

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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(QUESTION BOOKLET)

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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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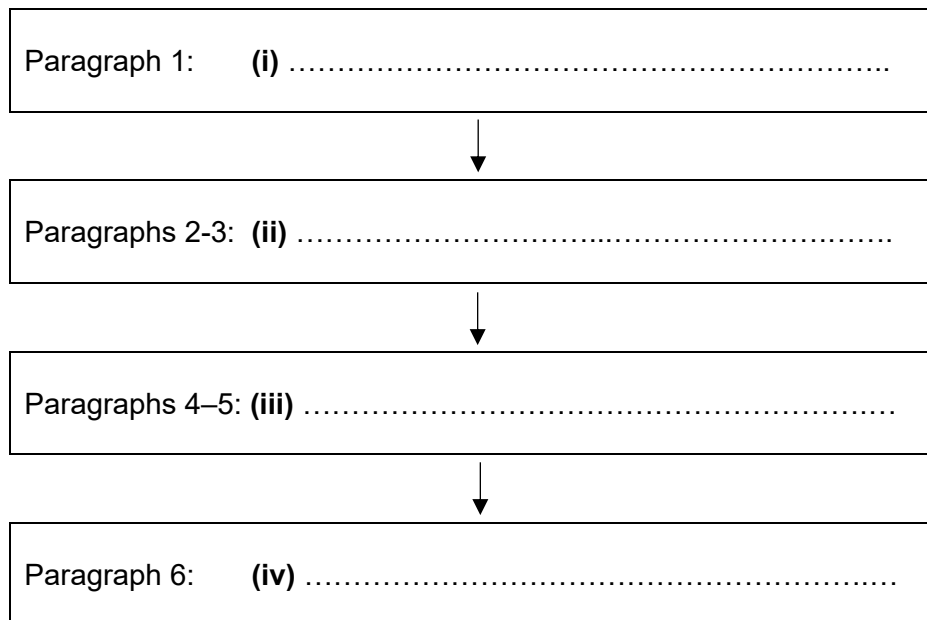
.....[3]

- 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

.....

.....

.....

.....

.....

.....

.....

.....

.....

Section A [5 marks]

Refer to the advertisement (**Text 1**) and the social media post (**Text 2**) on page 2 of the Insert for Questions 1–4.

1	Look at Text 1. Tick (✓) the <u>most effective title</u> based on the <u>images and texts</u> in this advertisement.	Inference [1]
	☐ Australia, your next getaway ☐ Travel in style today ☒ You deserve the best travel experience!	
2	The advertisement's subheading is 'Your first choice for your next getaway!' How does the use of the word 'your' impact the reader? The word 'your' <u>directly addresses</u> the reader to <u>improve engagement / connect</u> with the reader, so readers will <u>respond positively</u> to the advertisement. <i>Either one of the bolded underlined phrases will score students the mark.</i> <i>Students must explain the function of the pronoun 'your' (i.e. directly addresses the reader) AND state the impact on the reader (i.e. improve engagement / connect with the reader OR respond positively to the advertisement').</i>	Lang. Use [1]
3	Identify a phrase in Text 2 which supports the main message conveyed in Text 1. The phrase is '(Singapore Airlines') world-class service'. <i>Any other words added to the phrase will not be accepted.</i> <i>Transference errors not penalised.</i>	Quote / Lang. Use [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.	Inference / Lang. Use
	(a) The purpose is to inform readers that Singapore Airlines is the best airline.	[1]

Suggested Answers

	Text 1 / Text 2 / Both / Neither	
(b)	The text targets readers who are considering flying with Singapore Airlines. Text 1 / Text 2 / Both / Neither	[1]

Section B [20 marks]

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

5	(a)	With reference to Paragraph 1, identify one phrase that shows that exploring the woods was unusual for Merda. The phrase is 'deviate from his natural routine'. <i>Any other words added to the phrase will not be accepted.</i> <i>Transference errors not penalised.</i>			Lang Use / Quote [1]
	(b)	In Paragraph 1, the route that Merda took was 'seemingly impenetrable' (line 4) Explain how the language used in this paragraph emphasises how impenetrable the route was. Support your ideas with two details from the paragraph Upon exiting the route, he was 'sweaty, cut up and tired' showing <u>how dense the route</u> was that <u>the twigs and branches scratched his body.</u> [1] The fact that he manoeuvred <u>'through the dense undergrowth relentlessly for hours'</u> showed <u>how difficult the route</u> was that <u>he took a long time.</u> [1] <i>Students must show their understanding of the fact that the route was extremely dense and therefore impenetrable.</i> <i>The answers for this question must follow the above structure / format.</i> <i>Not accepted:</i> <i>'encountered a seemingly impenetrable thicket of brush, thorns and vines' (lines 4-5) → 'seemingly impenetrable' (line 4) is already mentioned in the question</i> <i>'battle with nature's obstacles for many long minutes' → 'nature's obstacles' is vague and does</i>			Lang use/ inference [2]

Suggested Answers

		<i>not really suggest that the route was dense and therefore impenetrable</i>			
6	In Paragraph 1, Merda left the woods after much difficulty. Explain why Merda was 'disoriented' (line 7) upon his exit? He was disoriented as he was <u>unsure how near he was to the tranquil lake</u>/ he was <u>uncertain of his location in proximity to the tranquil lake</u>. <i>Found directly from the text:</i> <i>'He found himself disoriented, uncertain of his location in proximity to the tranquil lake' (lines 8-9)</i>				Literal [1]
7	'After manoeuvring through the dense undergrowth relentlessly for hours, his sole desire now was to retrace his steps to his vehicle and return to the comfort of his home.' (lines 8-10) What does this suggest about how Merda felt about his decision to explore the woods? He was regretting his decision.				Inference [1]
8	In Paragraph 2, how does the writer convey Merda's urgency to return home? The writer used the adverb '<u>vigorously</u>' to describe how Merda was swimming to reach the opposite end of the lake. <i>Students must mention the word 'vigorously' in their explanation to score the mark.</i>				Language/ Vocab [1]
9	(a)	Why do you think Merda would 'never make it with his clothes on' (line 16)? His clothes would <u>absorb the water</u> and increase in weight to <u>slow Merda down</u> / <u>drain Merda of his energy/weigh him down</u>. <i>Students must state that Merda's clothes would absorb water to show their understanding of being weighed down by his clothes.</i>			Inference [1]
	(b)	Quote the phrase which shows how Merda dealt with this problem. The phrase is '(He) shed every stitch'. <i>Any other words added to the phrase will not be accepted.</i>			Vocab / Quote [1]

Suggested Answers

		Transference errors not penalised.				
10	From Paragraph 3, explain in your own words how determined Merda was to return home that night. He was <u>extremely tired</u> and <u>exasperated</u> [1] by his <u>efforts</u> but he was determined to swim till he reached his destination. [1] Recast: He was <u>exhausted</u> and <u>frustrated</u> by his lack of <u>progress</u>, but he believed he could swim all night. <i>Changing the word form of the key words will not be accepted.</i> <i>Accepted:</i> • <i>exhausted: worn out</i> • <i>frustrated: disappointed / upset / angry / furious</i> • <i>believed he could swim all night: determined / swim through the night</i> <i>Not accepted:</i> • <i>exhausted: tired</i> • <i>frustrated: annoyed / irritated</i>				IYOW [2]	
11	In Paragraph 3, Merda is attacked by an alligator. Explain how the language used in this paragraph emphasises the alligator's killer instincts. Support your ideas with three details from the paragraph. When Merda saw the alligator, he '(whirled onto his stomach and flung out his hands to swim but) the gator struck, seizing his right forearm in its teeth'. This shows that the alligator was extremely quick in forcefully gripping Merda's limb with its sharp and powerful teeth/jaw before Merda could even react and escape. [1] (fast & strong) The alligator 'twisted its powerful body, snapping Merda's arm at the back of his elbow'. This shows how strong / mighty the alligator is, to easily cause severe / fatal injury to Merda in a single movement by breaking off Merda's arm. [1] (strong) 'The reptile gracefully dove to drown its victim in the silent midnight depths of the lake' shows how the alligator was determined to kill Merda immediately and its ability to easily drag a grown human man to the bottom of the lake. [1] (skillful) <i>Students must answer in the above format / structure to score the mark. Students must also give the full quote (excess allowed).</i>				Quote/ Inference/Language use [3]	

Suggested Answers

	<i>For explanations to be accepted, students must explain clearly that the alligator's actions were deadly and meant to kill (i.e. killer instincts).</i>			
12	In Paragraph 4, Merda tries to fight back. Explain why he was fighting a losing battle. Give two pieces of evidence to support your answer. <i>For explanations to be accepted, students must explain clearly that Merda had little to no chance of surviving the alligator's vicious attack (i.e. fighting a losing battle)..</i> '(In an instant), the alligator dragged him back beneath the surface' shows/suggests that the alligator was much more powerful than Merda as it immediately brought him down into the water and there was little to no chance of Merda escaping its clutches. [1] '(the alligator performed its natural move:) it twisted its entire body in a brutal finishing move' showed that the alligator is born a predator to hunt and kill its prey and Merda stood no chance fighting against it. [1] The alligator caused 'Merda to feel the flesh on his arm tear as it was forcibly severed' indicated that the alligator was unbelievably strong in breaking off Merda's limb which could result in Merda bleeding to death. [1] <i>Any 2 of the above quotes.</i> <i>Students must answer in the above format / structure to score the mark. Students must also give the full quote (excess allowed).</i>			Quote/ inference [2]
13	After going through the ordeal with the alligator, why do you think Merda summoned all his strength to drag his body towards the massive tree on dry land? The tree served as a landmark, making it easier for him to seek assistance to survive. [1] <i>Accepted: Any other answers that show understanding that the massive tree was key to Merda's survival i.e. for being noticeable/visible to be rescued by others.</i> <i>Not accepted: Answers that do not make reference to the massive tree or vague answers.</i>			Inference [1]

Suggested Answers

- 14** The structure of the text reflects Merda's experience. Complete the flow chart by choosing one phrase from the box to summarise the writer's experience at each part of the text. There are some extra phrases in the box you do not need to use. [4]

Merda's experiences

having a regretful idea
an unexpected encounter
exploring new grounds
a brush with death
braving the chill
fighting for survival
futile efforts

Paragraphs 1-2 (i) exploring new grounds [1]



Paragraph 3 (ii) an unexpected encounter [1]



Paragraph 4 (iii) futile efforts [1]



Paragraph 5 (iv) fighting for survival [1]

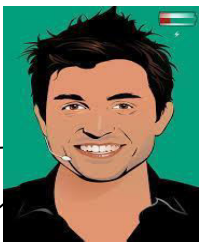
Transference errors not penalised.

Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 15–20.

15	(a) With reference to Paragraph 1, why do many students ‘feel the pressure to do well to get into their preferred course or school’ (lines 3–4)? Many students feel that deciding whether to go to a polytechnic or a junior college can have a big impact on their future pathways. <i>No other answer accepted. Students must give the full answer as above.</i> <i>Found directly from the text:</i> <i>‘Deciding whether to go to a polytechnic or a junior college can have a big impact on their future pathways’ (lines 2–3)</i>	Literal [1]
	(b) Explain, in your own words, how the writer perceives ‘true success’ (line 8). The writer perceives true success as one’s enthusiasm, hard work, [1] and perseverance towards achieving their goal. [1] Recast: True success comes from the passion, dedication, and persistence a person is willing to put in. <i>Changing the word form of the key words will not be accepted.</i> <i>Accepted:</i> <i>passion: interest / love/ enjoy</i> <i>dedication: effort / commitment</i> <i>persistence: determination / resilience / drive / willpower / not giving up</i> <i>Not accepted:</i> <i>‘blood, sweat and tears’: answers should be clear</i> <i>discipline / self-discipline</i> <i>willingness</i>	Literal/ IYOW [2]
16	In Paragraph 4, the writer says that ‘instead of seeing challenges as barriers, they should be viewed as the start of new possibilities.’ (lines 32–33). What is the writer’s tone when he makes this comment? The writer is encouraging. <i>Accepted: optimistic / positive / motivating / inspiring</i> <i>Not accepted:</i>	Lang. Use [1]

Suggested Answers

	• <i>uplifting / forgiving / determined / sincere / supportive / easy going / calm / reassuring / hopeful / comforting / enthusiastic / persuasive / promising / influential</i> • <i>answers that included an unacceptable tone e.g. 'The writer is encouraging and persuasive.' → persuasive is not accurate and thus shows that the student lacked understanding of the the writer's true tone</i>	
17	Paragraph 5 says that 'choosing between a polytechnic and a junior college is not a strict divide but provides a range of opportunities for personal and academic growth' (lines 39–40). Give one factor that would contribute to this. Each path provides special chances for learning, honing skills, and personal development that can shape one's future in surprising ways. <i>Students must state / quote the full evidence.</i> <i>Transference errors not penalised.</i> <i>Found directly from the text:</i> <i>'Each path provides special chances for learning, honing skills, and personal development that can shape one's future in surprising ways' (lines 41-42)</i>	Literal [1]
18	In Paragraph 5, the writer firmly believes that self-understanding is an important aspect of life. Give two separate sets of words or phrases that reflect this view. The first phrase is 'understanding oneself is a lifelong adventure'. [1] The second phrase is '(exploring and) discovering yourself opens countless possibilities'. [1] <i>Any other words added to the phrase will not be accepted.</i> <i>Transference errors not penalised.</i>	Quote/ lang use [2]
19	Here is a part of a conversation between two students, Rachel and Wesley, who have read the article. Rachel  I think the prestige of the school does not matter; it is our outlook that will help us succeed. Wesley  Not enrolling in a good school will affect one's success in life.	

	(a) Give two pieces of evidence from Paragraph 4 to support Rachel's view. (i) When met with <u>adversities / setbacks / challenges / problems</u>, twists and obstacles provide opportunities for personal growth and improvement. [1] (ii) When faced with <u>problems / setbacks / challenges / adversities</u>, being able to adjust, change course, and try new things help you better develop your resilience and drive in the pursuit of success. [1] <i>Other acceptable answers:</i> • <i><u>In tough times like these</u>, it is crucial to see setbacks as chances to grow and learn, rather than failure. (lines 29-30) [1]</i> • <i><u>These experiences may catch you off guard</u>, but being able to adjust, change course and try new things will help you better develop your resilience and drive in the pursuit of success. (lines 35-38) [1]</i> • <i><u>Instead of seeing challenges as barriers</u>, they should be viewed as the start of new possibilities. (lines 32-33) [1]</i> <i>Students must state / quote the full evidence.</i> <i>Transference errors not penalised.</i>	Literal [2]						
	(b) Give one piece of evidence from Paragraph 1 to support Wesley's view. <u>Many people believe</u> that going to a famous school or studying a popular subject guarantees success <u>when pursuing higher education</u>. <i>Students must state / quote the full evidence.</i> <i>Transference errors not penalised.</i> <i>Found directly from the text:</i> <i>'Many people believe that going to a famous school or studying a popular subject guarantees success when pursuing higher education.'</i> (lines 6-8)	Literal [1]						
20	Using your own words as far as possible, summarise the considerations that students should have and the things they should do when deciding on their future pathway, as outlined in the text. Use only information from Paragraphs 2 to 3 of Text 4. Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not including the words given to help you begin). <table border="1" data-bbox="248 1861 1283 1957"> <tr> <th>No.</th><th>From the passage</th><th>Paraphrased</th></tr> <tr> <td colspan="3">Considerations</td></tr> </table>	No.	From the passage	Paraphrased	Considerations			[15]
No.	From the passage	Paraphrased						
Considerations								

Suggested Answers

1	important for students to think about what they <u>enjoy</u> ,	what they love doing, <i>Accepted: passion, like, interests</i> <i>Not accepted: hobbies</i>
2	what they are <u>good at</u> , and what they want to achieve in the <u>future</u> . <i>Both underlined ideas needed to score the mark.</i>	their strengths and future goals. <i>Accepted: aspirations, dreams</i>
3	Think about the subjects and activities that make you <u>excited</u> and <u>curious</u> . <i>Both underlined ideas needed to score the mark.</i>	They should consider things that make them enthusiastic and inquisitive
4	Consider how you like to learn <i>Not accepted: do you prefer doing things with your hands in real-life situations, or do you do well in traditional classroom settings</i>	while accounting for learning styles.
5	Knowing your <u>preferences</u> and <u>strengths</u> can help you figure out which educational path fits <i>Both underlined ideas needed to score the mark.</i>	Understanding interests and competencies can help in deciding the school.
6	It is the <u>interest</u> , <u>dedication</u> , and <u>drive</u> that you have that helps you work towards your personal and professional satisfaction <i>All 3 underlined ideas needed to score the mark.</i>	It is the attitude, hard work and perseverance towards your work that helps you succeed.
What they should do		
7	research what each school offers and the opportunities they provide.	Students should read up on school prospects <i>Not accepted: chances they provide</i>
8	Look at the different <u>classes</u> , <u>programs</u> , and <u>activities</u> available <i>All 3 underlined ideas needed to score the mark.</i>	and the various classes, programs and activities offered <i>Accepted: curriculum</i>
9	getting advice from <u>teachers</u> , <u>counsellors</u> , and <u>people who</u>	Students should seek guidance from their teachers, counsellors and seniors

Suggested Answers

	<u>have gone to these schools before</u> <i>All 3 underlined ideas needed to score the mark.</i>	<i>Accepted: school staff / graduates / alumni</i> <i>Not accepted: trusted adults without making reference back to the school</i>															
10	<u>Hearing about real experiences</u> can give you a better idea of what to expect and assist you in <u>making a smart choice</u>. <i>Both underlined ideas needed to score the mark.</i>	to have them provide their insights to aid in the eventual decision of a school. <i>Accepted: making an informed choice / to help in decision-making</i>															
Content – 1m per each correct point, up to 8 marks Style – 7m <u>QUESTION 20 (summary): STYLE ASSESSMENT (7 MARKS)</u> <table border="1" data-bbox="279 983 1252 1377"> <thead> <tr> <th colspan="2">Summary Style Descriptors</th></tr> <tr> <th>Mark</th><th></th></tr> </thead> <tbody> <tr> <td>7</td><td> - Sustained and successful use of own words and structures - Consistently well organised ideas which convey the meaning of the text clearly and precisely </td></tr> <tr> <td>5–6</td><td> - Frequent and usually appropriate use of own words and structures - Mostly well organised ideas which convey the meaning of the text clearly </td></tr> <tr> <td>3–4</td><td> - Some use of own words and structures - Some attempts at organising ideas to convey the meaning of the text </td></tr> <tr> <td>1–2</td><td> - Occasional attempts at use of own words and/or structures - Attempts at conveying the meaning of the text </td></tr> <tr> <td>0</td><td> - No creditable response. </td></tr> </tbody> </table>				Summary Style Descriptors		Mark		7	- Sustained and successful use of own words and structures - Consistently well organised ideas which convey the meaning of the text clearly and precisely	5–6	- Frequent and usually appropriate use of own words and structures - Mostly well organised ideas which convey the meaning of the text clearly	3–4	- Some use of own words and structures - Some attempts at organising ideas to convey the meaning of the text	1–2	- Occasional attempts at use of own words and/or structures - Attempts at conveying the meaning of the text	0	No creditable response.
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