

NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL



PRELIMINARY EXAMINATION 2024

SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1184 / 02 COMPREHENSION (INSERT)

LEVEL/STREAM : SEC 4 EXPRESS/ 5 NORMAL (ACADEMIC)

DURATION : 1 HOUR 50 MINUTES

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2, Text 3 and Text 4.

This document consists of 7 printed pages.

Section A

Study the online infographic (**Text 1**) and the online personal story (**Text 2**) and answer Questions 1–4 in the Question Booklet.

Text 1 is taken from an infographic by Beyond the Label, a nationwide movement for mental health.



Text 2 is taken from an online personal story written by a person fighting mental health.

I first realised that I was experiencing mental health issues when I was constantly feeling like everything I did wasn't good enough. Initially, I found it overwhelming to find support because I felt like I had to take every step to getting better at once. The first step I took was reaching out to a few close friends. These friends helped me to feel that I can still find contentment and a sense of purpose. I also visited the community library to read up more on mental health. You can do the same. Seek support. Mental health can be difficult to manage at times. I want to show people that no matter who you are as a person, it is so important to take care of your mental health and look out for warning signs.

Adapted from: <https://www.ncss.gov.sg/our-initiatives/beyond-the-label/resources> (Text 1)
<https://www.blackdoginstitute.org.au/resources-support/personal-stories/tasya/> (Text 2)

Section B

Text 3

The text below is about a teenager's family trip to the Colorado mountains.

Read it carefully and answer Questions 5–13 in the Question Booklet.

- 1** Getting to spend time with my family is irreplaceable. The fifteen-hour family road trip to the Colorado mountains might feel never-ending and reaffirm my initial hesitance about the trip. However, the sight of the majestic mountains in the distance made life's problems shrink into insignificance. I was glad I eventually warmed to the idea. The car journey was painless, proving that my reservations were unfounded. Travel essentials were neatly stowed in the backseat pockets, snacks in the centre console were easily accessible, and our colour-coded itinerary outlining planned stops and activities was tucked neatly into the visor. Our mountain adventure lay ahead. 5
- 2** The mountains were new to me. The landscape greeted me with an air of mystery. The colossal mountains and a dense forest of trees towered over me. Long shadows of the trees were seemingly watching my every move. The clean, crisp air, the fresh smell of evergreen trees tantalised my senses. The trickling of water somewhere in the distance and the faint noise of animals caught my attention. Narrow trails disappeared into the dense undergrowth. Wildflowers swayed in the breeze, revealing puzzling marks on each rock. I was overcome by the beauty that enveloped me. 10
15
- 3** Our adventure continued as we explored the mountains on horseback. The resident horse-taker led an enormous jet-black horse, Smoke, towards me like a gardener tending to delicate blooms. Each step was deliberate and assured. Smoke initially intimidated me - his broad chest and sinewy legs gave him a formidable presence. His shiny mane reflected the sunlight, enhancing his beauty. His piercing eyes were framed by a mane that flows effortlessly in the wind. Under Dad's encouraging gaze, I found the courage to mount Smoke. The rhythmic clip-clop of hooves against the earth echoed our excitement as we rode through groves of trees and fields of wildflowers. 20
- 4** At first, I was only able to stay on the saddle by holding onto the saddle horn. Gradually, I loosened my grip on it, trusting more in Smoke's steady gait. Each stride became smoother, and I began to appreciate the connectedness with Smoke as we journeyed through the stunning Colorado landscape. I adjusted my posture as we trotted the trails, with me occasionally glancing at the saddle horn. I could never have chosen a more wonderful way to experience the beautiful mountains than astride this great horse. The scene laid out in front of me seemed to be a whole different world. At the end of the ride, I gave a soft yet clear command to Smoke to stop, while nervously glancing at a nearby bird that might be a source of distraction for Smoke. Smoke gradually came to a stop and my spirit deflated, as if the adventure had slipped away with the end of the ride. The magical journey ended. 25
30
- 5** The next morning, my family decided to hike up to a nearby peak. Despite the steep and rocky path ahead, we were absolutely thrilled about conquering the summits. With each step, our spirits soared higher than the peaks themselves and our fuel to reach the top grew larger than life! The higher we climbed, the more the landscape opened up, revealing layers of green valleys and snow-capped peaks that seemed to touch the sky. We made it! 35

6 At the summit, we found ourselves standing on the edge of the world, or so it felt. In the end, the mountains had given us more than just breathtaking views; they had given us memories, moments of connection, and a reminder of the simple beauty of being present with those we love. As we stood together in silence, I found myself yearning for the next family trip, confident that my family felt the same. 40

‘The next chapter is yet to come,’ Dad broke the silence. He chuckled softly at some shared memories with Mom about his sons’ antics on the trip, showing fondness for past adventures. 45

While we gazed at the endless horizon, Mom pulled out a map, tracing potential routes with her finger and jotting down notes in her travel journal.

‘When will our next adventure be?’ My brother asked earnestly.

There was no immediate answer, but the unspoken anticipation hung in the air like the scent of pine. The tranquility of the mountain surroundings enveloped us, with each family member seemingly absorbed in our own thoughts. The Colorado mountains had cast their spell on us, leaving an indelible mark on our hearts. 50

Adapted from A Family Trip to the Colorado Mountains

Section C

Text 4

The article below is about world hunger.

Read it carefully and answer Questions 14–20 in the Question Booklet.

- 1 World hunger is worsening at an unprecedented rate. The number of people suffering from long-standing hunger worldwide has climbed to 783 million as of 2022. The situation has gotten so serious in the last couple of years that many countries are now at the risk of famine. But world hunger is a complex and persistent problem. It is not just the state of people being hungry. It does not end when you give them meals on a regular basis. Hunger is also associated with the distress that comes with the lack of food: not having the strength to work and provide more food for the family; the lack of food resources forcing people to uproot themselves from home. It is a vicious circle that a person cannot escape from simply by having food to eat. 5
- 2 The United Nations' (UN) Hunger report defines hunger as periods when populations are experiencing severe food insecurity. However, it is troubling that many still fail to fully understand the severity of this issue. It is a myth that there is not enough food available to feed the world. There is more than enough food to feed the world. Increasing global food production is not the solution to ending hunger. Farmers already produce enough to feed the whole planet. For example, global production of cereal grains, like wheat, rice, and maize, exceeds the amount needed to feed the entire planet. It is usually bad governance and a lack of effective distribution that make millions go hungry. Many also believe that most of the world's hungry live in Africa. In reality, of the world's nearly one billion hungry, over half live in Asia and the Pacific. 10
15
- 3 Like all complex issues that impact us, the causes of world hunger are multifaceted, unfortunately trapping affected communities in a cycle of hunger. Although the majority of people suffering from extreme hunger are living in developing countries, the main cause of hunger around the world is poverty. The unequal distribution of income and lack of resources in developing countries means that millions of people simply cannot afford the land or farming supplies they need. 20
25
- 4 In order to effectively fight world hunger on a macro level, governments, non-governmental organisations and global leaders across all sectors need to work together to find new solutions. Food security means knowing where your next meals are coming from – not just today, but for weeks and months to come. Communities can be empowered to produce or purchase their own food, enabling families to be better equipped to handle future food challenges. 30
- 5 Increasingly, climate change is becoming a key force behind world hunger. The number of climate-related disasters such as drought has doubled since the early 1990s, affecting food sources. As of 2022, over 40 million people are facing emergency levels of hunger worldwide, requiring immediate action to safeguard their lives and livelihoods. Soaring temperatures and shifting patterns in rainfall have dramatic effects on crops and livestock. Environmental degradation caused by deforestation has significantly impacted food production. 35

- 6 Our oceans, freshwater sources, forests, soil and biodiversity are rapidly degrading. Climate change continues to put pressure on these valuable resources. This is predicted to worsen in the future, so we must find ways to strengthen farming systems and livelihoods around the world through sustainable agricultural practices. These can include providing farmers with access to improved seeds, teaching them about crop rotation and facilitating the use of efficient irrigation systems. 40
- 7 World hunger can seem like one of those insurmountable problems, too big for any of us to fix. At a personal level, we can aim for zero food waste by taking small, attainable steps like cooking and sharing meals with others or composting our leftovers. We can also make more sustainable food choices by growing our own herbs and vegetables. These are easy yet impactful actions. We must also address systemic issues such as investing in educating and training farmers in developing regions to help solve the problem of global hunger. By making changes in our own lives – at home, at work, in our communities – we too can contribute to finding world hunger solutions. 45
50

Adapted from

<https://www.worldvision.ca/stories/food/world-hunger-facts-how-to-help>
<https://www.theguardian.com/global-development/2014/oct/16/world-food-day-10-myths-hunger>

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RIVERSIDE SECONDARY SCHOOL



PRELIMINARY EXAMINATION 2024

SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1184 / 02 COMPREHENSION
(QUESTION BOOKLET)

LEVEL/STREAM : SEC 4 EXPRESS/ 5 NORMAL (ACADEMIC)

DURATION : 1 HOUR 50 MINUTES

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on 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 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.

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

Section A [5 marks]

Refer to the online infographic (**Text 1**) on page 2 and the online personal story (**Text 2**) on page 3 of the Insert for Questions 1–4.

- 1 Look at Text 1. Tick (✓) the statement that shows the most appropriate intended message of the infographic on mental health.

☐

People who face mental health conditions must be treated.

☐

It is difficult to fight misperceptions and stigma about mental health.

☐

Help from different avenues is available for people who suffer from mental health conditions.

[1]

- 2 Look at Text 1. In what way does the infographic convince the reader that mental health conditions are common?

.....[1]

- 3 Identify the sentence in Text 2 which supports Fact #6 given in Text 1.

.....[1]

- 4 Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

- (a) The most likely context is that people do not have sufficient understanding of mental health issues.

Text 1 / Text 2 / Both / Neither

- (b) The target audience includes people who may be suffering from mental health issues.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 marks]

Refer to **Text 3** on pages 4–5 of the Insert for Questions 5–13.

- 5 In Paragraph 1, the writer expresses his 'initial hesitation about the trip' (line 2). Identify **two** phrases in this paragraph which show that there was a shift in the writer's perspective of the trip.

(i)

(ii)[2]

- 6 'Travel essentials were neatly stowed in the backseat pockets, snacks in the centre console were easily accessible, and our colour-coded itinerary outlining planned stops and activities was tucked neatly into the visor.' (lines 5-7)

What does this tell us about the nature of the family?

..... [1]

- 7 In Paragraph 2, the writer describes how he felt amidst the mountains. Explain how the language used in this paragraph emphasises the air of mystery the landscape gave. Support your ideas with **three** details from the paragraph.

.....

[3]

- 8 (a) The writer compares the horse-taker to 'a gardener tending to delicate blooms' (lines 17-18). What does this simile suggest about how the horse-taker treated the horse?

.....[1]

- (b) In Paragraph 3, the writer says that Smoke initially intimidated him with 'his broad chest and sinewy legs' (lines 18-19). Which other phrase in the paragraph supports the intimidating presence of Smoke?

.....[1]

- 9 From Paragraph 4, what **two** things did the writer do which showed his increased confidence in riding the horse?

(i)

(ii)[2]

- 10 'The magical journey ended.' (line 33) Why does the writer use a short sentence at the end of Paragraph 4?

.....[1]

- 11 From Paragraph 5, give **two** ways in which the writer emphasises the enthusiasm of his family who 'were absolutely thrilled about conquering the summits' (line 35).

(i)

(ii)[2]

- 12 The writer states that he yearned for the next family trip and his 'family felt the same' (line 43). Explain how his thought that his family felt the same is supported with reference to **three** pieces of evidence from Paragraph 6.

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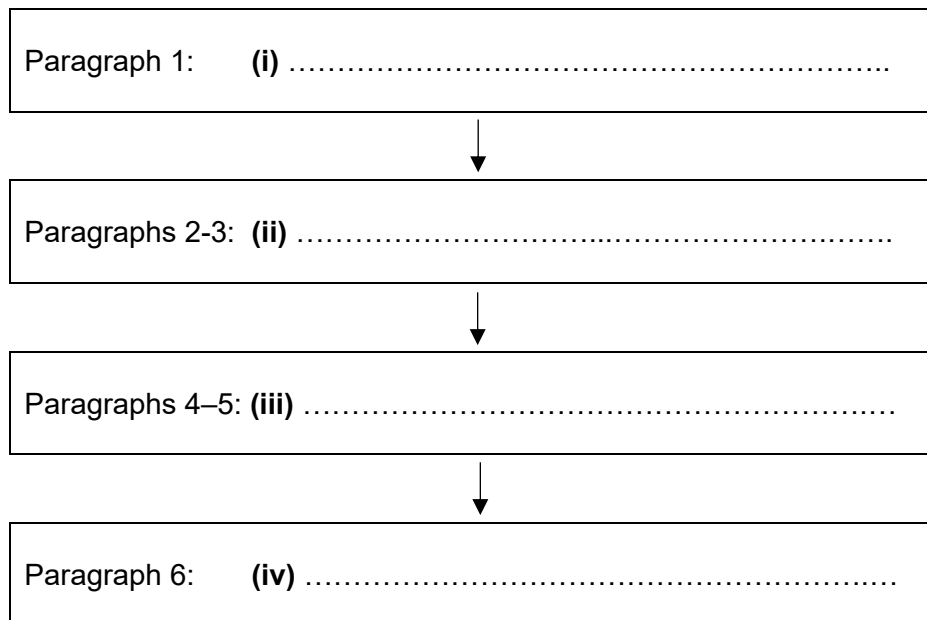
.....[3]

- 13** The structure of the text reflects the different stages of the writer's family trip to the Colorado mountains. Complete the flow chart by choosing one phrase from the box to summarise each stage during the trip. Here are some extra phrases in the box you do not need to use.

Stages of the writer's family trip

encountering the unfamiliar	showing nothing but fearlessness
looking ahead to the next journey	feeling relaxed
shared moments of reminiscence	a sense of accomplishment
changing attitudes towards the trip	

Flow chart



[4]

Section C [25 marks]

Refer to **Text 4** on pages 6–7 of the Insert for Questions 14–20.

- 14** What is another word in Paragraph 1 that tells us that world hunger is a ‘persistent’ (line 4) problem?
[1]
- 15** Explain in **your own words** how the distress that comes with the lack of food ‘is a vicious circle that a person cannot escape from simply by having food to eat’ (lines 8-9).

[2]
- 16** In Paragraph 2, what is the tone of the writer when he uses the description ‘it is troubling that many still fail to fully understand the severity of this issue’ (lines 11-12)?
[1]
- 17** The writer says ‘It is a myth that there is not enough food to feed the world.’ (lines 12-13) With reference to Paragraph 2, give **two** reasons to debunk this myth.
 (i)[1]
 (ii)[1]
- 18** What impression of affected communities is the writer trying to create by using the word ‘trapping’ (line 21)?
[1]

- 19 Here is part of a conversation between two students, Jerry and Lina, who have read the article.



Jerry

We can take an individual stance to fight world hunger.

It is more effective for us to work together on a larger scale beyond ourselves to counter world hunger.



Lina

- (a) Give **two** examples from Paragraph 7 that Jerry can give to support his view.

(i)
[1]

(ii)
[1]

- (b) Give **one** piece of evidence from Paragraph 7 to support Lina's opinion.

.....[1]

- 20 **Using your own words as far as possible**, summarise the causes of world hunger and possible solutions to tackle world hunger.

Use only information from Paragraphs 3 to 6 of Text 4.

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).

One reason that has caused people to face extreme hunger

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**RIVERSIDE SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2024
SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)
EL 1184 PAPER 2
MARK SCHEME**

Section A [5 marks]

Refer to the online infographic (Text 1) on page 2 and the online article (Text 2) on page 3 of the Insert for Questions 1–4.

- 1 Look at Text 1. Tick (✓) the statement that shows the most appropriate intended message of the infographic on mental health.

☐

People who face mental health conditions must be treated.

☐

It is difficult to fight misperceptions and stigma about mental health.

☒

Help from different avenues is available for people who suffer from mental health conditions. **[1]**

- 2 Look at Text 1. In what way does the infographic convince the reader that mental health conditions are common?

The use of statistics. [1]

- 3 Identify the sentence in Text 2 which supports Fact #6 given in Text 1.

'These friends helped me to feel that I can still find contentment and a sense of purpose.'
[1]

- 4 Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

- (a) The most likely context is that people do not have sufficient understanding of mental health issues.

Text 1 / Text 2 / Both / Neither **[1]**

- (b) The target audience includes people who may be suffering from mental health issues.

Text 1 / Text 2 / **Both** / Neither **[1]**

Section B [20 marks]

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

- 5 In Paragraph 1, the writer expresses his 'initial hesitance about the trip' (line 2). Identify **two** phrases in this paragraph which show that there was a shift in the writer's perspective of the trip.

(i) **eventually warmed to the idea** [1]

(ii) **proving that my reservations were unfounded** [1]

- 6 'Travel essentials were neatly stowed in the backseat pockets, snacks in the centre console were easily accessible, and our colour-coded itinerary outlining planned stops and activities was tucked neatly into the visor.' (lines 5-7)

What does this tell us about the nature of the family?

The family is **organised/ well-prepared/ forward-planning/ tidy**.

Core: Accept any answer that suggests careful planning or neatness.

- 7 In Paragraph 2, the writer describes how he felt amidst the mountains. Explain how the language used in this paragraph emphasises the air of mystery the landscape gave. Support your ideas with three details from the paragraph.

'Long shadows of the trees were **seemingly watching my every move**' suggests that the **trees were alive** and were **secretly observing the writer**. [1]

'Narrow trails **disappeared** into the dense undergrowth' suggests that it was **not known** where the paths would lead to, thus emphasising **a sense of secrecy/ unknown**. [1]

'Wildflowers swayed in the breeze, revealing **puzzling marks** on each rock' suggests that the markings on the rocks were **out of the ordinary** and **difficult to understand**. [1]

- 8 (a) The writer compares the horse-taker to 'a gardener tending to delicate blooms' (lines 17-18). What does this simile suggest about how the horse-taker treated the horse?

It suggests that the horse-taker treated the horse **with (great) care/ attention / (very) gently/ lovingly/ tenderly**. [1]

Not accepted: Dedication (more about time than care) / very carefully (more about being scared of the horse than showing care)/ delicately (repeating given quote)

- (b) In Paragraph 3, the writer says that Smoke initially intimidated him with 'his broad chest and sinewy legs' (lines 18-19). Which other phrase in the paragraph supports the intimidating presence of Smoke?

The phrase is '(his) piercing eyes'. [1]

Excess Denied: '...were framed by a mane that flows effortlessly in the wind.'

- 9 From Paragraph 4, what **two** things did the writer do which showed his increased confidence in riding the horse?

(i) He loosened his grip on the saddle horn. [1]

(ii) He gave a (soft yet) clear command to the horse to stop. [1]

- 10 'The magical journey ended.' (line 33) Why does the writer use a short sentence at the end of Paragraph 4?

To emphasise the significance/ profound impact the horse ride had on the writer/ To highlight the sadness/wistfulness the writer felt at the end of the horse ride. [1]

- 11 From Paragraph 5, give **two** ways in which the writer emphasises the enthusiasm of his family who 'were absolutely thrilled about conquering the summits' (line 35).

(i) The use of exaggeration/ hyperbole ('our spirits soared higher than the peaks themselves and our fuel to reach the top grew larger than life') [1]

(ii) The use of exclamation marks ('...larger than life!' and 'We made it!') [1]

- 12 The writer states that he yearned for the next family trip and his 'family felt the same' (line 43). Explain how his thought that his family felt the same is supported with reference to **three** pieces of evidence from Paragraph 6.

His dad said, 'The next chapter is yet to come' suggests that he was excited to continue to make memories together as a family and was ready for a new adventure. [1]

His mom pulled out a map, tracing potential routes with her finger and jotting down notes in her travel journal suggests that she was already planning the next trip. [1]

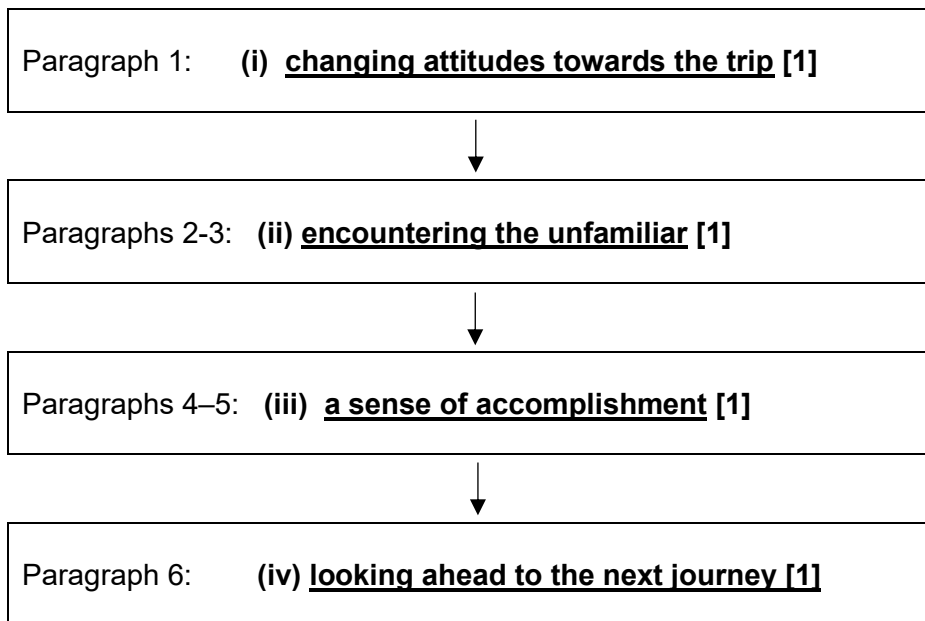
His brother asked when their next adventure would be suggests that he was looking forward to the next family trip/ his impatience and excitement for another trip. [1]

- 13 The structure of the text reflects the different stages of the writer's family trip to the Colorado mountains. Complete the flow chart by choosing one phrase from the box to summarise each stage during the trip. Here are some extra phrases in the box you do not need to use.

Stages of the writer's family trip

encountering the unfamiliar	showing nothing but fearlessness
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shared moments of reminiscence	a sense of accomplishment
changing attitudes towards the trip	

Flow chart



[4]

Section C [25 marks]

Refer to **Text 4** on pages 6–7 of the Insert for Questions 14–20.

- 14** What is another word in Paragraph 1 that tells us that world hunger is a ‘persistent’ (line 4) problem?

The word is ‘long-standing’. [1]

- 15** Explain in **your own words** how the distress that comes with the lack of food ‘is a vicious circle that a person cannot escape from simply by having food to eat’ (lines 8-9).

Hunger makes a person too weak to work to feed his family. [1] The person may also be compelled to relocate to find food elsewhere. [1]

- 16** In Paragraph 2, what is the tone of the writer when he uses the description ‘it is troubling that many still fail to fully understand the severity of this issue’ (lines 11-12)?

Concerned/ Worried. [1]

- 17** The writer says ‘It is a myth that there is not enough food to feed the world.’ (lines 12-13) With reference to Paragraph 2, give **two** reasons to debunk this myth.

(i) Farmers already produce enough to feed the whole planet OR Global production of cereal grains, like wheat, rice, and maize, exceeds the amount needed to feed the entire planet. [1]

AND

(ii) It is usually bad governance and a lack of effective distribution that make millions go hungry. [1]

- 18** What impression of affected communities is the writer trying to create by using the word ‘trapping’ (line 21)?

Helpless/ Vulnerable. [1]

19 Here is part of a conversation between two students, Jerry and Lina, who have read the article.



Jerry

We can take an individual stance to fight world hunger.

It is more effective for us to work together on a larger scale beyond ourselves to counter world hunger.



Lina

(a) Give **two** examples from Paragraph 7 that Jerry can give to support his view.

Cooking and sharing meals with others OR composting leftovers OR growing our own herbs and vegetables. [Any 2] [2]

(b) Give **one** piece of evidence from Paragraph 7 to support Lina's opinion.

Investing in educating and training farmers in developing regions to help solve the problem of global hunger. [1]

- 20 Using your own words as far as possible**, summarise the causes of world hunger and possible solutions to tackle world hunger.

Use only information from Paragraphs 3 to 6 of Text 4.

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).

One reason that has caused people to face extreme hunger

S/N	Points from Text	Paraphrased Points
<i>Causes of world hunger</i>		
1.	'is poverty.' (line 23)	is <u>destitution</u> .
2.	'The <u>unequal distribution of income</u> ' (line 23)	The <u>uneven wealth distribution</u>
3.	'and <u>lack of resources in developing countries</u> ' (lines 23-24)	and <u>shortage of resources in developing nations</u>
4.	means that millions of people simply <u>cannot afford the land or farming supplies they need.</u> ' (lines 24-25)	affect people's means to <u>purchase essentials</u> for food production.
5.	'Increasingly, <u>climate change</u> is becoming a key force behind world hunger.' (line 32) OR 'The <u>number of climate-related disasters</u> such as drought has <u>doubled</u> since the early 1990s, <u>affecting food sources.</u> ' (lines 32-33)	Furthermore, the <u>higher frequency of climate-related disasters</u> has <u>disrupted food supplies</u> / crop production is impacted by <u>droughts</u> .
6.	' <u>Soaring temperatures and shifting patterns in rainfall</u> have dramatic effects on <u>crops and livestock.</u> ' (lines 35-36)	<u>Rising temperatures and changes in rainfall patterns</u> have severe impacts on <u>crops and livestock</u> .
7.	' <u>Environmental degradation caused by deforestation</u> has significantly impacted <u>food production.</u> ' (lines 37-38)	<u>Deforestation has caused environmental destruction, reducing food production.</u>
<i>Possible solutions to tackle world hunger</i>		

8.	<u>‘governments, non-governmental organisations and global leaders across all sectors need to work together to find new solutions.’ (lines 26-28)</u>	<u>To solve this issue, stakeholders round the globe must collaborate.</u>
9.	<u>‘Communities can be empowered to produce or purchase their own food, enabling families to be better equipped to handle future food challenges.’ (lines 29-31)</u>	<u>Communities can also be encouraged to grow or buy their own food for more resilience.</u>
10.	<u>‘we must find ways to strengthen farming systems and livelihoods around the world through sustainable agricultural practices.’ (lines 41-42)</u>	<u>Lastly, we need methods to improve farming systems and livelihoods through sustainable agricultural practices.</u>

Any 8 points above.

One reason that has caused people to face extreme hunger
 is destitution. The uneven wealth distribution and shortage of resources in developing nations affect people’s means to purchase essentials for food production. Furthermore, the higher frequency of climate-related disasters has disrupted food supplies. Deforestation has caused environmental destruction, reducing food production. To solve this issue, stakeholders round the globe must collaborate. Communities can also be encouraged to grow or buy their own food for more resilience. Lastly, we need methods to improve farming systems and livelihoods through sustainable agricultural practices.

(80 words)

Content - 1m x 8 points (8m)

Style - 7m

Total – 15 marks