Visit

FREETESTPAPER.com

for more papers

Website: freetestpaper.com

Facebook.com/freetestpaper

Twitter.com/freetestpaper

O

CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE NAME	

CLASS		REGISTER NUMBER	

ENGLISH LANGUAGE 1128/01

Paper 1 Writing **3 May 2019**

1 hour 50 minutes

Candidates answer in the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, glue, correction fluid or correction tape.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

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

For Examiner's Use

Section A	10
Section B	30
Section C	30
Total	70

This document consists of **12** printed pages and **1** insert.

[Turn over

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the place of writing today. 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. ..... ✓ .....

We have come to think of typing as faster than writing, but that may not

be true. A study by the University of Washington in 2009 finds that **1** .....

schoolchildren wrote faster, and wrote most, when they had to compose **2** .....

essays for ten minutes with pen or paper rather than on computers. It **3** .....

is unsurprised then to find that the word ‘cursive’ means ‘running’; it was **4** .....

invented to avoid time-wasting lifts of the stylus or the pen. In the early **5** .....

19th centuries, when people corresponded several times a day by **6** .....

letter, quill and pen must have raced across the paper in great speeds. **7** .....

Now, however, handwriting have been relegated to the realm of snails. **8** .....

It is used only for first drafts of books and thank-you notes. Like **9** .....

calligraphy, their artistic cousin, it is becoming a craft and a rarity rather **10** .....

than a useful skill.

Section B [30 marks]

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

Question 2

You should look at the printout of the webpage in the Insert, study the information carefully and plan your answer before beginning to write.

Your school is celebrating its 50th anniversary and will be holding a walkathon to commemorate this event. As Student Editor of the school newsletter, you have been asked to write an article to encourage your schoolmates to take part in two activities at the walkathon for the anniversary celebrations.

Your article for the school newsletter must include the following:

- a title to attract readers' attention
- how students can be involved in this event
- why these activities will be a good way to celebrate the school's 50th anniversary
- how these activities will strengthen the school spirit.

Write your article in clear, accurate English and in a lively, engaging tone to encourage your schoolmates to participate in the celebrations.

You should use your own words as much as possible.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Turn over

[Turn over

Section C [30 marks]

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

Questions 3–6

3 Some people believe it is better for leaders to be feared than loved. Do you agree?

4 Describe a place you visited which made you feel uncomfortable.

5 Write about a time when you saw one or both of your parents in a different light. How did this increase your appreciation of them?

6 Which aspects of your education do you think will be most useful to you in your adult life?

Please write your chosen question number (**3**, **4**, **5** or **6**) here: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Turn over

[Turn over

[Turn over

Acknowledgements:
Section A *Adapted from 'Handwriting: An Elegy'*, https://www.1843magazine.com/content/ideas/ann-wroe/handwriting-elegy, July 2018
Section B https://www.fotolia.com/id/96188003
https://www.storyblocks.com/stock-image/modern-dj-vector-playing-progressive-electro-music-dj-and-mixing-console-night-club-concept-flat-cartoon-illustration-htpw8zfozjecd8z7u
https://www.dreamstime.com/stock-illustration-women-s-shoes-beautiful-pattern-sport-shoes-sneakers-hands-sketch-doodle-element-printing-t-shirts-banners-posters-cover-image82308449
https://www.amazon.com/LORVIES-Headphones-Sketch-Backpack-Daypack/dp/B07FLW1VP4
https://www.walmart.com/ip/Grunge-Doodle-Rocket-Sketch-Tee-Men-s-Image-by-Shutterstock/252394870
https://www.dreamstime.com/stock-illustration-cartoon-magic-hat-wand-top-image66217245
https://www.shutterstock.com/search/microphone+cartoon
https://www.storyblocks.com/stock-image/happy-girl-doing-breakdancing-illustration-rowndp64hej0q882wf

O

CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE NAME	

CLASS		REGISTER NUMBER	

ENGLISH LANGUAGE 1128/01

Paper 1 Writing **3 May 2019**

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

Section B [30 marks]

Read the printout of a webpage below and use the information to answer the question on page 3 of the Question Booklet.

Secure | https://www.lakeville.moe.edu.sg/50thAnniversary/2019

Lakeville Secondary School 50th Anniversary Celebrations

Calling all students to contribute to the 50th Anniversary Walkathon!
Take part in any of the following events and use it as an opportunity to get to know your schoolmates better.

ACTIVITIES YOU CAN BE INVOLVED IN

Be a cheerleader

Use your excitement! Use your energy!
Pick up your pom-poms to get the crowd all fired up and on their feet. Lead them in cheers to motivate the walkathon participants.

Be a designer

Let your creative juices flow!
There will be items like fabric pencil cases, canvas shoes, tote bags and umbrellas. Join the team of designers and express your creativity on these blank canvases. Help create souvenirs on the spot to celebrate the anniversary.

Be a deejay

Be part of the music crew for the day!
Choose the music you want to play to invigorate the crowd of students, staff, alumni and parents. Get the crowd grooving along to your tunes as the Lakeville family come together to celebrate.

Be a performer

Wow us with your talents!
Entertain the crowd with short and meaningful performances. All skills are welcome! This is an opportunity for you to to take the audience's breath away with your showmanship.

Let's gather as a family and celebrate!

O

CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE NAME	

CLASS		REGISTER NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension **3 May 2019**

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

Section A

Text 1

Study the advertisement below and answer Questions 1–5 in the Question Booklet.

THE CONSCIOUS FESTIVAL

Come one person, leave another!

COMPOSITION: A place where fun and social environmental responsibility go hand in hand. This is one festival not to be missed.

THE MARKETPLACE ▪ Includes over 70 conscious brands from fashion, lifestyle and beauty showcasing products that protect people and the planet.

THE ACTIVITIES ▪ Engaging workshops, wellness breaks and transformative sessions packed full of juicy actionable insights that will empower you.

THE EDUTAINMENT ▪ Engage and learn with games and interactive art.

Be part of this immersive experience and learn about living more consciously. A feast truly for your mind.

NUTRITION FACTS

Serving Size: 2 days
3–4 Nov 2018

Amount/Serving	% Daily Value*	Amount/Serving	% Daily Value*
Vegetarian	100%	Responsibly Produced	100%
Ethical	100%	Carbon-Neutral	100%
Freshest Content	100%	Fun	100%
		Low Waste	90%

Get in Touch
Want to get involved? Would you like to volunteer? Do you want to join the conscious movement? Send us an email at holla@greenisthenewblack.asia.

[Turn over

Section B

Text 2

The text below is an excerpt of Captain Crozier's experience on board his ship in the Northern Arctic. Read it carefully and answer Questions 6–14 in the Question Booklet.

1 The temperature is −10 degrees Celsius and plummeting. The shortened masts of the ship stand like rudely pruned and shyly topless trees reflecting the aurora that dances merrily from one dimly seen horizon to the other. As Captain Crozier watches, the aurora frolics on the jagged ice fields round the ship, turning them blue, then violet, then green – as green as the hills of his childhood in Northern Ireland. It is as if the ship is under attack by celestial ghosts. The shimmering folds of light romp happily while lunging and then withdrawing like the colourful arms of aggressive but ultimately uncertain apparitions. Slender fingers extend towards the ship, open, prepare to grasp, and pull back.

2 Crozier has seen this before on earlier expeditions over new continents never before seen by the eyes of man. He and his then-commander Ross had found just such a previously undiscovered continent – Antarctica – less than five years earlier. They named the sea and little isles after Ross. They named mountains after sponsors and friends. They named the two volcanoes they could see on the horizon after their two ships. Crozier was surprised they hadn't named some major piece of geography after the ship's cat.

3 They named nothing after him.

4 Crozier doesn't care in the slightest. He shakes his head and walks down the icy deck to the bow and towards the only man on watch he can make out in the flickering light from the aurora.

5 It is short, rat-faced Hickey. The men look all the same out here on watch in the dark, since they're all issued the same cold-weather clothes. But Crozier has learnt to tell all fifty-nine of his surviving officers and men apart, even at a distance outside and in the dark.

6 Hickey is staring fixedly out beyond the icicle-sheathed bow, the first ten metres of which are now imprisoned in a ridge of sea ice. He is startled as Crozier leans close to him at the railing. Crozier can tell just by Hickey's slow movements that he's half-frozen. As many times as he's told the lookouts that they have to keep moving on deck, they still tend to stand as if they were in the South Seas wearing their tropical cotton and watching for mermaids.

7 'Mr Hickey. Anything?'

8 'Nothing since the shots… that one shot… almost two hours ago, sir. Just a while ago I heard, I think I heard… maybe a scream, something, Captain… from out beyond the ice mountain. I reported it to Lieutenant Irving, but he said it was probably just the ice acting up.'

9 Crozier was told about the sound of the shot from the direction of the other ship and quickly came up on deck two hours ago. But there's been no repetition of the sound and he's sent no messenger to the other ship or anyone out on the ice to investigate. To go out on the frozen sea in the dark now with that… thing… waiting is certain death. Messages are passed between the ships now only during those dwindling minutes of half-light around noon. In a few days, there will be no real day at all, only Arctic night. Round-the-clock night. One hundred days of night.

10 'Perhaps it was the ice,' says Crozier, wondering why Irving hasn't reported the possible scream. 'The shot as well. Only the ice.'

11 'Yes, Captain. The ice it is, sir. The ice.'

Section C

Text 3

In the text, the writer discusses the idea of cannibalism. Read it carefully and answer Questions 15–19 in the Question Booklet.

1 Until relatively recently, the line among scientists was that cannibalism occurred in only a few species in the wild, such as black widow spiders and praying mantises. Cannibalism, researchers felt, was an aberrant behaviour resulting from a lack of alternative forms of nutrition or the stresses associated with captive conditions. But over the decades, evidence has been gathering for an alternative view. Cannibalism, it turns out, occurs in hundreds of species, perhaps thousands. The behaviour varies in frequency between major animal groups – non-existent in some, but common in others. It varies from species to species and even within the same species, depending on local environmental conditions.

2 In 2000, ecologist Gary Polis found that immature animals are consumed more often than adults, and many species do not recognise individuals of their own kind (especially eggs and immature stages) as anything other than food. He noted that cannibalism was more common in females than in males, and that as alternative forms of nutrition decrease in availability, incidents of cannibalism will increase. Lastly, in a given population, cannibalism is often directly related to the degree of overcrowding. The benefits of consuming one's own kind, it seems, can outweigh the costs.

3 A significant amount of cannibalism occurs in molluscs and insects. Thousands of aquatic invertebrates like clams and corals have tiny eggs and larvae that are often a major food source for the filter-feeding adults – itself a form of indiscriminate cannibalism. In many fish species, adults can be a million times as large as their own eggs. Fish eggs, larvae and fry[1] are vast in number, minute in size and high in nutritional value. This makes them a non-threatening and easily collected food source.

4 Although both fertilised and unfertilised eggs are probably eaten by thousands of species, the practice of consuming eggs from the same species has led to an interesting take. So-called eggs, produced by some types of spiders, lady beetles and snails, function solely as food and often greatly outnumber the fertilised eggs in a given clutch. But the black lace-weaver spider takes the concept of pre-packaged meals a step further. A day after spiderlings hatch, new mothers lay a clutch of eggs, which are doled out to their hungry babies. This keeps them satisfied for the next three days, after which the spiderlings are ready for their next stage of development.

5 In sand tiger sharks, the babies doing the cannibalising are not even born yet. The young of sand tigers, like hammerheads and blue sharks, develop inside the females' oviducts, a developmental strategy. Scientists have noticed that late-term sand tiger embryos are anatomically well developed, with mouths full of sharp teeth – a point driven home when one researcher was bitten on the hand while probing the oviduct of a pregnant specimen. Strangely, these late-term embryos also have swollen bellies, which were initially thought to be yolk sacs, a form of stored food. This was puzzling, since most of the nutrient-rich yolk should have been used up by this late stage of development. Further investigation has revealed that the abdominal bumps are not yolk sacs at all – they are stomachs full of smaller fetal sharks. These embryos had fallen victim to the ultimate in sibling rivalry, a form of in utero cannibalism known as sibling cannibalism. Such behaviour is possible because sand tiger shark oviducts contain embryos at different developmental stages. Once the largest of the embryos run through their own yolk supply, they begin consuming eggs. When the eggs are gone, the ravenous fetal sharks begin consuming their smaller siblings. Ultimately, only two pups remain, one in each oviduct.

[1] newly hatched fish

6 This is similar to the strategy seen in birds like vultures and egrets. Here, cannibalism is often the end result of hatching. Two eggs are laid but one hatches several days before the other. The firstborn chick uses its extra bulk to win squabbles over food with its younger sibling. In instances where the parents are unable to provide enough to eat, the firstborn will kill and consume the younger sibling. In times of stress, this is an efficient way to get well-nourished offspring – albeit fewer of them.

BLANK PAGE

BLANK PAGE

BLANK PAGE

Copyright Acknowledgements

Text 1 adapted from *The Conscious Festival Singapore* <https://greenisthenewblack.com/the-conscious-festival-by-green-is-the-new-black-is-back/>

Text 2 adapted from *The Terror* by Dan Simmons, https://www.bookbrowse.com/excerpts/index.cfm/book_number/1938/page_number/2/the-terror#excerpt

Text 3 adapted from 'Hungry? Will humans eat humans again?' The Straits Times 20 February 2017

O

CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE NAME	

CLASS		REGISTER NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension **3 May 2019**

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: INSERT

READ THESE INSTRUCTIONS FIRST

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

Answer **all** questions.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

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

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

This document consists of **8** printed pages and **1** insert.

[Turn over

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1–5.

1 Who is the advertisement aimed at?

..... [1]

2 How does the image of the girl support the message behind the Conscious Festival?

.....

..... [1]

3 The advertisement has the statement '**Come one person, leave another!**' What effect do the organisers expect the festival to have on participants?

.....

..... [1]

4 Which phrase from the nutrition label **NUTRITION FACTS** would best appeal to those who are mindful about how much they discard?

..... [1]

5 Which sentence summarises the main aim of the advertisement?

..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on page 3 of the Insert for Questions 6–14.

6 **(a)** What does 'plummeting' (line 1) tell us about the temperature?

..... [1]

(b) What does 'rudely' (line 2) suggest about how the masts have been pruned?

..... [1]

7 In paragraph 1, the writer describes the aurora. Explain how the language used in Paragraph 1 makes the aurora seem playful.

Support your ideas with **three** details from this paragraph.

.....

.....

.....

.....

.....

..... [3]

8 'It is as if the ship is under attack by celestial ghosts.' (line 5)

(i) What do the 'celestial ghosts' refer to?

..... [1]

(ii) What kind of atmosphere do the 'celestial ghosts' create?

..... [1]

9 From Paragraph 2, pick out **two** phrases **of three words each** which suggest that Crozier's earlier expeditions involved land that had not been explored by people.

(i) ..... [1]

(ii) ..... [1]

[Turn over

10 **(a)** The writer begins three sentences in the same way, 'They named…' (lines 11–12).
What effect does the writer intend to achieve by doing this?

..... [1]

(b) 'Crozier was surprised they hadn't named some major piece of geography after the ship's cat.' (lines 13–14) Give one word to describe Crozier's attitude here.

..... [1]

11 'But Crozier has learnt to tell all fifty-nine of his surviving officers and men apart, even at a distance outside and in the dark.' (lines 19–20).

(i) What does this reveal about Crozier?

..... [1]

(ii) Which word in this sentence suggests that the crew on the ship has been reduced in number?

..... [1]

12 **(a)** What does 'imprisoned' (line 22) suggest about the ship?

..... [1]

(b) Why do you think Crozier asks his lookouts to 'keep moving on deck' (line 24)?

.....

..... [1]

13 '… only Arctic night. Round-the-clock night. One hundred days of night.' (lines 35–36)
What is the effect of the repetition of the word 'night' here?

.....

..... [1]

14 The structure of the text reflects Crozier's moods at different stages at night. Complete the flow chart by choosing one word to summarise his dominant mood at each stage.
There are some extra words in the box you do not need to use.

Crozier's dominant moods

exasperation	bitterness	awe	nostalgia	concern	fury	indifference

Flow chart

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

↓

Paragraphs 2–4: **(ii)** .....

↓

Paragraphs 5–6: **(iii)** .....

↓

Paragraphs 7–11: **(iv)** .....

[4]

[Turn over

Section C [25 marks]

Text 3

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 15–19.

15 **(a)** Which word in Paragraph 1 tells the reader that cannibalism is a departure from accepted norms?

..... [1]

(b) From Paragraph 1, give two reasons why cannibalism arises. **Answer in your own words**.

(i) ..... [1]

(ii) ..... [1]

(c) According to Paragraph, 1 what is the current perception about cannibalism among animals?

..... [1]

16 **(a)** According to Paragraph 2, why do some creatures consume their own eggs?

.....

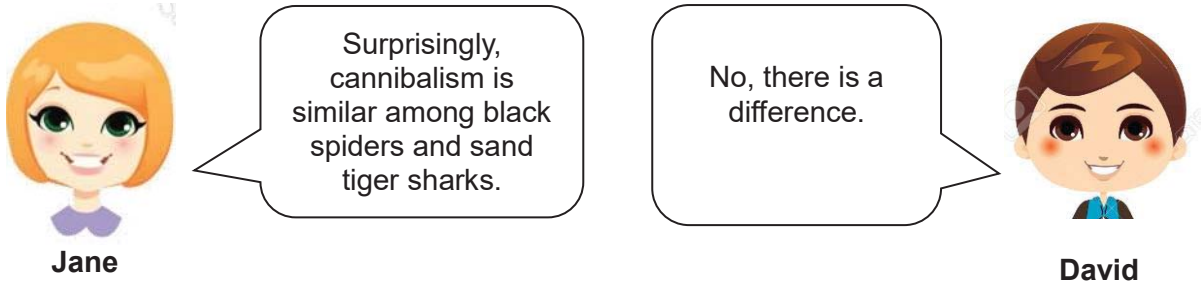
..... [1]

(b) Suggest why overcrowding can lead to cannibalism.

.....

..... [1]

17 Here is part of a conversation between two students, Jane and David, who have read this text.



(a) Based on the evidence in Paragraphs 4 and 5, how might Jane explain her position?

..... [1]

(b) With reference to Paragraphs 4 and 5, give **one** feature of cannibalism in sand tiger sharks that David can cite to support his point of view.

..... [1]

18 With reference to Paragraph 6, state the irony about the offspring of birds like vultures and egrets which practise cannibalism.

.....

..... [2]

[Turn over

19 **Using your own words as far as possible,** summarise how and why eggs, fetuses and newborn animals are cannibalised.

Use information only from paragraphs 3 to 6.

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.

Tiny eggs and larvae are often a major food source .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

CONTENT	**8**
STYLE	**7**
TOTAL	**15**

No of words: [15]