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Name \_\_\_\_\_

Class

Register Number

1128/01

17/P1/EL/1

# ENGLISH LANGUAGE PAPER 1

WEDNESDAY

26 APRIL 2017

1 HOUR 50 MINS

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## VICTORIA SCHOOL PRELIMINARY EXAMINATION ONE SECONDARY FOUR

### INSTRUCTIONS TO CANDIDATES

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

Answer **Section A**, **Section B** and one question from **Section C**.

**Section A** is an Insert.

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

For **Section B** and **Section C**, write your answers on the writing paper provided.

Begin each section on a fresh page.

At the end of the examination, fasten all your work securely together.

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

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This document consists of **4** printed pages and **1** Insert.

Setter: Ms Janice Jeganathan

[Turn Over]

**Section B [30 marks]**

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

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

Your Form Teacher would like to celebrate the end of the Prelim 1 examinations by going on a day trip. She has asked for suggestions for places where there are opportunities to learn and to have fun. You have seen a webpage about the Tiong Bahru neighbourhood and think it would be a good choice. Your Form Teacher has tasked you to email her a proposal about your choice.

In your proposal you should:

- suggest any two activities your class might enjoy
- explain how these activities will give a balance of learning and fun
- provide details on how these activities can be organised and carried out
- say why you think this trip would be a good way to celebrate the end of the Prelim 1 examinations

Write your proposal in clear, accurate English and in a persuasive, enthusiastic tone to convince your Form Teacher that your choice would be most ideal for a great day out.

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

You should use your own words as much as possible.



**Section C [30 marks]**

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

- 1 Describe an event which happened in your childhood, which still means a great deal to you. Why is it so important?
- 2 Helen Keller once said, "Alone we can do so little; together we can do so much." How far is this true in your experience?
- 3 'The world would be a very dull place without sports.' What are your views?
- 4 What are some of your fears for the future? Explain how you plan to overcome them.

- THE END -

## Section A [10 marks]

Carefully read the text below, containing 12 lines, about the great thing about gaming. 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 (✓) in the space provided.

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

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

Examples:

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

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

There are 1.23 billion people worldwide who spend an hour a day, on average,  
 playing video games. Jane McGonigal thinks this is the great thing. McGonigal is 1 .....  
 a game designer and author, and she spoke at The Nantucket Centre in Saturday 2 .....  
 morning about why, for her opinion, playing video games is good for people and for 3 .....  
 the world. McGonigal begins her talk by acknowledging that there are some 4 .....  
 statistics about gaming who are, admittedly, discouraging: worldwide, we spend 5 .....  
 1.75 billion minute a day playing Candy Crush. Surely there must be something 6 .....  
 better to do with that time? And throughout her talk, the designer explained to the 7 .....  
 audience how to rethink their perceptions of what gaming is. When people play 8 .....  
 games, she posits, they are "wholeheartedly engaged in creative challenges." 9 .....  
 Her point is borne out by science: gaming, according with McGonigal, is the 10 .....  
 neurological opposite of depression.

- END OF INSERT -

## Section A [10 marks]

Carefully read the text below, containing 12 lines, about the great thing about gaming. 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.

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Examples:

I arrived (to) my destination at 2 pm.

at .....

My mother always wears sensible clothes.

✓

|                                                                                                |               |
|------------------------------------------------------------------------------------------------|---------------|
| There are 1.23 billion people worldwide who spend an hour a day, on average,                   |               |
| playing video games. Jane McGonigal thinks this is the great thing <del>McGonigal is</del>     | 1 a           |
| a game designer and author, and she spoke at The Nantucket Centre <del>in</del> Saturday       | 2 on          |
| morning about why, for her opinion, playing video games is good for people <del>and for</del>  | 3 in          |
| the world. McGonigal begins her talk by <del>acknowledging that there are</del> some           | 4 began       |
| statistics about gaming <del>who are, admittedly, discouraging: worldwide, we</del> spend      | 5 that/which  |
| 1.75 billion minute a <del>day</del> playing Candy Crush. Surely there must be something       | 6 minutes     |
| better to do with that time? And throughout <del>her talk, the</del> designer explained to the | 7 But/However |
| audience <del>how to rethink their perceptions of what</del> gaming is. When people play       | 8 tick        |
| games, she <del>posits, they are</del> "wholeheartedly engaged in creative challenges."        | 9 tick        |
| Her point is <del>borne out by science: gaming, according with</del> McGonigal, is the         | 10 to         |
| neurological opposite <del>of depression</del> .                                               |               |

## Text 1

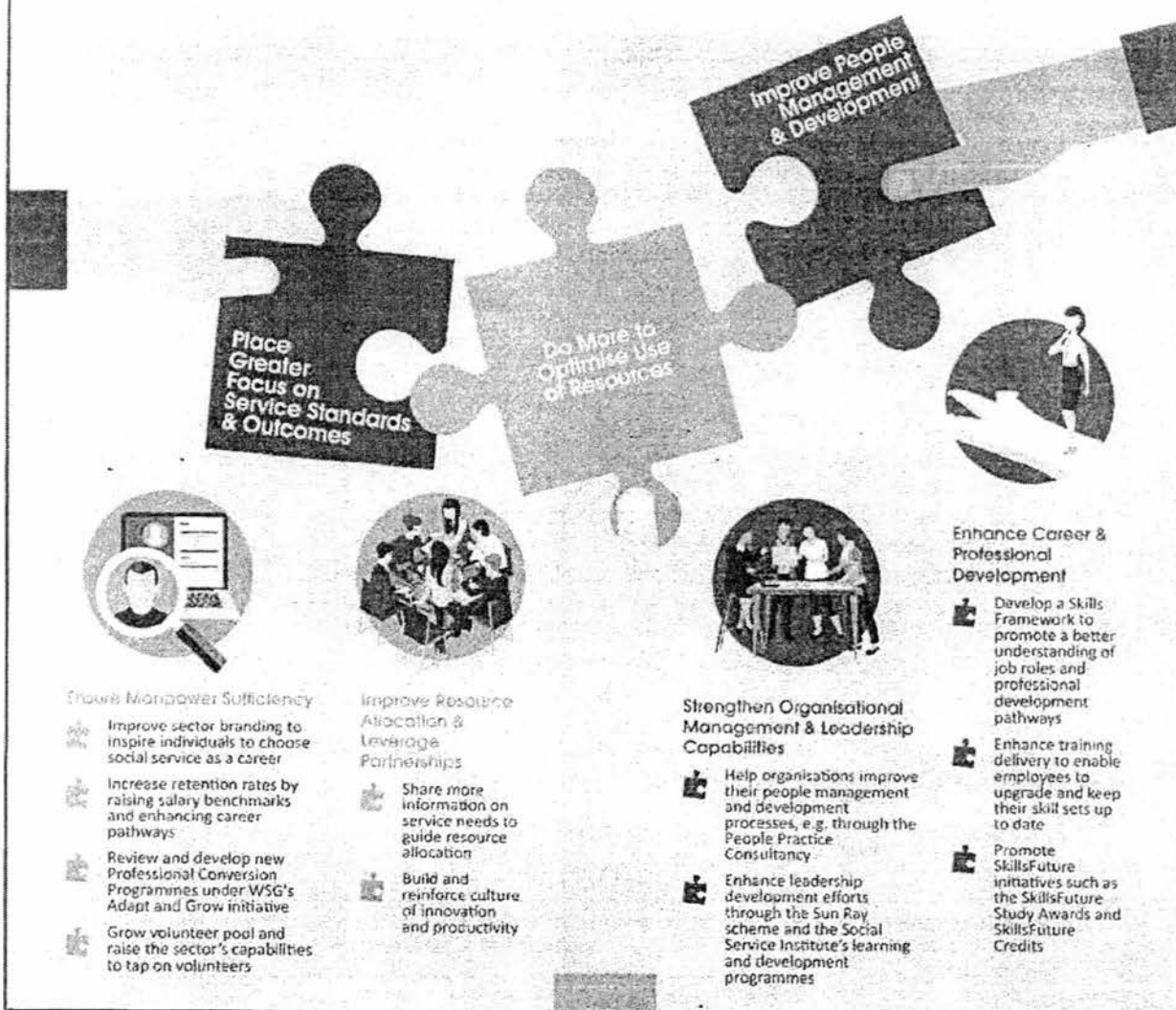
## Section A

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

# SOCIAL SERVICE INDUSTRY MANPOWER PLAN

## Outcomes, Resources and People

### BUILDING A FUTURE-READY SOCIAL SERVICE SECTOR





## Section B

## Text 2

*The text below is about a man who was pick-pocketed in Bolivia. Read it carefully and answer Questions 5-13 in the Question Booklet.*

- 1 As we approached the frenetic heart of the market, we maneuvered over men in bowler hats and women cradling babies in colourful woven slings to hop out of a taxi filled to the bursting. We lost no time in setting about to explore the twisting streets teeming with colour and energy. Fruits and vegetables laid strewn across blankets lining the cobblestone paths, and rickety stalls hosted piles of fabrics and handicrafts. Vociferous vendors touted their goods and haggled with customers. Children darted amongst the throngs of shoppers while the elderly observed the commotion from whatever available niches remained. 5
- 2 I pulled out my safely stashed phone to photograph the whirlwind of vibrancy while my new friend examined some merchandise at a nearby stall. We were the only tourists in the market as far as we could see. Years of high school Spanish classes and hours spent poring over travel books in my preparatory efforts to blend in with the locals proved insufficient. I stuck out like a great white American sore thumb. Conscious as I felt of my conspicuous foreignness, I evidently had not been quite as aware of my surroundings as I believed. 10 15
- 3 I feel a forceful tugging at my hand and before I have time to register the shock of being robbed, the pickpocket hastily disappears into the crowds and I am dashing right after him. I can hear myself shouting, alternating in Spanish and English, pleading for someone to stop him. The voice sounds distant and removed from my body. He tears through narrow, snaking alleys, attempting to lose me in the labyrinth. Athleticism is not included amongst my fortes, but I run faster than I knew my legs could carry me, willing my eyes to maintain sight of the thief's red shirt flashing like a bullfighter's flag ahead of me. 20 25
- 4 Three local market-goers pick up the chase, to my immense gratitude. At every turn; at every point where the route split off into a series of tortuous new passageways, the vendors stationed at stalls lining the way, pointed my fellow pursuers and me in the direction of the pickpocket. Just when I begin to think hope is lost, we turn a corner and nearly barrel into the crimson-shirted thief, tightly restrained in the arms of two fortuitously located gentlemen. At this point in the story, I sometimes speculate about the many things I could have said to the pickpocket in that brief instant I found myself face-to-face with him. But my capacity for coherent statements - much less grand, indignant ones - was all but extinguished along with my stamina. So I retrieve my phone from his clutch with just enough breath left to express thanks to those who had helped me. 30 35
- 5 Celebration of this triumphant retrieval was short-lived. My day's adventure was far from over. I turn away from the scene and realised, with a dread that sinks like an anchor into the pit of my stomach, that I am utterly lost in a bewildering maze of crops and crafts. My wandering began. One vendor, an aging woman clad in a traditional shawl and pleated skirt with crinkles etched into the corners of her eyes, beckons me over to her stall. She bids 40

- me to sit down. "*Cálmate, cálmate*," she says, as she insists that I rest and  
 drink a cup of Coca-Cola from a bottle she procures out of thin air. Quite soon, 45  
 a small gaggle of locals gathers around. They ask how I'm doing, where I'm  
 from, where I'm going.
- 6 I converse for a while and, after thanking them for their much-appreciated  
 kindness and generosity, I set out bereft of the foggiest notion of what 50  
 direction I'd come from or how to find my way back. I tell myself that this fruit  
 stand or that crafts display look like familiar sights I might have bolted past  
 while making a shrieking, sprinting spectacle of myself shortly before.  
 Truthfully, I am blindly choosing alleys and hoping I'll somehow end up on a 55  
 main street.

## Section C

## Text 3

*The article below explores the changing role of education in a changing world. Read it carefully and answer Questions 14-20 in the Question Booklet & Summary Answer Sheet.*

- 1 Until the Industrial Revolution, a vast majority of people were unaffected by formal education or new technology. These advances were reserved for the wealthy. However, as technological progress accelerated, education failed to keep pace. This left large numbers of people without the intellectual tools needed to adapt to a rapidly changing world. It also, on a larger scale, contributed to widespread suffering. 5
- 2 It took a century for public policy to respond with an effort to provide universal access to schooling to ensure that everyone would have access to education. In recent decades, big strides have been made in achieving that ambitious goal worldwide. There is more that needs to be done – we live in an era when technological innovation is once again outpacing education. The effort to provide everybody with an opportunity to learn must not only be redoubled; it must also be retooled for an increasingly unstable and volatile world. 10
- 3 Access to education has been significantly broadened. The world is no longer as divided between rich, well-educated countries and poor, badly educated ones as it was once. The quality of schooling remains a powerful predictor of national income over the long term. In fact, many low-income countries have begun leveraging education as a tool toward strengthening their economies. However, work remains in bringing education to everyone — even in high-income countries. Many oil-producing countries, in particular, have succeeded in converting their economic wealth into physical capital and consumption, such as modern buildings and advanced transportation systems. Nonetheless, they failed to invest in the human capital that will keep their economies running in the future. If high-income countries had invested in educating all of their students with at least very basic skills, the countries would benefit greatly economically. Even with their abundant natural resources, far greater wealth lies untapped in the undeveloped skills of their people. 15  
20  
25
- 4 Yet, it is important to note that formal education alone is not enough to ensure greater opportunity and prosperity. One important issue is matching skills to opportunities. In many economies, a large number of employers cannot find skilled workers while at the same time many unemployed graduates are looking for work. If individuals and countries want to continue to reap the benefits of education, policymakers must ensure that the education system trains students in the skills necessary to prosper in a rapidly changing world and ultimately get a job. 30  
35
- 5 In the past, education was about imparting knowledge, but today, it is about providing students with the tools to navigate an uncertain, volatile world. Unfortunately, the skills that are easiest to teach and test, such as entering data or memorizing facts, are also the easiest to automate or outsource. State-of-the-art knowledge remains more important than ever. The global economy has evolved into a knowledge economy. Today's world no longer rewards workers for what they know (Google knows everything); it rewards them for what they can do with what they know. 40

- 6 Education needs to focus on improving how students think and also on providing the social and emotional skills students need to successfully collaborate with others. In the past, educators taught students by breaking problems into manageable pieces and then teaching techniques to solve them. In the workplace today, there is value to being able to look at many separate bits of information and put them together. Workers need more than technical skills. They must also have curiosity, open-mindedness and the ability to make connections between seemingly unrelated ideas. 45 50
- 7 Transforming education for the modern economy will require every part of society to rethink its role in students' lives. Governments will have to design smarter financial incentives. Education systems will have to start inspiring entrepreneurship and better job training. Employers will have to invest in training their workforces, and labour unions that represent workers will need to make sure that training leads to better job opportunities. Ultimately, the future of education will depend on individuals and their willingness to take advantage of learning opportunities and invest in their own futures. 55

#### END OF INSERT

Text 1: Adapted from Ministry of Social and Family Development website.

Text 2: Adapted from Huffpost; *A Picked Pocket: A Piqued Perspective*; 2016

Text 3: Adapted from *In a changing world, the role of education must change*; 2016

## Section A [5 marks]

## Text 1

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

- 1 In what way does the jigsaw reinforce the heading of the webpage?  
.....  
.....[1]
  
- 2 Look at the illustration above the heading **Enhance Career & Professional Development**. What impression do you think the illustration aims to present?  
.....  
.....[1]
  
- 3 Write down **two** phrases, of three words each, from the webpage which companies need to do to ensure they have enough manpower.  
.....  
.....  
.....[2]
  
- 4 Which sentence gives the main purpose of the webpage?  
.....  
.....[1]

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.

- 5      At the beginning of this text, the author is visiting the marketplace. Explain how the language used in Paragraph 1 makes the market seem vibrant. Support your ideas with **three** details from the paragraph.

.....

.....

.....

.....

.....[3]

- 6      In Paragraph 2, what does the phrase 'safely stashed phone' reveal about the situation in Bolivia?

.....

.....[1]

- 7      Which **one** word in Paragraph 2 suggests how the author and his friend were clearly standing out from the crowd?

.....

.....[1]

- 8      In Paragraph 3, what is effective about the phrase 'red shirt flashing like a bullfighter's flag'?

.....

.....

.....[2]

- 9 (a) In Paragraph 4, which phrase suggests the market is a labyrinth?

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

- (b) Explain why this is effective.

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

- 10 In Paragraph 4, give **two** ways in which the author makes clear that he is not athletic.

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

- 11 In what **two** ways is the treatment of the locals to the author hospitable and generous? Refer to Paragraph 5.

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

- 12 (a) In Paragraph 6, which phrase suggests the author might have made a scene?

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

- (b) In what way is the phrase particularly effective?

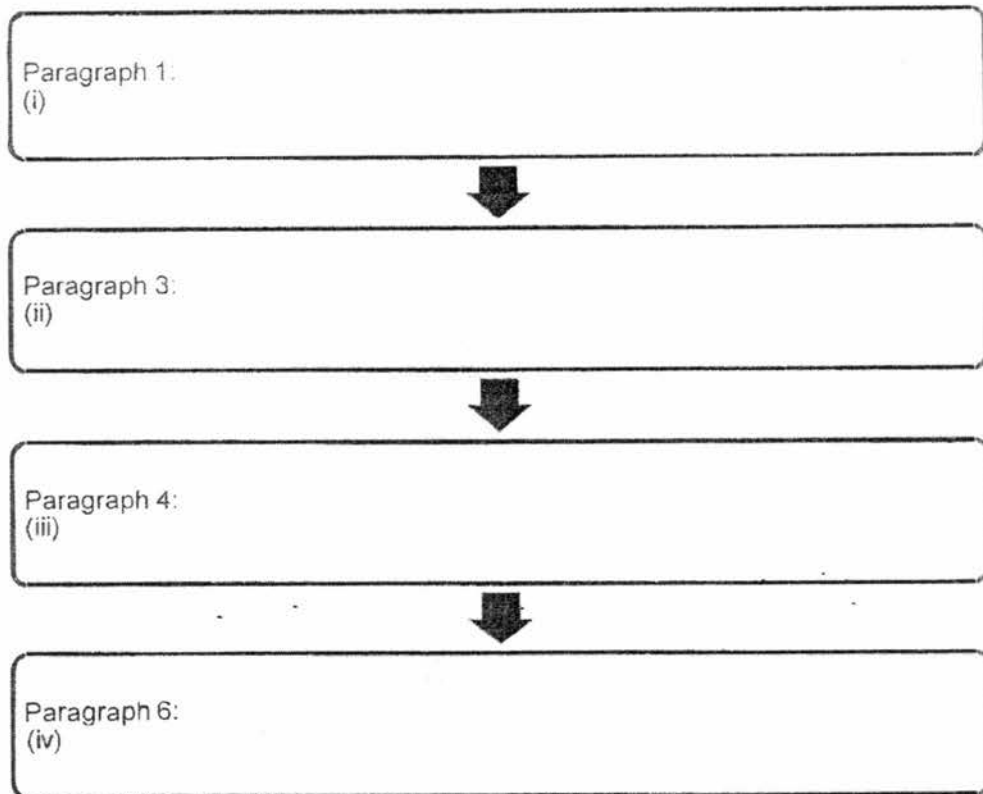
.....  
 .....[1]

- 13 The structure of the text reflects the author's thoughts and feelings as his goes through the marketplace. Complete the flow chart by choosing **one** word from the box to summarise the main thoughts or feelings presented in each part of the text. There are some extra words in the box you do not need to use.

Author's thoughts and feelings

|             |           |              |            |
|-------------|-----------|--------------|------------|
| Exasperated | Disbelief | Appreciative | Distressed |
| In awe      | Exuberant | Panicky      |            |

Flow chart



[4]



## Section C [25 marks].

Refer to Text 3 on pages 5-6 of the Insert for Questions 14-20.

- 14 According to Paragraph 1, what were the effects of technological advancements on people?

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

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

- 15 In Paragraph 1, why was everyone, including the wealthy, affected this time? Answer in your own words as far as possible.

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

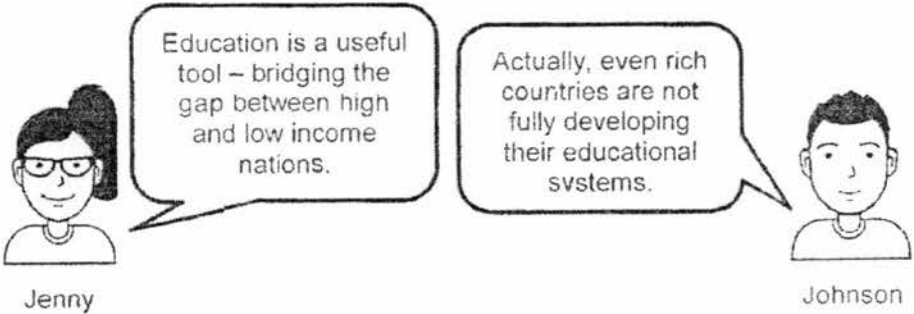
- 16 Which two words in Paragraph 2 tell us that significant breakthroughs have been made in order for everyone to gain access to education?

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

- 17 What is effective about using the words 'redoubled' (line 13) and 'retooled' (line 14) to describe the efforts that need to be put in for people to gain an opportunity to learn?

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

18 Here is a part of a conversation between two students, Johnson and Jenny who have read the article.



(a) Give **one** evidence from Paragraph 3 that would support Jenny's point of view.

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

(b) With reference to the same paragraph, explain **one** reason for Paulson's point of view. **Answer in your own words.**

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

19 Identify any **two** things from Paragraph 7 that the various groups in society can do to reshape the role of education in a student's life.

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

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

*Please write your answer to the Summary Question (Question 20) on the separate Summary Answer Sheet provided.*

Refer to Text 3 on pages 5-6 of the Insert for Summary Question

20) Using your own words as far as possible, summarise the changes in the role of education over time.

Use only information from Paragraphs 4 and 5.

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

The education system in many countries needs to focus on .....

\*\*\*\*\*

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1

.....

.....

.....

.....

.....

.....

---

\_\_\_\_\_

No. of words:  [15]

1. • Social service is made up of a combination of different areas (ideas that parts complete the whole or

- They should be or are linked / pieced together

X - different steps

X - repeats the heading, elaborates on the heading

X - building a social service sector (without explaining how) (answers must show how the different pieces are connected / linked)

2. There are many different pathways / options to achieve career development. Help is provided for a person to decide which path to take X - person is / should not be indecisive

3) Improve sector branding / increase retention rates / grow volunteer pool / raising salary benchmarks / enhancing career pathways / tap on volunteers

4) The sentence is "building a future-ready social service sector".

5. All three points should be different. Possible answers include: movement of the people, how crowded it was, the variety of goods, noise level, mood & atmosphere of the market. Points must explain HOW it made the market vibrant (e.g. lively, full of energy, colourful).

- "piles of fabrics and handicrafts" / "fruits and vegetables laid strewn across blankets" - shows how there is a variety of goods and everything is so colourful [1]
- "vociferous vendors" - the sellers were loud and eager in the peddling of their wares [1]
- "children darted amongst the throng of shoppers" - there was a lot of movement that created an energetic atmosphere / crowded [1]
- "teeming with colour and energy" - atmosphere was lively [1]

X colourful and energetic; X full of life (vague)

- "frenetic heart of the market" - fast paced / high energy / busy / filled with activity / bustling [1]

Note: Many students did not explain the evidence and instead rephrased it / attributed points that the evidence did not show. Some students also made the error of quoting too much - E.D.

6) It suggests that Bolivia is not safe / dangerous / prone to pickpockets. [1]

X lawless / extreme + no evidence to suggest this

7) The word is "conspicuous". [1] Note: Must be spelt correctly.

8) It shows how the author had singular focus in the pursuit of the pickpocket / dogged determination. [1] How easy it was for him to follow the pickpocket / easy target / zero-in on the pickpocket. [1] The red shirt attracted his attention. [1] Speed at which he ran after the pickpocket. [1] Any 2 points, 1 mark each.

X angered like the bull / describe the bullfight

9a) The phrase is "series of tortuous new passageways". [1] X "route split off into a" - E.D.

9b) It shows that there were many possible routes / sheer size / branching out into different directions [1] and each was complex / circuitous / difficult to navigate / diverging constantly / confusing / disorienting / never-ending [1]

X splitting off into new passageways (lifting)

X tormenting / painful – literal

10. Even though the author was angry at the pickpocket, he did not have any energy to reprimand him. [1] “my capacity for coherent statements were all but extinguished along with my stamina” The author could barely show his appreciation to the people who thanked him. [1] “with just enough breath left to express thanks to those who had helped me”

11) They gave the author a free drink (generous) [1] and made conversation with the author / asked how he was (hospitable) [1].

12a) The phrase is “shrieking, sprinting spectacle”. [1]

12b) The use of alliteration emphasised how he was not in full control of himself / Shows how embarrassed he was. [1]

X attract attention - no one would purposely make a spectacle of themselves; WHY was he unintentionally attracting attention

X huge commotion = make a scene - not explaining

13. in awe, disbelief, appreciative, panicky

14) (i) There was widespread suffering of A lot of them suffered [1]

X people suffered

14(ii) Large numbers of people were left without the intellectual tools needed to adapt to a rapidly changing world [1]

X education failed to keep pace [E.D.] Note: You do not need to reword.

15) From Text Reworded ‘education failed to keep pace’ ‘failed’ unable to / unsuccessful in [1] ‘keep pace’ progress, move at the same speed/rate, catch up with [1]

X develop faster

X any answer that has the word ‘keep’ or ‘pace’

16) • The two words are ‘big strides’. [1]

17) ‘redoubled’: become greater, intense or more numerous [1]

‘retooled’: new / changed [1]

• Emphasise that the efforts need to be (drastically) increased and be (completely) changed / different. [2]

X done twice OR done again

X tweaked (means slight change)

X redesign, adapt, improve

X enormous effort Note: Focus on the idea of ‘the efforts’ NOT education systems

18a. • Access to education has been significantly broadened [1]

- The world is no longer as divided between rich, well-educated countries and poor, badly educated ones as it was once. [1]

- In fact, many low-income countries have begun leveraging education as a tool toward strengthening their economies. [1]

X The quality of schooling remains a powerful predictor of national income over the long term (nothing to do with 'bridging the income gap')

Note: Excess denies (E.D.) -1m

18b) (top) did not invest: put in the time/effort/money to develop or train or improve the skills of the people or manpower (which was necessary to sustain/help grow the economy in future)

X any answer that contains the word 'invest' If high-income countries had invested in educating all of their students with at least very basic skills invested

(bottom) put in the time/effort/money educating:

- imparting knowledge or teaching very basic skills:

- the most fundamental skills X any answer that contains the word 'invest'

19) • Governments will have to design smarter financial incentives

- Education systems will have to start inspiring entrepreneurship and better job training.

- Employers will have to invest in training their workforces

- Labour unions that represent workers will need to make sure that training leads to better job opportunities

- Individuals need to be willing to take advantage of learning opportunities and invest in their own futures.

Note: The answer has to be correctly lifted

Excess denies (E.D.) -1m

The education system in many countries need to focus on

1 (matching skills to opportunities.) complementing skills with opportunities

2 (education system trains students in the skills necessary to prosper in a rapidly changing world) by equipping students with the skills that would help them or are crucial or are important to grow in a rapidly changing world.

3 (In the past, education was about imparting knowledge) Previously, education was about teaching/inculcating knowledge OR information in students.

4 (today, it is about providing students with the tools) Now, it needs to equip them to

5 (to navigate an uncertain, volatile world) find their way in an ever-changing environment/world

6 (State-of-the-art knowledge remains more important than ever) State of the art knowledge is more crucial than before.

7 (The global economy has evolved into a knowledge economy). Previously, the economy was a global one. Now it has morphed or changed into a knowledge economy.

8 (Today's world no longer rewards workers for what they know.? Today, the world does not recognise or appreciate workers for their knowledge

9 (it rewards them for what they can do with what they know.) but for how they can apply or incorporate their knowledge into their work.