which employs 18,000 people and 45
 makes clothes for several high-street chains, Chief Operating Officer Ziauddin
 Ahmed says that the responsibility lies with consumers. "You are supporting
 the culture of cheap products. If you have an order for a million T-shirts and we
 can't meet the price, the buyer will go to a noncompliant factory because they
 will do it very cheaply. If people start to think, 'I don't only need to buy cheaply
 but I need to buy responsibly,' that is when things will start to change. When 50
 customers say, 'I will only buy a sustainable product' that has been made
 responsibly,' the entire supply chain will change, because the market rules. It is
 the customer who is the king."
- 7 The cost of cheap clothes is people living in poverty and factories cutting 55
 corners on health and safety. Governments need to demand more data on the
 source of imported garments to stop worker abuse. Consumers must ask
 companies to put a label on their clothing saying this is the factory where it was
 made. That way, civil society gets to engage in where our clothes come from
 and who really made this.

Adapted from 'The True Cost of Your Cheap Clothes' by Simon Parry

END OF INSERT



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

--	--	--

INDEX
NUMBER

--	--

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

QUESTION BOOKLET

Friday

21 July 2017

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer **all** questions.

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

The Insert contains the text for all the sections.

At the end of the examination, hand in the Question Booklet, the Summary page and the Insert separately.

The number of marks is given in brackets [] at the end of each question or part question.
The total number of marks for this paper is 50.

For Examiner's Use

--

**This question booklet consists of 9 printed pages (including this cover page)
and 1 blank page.**

[Turn over

Section A [5 marks]

Text 1

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

- 1 How does the main title 'Exploring Singapore for a Cause' aim to attract the reader to join the initiative?

[1]

- 2 What does the photograph of the buildings illustrate about the nature of the walking trails?

[1]

- 3 List **two** benefits that an individual can gain from the Joo Chiat Trail. Explain your answer.

(i)

[1]

(ii)

[1]

- 4 Which sentence gives the main purpose of the LocoMole app?

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 14.

- 5 'It was still too hot to play outdoors. They had had their teas, they had been washed and had their hair brushed...' (lines 1 – 2).

What does this suggest about the children's daily routine?

.....

.....

.....

..... [2]

- 6 '... everything was still curtained and shuttered in a way that stifled the children...' (lines 5 – 6). What is unusual about the underlined words used to describe the way the children are being looked after?

.....

.....

.....

..... [2]

- 7 Select **two** expressions from Paragraph 1 to suggest the eagerness of the children to go outdoors to play.

.....

.....

.....

..... [2]

[Turn over

- 11 Why do you think '... no one paid attention to the small sleeve hanging loosely off a shoulder'? (lines 38 – 39)

[1]

- 12 What do the underlined words in this phrase '... all he saw were their brown legs flashing through the dusty shrubs, scrambling up brick walls, leaping over compost heaps and hedges...' (lines 45 – 47) reveal about the children's attitudes towards the game?

[2]

- 13 Quote **two** pieces of evidence from Paragraph 9 which illustrate Manu's intense fear of being caught by Raghu.

[2]

[Turn over

- 14
- The structure of the text reflects the children's feelings as they get ready to play. Complete the flowchart by choosing one word from the box to summarise the main feelings presented in each part of the text. There are some extra words in the box you do not need to use.

The children’s feelings

Impatient	Frenzied
Saddened	Aloof
Stifled	Fearful
Disinterested	

Flow chart

Paragraph 1: (i).....

Paragraph 2: (ii).....

Paragraph 5: Frantic

Paragraph 6: (iii)

Paragraph 7: Caught up in a trance-like state

Paragraph 8: Excited

[3]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 22.

Write your answer for Question 22 on the separate Summary Sheet provided.

- 15 According to Paragraph 1, suggest the reason why clothes can be sold so cheaply.

[1]

- 16 Explain what the writer means when he describes Guangdong as the 'world's workshop' (line 10) of the past.

[1]

- 17 From Paragraph 2, give a reason why Top Grade has stayed so successful.

[1]

- 18 Here is part of a conversation between two students who are discussing the merits of Bangladesh's garment industry:

Zephyr	The garment industry is beneficial for Bangladesh.
Zoey	I would have to disagree with you.

- (a) Referring to the current state of the industry in Paragraph 3, explain clearly why Zephyr feels optimistic. Give **two** reasons.

(i)

[1]

(ii)

[1]

[Turn over

(b) Explain the reason which accounts for Zoey's claim.

[1]

- 19 What does 'relentless demand' (line 23) tell us about the popularity of cheap clothes?

[1]

- 20 In lines 34 – 35, former child factory worker Akter says that factory workers are 'getting the minimum wage as per legal requirements but they are not getting a living wage'. Explain what she means **in your own words**.

[2]

- 21 State the tone the writer uses in Paragraph 7.

[1]



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

--

CENTRE NUMBER

S				
---	--	--	--	--

INDEX
NUMBER

--	--	--	--

ENGLISH LANGUAGE

1128/01

Friday

21 July 2017

1 hour 50 minutes

Paper 1 Writing
INSERT

READ THESE INSTRUCTIONS FIRST

Write your centre number, index number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid/ tape.

This Insert contains **Section A**.

Write your answers in the spaces provided.

For Examiner's Use

--

This question paper consists of 2 printed pages.

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the Northern Lights. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

Examples:

I arrived to my destination at 2pm. at

My mother always wears sensible clothes. ✓

Few places on earth offer more ways to witness the aurora borealis
 than Norway. On a very basic level, the northern lights are quite simple 1✓.....
 to explain. The lights come at night when the sky is dark. It's like a 2 ✓.....
 celestial ballet of light danced across the sky, with a colour palette – 3 dancing (tense)
 green, pink and violet – reminiscence of a scintillating fashion show 4 reminiscent (word form)
 from the 1980s. With the locals in Northern Norway, the northern lights 5 To (preposition)
 are a part of life. To others, like a celebrity scientist, Neil deGrasse 6 the (article)
 Tyson, the phenomena is simply a testament to how beautiful science 7 phenomenon (plural)
 can be. "It's a curious thing about the universe," he says, "that before 8 behind/ beneath
 (preposition)
 some of the most stunning sights to behold, lay some of the most 9 lie (tense)
 challenging problems in physics." Science apart, the aurora borealis 10 aside (conjunction)
 has been, and still is, a fertile source for art, mythology and legends.

Grammar Feature	Tense	Word Form	Preposition	Article	Plural	Conjunction	Marks:
Q no.	Q3, Q9	Q4	Q5, Q8	Q6	Q7	Q10	-
Marks	2m	1m	2m	1m	1m	1m	8m
No-error lines	(Question 1 & 2)						2m
Total							10m

[Turn over

Section A [5 marks]

Text 1

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

- 1 How does the main title 'Exploring Singapore for a Cause' aim to attract the reader to join the initiative? [AUTHOR'S INTENTION]

- By adding a meaningful purpose to the activity – appeals to the reader's sense of altruism / longing to make a difference
OR
- Its dual purpose – where one can both learn more by engaging in the walking trail and play their part in contributing to charity

[1]

- 2 What does the photograph of the buildings illustrate about the nature of the walking trails? [INF – PIC]

- From the old architectural style of these buildings / As these buildings reflect the old shophouses that Singapore had in the past, it suggests that the trails involve taking participants to visit places of heritage / ethnic enclaves.

[1]

- 3 List **two** benefits that an individual can gain from the Joo Chiat Trail. Explain your answer. [INF]

ANY TWO OF THREE

- By gaining more knowledge about the facets of Singapore's first Heritage Town – one can build on his or her knowledge and enhance one's understanding / one will develop pride for one's country
- Openness to a new experience / Adaptability / Adventurous trait – needed if one is tasting Peranakan treats for the first time, or is not used to the cuisine
- Empathy / Respect / Appreciation / Attentiveness – because when talking to a Peranakan scholar, one will better understand the perspectives of others

i) [1]

ii) [1]

- 4 Which sentence gives the main purpose of the LocoMole app? [DIRECT]

- "A highly experiential app, it helps users to navigate and explore different precincts in Singapore using their mobile devices."

[1]

X INCORRECT "The app offers 12 charity walking trails..." As that only focuses on the Exploring Singapore for a Cause initiative.

Section B [20 marks]

[Turn over]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 14.

- 5 'It was still too hot to play outdoors. They had had their teas, they had been washed and had their hair brushed' (lines 1-2). [INF]

What does this suggest about the children's daily outline?

- day's activities follow a fixed schedule
- caretaker(s) has a systematic approach to care for the children
- Someone serves them for the most part of the day (seeing to their meals and cleanliness) [2]

- 6 '... everything was still curtained and shuttered in a way that stifled the children' (lines 5 – 6). What is unusual about the underlined words used to describe the way the children are being looked after? [LANG FOR EFFECT]

[WHAT IS EXPECTED/ USUAL]: Children are supposed to be given freedom to play – 1m

[WHAT IS UNUSUAL]: but here they are protected from the glare of the afternoon sun and heat and not allowed to go out/ they seem to be restricted – 1m [2]

- 7 Select **two** expressions from Paragraph 1 to suggest the eagerness of the children to go to the outdoors to play. [VOCAB]

- 'strained to get out'
- 'if they didn't burst out into the light and see the sun and feel the air, they would choke' [2]

- 8 '... they burst out like seeds from a crackling, over-ripe pod into the veranda' (lines 10 – 11).

Explain the effectiveness of this simile in describing the children. [LANG FOR EFFECT]

Like a pod which sends out its seeds with great force [1m], this similarly compares the tremendous release of the children's energy when they were able to leave the house [1m]

OR

The pod which encloses its seeds [1m] is likened to the stifling environment that the children were in [1m] [2]

- 9 'The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium,

[Turn over

3

tin, copper and brass.' (lines 16 – 18)

How is this expression unusual and effective? [LANG FOR EFFECT]

[UNUSUAL: 1m] 2 entirely different elements are being compared – soil is being compared to metal

[EFFECTIVE: 1m] Effectively portrays the glint/ sheen of the soil that is emitted due to the tremendous heat [2]

- 10 From lines 19 – 22, the notion of death is implied. For each of the examples explain why the writer has described them as such: [LANG FOR EFFECT]

2 Examples of animals	Explanation
'... the birds still drooped, like dead fruit, in the papery tents of the trees'	-birds are drained of strength from the heat and barely hung on the trees, almost dropping off [1]
'The outdoor dog lay stretched as if dead... his paws, eyes and ears and tail all reaching out like dying travellers in search of water.'	-every part of the dog is parched and drained and thirsting for water due to the overwhelming heat [1]

- 11 Why do you think '... no one paid attention to the small sleeve hanging loosely off a shoulder?' (lines 38 – 39) [INF]

-the children were all too absorbed in wanting to start their game

[1]

- 12 What do the underlined words in this phrase '... all he saw where their brown legs flashing through the dusty shrubs, scrambling up brick walls, leaping over compost heaps and hedges...' (lines 45 – 47) reveal about the children's attitudes towards the game? [LANG FOR EFFECT]

-these 3 actions show the **eagerness/ excitement** of the children in wanting to play tag

-their **determination** not to be caught by Raghu

[2]

[Turn over]

4

- 13 Quote **two** pieces of evidence from Paragraph 9 which illustrate Manu's intense fear of being caught by Raghu. [DIRECT]

EITHER 2

-*'chewing his finger'*

-*'near to tears'*

-*'lay there weeping...'*

[2]

- 14 The structure of the text reflects the children's feelings as they get ready to play. Complete the flowchart by choosing one word from the box to summarise the main feelings presented in each part of the text. There are some extra words in the box you do not need to use. [INF]

The children's feelings

Impatient	Frenzied
Saddened	Aloof
Stifled	Fearful
Disinterested	

Flow chart

Paragraph 1: (i)..... *stifled*.....

Paragraph 2: (ii)..... *impatient*.....

Paragraph 5: Frantic

Paragraph 6: (iii) *frenzied*.....

Paragraph 7: Caught up in a trance-like state

Paragraph 8: Excited

[3]

[Turn over

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 22.

Write your answer for Question 22 in the separate Summary Sheet provided.

- 15 According to Paragraph 1, suggest the reason why clothes can be sold so cheaply. [INF]

*The producing of clothes in **bulk** lowers the cost price of each garment.*

[1]

- 16 Explain what the writer means when he describes Guangdong as the 'world's workshop' (line 10) of the past. [INF]

***Factories** in China used to be the main place where shops around the globe went to to manufacture clothes. / **China's factories** used to be the **main** source of manufacturing clothes for fashion companies worldwide.*

[1]

- 17 From Paragraph 2, give a reason why Top Grade has stayed so successful. [VOCAB]

By setting up many factories in Bangladesh before its competitors, it allows them to have much monopoly dominance over the Bangladesh garment industry.

OR

There is no longer any competition from Chinese manufacturers

[1]

NOTE: Students need to be able to unpack the vocab prescience. But they can answer this using Inference.

NOTE: They must only give ONE reason. If they include 2 reasons – EXCESS DENIES

- 18 Here is part of a conversation between two students who are discussing the merits of Bangladesh's garment industry:

Zephyr	The garment industry is beneficial for Bangladesh.
--------	--

[Turn over]

Zoey	I would have to disagree with you.
------	------------------------------------

(a) Referring to the current state of the industry in Paragraph 3, explain clearly why Zephyr feels optimistic. Give two reasons.

[DIRECT]

Although a direct question, candidates may have to tweak the phrase to answer the question more effectively.

(i) [FOCUS: ECONOMY] It improves the economy of the country as it accounts for 80 per cent of the country's foreign trade. [1]
(No stats needed) / It has the potential to lift the nation out of poverty

(ii) [FOCUS: PEOPLE] It provides many of the locals with a job (more than four million people), therefore it has the potential to improve the lives of the people [1]

(j) Explain the reason which accounts for Zoey's claim. [DIRECT]

The workers' wages are still very low and not enough to support the people [1]

19 What does 'relentless demand' (line 23) tell us about the popularity of cheap clothes? [VOCAB]

It is unceasing. [1]

20 In lines 34 – 35, former child factory worker Akter says that factory workers are 'getting the minimum wage as per legal requirements but they are not getting a living wage.' Explain what she means **in your own words**. [OWN WORDS]

Although companies abide with the law / not against the law in terms of the workers' salaries [1], the pay these workers get do not provide them with an appropriate amount to sustain an acceptable standard of living [1].

Total:
[2]

21 State the tone the writer uses in Paragraph 7. [LANG FOR EFFECT]

Assertive / Insistent [1]

[Turn over

22. Using your own words as far as possible, summarise what can be done to improve the lives of factory workers, as outlined in the passage. [SUMMARY]

Use only information from Paragraphs 5 and 6.

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

In order to improve the lives of Bangladesh's factory workers,

1	[give workers] a fair price	Workers should be paid reasonably
2	Consumers... have a big responsibility... / It is the customer who is king	Shoppers / consumers have direct affect
3	To think about how these companies are doing business	We should consider the business modes/ models of the factories
4	Consumers need to know where their clothes are coming from	Shoppers / Consumers need to know where the clothes are made
5	And what the working hours and conditions are	The man hours and working environment of the workers
6	We need to look at the living conditions	As well as their standards of living
7	[Do not support] the culture of cheap products <i>*Candidates must change the phrasing 'You are supporting the culture of cheap products'</i>	Stop encouraging factories to only value low production costs
8	Buy responsibly	By responsible purchases
9	Buy a sustainable product	And purchasing sustainable goods

In order to improve the lives of Bangladesh's factory workers, they should firstly be paid reasonably. Consumers/ Shoppers can also directly affect change by considering the business models of the factories, knowing the source of their products, the man hours and working environments of its workers, as well as their standards of living. By focusing on responsible purchases and sustainable goods, this can additionally discourage factories to only value low production costs.

(no. of words: 62)

Text 1

Study the webpage below and answer Questions 1 – 3 in the Question Paper Booklet.

255

Section B

Text 2

In the text below, a man called Burns embarks on a journey. Read the text carefully and answer questions 4 – 12 in the Question Booklet.

- 1 Burns stood at the window of his room. Rain had consumed the landscape in a blur of grey. He loathed wet weather because then everybody stayed indoors, sitting around the hospital's common room, talking, in strained or facetious tones, about the war... the war ... the war ... A sharper gust of wind blew rain against the glass. He felt trapped; and somehow or other he was going to have to get out. This wasn't forbidden, it was even encouraged. He got his coat and went downstairs. A nurse from his ward saw him, but did not say anything. 5
- 2 At the main gates he stopped, because he'd been inside so long, the possibilities seemed endless, though they resolved themselves quickly into two. He could take the bus either into the city, or away from the city. And that was no choice at all; he knew he wasn't up to facing traffic – ah, the bitter irony. For the first few stops the bus was crowded. He sat on his own, on the bench seat, closest to the door of the bus. At every stop more and more people got off until he was almost alone. As the journey ensued, the lanes became narrower and the trees rushed in on either side. A branch rattled along the windows with a sound like machine-gun fire until he felt that he had no choice but to get off at the next stop. 10 15
- 3 At that point, Burns didn't know what to do at first. He stood at the bus stop, looking up and down a quiet country lane. It was so long since he'd been anywhere alone. Raindrops dripped from the trees, big, splashy, persistent drops. He looked up and down the lane again. It vanished under a veil of rain. He decided to cross over. He began climbing the hill between the trees. Up, up, until his way was barred by a fence whose wire twitched in the wind. Burns blinked the rain out of his eyes. He pressed two strands of wire apart and broke into a sweat as he struggled to ease himself through. Trembling now, he began to scramble along the edge of the ploughed field. 20 25
- 4 He was walking up the slope of a hill, tensing himself against the wind that seemed to be trying to scrape him off its side. As he reached the crest, a fiercer gust snatched his breath. After that he kept his head bent. Rain beat down onto his head, dripping from the peak of his cap, the small bones of nose and jaw had started to sting. He stopped and looked across the field. He didn't know where he was going, or why, but he thought he ought to take shelter, and began to run clumsily along the brow of the hill towards a distant clump of trees. The mud dragged at him, he had to slow to a walk. Every step took effort as he hauled his mud-clogged boots out of the sucking earth. When at last he reached the trees, he sat down with his back to the nearest one, and for a while did nothing at all, not even wipe away the drops of rain that gathered on the tip of his nose and dripped into his open mouth. 30 35
- 5 He eventually got to his feet and began stumbling, almost blindly, between the trees, catching his feet in clumps of bracken. Something brushed against his cheek, and he raised his hand to push it away. He turned and saw a dead mole, suspended, apparently, in air. Looking up, he saw that the tree he stood under was laden with dead animals. Bore them like fruit. He started to run, but the trees were against him. Branches clipped his face, twigs tore at him, roots 40

tripped him. At once he was sent sprawling, though immediately he was up 45
again, and running, his coat a mess of mud and dead leaves.

Adapted from *Regeneration* by Pat Barker, Penguin Books (England), 1992

Section C

Text 3

The text below is by a writer who is concerned about the use of the Internet. Read it carefully and answer Questions 13 – 19 in the Question Paper Booklet.

- 1 Search your feelings, you know it to be true: You are enslaved to the internet. Definitely if you're young, increasingly if you're old, your day-to-day, minute-to-minute existence is dominated by a compulsion to check email and Twitter and Facebook and Instagram with a frequency that bears no relationship to any communicative need. 5
- 2 Compulsions are rarely harmless. The internet is not the opioid¹ crisis; it is not likely to kill you (unless you're hit by a distracted driver) or leave you ravaged and destitute. But it requires you to focus intensely, furiously, and constantly on the ephemera² that fills a tiny little screen, and experience the traditional graces of existence — your spouse and friends and children, the natural world, good food and great art — in a state of perpetual distraction. 10
- 3 Used within reasonable limits, of course, these devices also offer us new graces. But we are not using them within reasonable limits. They are the masters; we are not. They are built to addict us, as the social psychologist Adam Alter's new book "Irresistible" points out — and to madden us, distract us, arouse us and deceive us. We primp and perform for them as for a lover; we surrender our privacy to their demands; we wait on tenterhooks for every "like." The smartphone is in the saddle, and it rides mankind. 15
- 4 Which is why we need a social and political movement — digital temperance, if you will — to take back some control. 20
- 5 "Temperance?" you might object, with one eye on the latest outrage shared by your co-partisans on social media. "You mean, like, *Prohibition*? For something everyone relies on for their daily work and lives, that's the basis for our economic — hang on, I just need to 'favorite' this tweet ..."
- 6 No, not like Prohibition. Temperance doesn't have to mean total abstinence; it can simply mean a culture of restraint that tries to keep a specific product in its place. And the internet, like alcohol, may be an example of a technology that should be sensibly restricted in custom and in law. 25
- 7 Of course it's too soon to fully know (and indeed we can never *fully* know) what online life is doing to us. It certainly delivers some social benefits, some intellectual advantages, and contributes an important share to recent economic growth. 30
- 8 But there are also excellent reasons to think that online life breeds narcissism, alienation and depression, that it's an opiate for the lower classes and an insanity-inducing influence on the politically-engaged, and that it takes more than it gives from creativity and deep thought. 35
- 9 So a digital temperance movement would start by resisting the wiring of everything, and seek to create more spaces in which internet use is illegal, discouraged or taboo. Toughen laws against cellphone use in cars, keep computers out of college lecture halls, put special "phone boxes" in restaurants where patrons would be expected to deposit their devices, confiscate 40

smartphones being used in museums and libraries and cathedrals, create corporate norms that strongly discourage checking email in a meeting.

- 10 Then there are the starker steps. Get computers — all of them — out of elementary schools, where there is no good evidence that they improve learning. Let kids learn from books for years before they're asked to go online for research; let them play in the real before they're enveloped by the virtual. 45
- 11 Then keep going. The age of consent should be 16, not 13, for Facebook accounts. Kids under 16 shouldn't be allowed on gaming networks. High school students shouldn't bring smartphones to school. Kids under 13 shouldn't have them at all. If you want to buy your child a cellphone, by all means: In the new dispensation, Verizon and Sprint will have some great "voice-only" plans available for minors. 50
- 12 I suspect that versions of these ideas will be embraced within my lifetime by a segment of the upper class and a certain kind of religious family. But the masses will still be addicted, and the technology itself will have evolved to hook and immerse — and alienate and sedate — more completely and efficiently. 55
- 13 Our devices we shall always have with us, but we can choose the terms. We just have to choose together, to embrace temperance and restriction from the authorities both. Only a movement can save you from the tyrant in your pocket. 60

¹drugs that act on the nervous system to relieve pain

²things that exist or are used or enjoyed only for a short time

Adapted from: <https://www.nytimes.com/2017/03/11/opinion/sunday/resist-the-internet.html?ref=opinion&r=0>

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1i. 'You need a compelling, one-of-a-kind resume that gets you noticed and gets you hired.' [1]

*For
Examiner's
Use*

What effect is this intended to have on the reader?

.....

.....

- ii. How is the sentence effective in promoting the company's services? [1]

.....

.....

.....

2. Quote a sentence that further reinforces the main message of this advertisement? [1]

.....

3. How does the photograph in the advertisement complement the main message of the advertisement? [2]

.....

.....

.....

.....

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 4 – 12.

- 4 'He loathed wet weather because then everybody stayed indoor, sitting around the hospital's common room, talking, in strained or facetious tones, about the war... the war... the war...' (lines 2 – 4)

For
Examiner's
Use

In what **two** ways is the writer's repetition of 'the war...' in this sentence particularly effective?

- i. [1]

- ii. [1]

- 5 'He could take the bus either into the city, or away from the city. And that was no choice at all; he knew he wasn't up to facing traffic – *ah, the bitter irony.*' (lines 10–11)

- i. Explain the meaning of the word 'bitter' in the italicised phrase. [1]

- ii. What does the italicised phrase suggest about the style of language used by the writer in the preceding sentence? [1]

6. In Paragraphs 1 and 2, we see that Burns made two separate but similar decisions.

- i. What was the similarity in these decisions? **Answer in your own words.** [1]

- ii. What is the effect of this similarity in decisions? [1]

7. Explain why Burns 'didn't know what to do at first' in Paragraph 3. [1]
Answer in your own words.

*For
Examiner's
Use*

.....

.....

8. 'Burns blinked the rain out of his eyes. He pressed two strands of wire apart and broke into a sweat as he struggled to ease himself through.' (lines 23 – 25)

- i. What does the phrase 'broke into a sweat' imply about Burns? [1]

.....

.....

- ii. What is unusual about the phrase 'struggled to ease himself through'? [1]

.....

.....

9. In Paragraphs 1 and 3, the writer uses **two** different expressions of **no more than six words each** to convey the same idea about the rain.

- i. Identify these two expressions. [1]

From Paragraph 1

From Paragraph 3

- ii. What do these expressions imply about the rain? [1]

.....

.....

10. Explain how the language used in Paragraph 4 brings to life the challenging physical conditions faced by Burns. Support your ideas with **three** details from the paragraph. [3]

.....

.....

.....

.....

For
Examiner's
Use

.....

.....

11. 'Looking up, he saw that the tree he stood under was laden with dead animals. Bore them like fruit.' (lines 42 – 43)

i. Explain how the writer creates a contrast between these two sentences. [1]

.....

.....

ii. Why is this contrast effective? [1]

.....

.....

12. In this text, descriptions of Bum's state of mind, and his journey in the rain are combined. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each part of the text. There are some extra phrases in the box that you do not need to use.

For
Examiner's
Use

Main Focus

breaking the rules	backed into a corner
throwing caution to the wind	an unexpected encounter
overwhelmed by options	not knowing his limits
mind over matter	

Main Focus

Paragraph 1: (i)



Paragraph 2: (ii)



Paragraph 3 – 4 : (iii)



Paragraph 5: (iv)

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 19.

13. In paragraph 1, the writer states that we check our social media accounts 'with a frequency that bears no relationship to any communicative need.'

For
Examiner's
Use

Explain what the writer means by this statement.

[2]

.....

.....

14. '...it is not likely to kill you (unless you're hit by a distracted driver)'
(lines 6 – 7)

What is the purpose of using the brackets in the above statement?

[1]

.....

.....

15. 'The smartphone is in the saddle, and it rides mankind.'

How is this sentence effective in describing the role that the smartphone plays in our lives?

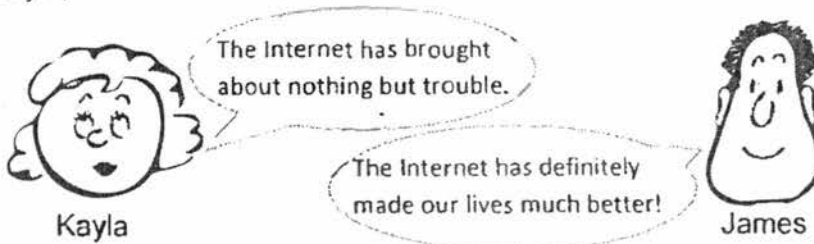
[2]

.....

.....

.....

16. Here is a part of conversation between two friends, James and Kayla, who have read the article.



- i. Provide a detail from paragraph 7 that can support James' point of view.

[1]

.....

.....

- ii. Explain how Kayla would justify her claim with a piece of evidence from paragraph 8. [1]

For
Examiner's
Use

.....

.....

17. Quote an expression of no more than six words in paragraph 12 that tells us why it is hard to stop internet addiction. [1]

.....

.....

18. 'Only a movement can save you from the tyrant in your pocket.'

- i. What does the 'tyrant in your pocket' (line 60) refer to? [1]

.....

- ii. Why is the description appropriate? [1]

.....

.....

19. Using your own words as far as possible, summarise why digital temperance is necessary and what are some ways the use of Internet can be restricted.

For
Examiner's
Use

Use only information from paragraphs 7 – 10.

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).

Digital temperance is necessary because

[illegible]

..... No. of words:

[15]

END OF PAPER

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1i. 'You need a compelling, one-of-a-kind resume that gets you noticed and gets you hired.' [1]

For
Examiner's
Use

What effect is this intended to have on the reader?

It works to urge readers to come up with a distinctive resume that is able to grab the employer's attention. / It works to convince the readers that to get themselves a job, they will need a unique resume that can grab the employer's attention.

- ii. How is the sentence effective in promoting the company's services? [1]

By highlighting the importance of an attention grabbing and unique resume, job-seekers will be interested in engaging the company's services in providing such resumes.

2. Quote a sentence that further reinforces the main message of this advertisement? [1]

The sentence is, 'You're not a cookie cutter.'

3. How does the photograph in the advertisement complement the main message of the advertisement? [2]

The photograph shows different types of cookies and unlike how a cookie cutter is used to produce cookies that look exactly the same, resumes should be written differently to suit the profile of different jobs.

(Comparison should be shown to explain how the photograph complements the main message)

Section B [20 marks]

Refer to Text 2 on pages XX – YY of the Insert for Questions 5 – 13.

- 5 'He loathed wet weather because then everybody stayed indoors, sitting around the hospital's common room, talking, in strained or facetious tones, about the war... the war ... the war ...' (lines 2–4)

In what two ways is the writer's repetition of 'the war...' in this sentence particularly effective?

- (i) Firstly, the repetition of 'the war...' is effective because it implies the long-lasting impact of the war on Burns. [1]
- (ii) Secondly, the repetition of 'the war...' is effective because it implies the severe impact of the war on Burns. [1]
- (iii) OR Secondly, the repetition of 'the war...' is effective because it implies the pervasive impact of the war. [1]

- 6 'He could take the bus either into the city, or away from the city. And that was no choice at all; he knew he wasn't up to facing traffic – *ah, the bitter irony.*' (lines 10–11)

- (i) Explain the meaning of the word 'bitter' in the italicised phrase.
The word 'bitter' in the italicised phrase refers to the tragic/sad situation in which the reverse/opposite of what is expected happens. [1]
- (ii) What does the italicised phrase suggest about the style of language used by the writer in the preceding sentence?
It is rhetorical. [1]

- 7 In Paragraphs 1 and 2, we see that Burns made two separate but similar decisions.

- (i) What was the similarity in these decisions? **Answer in your own words.**
Burns decided in both paragraphs to exit a confined space. [1]

- (ii) What is the effect of this similarity in decisions?
This similarity in decisions leads the reader to sympathise with Burns. [1]

- 8 Explain why Burns 'didn't know what to do at first' in Paragraph 3. **Answer in your own words.**

This was the first time Burns had ventured out of the hospital. [1]

- 9 'Burns blinked the rain out of his eyes. He pressed two strands of wire apart and broke into a sweat as he struggled to ease himself through.' (lines 23–25)

- (i) What does the phrase 'broke into a sweat' imply about Burns?

The phrase implies that Burns was overwhelmed with anxiety. [1]

- (ii) What is unusual about the phrase 'struggled to ease himself through'?

The combination of 'struggled' and 'ease' is unusual because the writer emphasises that Burns found it a challenge to do something straightforward.

Denotative meaning. [1]

- 10 In Paragraphs 1 and 3, the writer uses two different expressions of no more than six words each to convey the same idea about the rain.

- (i) Identify these two expressions.

From Paragraph 1 Rain had consumed the landscape

From Paragraph 3 vanished under a veil of rain [1]

- (ii) What do these expressions imply about the rain?

They imply that the rain was so heavy that it had flooded the ground. [1]

- 11 The language in Paragraph 4 brings to life the challenging physical conditions faced by Burns. Pick out and write down three details from Paragraph 4 and explain how each detail brings to life the challenging physical conditions faced by Burns.

Firstly, 'a fiercer gust snatched his breath' brings to life how the strong winds made it difficult for Burns to breathe normally

Secondly, 'rain beat down onto his head' brings to life how the heavy rain made it challenging for Burns to raise his head

Thirdly, 'mud dragged at him' / 'sucking earth' brings to life how the rain-clogged terrain impeded Burns's movement [3]

- 12 'Looking up, he saw that the tree he stood under was laden with dead animals. Bore them like fruit.' (lines 42–43)

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

The first sentence states literally that Burns was looking up at the vast number of animal carcasses hanging from the tree whereas the second sentence uses figurative language to show that from Burns's perspective the tree was actively working against him. [1]

(ii) Why is this contrast effective?

This contrast is effective because it makes the reader feel sorry for Burns. [1]

- 13 In this text, descriptions of Burn's state of mind, and his journey in the rain are combined. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each part of the text. There are some extra phrases in the box that you do not need to use.

Main Focus

breaking the rules	backed into a corner
throwing caution to the wind	an unexpected encounter
overwhelmed by options	not knowing his limits
mind over matter	

Paragraph 1: (i) throwing caution to the wind

Paragraph 2: (ii) backed into a corner

Paragraph 3 – 4: (iii) mind over matter

Paragraph 5: (iv) an unexpected encounter

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 19.

13. In paragraph 1, the writer states that we check our social media accounts 'with a frequency that bears no relationship to any communicative need.'

For
Examiner's
Use

Explain what the writer means by this statement.

[2]

It means that how often we check our social media accounts has nothing to do with the necessity to connect with others.

14. '...it is not likely to kill you (unless you're hit by a distracted driver)' (lines 6 – 7)

What is the purpose of using the brackets in the above statement?

[1]

It is to provide extra information that may interest the reader.

15. 'The smartphone is in the saddle, and it rides mankind.'

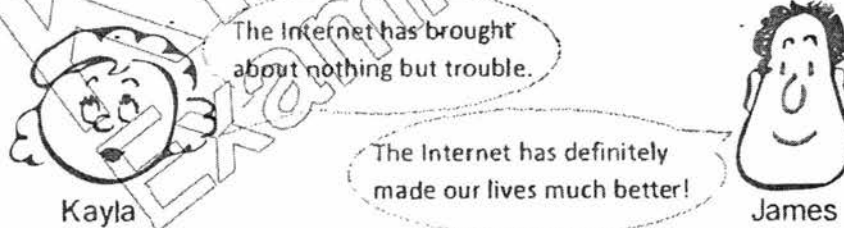
How is this sentence effective in describing the role that the smartphone plays in our lives?

[2]

Just like how the rider takes control of the saddle, the smartphone is dominant and has the ability to control how humans function.

(Comparison has to be shown)

16. Here is a part of conversation between two friends, James and Kayla, who have read the article



- i. Provide a detail from paragraph 7 that can support James' point of view.

[1]

'... some social benefits, some intellectual advantages, and contributes an important share to recent economic growth.' (lines 30 – 31)

Any one of the 3 will be accepted.

- ii. Explain how Kayla would justify her claim with a piece of evidence from paragraph 8.

[1]

For
Examiner's
Use

'online life breeds narcissism, alienation and depression'
'takes more than it gives from creativity and deep thought.'

It encourages self-centredness, causes others to be withdrawn and sad as suggested by 'online life breeds narcissism, alienation and depression'

it discourages the process of thinking out of the box and thinking critically as suggested by 'takes more than it gives from creativity and deep thought.'

Any one of the 2 will be accepted. As question requires students to explain, explanation should be accompanied with relevant quote/evidence/detail.

17. Quote an expression of no more than six words in paragraph 12 that tells us why it is hard to stop internet addiction! [1]

The phrase is, '... (the) technology itself will have evolved'.

18. 'Only a movement can save you from the tyrant in your pocket.'

- i. What does the 'tyrant in your pocket' (line 60) refer to? [1]

It refers to the smartphone/mobile phone/handphone.

- ii. Why is the description appropriate? [1]

This is appropriate because it shows how the smartphone has absolute control over our lives just like an oppressive ruler.

19. Using your own words as far as possible, summarise why digital temperance is necessary and what are some ways the use of Internet can be restricted.

For
Examiner's
Use

Use only information from paragraphs 7 – 10.

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).

Digital temperance is necessary because

From Text	Paraphrased
Why	Why
1. online life breeds narcissism, alienation and depression [line 34]	1. The Internet encourages self-centredness, isolation and sadness
2. takes more than it gives from creativity and deep thought. [line 36]	2. while reducing one's ability to be innovative and to think critically
How	How
3. seek to create more spaces in which internet use is illegal, discouraged or taboo [line 39]	3. It should be prohibited in more places,
4. Toughen laws against cellphone use in cars, [line 40]	4. including restricted use of cellphones in vehicles,
5. keep computers out of college lecture halls, [line 41]	5. and during school lectures
6. put special "phone boxes" in restaurants where patrons would be expected to deposit their devices, [line 41]	6. Devices should be dropped off in "phone boxes" at eating places
7. confiscate smartphones being used in museums and libraries and cathedrals, [line 42]	7. and impounded in museums, libraries and cathedrals
8. create corporate norms that strongly discourage checking email in a meeting. [line 43]	8. Checking of emails during a meeting should also be discouraged.
9. Get computers — all of them — out of elementary schools [line 45]	9. Elementary school should stop using computers.
10. let kids learn from books... [line 47]	10. Instead, they should allow children to acquire knowledge from books
11. let them play in the real... [line 48]	11. and active play.

No. of words: 79 words

END OF PAPER

[15]

Section A

Text 1

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



**"NEW TABLET AT \$50!
BUY NOW TO ENJOY FREE DELIVERY."**

DON'T FALL FOR HER ONLINE PURCHASE SCAM

- Be wary of cheap deals that seem too good to be true
- Review the seller's reputation before making any purchases
- Do not divulge your credit card details on unsecured websites

DON'T BE SCAMMED

Find out more about scams at www.scamalert.sg



PENALTIES FOR CHEATING
JAIL TERM OF UP TO 10 YEARS AND
LIABLE TO A FINE



SINGAPORE
POLICE FORCE

lotte
board



ALLER P.O.
100-111, 100-112, 100-113
100-114, 100-115

Section B

Text 2

The extract describes the challenges experienced by various members of an Irish family especially in their relationship with the mother who is currently affected by Dan, the eldest son who has announced that he will be joining the priesthood.

- 1 Much crying, little eating. There was more work with the tissue, which was now in shreds. It was awful. The pain was awful. Her mother juddering and sputtering, with the carrots falling from her mouth in little limps and piles.

- 2 Their mother's crying turned to funny, staggered inhalations 'phwhh phwhh phwhh', as she dug into her dessert with a small spoon and the children, too, were comforted by the pastry and by the woody sweetness of the apple tarts. Still there was no ice cream on offer that Sunday, and none of them asked for it, though they all knew there was some; it was jammed into the icebox at the top right hand corner of the fridge. 5

- 3 After that, their mother went to bed and Constance had to stay at home instead of getting the bus back to Dublin and she was furious with Dan: she bashed about the dishes while he went up to his room and read his books and their mother lay behind her closed door, and on Monday, their father went to work and came back home in the evening and had no opinions that anyone could discern. 10 15

- 4 This was not the first time their mother took the horizontal solution, as Dan liked to call it, but it was the longest that Hanna could remember. The bed creaked from time to time. The toilet flushed and the room to her door closed again. They got off school early on Maundy Thursday and she was still ensconced. Hanna and Emmet lurked about the house that was so large and silent without her. It all looked strange and unconnected: the turn of the bannisters at the top of the stairs, the small study with its light bulb gone, the line of damp on the dining room wallpaper inching up through a grove of bamboo. 20

- 5 Then Constance came up and whacked them, and it became clear – too late – that they had been noisy and wrong-headed when they had meant to be cheerful and full of fun. A cup hit the floor, a lick of cold tea spread towards the library book on the kitchen table, a white, patent leather belt turned out to be plastic when Emmet put a bridle on Hanna and rode her out the front door. After each disaster, the children dispersed and acted as though nothing had happened. And nothing did happen. She was asleep up there, she was dead. The silence became more urgent and corpselike, the silence became fully tragic, until the door handle hit the wall and their mother burst out of there. She came flying down the stairs at them, hair undone in her cotton nightgown, her mouth open, hand raised. 25 30

- 6 She might throw another cup, or upset the whole teapot, or fling the broken belt into the flowerbed through the open door. 35
 'There,' she said.
 'Happy now?'
 'Two can play at that game,' she said.
 'What do you think of that?' 40

She would stare for a moment, as though wondering who these strange children were. After which brief confusion, she would swivel and slam back up to bed.

- 7 Ten minutes later, or twenty minutes, or half an hour, the door would creak open and her small voice come out of it saying, 45
 'Constance?'
 There was something comical about these displays. Dan pulled a wry face as he went back to his book, Constance might make tea and Emmet would do something very noble and pure – a single flower brought from the garden, a serious kiss. Hanna would not know what to do except maybe go in and be loved. 50
 'My baby. How's my little girl?'
- 8 Much later, when all this had been forgotten, with the TV on and cheese on toast made for tea, their father came back from work. Up the stairs he went, one stair at a time then, after knocking twice, into the room. 55
 'So?' he might say, before the door closed on their talk.
- 9 After a long time, he came back down to the kitchen to ask for tea. He dozed in silence for an hour or so and woke with a start for the nine o'clock news. Then he switched off the telly and said, 'Which one of you broke your mother's belt? Tell me now,' and Emmet said, 'It was my fault, Daddy.'
- 10 He stood forward with his head down and his hands by his sides. Emmet would 60
 drive you mad for being good.
- 11 Their father pulled the ruler from under the TV set, and Emmet lifted his hand, and their father held the fingertips until the last millisecond, as he dealt the blow. Then he turned and sighed as he slid the ruler back home. 65
 'Up to bed,' he said.
- 12 Emmet walked out with his cheeks flaring, and Hanna got her goodnight beardie, which was a scrape of the stubble from her father's cheek, as he turned for a joke, from her kiss. Her father smelt of the day's work: fresh air, diesel, hay, with the memory of cattle in there somewhere, and beyond that again, the memory of milk. He took his dinner outside, where his own mother 70
 still lived.
- 13 'Your granny says goodnight,' he said, which was another kind of joke with him. And he tilted his head.

Adapted from The Green Road by Anne Enright (2015)

Section C

Text 3

The article below discusses the competence of new age artificial intelligence. Read the text carefully and answer Questions 18-24 in the Question Paper Booklet.

- 1 Over the last few decades, artificial intelligence (AI) has gotten increasingly proficient at reading emotional reactions in humans. However, reading is not the same as understanding. If AI cannot experience emotions themselves, can they ever truly understand us? And, if not, is there a risk that we ascribe robots properties they don't have? The latest generation of AIs have emerged, thanks to an increase in data available for computers to learn from, as well as their improved processing power. These machines are increasingly competitive in tasks that have always been perceived as human. AI can now, among other things, recognize faces, turn face sketches into photos, recognize speech and play Go.
- 2 Recently, researchers have developed an AI that is able to tell whether a person is a criminal just by looking at their facial features. The system was evaluated using a database of ID photos and the results are astounding. The AI mistakenly categorized innocents as criminals in only around 6 percent of the cases, while it was able to successfully identify around 83 percent of the criminals. This leads to a staggering overall accuracy of almost 90 percent.
- 3 The system is based on an approach called "deep learning", that has been successful in perceptive tasks such as face recognition. Here, deep learning combined with a "face rotation model" allows the AI to verify whether two facial photos represent the same individual even if the lighting or angle changes between the photos. Deep learning builds a "neural network," loosely modeled on the human brain. This is composed of hundreds of thousands of neurons organized in different layers. Each layer transforms a facial image, into a higher level of abstraction, such as a set of edges at certain orientations and locations. This automatically emphasizes the features that are most relevant to performing a given task.
- 4 Given the success of deep learning, it is not surprising that artificial neural networks can distinguish criminals from non-criminals—if there really are facial features that can discriminate between them. The research suggests there are three. One is the angle between the tip of the nose and the corners of the mouth, that was on average 19.6 percent smaller for criminals. The upper lip curvature was also on average 23.4 percent larger for criminals while the distance between the inner corners of the eyes was on average 5.6 percent narrower.
- 5 It is interesting that two of the most relevant features are related to the lips, that are our most expressive facial features. ID photos such as the ones used in the study are required to have neutral facial expression, but it could be that the AI managed to find hidden emotions in those photos.
- 6 This would not be the first time that a computer was able to recognize human emotions. The so-called field of "affective computing" has been around for several years. It is argued that, if we are to comfortably live and interact with robots, these machines should be able to understand and appropriately react to human emotions. There is much work in the area, and the possibilities are vast. For example, researchers have used facial analysis to spot struggling students in computer tutoring sessions. The AI was trained to recognize different levels of engagement

and frustration, so that the system could know when the students were finding the work too easy or too difficult. This technology could be useful to improve the learning experience in online platforms.

- 7 AI has also been used to detect emotions based on the sound of our voice by a company called BeyondVerbal. They have produced software that analyses voice modulation and seeks specific patterns in the way people talk. The company claims to be able to correctly identify emotions with 80 percent accuracy. In the future, this type of technology might, for instance, help autistic individuals to identify emotions. Sony is even trying to develop a robot able to form emotional bonds with people. There is not much information about how they intend to achieve that, or what exactly the robot will do. However, they mention that they seek to "integrate hardware and services to provide emotionally compelling experiences".
- 8 An emotionally intelligent AI has several potential benefits, be it to give someone a companion or to help us perform certain tasks — ranging from criminal interrogation to talking therapy. But there are also ethical problems and risks involved. Is it right to let a patient with dementia rely on an AI companion and believe it has an emotional life when it doesn't? And can you convict a person based on an AI that classifies them as guilty? Clearly not. Instead, once a system like this is further improved and fully evaluated, a less harmful and potentially helpful use might be to trigger further checks on individuals considered "suspicious" by the AI.
- 9 So what should we expect from AI going forward? Subjective topics such as emotions and sentiment are still difficult for AI to learn, partly because the AI may not have access to enough good data to analyse them objectively. For instance, could AI ever understand sarcasm? A given sentence may be sarcastic when spoken in one context but not in another. Yet the amount of data and processing power continues to grow. So, with a few exceptions, AI may well be able to match humans in recognising different types of emotions in the next few decades. But whether an AI could ever experience emotions is a controversial subject. Even if they could, there may certainly be emotions they could never experience—making it difficult to ever truly understand them.

Adapted from: <http://www.newsweek.com/ai-artificial-intelligence-robots-emotions-humans-541595>

Section A [5marks]

Text 1

Refer to the webpage (Text 1) on page 4 to answer Questions 1-5.

1. What is the main purpose of the poster?

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

2. How does the visual support the message of the poster?

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

3. **"NEW TABLET AT \$50!"**
What is the tone of this statement?

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

4. Who is the intended audience of the poster?

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

5. Based on the poster, what is one measure we can take to avoid being cheated?

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

Section B [20 marks]

Refer to Text 2 on pages of the Insert for Questions 6 - 18

6. In paragraph 1, 'the pain was awful' (line 2).

How did mother display her anguish?

.....
 [1]

7. In paragraph 2, what does the phrase 'she dug into her dessert' (line 5) suggest about the way the mother was eating?

.....
 [1]

8. What does the word 'jammed' (line 8) suggest about the way the ice cream was kept?

.....
 [1]

9. In paragraph 3, the father 'went to work and came back home in the evening and had no opinions that anyone could discern' (lines 13-14).

State the father's attitude in response to unwelcomed news.

.....
 [1]

10. In paragraph 4, 'This was not the first time their mother took the *horizontal solution*' (line 15).

With reference to the *italicised* words, how does the mother usually solve her problems?

.....
 [1]

11. Give a word from paragraph 4 to suggest that the children seemed to be moving about without being noticed.

..... [1]

12. In paragraph 5, the children were 'whacked' (line 23) for their misdeeds. State two of these misdeeds.

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

13. In paragraph 5, 'The silence became more urgent and corpse-like, the silence became fully tragic' (lines 30 - 31).

(i) Why did the writer repeat the word 'silence'?

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

(ii) What does 'corpse-like' suggest about the silence?

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

14. In paragraph 5, the writer describes the mother as she 'came flying down the stairs at them, hair undone in her cotton nightgown, her mouth open, hand raised.'

Explain how the language used in the sentence emphasises the mother's anger at her children.

Support your ideas with three details from the sentence.

.....
.....
.....
.....
.....
..... [3]

15. In paragraph 6, the mother says, 'Two can play at that game' (line 37).

What does her response suggest about her?

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

16. In paragraph 10, the writer describes Emmet as someone who '**would drive you mad for being good**'. (lines 57-58)

What is unusual about the phrase in *italics*

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

17. In paragraph 11, the father 'smelt of the day's work: fresh air, diesel, hay, with the memory of cattle in there somewhere, and beyond that again, the memory of milk.' (lines 69-71)

What is the father's occupation?

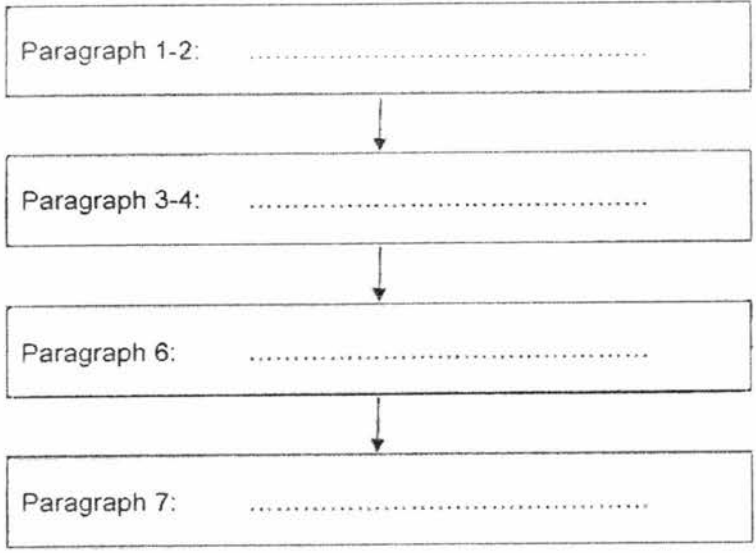
..... [1]
.....

18. The structure of the text reflects the feelings of the mother as the narrative unfolds. Complete the flow chart by choosing one word from the box to summarise the main feelings described in each part of the text. There are extra words in the box you do not need to use.

The mother's feelings

angry insecure remorseful depressed hysterical anxious unashamed

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 19 – 24.

- 19 Which word in paragraph 1 has the same meaning as "attributes"?

.....
 [1]

- 20 From paragraph 1, what is one human attribute AI cannot replicate?

.....

 [1]

- 21 (i) "This leads to a **staggering** overall accuracy of almost 90%" (line 14).
 Why does the writer refer to the accuracy as *staggering*?

.....

 [1]

- (ii) Which other word in the paragraph has a similar meaning?

..... [1]

22



Nadia

It is amazing that AI of today
 can read human expression
 with such a high degree of
 accuracy.



Allison

Further checks and
 improvements however, will
 still need to be made to AI
 before we can depend on
 them for emotional support.

- i From paragraph 5, provide evidence to support Nadia's view.

.....

.....

..... [1]

- ii From paragraph 8, what is one potential ethical issue in support of Allison's concern?

.....

.....

..... [1]

- 23 How has BeyondVerbal contributed to the progress of AI?

.....

.....

..... [1]

- 24 (i) From paragraph 9, explain what is limiting the advancement of AI?

.....

.....

..... [1]

- (ii) Give 2 reasons contributing to this limitation. (2m)

.....

.....

..... [2]

END OF PAPER

1. To warn people to be cautious of cheap deals when making online purchases/to raise awareness of online purchase scams so that citizens will make informed decisions and not purchase cheap deals that sound too good to be true.

2. - the lady in the visual has her eyes blacked out with the ...which suggests how deceptive some people can be selling items online. / Buyers can be blinded by promises of good deals. (reflected in either the eyes or the thumbs up sign).

(focus on either the "blinding of the eyes" or the "thumbs up sign". - it depicts a woman with her thumb up claiming there is a special sale of cheap tablets, yet her eyes are covered, concealing her identity, which emphasizes the anonymity and danger of these online sellers. (Answer must focus on readers' reactions or intent of the seller)

3. Enticing/luring

4. Online shoppers. people who shop online in search of good deals.

5. Review the seller's reputation before making any purchase. OR Do not divulge credit card details on unsecured websites.

6. By crying and eating little/ throwing up her food.

7. - with enjoyment/ with relish/ with enthusiasm/ with contentment/ heartily/ happily / savouring it

8. It was squeezed / forced into the back of the fridge/ shoved/ rammed/ thrust/ stuffed/ pushed/ squashed/ pressured/ [the element of forcibly pushing the item to the back needs to be mentioned]

9. - He was neutral/ impartial/ disinterested/ non-committal/ lacked favouritism toward any particular side

10. She sleeps it off/ stays in

11. 'lurked'

12. - spilt tea (optional: which spread towards the library book on the kitchen table)

- broke their mother's belt (optional: when Emmet put a bridle on Hanna and rode her out the front door)

- created a racket/ were noisy/ made too much noise (optional: and wrong-headed) - dropped / broke a cup (Any 2 of the above)

13. It is to highlight/ emphasise / amplify the intensity of the silence in the house - To emphasise how quiet it was in the house - To emphasise that the house was completely quiet

13(ii) It was very still in the house - The silence was absolute/ complete/ like the dead/ deadly /- It was deathly quiet /- Silence was as quiet as the dead/ a dead person

14. - 'came flying down' - suggests the speed of her movement fuelled by her rage (response related to the sense of haste - rush/ hurry/ scurried/ charging/ running)

- 'mouth opened' - suggests that she is about to reprimand/ scold/ yell at her children to express her anger verbally X breathing heavily/ panting

- 'hand raised' - suggests her gesture of being ready to strike at someone out of retaliation/ hit/ whack/ beat X throw

15. - vindictive/ vengeful/ revengeful/ spiteful/

16. It is unusual because being well-behaved would bring about a positive reaction instead of a negative response.

17. - He is a farmer/ rears cattle/ works in a dairy farm

18. hysterical, depressed, angry, insecure

19. properties

20. AI cannot experience emotions.

21i. The writer is surprised /amazed/finds it unbelievable that the success rate of AI is so high/ that a machine is so exact/almost definitive in its findings. (both parts must be indicated)

21ii. astounding 6

22i. AI managed to find hidden emotions in those photos.

22ii. It is not justified allowing patients with dementia/mental illness to rely on AI for companionship and support as AI cannot experience emotions themselves OR It is not justified to convict a person based on AI that classifies them as guilty as the accuracy is still not guaranteed / perfect / 100%. Answers must highlight the dilemma.

23. BeyondVerbal has produced software to analyse our voice modulation to identify emotion with 80% accuracy. Answer must have identify emotion with 80% accuracy.

24i. Subjective topics such as emotions and sentiments are difficult for AI to grasp (key information : subjective topics)

24 ii. a) There is not enough good data to analyse objectively. (Answers must include the word objectively)

24ii b) They cannot experience emotions.

Recent advancements made to AI have now allowed AI to

1a tell whether a person is a criminal by looking at facial features (facial characteristics – 0)

1b Staggering overall accuracy of almost 90%

2 Deep learning

3 Verify if 2 facial photos represent the same individual even if the lighting or angle changes between photos. (if mention is made of different settings without indication of lighting/angle – 1 mk)

4 Neural networks can distinguish criminals from non-criminals.

5 AI can find hidden emotions in photos. (secret feelings)

6 Recognize human emotions.

7 Should be able to understand and approximately react to human emotions.

8 Used facial analysis to spot struggling students in computer tutoring sessions. OR To recognize different levels of engagement and frustration if task is too easy or too difficult.

9 Can be used to improve the learning experience in online platforms (must mention online platforms)

Section A

Text 1

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

BOOMING SECOND HAND ECONOMY

IN THE WORLD'S MOST EXPENSIVE CITY - SINGAPORE



TOP 5 BENEFITS OF SELLING USED GOODS AND PURCHASING SECOND HAND GOODS



Data supported by



The study was conducted in February 2014 and polled 1,000 Singaporean adults. Of the participants, 52% were female and 48% were male. The median annual household income below that of the participants was \$7,246.

Adapted from <http://blog.gumtree.sg/survey-finds-booming-second-hand-economy-singapore/> by Gumtree.

[Turn over]

Section B

Text 2

In the text below, the writer describes how a mother and her three young children try to escape a raging wildfire by walking down a mountain road. Read the text carefully, and answer Questions 5-14 in the Question Paper Booklet.

- 1 After the house five down the road from her sister's home exploded into flames, Ella found her three children – Jess, Mary and little Stewie – playing under water oozing out of the backyard sprinkler. "We're walking to Hobart. We have to leave straightaway," she said. In fact, Ella had no idea how far Hobart was. Seven kilometres? Ten? She felt frightened. Out on the road, the children walked quickly, brushing the burnt leaves and charred fern fronds that fell out of the sky off their faces and out of their hair. They stared without wonder at the tarred road now dripping away at the edges, at the red embers floating like so many butterflies, their glow rising and falling with the wind gusts. 5
- 2 At first, there was a magical excitement about it all, and something in their mother's terror that made the three children feel better, even superior. They had passed into another world – an adult world, where everything was weighted differently, where people said what they meant, where what you did mattered and where your own life, till now meaningless, mattered to them and to you. 10
- 3 They walked a good mile down the mountain when their excitement began to ebb and their fear grew as the main fire was now close to them. Stewie began to cry because the embers were burning his skin. He complained of the fire's *neverendingness*. By then, the fire no longer made any sort of sense. There was wind behind them and coming at them, whipping up swirling red embers, glowing magic cones that turned everything they touched into flame. They had been fleeing from the flames but now the flames were all around them. 15 20
- 4 "We're surrounded" Stewie said, and he cried again.
- 5 "That's enough," Ella said, grabbing him. "Get behind me, hold each other's hands, and whatever you do, don't let go."
- 6 So linked, this thin line of hope and terror continued into the wind and smoke and flame. Mary started to cry because her feet were blistering. 25
- 7 "We'll fix your feet when we get to Hobart," Ella said.
- 8 Through the noise of the flames and wind there was a crash, and up ahead, a tree fell on the road in a ball of flame. Ella found a path skirting around the flames, past a burning car wreck, and they kept on. But now in front the fire grew worse than it was behind. 30
- 9 "We've got to go back, kids. Quickly!" she said. "No buggering¹ around now." She never swore. They knew something had changed.

¹ buggering: swear word for causing trouble

[Turn over]

- 10 "What about Hobart?" asked Jess, who had said nothing. "If we get to Hobart, we'll
be safe." Her voice was panting. And Jess shoved around and started heading past 35
them into the flames. Ella grabbed her and slapped her hard across the face. "We'll
be roast pig if we go any further that way. We just got to find some shelter from the
fire."
- 11 Jess started screaming, and Ella slapped her a second time. Jess burst into tears
and dropped her compact disc (CD) player which she had insisted on bringing along, 40
but clutched her one favourite disc. Their throats burnt with the tar of smoke, their
eyes were streaming, and it was hard to breathe.
- 12 They came to a house that had no garden and just one old apple tree and an
asbestos² garden shed that sat in the middle of a dead lawn. There was nothing to
burn, and the fire was roaring up behind them. Little fires were appearing on the 45
dead lawn where there was nothing to burn, but they were burning anyway.
- 13 "Here," said Ella, opening the door of the shed, thinking, *'Here? – It's here we all
die?'*
- 14 An obscene tongue of flame, a good metre long, licked in under the door like a hungry
animal, and Jess leapt back screaming and bumped a shelf full of bottles. "Jess!" 50
Ella yelled.
- 15 She was holding the shelf. It was full of bottles of brushes and mineral turpentine
and methylated spirits³. She hung on to that shelf and told them not to move.
"Whatever you do, don't bump this shelf or me. Look at your CD. Look, kids. Just
look." 55
- 16 And Jess, wearing her dress speckled with black holes from sparks and cinders, held
up in the gloom the compact disc she had carried all the way. In the heat, it had
drooped into the shape of a pudding bowl.

Adapted from *The Narrow Road to the Deep North* by Richard Flanagan

² asbestos: non-flammable material

³ mineral turpentine and methylated spirits: commonly used for stain removal; highly flammable

[Turn over]

Section C

Text 3

The article below deals with the notion that millennials are entitled and spoilt. Read it carefully and answer Questions 15-21 in the Question Booklet.

- 1 What is a millennial? Definitions vary, but millennials are largely identified as those born approximately between 1980 and the early 2000s. They also go by other names such as 'Generation Y', 'Generation Me' or, in Asia, 'The Strawberry Generation' – referring to how they are easily bruised and require constant attention and praise.
- 2 How to spot a millennial in the wild? Look for fingers callused from texting and gaming. They are also the ones fixated on a screen while simultaneously anxious with FOMO – otherwise known as the fear of missing out. Another identifying trait is high self-esteem from being coddled by baby-boomer parents and being raised in a post-war era of curiosity and possibilities. This also makes them more likely to pursue passion than a fat pay cheque – hence the professional bloggers, Instagram photographers and social media influencers. 5 10
- 3 Fifty-four-year old baby boomer Shan Li admits that, while she and her four siblings grew up having to share bedrooms with some even sleeping on the floor, her twin daughters, 27, do not even have to share a bedroom in their three-bedroom condominium home. When they were in primary and secondary school, the girls took ballet and piano lessons and, for a short time, attended pricey horse-riding classes at the Singapore Turf Club. 15
- 4 "I know people will say that they're entitled and spoilt," the freelance financial planner says. "But we want our children to have a better life than ours."
- 5 It is a sentiment that is shared by many Singaporean baby-boomer parents when it comes to raising their millennial children. More liberal mindsets also make parents more likely to 'peer-ent' them – a child-rearing style that values consulting children over being a no-nonsense authority figure. 20
- 6 Having lots of options available has impacted the way millennials navigate their careers as well. Human resource professionals also say millennials tend to be more emotional compared with their parents, who are more pragmatic and stoic. Emotional millennials may job-hop, but they are "more likely to be loyal to good leaders who value their input", says Mrs Cheryl Liew-Chng, Chief Executive of career consulting firm Lifeworkz. And when it comes to managing them, it helps to give frequent bursts of encouragement to keep them motivated. 25 30
- 7 They are also redefining what classifies a career. A nine-to-five job in a cubicle? Sorry, that is so last millennium. With laissez-faire start-ups and social media consultancies these days, much of the work occurs in co-sharing spaces and coffee joints now. "Thanks to technology, Generation Ys no longer want to be boxed in by perceptions such as work being confined to the walls of an office," Mrs Liew-Chng says. "They're now open to a wide array of career options - some of which didn't exist a mere 10 years ago." Case in point? 22 year old YouTuber Tan Jian Hao and 23 year old fashion blogger Andrea Chong, both of whom are earning comfortable six-figure annual incomes, thanks to their impressive online followings. 35

[Turn over]

- 8 Millennials are not afraid to let their hearts rule their heads, giving up conventional 40
paths to pursue their passions, having shown that they have the grit and
determination to see their passion through. A prime example is Ms Kathy Xu's eco-
enterprise, The Dorsal Effect, one of a growing number of home-grown start-ups with
a social focus. The 33 year old gave up a stable job in teaching to sustain herself on
less than half of her monthly salary when she chose to devote herself to shark 45
advocacy full time in 2013. Today, the enterprise conducts three to four diving trips
every month in Lombok, encouraging local fishermen to stop shark fishing and
instead provide eco-tourism services.

Adapted from "What Makes Gen Y Tick" by Ankita Varma from *The Sunday Times*, August 30, 2015.

Section A [5 marks]

Text 1

- 1 Identify **one** word from the infographic that has the same meaning as "second hand".
 [1]
- 2 In what **two** ways does the infographic suggest the current popularity of the "second hand economy"?
 (i)
 [1]
 (ii)
 [1]
- 3 In what way does the image of two people shaking hands support the point that there are benefits of "selling used goods and purchasing second hand goods"?

 [1]
- 4 Why do you think this infographic was created?
 [1]

For
examiners'
use

[Turn over]

Section B [20 marks]

Text 2

- 5 In Paragraph 1, explain how the language used emphasises the destructiveness of the fire. Support your ideas with **three** details from the paragraph.

For
examiners'
use

(i)
.....
..... [1]

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

(iii)
.....
..... [1]

- 6 In Paragraph 2, we are told that 'there was a magical excitement about it all' and 'something in their mother's terror... made the three children feel better, even superior'. In your own words, explain clearly the reasons for the children's feelings at this point in time.

(i)
..... [1]

(ii)
..... [1]

[Turn over]

- 7 Stewie 'complained of the fire's *neverendingness*' (lines 17-18). What does this suggest about how Stewie was feeling?

For
examiners'
use

..... [1]

- 8 Identify a sentence in Paragraph 3 that has a similar meaning to 'the fire no longer made any sort of sense' (line 18).

.....

..... [1]

- 9 What is effective about the phrase 'this thin line of hope and terror' (line 25)?

.....

..... [1]

- 10 The children 'knew something had changed' (line 33).

(a) Explain what had changed.

.....

..... [1]

(b) Suggest **two** reasons why this change occurred.

(i)

..... [1]

(ii)

..... [1]

[Turn over]

- 11 In Paragraphs 10-11, identify the **two** expressions of **not more than seven words** each which show that Jess was panicking.

For
examiners'
use

(i) [1]

(ii) [1]

- 12 The writer says 'there was nothing to burn, but they were burning anyway' (line 46). In what way is this description of the little fires effective?

.....

..... [1]

- 13 The writer describes the fire under the door of the shed as 'an obscene tongue of flame' which 'licked in...like a hungry animal' (lines 49-50). What do the italicised words in the descriptions below suggest about how the fire appeared to Ella and Jess at this point?

Description	How the fire appeared
(i) 'an <i>obscene</i> tongue'	
(ii) 'licked in... <i>like a hungry animal</i> '	

[2]

[Turn over]

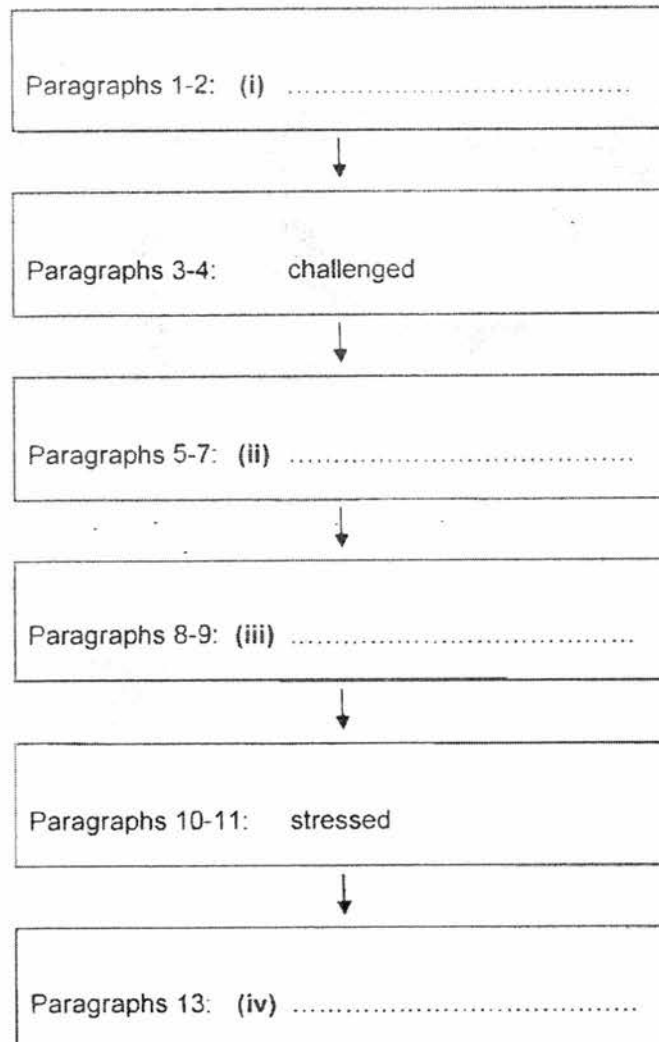
- 14 The structure of the text reflects the feelings of Ella as she journeyed with her children to escape the fire. Complete the flow chart by choosing a word from the box to summarise her feelings as described in each part of the text. There are extra words you do not need to use.

For
examiners'
use

Ella's feelings

overwhelmed	helpless
hysterical	purposeful
resigned	downcast
antagonistic	anxious

Flow chart



[4]

[Turn over]

Section C [25 marks]

Text 3

- 15 'How to spot a millennial in the wild? Look for fingers callused from texting and gaming' (lines 5-6).

For
examiners'
use

(a) What attitude towards millennials does the writer reveal in these lines?

[1]

- (b) Identify **two** words, one from Paragraph 2 and one from Paragraph 4, which suggest a similar attitude towards millennials.

(i) Paragraph 2 [1]

(ii) Paragraph 4 [1]

- 16 According to the writer, millennials are 'being raised in a post-war era of curiosity and possibilities' (lines 8-9). Explain how this upbringing determines the main factor in millennials' choice of careers. **Answer in your own words as far as possible.**

[2]

- 17 Baby-boomer Shan Li admits that people say that millennials, like her children, are 'entitled and spoilt' (line 18). Which name in Paragraph 1 conveys this impression of millennials?

[1]

[Turn over]

- 18 In each of the spaces provided below, give **one** word to bring out the contrast between baby-boomer parents and their Generation Y children.

For
examiners'
use

	Baby boomer parents	Generation Y children
Parenting style of their parents	(i)	consultative
Attitude to work	pragmatic	(ii)

[2]

- 19 'A **nine-to-five job in a cubicle**? Sorry, that is so last millennium' (lines 31-32). What does the expression in bold suggest about the kind of jobs millennials shun?

[1]

- 20 From Paragraph 2 onwards, state **two** examples of professions that millennials might take up that were not available to their parents.

[1]

- 21 Using your own words as far as possible, summarise the attitudes and traits millennials are said to possess.

Use information from the entire passage.

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).

Whether it is due to upbringing or advancing technology, millennials

[Turn over]

No. of words: [15]

1. "pre-owned" or "used" [1]

2 The use of the word "booming/growing" OR the phrase "almost a 100% year over year growth" suggests that it is increasing in popularity. [1] OR (ii) The statistic stating that "76% are selling goods they no longer need" OR "more than 80% are already purchasing pre-owned goods" OR "74% have purchased a second-hand item in the last 12 months" suggests that the current popularity of the "second hand economy". [1]

N.B. Not all statistics are relevant. Some are used to promote the website/platform.

3. The act of shaking hands suggest that both parties have come to an agreement OR a deal. [1] OR Both parties having come to an agreement OR a deal suggests that each has something to gain out of OR benefit from the agreement/transaction. [1]

Not accepted: "partnership", "work well together", "help each other", feelings e.g. happiness, satisfaction, pleasure, gratitude, content, joy etc.

4 To promote buying or selling second hand OR pre-owned OR used goods/items on/via Gumtree OR gumtree.com.sg. [1]

N.B. must have the "what" and the "where"

5 (i) "the house...exploded into flame" (line 1) The fire destroyed the house fiercely and violently, in an instant.

(ii) "the burnt leaves and charred fern fronds...fell out of the sky" (line 6) Vegetation/plants along the road had been affected – even the foliage had been blackened and burnt

(iii) "the tarred road now dripping away at the edges" (line 7) The temperature from the fire was so high, the road surface had melted.

(evidence and explanation must be explicitly linked; 1 mark for each of the above) Not accepted: "the red embers floating like so many butterflies" (this does not illustrate the destructiveness of the fire)

6. At the time, the children felt enthralled by the unfamiliarity of what was happening around them. [1] (c.f. line 10: "At first, there was a magical excitement about it all") Their mother was fearful, they sensed, but the children felt a sense of well-being as this seemed to cause her to treat them with respect OR like grown-ups because each child was given the responsibility of looking after his/her own safety as (s)he walked. [1] (c.f. lines 11-14: "They had passed into another world- an adult world, where everything was weighted differently, where people said what they meant, where what you did mattered and where your own life, hitherto meaningless, mattered to them and to you.")

7. Stewie felt frustrated/fatigued/exhausted (as he felt unable to cope with the onslaught of the fire). [1]

8. "They had been fleeing from the flames, but now the flames were all around them."

9. It is effective in highlighting how the emotions of Ella and the children teetered/see sawed between hope and panic. [1] The children 'knew something had changed' (line 33).

10(a) Their mother was not usually a person who swore, but now suddenly, she had done so. [1]

10 (b) (i) Ella was now more fearful/more stressed, as the fire facing them was worse than the fire behind. [1]

b(ii) Now, they could not get around the fire anymore. [1]

11. "Jess started screaming" (line 39) [1]

12. It highlights the relentless, unstoppable nature of the fire. [1]

13(i) 'an obscene tongue' offensive/detestable/hateful [1]

Not acceptable: lewd/lustful (answers should be explicit, and in context)

13(ii) 'licked in...like a hungry animal' eager to consume its prey OR like a predator [1]

14 (i) anxious [1]

(ii) purposeful [1]

(iii) overwhelmed [1]

(iv) resigned [1]

15a. Disapproval/ look down on [1]

Not accepted: sarcastic (describes tone, not attitude) contempt/~~condemnation~~/scorn/despise (too strong/extreme) negative (imprecise)

(bi) Paragraph 2 : "fixated" / "coddled" [1]

(ii) Paragraph 4 "entitled" / "spoilt" [1]

16. Millennials are more likely to get jobs OR form careers that they like/ have great interest in [1]
rather than (be motivated by) a high salary. [1]

(c.f. lines 10-11: "makes them more likely to pursue passion than a fat pay cheque")

(N.B. for "fat pay check", do not accept "a lot of money" because a "pay check" implies a salary or wage.) Baby-boomer Shan Li admits that people say that millennials, like her children, are 'entitled and spoilt' (line 18).

17. Generation Me [1]

18 (i) strict/stern OR authoritarian/dictatorial [1]

(ii) emotional [1] [2]

19. Jobs with regular/fixed number of hours OR mundane/ routine/ boring [1] and in a small office OR confined space. [1]

Do not accept: typical, long, standard, conventional, low-paying, office workers, white collar jobs

20. A professional blogger, an Instagram photographer, a social media influencer, a YouTuber or a fashion blogger. [1] (any TWO of the above)

1. ('The Strawberry Generation – referring to how they are easily bruised)- are sensitive/ easily hurt/ fragile/ unable to withstand harshness
2. (and require constant attention and praise) and need to be acknowledged and complimented all the time.
3. Fixated on a screen-They are addicted to their electronic devices OR have their eyes glued to their devices
4. Anxious with the fear of missing out (line 8)-because they dread/ feel anxious/ worry about being left out of/ not knowing about the latest happenings/ trends.
5. high self-esteem (from being coddled by baby-boomer parents) (line 9)-Spoilt by their parents, they grow up egotistical/ thinking highly of themselves/ full of confidence.
6. more likely to pursue passion than a fat pay cheque (lines 9 -10)-Millennials will probably look for jobs that interest them rather than those with high salaries/ wages ~~when~~ choosing a job.
7. people will say that they're entitled and spoilt (line 19)-They believe/ ~~insist on~~ their own rights/ expect to get what they want and are pampered.
8. Emotional millennials may job-hop, but they are "more likely to be loyal to good leaders who value their input" -Ruled by their feelings, they may not ~~stay in one job for long~~ life but may do so if they are/ feel appreciated.
9. A nine-to-five job in a cubicle? Sorry, that is so last millennium-~~no longer want to be boxed in by perceptions such as work being~~ 11 12 They ~~eschew/ scorn~~ jobs with regular/ fixed hours (being stuck) in a small office.