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YUAN CHING SECONDARY SCHOOL
Secondary Four Normal Technical Course
Mid-Year Examination 2019

CANDIDATE
NAME

CLASS

INDEX
NUMBER

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ENGLISH LANGUAGE

1195/01

Paper 1 Writing

6 May 2019

Candidates answer on the Question Paper.
No Additional Materials are required.

1 hour 15 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on all the work you hand in.

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

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

Answer **all** questions.

Write your answers in the spaces provided on the Question Paper.

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.

For Examiner's Use	
Section A	
Section B	
Total	

This paper consists of **8** printed pages and **1** blank page.

[Turn Over

Section A: Functional Tasks [30 marks]

Read the information in the advertisement below about a Camp Instructor position at *Camp Challenge* and complete the tasks in Part 1 and Part 2.

CAMP CHALLENGE

Looking for Camp Instructors!

At Camp Challenge, our instructors are handpicked for their positive mindsets, love for the outdoors and passion for youth development. We inspire and motivate every youth in our programme to start a journey of self-discovery, learning and growth that will have a positive impact on their future.

As we continue to grow our operations, we seek people who share the same passion for nurturing youths via the great outdoors to join our family. Positions as camp instructors are now open for application!

Requirements

- Relevant experience and/or active sporting or outdoor background will be advantageous;
- Able to commit to overnight camps, for example a 3-day 2-night camp;
- To attend a 2-day training course to level up your facilitation skills.

Course fee: \$25

We regret that only shortlisted candidates will be notified for interview.

So what are you waiting for? Fill in our application form now!

Part 1: Form Filling

Ever since you attended school camps in Secondary Two, you always felt that the position of a camp instructor would be something that would suit you. You are keen to take on that role for self-development and wish to positively influence youths.

You will find the application form on page 3. Using details in the advertisement on page 2 and the information below, complete the application form.

- You are a peer leader in school.
- If your application is accepted, this will be your first job.
- You are an active member of a Cycling Club and you train regularly with the members at Bukit Timah Hill.
- You are allergic to chocolate.

You may invent a name, address and contact details for yourself to fill in the form.

CAMP CHALLENGE

APPLICATION FORM (CAMP INSTRUCTOR)

N.B. This form must be completed in full. All sections must be filled in accurately and legibly.

Name of applicant (Underline Last Name):	NRIC No.:
Date of Birth (dd/mm/yyyy):	Gender: Male/Female*
Address:	
Telephone number:	Email address:

1.	Do you have any previous work experience?	Yes / No*
	If your answer to question 1 is 'Yes', please provide details below.	

2. Do you have any other relevant experience or/and active sporting or outdoor background?
Put a tick in the appropriate box(es) and state the details in the space(s) provided.

☐ No, I do not have relevant experience and active sporting/outdoor background.

☐ Yes, I have relevant experience.

Details: _____

☐ Yes, I have an active sporting/outdoor background.

Details: _____

During the 2-day training course, meals will be provided. Give details of any dietary requirements below or write N/A if not applicable:

I hereby declare that all information given on this form is accurate.

Signature of Applicant

Date (dd/mm/yyyy)

N.B. Where an asterisk* is used or alternative answers are provided, cross out the word(s) that do not apply. DO NOT use any other method of indicating your answer.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Section B: Guided Writing [30 marks]

Read the text below about *Self-help for a Sprained Ankle* and complete the task on page 7.

Self-help for a Sprained Ankle

Most minor soft tissue injuries can be managed at home. For the first two to three days after your injury, you should follow the **PRICE** procedure.

	Protect your injury from further damage. For example, use a support or splint.
	Rest your injury for the first two to three days. You may need to use crutches if you have also injured your leg and you want to remain mobile. Then reintroduce movement gradually so you do not delay your recovery by losing muscle strength.
	Ice the painful area with a cold compress such as ice or a bag of frozen peas wrapped in a towel. This will help reduce swelling and bruising. Do this for 15 to 20 minutes every two to three hours. Do not apply ice directly to your skin as it can burn your skin.
	Compress the injured area with an elastic bandage or elasticated tubular bandage to help limit swelling and movement. But do not leave the bandage on while you sleep.
	Elevate your injury by resting it above the level of your heart and keep it supported. This could mean lying on the sofa with your foot on some cushions if you have injured your leg.

- how you sprained your ankle
- how you follow the PRICE procedure to treat your sprained ankle
- what are the advantages of knowing this procedure.

[illegible]



YUAN CHING SECONDARY SCHOOL

Secondary Four Express / Five Normal Academic Course
Mid-Year Examination 2019

CANDIDATE
NAME

CLASS

INDEX
NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
INSERT

06 May 2019

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This paper consists of **6** printed pages.

[Turn Over

Section A

Text 1

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

International Internship for Final Year Students at PSA Singapore

Are you a final year student looking for World Class International Internship?
Are you trying for an internship in a Multi-National Corporation (MNC) at Singapore?
Then this is the ideal choice for you!



WHAT YOU CAN EXPECT:

- Rewarding and challenging experience whilst working along the best professionals in the industry
 - Meaningful responsibilities where you can apply classroom learning to real world situations
 - Better understanding of the business operations at PSA
- Interns who perform well will be considered for full-time positions upon graduation.**

Requirements:

- You are welcome to apply as long as you have the required skills for the project.
- All students from the Institute of Technical Education, Local Polytechnics and Autonomous Universities are welcome to apply.



STAGE 1

Check with your school and/or internship portal for internship opportunities with PSA.



STAGE 2

For those unable to find suitable opportunities, please visit our Career page and apply online.



STAGE 3

For those shortlisted for an internship with PSA, you may be required to attend an interview.



My intern experience in 2011 taught me that it takes more than academic qualifications to be an engineer. Life skills are very important to succeed in this line. Upon graduation, I joined PSA because there is a structured programme to bring newly joined engineers up to speed.
– Wong Chi Chin

Adapted from <https://www.singaporepsa.com/careers/internship>

Section B

Text 2

The text below is about the experiences of the young Nelson Mandela. Read it carefully and answer Questions 5-16 in the Question Paper Booklet.

- 1 Like all Xhosa children, I acquired knowledge mainly through observation. We were meant to learn through imitation and emulation, not through questions. When I first visited the homes of whites, I was often dumbfounded by the number and nature of questions that children asked of their parents — and their parents' unfailing willingness to answer them. In my household, questions were considered a nuisance; adults imparted information as they considered necessary. 5
- 2 My life, and that of most Xhosas at the time, was shaped by custom, ritual, and taboo. This was the alpha and omega of our existence, and went unquestioned. Men followed the path laid out for them by their fathers; women led the same lives as their mothers had before them. Without being told, I soon assimilated the elaborate rules that governed the relations between men and women. I discovered that a man may not enter a house where a woman has recently given birth, and that a newly married woman would not enter the kraal of her new home without elaborate ceremony. I also learned that to neglect one's ancestors would bring ill-fortune and failure in life. If you dishonoured your ancestors in some fashion, the only way to atone for that lapse was to consult with a traditional healer or tribal elder, who communicated with the ancestors and conveyed profound apologies. All of these beliefs seemed perfectly natural to me. 10 15 20
- 3 I came across few whites as a boy at Qunu. The local magistrate, of course, was white, as was the nearest shopkeeper. Occasionally white travellers or policemen passed through our area. These whites appeared as grand as gods to me, and I was aware that they were to be treated with a mixture of fear and respect. However, their role in my life was a distant one, and I thought little if at all about the white man in general or relations between my own people and these curious and remote figures. 25
- 4 The only rivalry between different clans or tribes in our small world at Qunu was that between the Xhosas and the amaMfengu, a small number of whom lived in our village. AmaMfengu arrived on the eastern Cape after fleeing from Shaka Zulu's armies in a period known as the iMfecane, the great wave of battles and migrations between 1820 and 1840 set in motion by the rise of Shaka and the Zulu state, during which the Zulu warrior sought to conquer and then unite all the tribes under military rule. AmaMfengu, who were not originally Xhosa-speakers, were refugees from the iMfecane and were forced to do jobs that no other African would do. They worked on white farms and in white businesses, something that was looked down upon by the more established Xhosa tribes. But amaMfengu were an industrious people, and because of their contact with Europeans, they were often more educated and "Western" than other Africans. 30 35 40

- 5 When I was a boy, amaMfengu were the most advanced section of the community and furnished our clergymen, policemen, teachers, clerks, and interpreters. They were also amongst the first to become Christians, to build better houses, and to use scientific methods of agriculture, and they were wealthier than their Xhosa compatriots. They confirmed the missionaries' axiom, that to be Christian was to be civilised, and to be civilised was to be Christian. There still existed some hostility toward amaMfengu, but in retrospect, I would attribute this more to jealousy than tribal animosity. This local form of tribalism that I observed as a boy was relatively harmless. At that stage, I did not witness nor even suspect the violent tribal rivalries that would subsequently be promoted by the white rulers of South Africa.

Adapted from 'Long Walk to Freedom' by Nelson Mandela

Section C

Text 3

The text below is about the Mexican free-tailed bat. Read it carefully and answer Questions 17- 24 in the Booklet.

- 1 Down by the cave mouth, something slithers in the dusk. Snakes prowl there sometimes, hoping to eat fallen bats. The floor of the cave itself is alive with insects, small invertebrates, and other predators eager to devour any bat that loses its toehold. Because this is a nursery cave—full of mother and baby bats—the boiling cushion of hungry jaws on the cave floor is rarely disappointed. A local university once brought out a small whale carcass on a flatbed truck and left it in the cave briefly for the bugs to strip clean. It took about two days. Normally, outside the cave, the bugs would be feeding on carrion. Though they were beetles as adults, their half-inch larvae were fuzzy eating machines. The cave itself sprawls 1,000 feet long, 130 feet deep, and is an average of 60 feet in diameter, so there are countless crevices for bats with plenty of floor room for bugs. 5 10
- 2 Researchers who venture into the cave wear respirators and tightly fitting clothes. Not only could they be showered with droppings from the bats overhead, there would be the thick layers of powdery guano, the crawling beetle larvae, the infernal heat, and the intense vapour of ammonia. To the bats, it is bliss: a toasty incubator. For them, hell would be trying to live where we do, it is refrigerated boxes without fresh air or sunlight, which we litter with obstacles and perfume with such nauseating essences as peppermint, lemon, and chlorine bleach. 15 20
- 3 Perhaps they would find it strange that we feed on dismembered animals, killed longer before they are eaten; and yet, paradoxically, we insist on cooking them to the warmth of fresh prey. Small clouds swell outwards from the cave, spinning like an open funnel, as the bats orbit until they are high enough to depart. Like airplanes in a mountain valley, they must circle to climb, so they whisk around one another, wing to wing, in tight ranks. As they revolve, they pick up speed. Over open country, free-tailed bats can cruise at sixty kilometres an hour. 25
- 4 Their mouths are open when they fly because they need them that way to echolocate. They are not snarling or mean; they are just trying not to bump into anything. We associate that look – open mouth and bared teeth – with menace, but they are not being aggressive. That is how their sonar works. You can easily walk down into the centre of the bowl, toward the cave, right into the thick of the fluttering bats without fear. You could stand in the middle of twenty million wild bats and not get hit by any of them. In fact, the only way you can get close to one is to try to catch one in mid-flight. It is not difficult to do, however. All you have to do is flail your hands around for a bit. Once a bat is caught, the ideal fashion in which to hold it is to treat it as if it were a roll of wrapping paper. Do not grip onto it too hard or you may injure it. Its wings held closed by your grip, its small furry brown head sticking out, the little bat will look frightened and fragile. It will use its chin as a pry bar to try 30 35 40

and escape, but it will make no attempt to bite.

- 5 Some bats live to be more than thirty years old. If someone goes on a
rampage and kills a bat, they may be killing an animal that has lived on this
planet for thirty years. It is not like killing a roach. For their size, they are the 45
longest-lived mammal on earth. But unfortunately, they are also the slowest-
reproducing mammal for their size. Mother bats usually only rear one pup a
year. If you took a pair of meadow mice and gave them everything they
needed for survival, theoretically they and their progeny could leave a million
meadow mice by the year's end. If you provided an average pair of bats with 50
the same opportunity, in one year there would be a total of three bats—
mother, father, and baby. And bats cluster in large colonies in the most
vulnerable places. Bats form some of the world's largest concentrations of
warm-blooded animals, and they could be destroyed in five minutes. There
are records of people who have wiped out millions of bats in one day. 55

*Adapted from Moon by Whale Light, and Other Adventures Among Bats, Penguins
Crocodilians and Whales*

- END OF INSERT -



YUAN CHING SECONDARY SCHOOL

Secondary Four Express / Five Normal Academic Course
Mid-Year Examination 2019

CANDIDATE
NAME

CLASS

INDEX
NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

06 May 2019

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials : Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided 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 or correction fluid.

Answer **all** questions.

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

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	
Section B	
Section C	
Total	

This paper consists of **8** printed pages and **1** Insert.

[Turn Over

Section A [5 marks]

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

- 1** Look at the photograph featuring the five people.

What characteristics of the PSA staff are being highlighted in the photograph?

.....

..... [2]

- 2** Give **one** phrase in the webpage which highlights the fact that being an intern at PSA will not be just a local experience.

.....

..... [1]

- 3** Explain how the webpage attempts to make the internship application process appear easy and convenient.

.....

..... [1]

- 4** Study the sharing by PSA staff member, Wong Chi Chin, at the bottom of the webpage.

How does his sharing add value to the purpose of the webpage?

.....

..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 - 16.

- 5** What surprised the writer during his first visit to the homes of the whites?

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

- 6** Give a word in paragraph 1 that shows asking questions was unwelcomed by the adults in the writer's family.

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

- 7** 'All of these beliefs seemed perfectly natural to me.' (lines 20-21)

In your own words, what do you think made the writer accept these beliefs willingly?

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

- 8** 'The local magistrate, of course, was white...' (lines 22-23)

What does this phrase suggest about the writer's perception about the whites?

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

- 9** Give a reason as to why the whites must 'be treated with a mixture of fear and respect' by the Xhosas (lines 25-26).

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

- 10 '...their role in my life was a distant one, and I thought little if at all about the white man in general...' (lines 26-27)

Identify the word(s) or phrases in the lines above which suggest:

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

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

- 11 When did the amaMfengu people arrive on the eastern Cape?

..... [1]

- 12 What 'jobs' were the amaMfengu people doing that 'no other African would do' (line 37)?

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

- 13 **In your own words**, give reasons why the amaMfengu people turned out to be 'the most advanced section of the community' (lines 43-44)?

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

- 14 Based on the way the writer described the amaMfengu people in paragraph 5, what was his impression of them?

..... [1]

- 15 'This local form of tribalism that I observed as a boy was relatively harmless. At that stage, I did not witness nor even suspect the violent tribal rivalries that would subsequently be promoted by the white rulers of South Africa.' (lines 51-54)

How would you describe the writer's character, based on his sentiments about the amaMfengu people from the lines above?

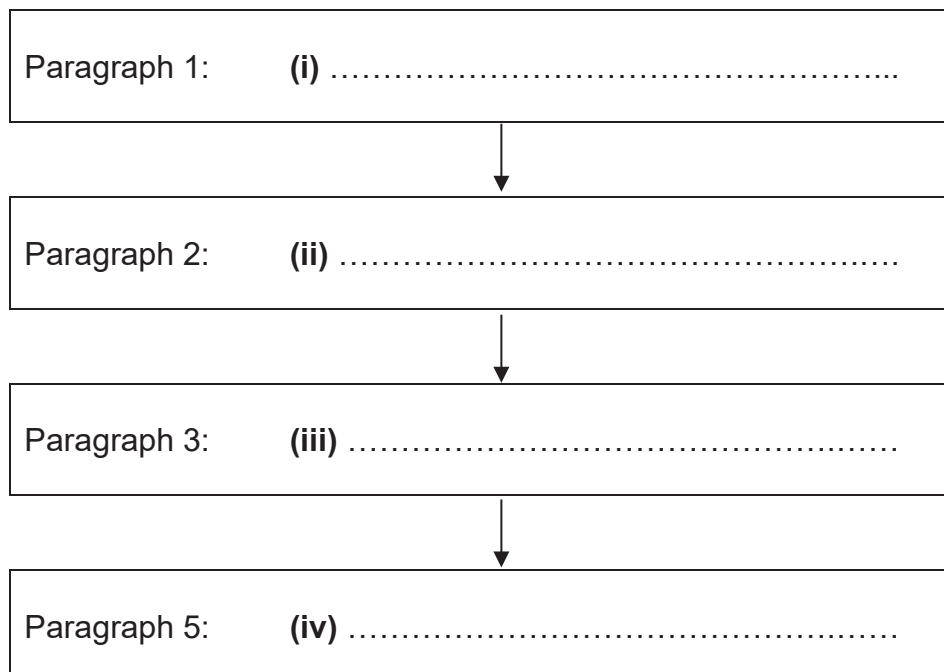
..... [1]

- 16** The structure of the text reflects the state of mind or attitude of the writer about his own people, the whites and the amaMfengu. Complete the flow chart by choosing one word from the box to reflect his general feeling or attitude in each of the paragraphs listed. There are some extra words in the box that you do not need to use.

State of mind or attitude

acceptance	bewilderment	inspired	astonishment
estrangement	nonchalance	admiration	

Flow chart



Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 - 24.

- 17** What feature of the cave makes it an attractive place for predators ‘to devour any bat’ (line 4)?

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

- 18** Which phrase in paragraph 1 tells us that the beetles have a huge appetite?

..... [1]

- 19** Why was there a need for cave researchers to ‘wear respirators and tightly fitting clothes’ (lines 13-14) upon entering the cave?

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

- 20** Who do ‘they’ (line 21) refer to?

..... [1]

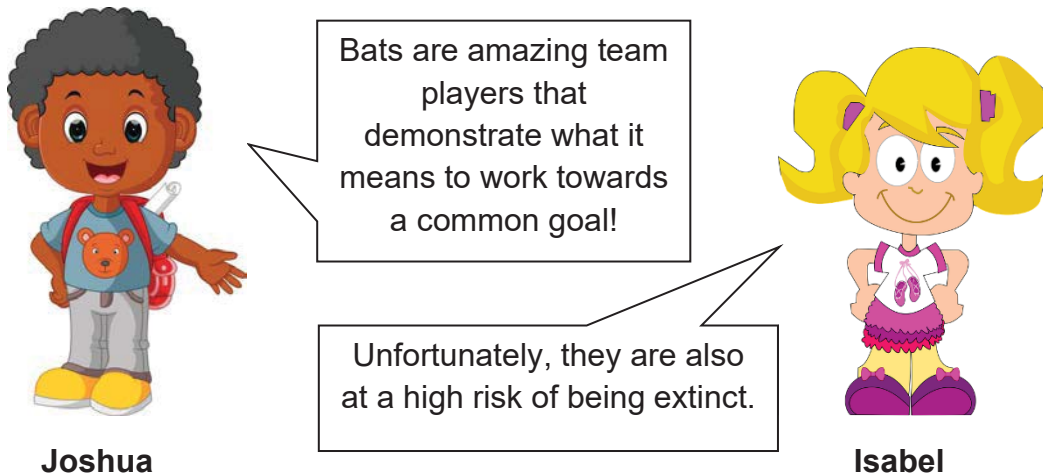
- 21** What **two** physical characteristics of the bats give them an aggressive appearance?

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

- 22** How does one know that the bats do not intentionally cause harm to humans?

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

- 23 Here is a part of the conversation between two students, Joshua and Isabel, who have read the article.



- (i) With reference to paragraph 3, what evidence could be used to support Joshua's view?

.....

.....

..... [2]

- (ii) How would Isabel explain her view?

.....

..... [1]

- 24 **Using your own words as far as possible**, summarise the facts that tell us that bats are actually harmless creatures that can be easily hurt and rapidly reduced in numbers.

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).

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

.....

.....

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.....

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..... No. of words: [15]

- END OF PAPER -

