



ANDERSON SECONDARY SCHOOL
End-of-Year Examination 2021
Secondary Three Express



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

5 October 2021

1 hour 50 minutes

Candidates answer in the Question Booklet.

1145 – 1335h

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer **all** the 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	/25
Total	/50

ANSWER KEY

Section A [5 marks]

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

1	Who is the webpage aimed at? [1] <u>It is aimed at Singaporeans/people living in Singapore/residents of Singapore/the Singapore public.</u>
2	Look at the box Find Kindness in Everyone . Which sentence describes the benefits of a society that is kind? [1] <u>'By sparing a thought for the people around us, we hope each of us can be greater, create a more gracious society, and make life better for you and me.'</u> Award 0 for any error in the copying of this sentence.
3	Why does the Singapore Kindness Movement state on its webpage that it is a 'registered charity'? [1] <u>It is to show that it is a credible / reliable / trustworthy organisation.</u>
4	How does the photo in the webpage help to promote the message of kindness? [1] <u>The photo shows a group of children smiling, (description of photo)</u> <u>thus conveying the message that showing kindness spreads happiness OR showing kindness makes one happy OR that everyone can show kindness, including children. (explanation)</u> Candidates are to <u>describe</u> the photo and <u>explain</u> how it promotes the message of kindness.
5	Look at the box One whereby people . Which expression emphasises that being kind includes showing respect for Singapore's diverse cultures? [1] <u>(The expression is) 'Know their roots and are tolerant of that of the others'.</u> Award 0 for '(and are) tolerant of that of the others'. The first part 'Know their roots' is needed to explain what 'that' is.

Award 0 for any error in the copying of this expression.

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 6 – 17.

6	Which two separate words in Paragraph 1 show us that the writer has fond memories of her school days? [1] <u>(The words are) 'glorious' and 'wondrous'.</u> Award 0 for spelling error or omission of quotation marks. Both words must be correct for the mark to be awarded.
7	The writer says, 'I loved school from the start. I loved learning to read. I loved learning to write. I loved drawing. (lines 6 – 7) What is the writer's purpose in repeating the word 'loved'? [1] <u>The writer wants to emphasise/highlight/draw attention to how much she loved school OR that she loved everything about school. [1]</u> Award 0 if candidates do not use a verb to show purpose ie emphasise/highlight etc
8	In Paragraph 2, what made the children look forward to writing in their Busy Book? [1] <u>It was when they had something different or interesting to describe.</u>
9	Which sentence in Paragraph 3 shows that Miss Macmillan is a creature of habit? [1] <u>(The sentence is) 'She always wore a tweed plaid skirt, lambswool jumper and pearls.'</u> Contextual clue: 'always' Award 0 for any error in the copying of this sentence.
10	Explain what 'dizzily high status' (line 14) suggests about the children's attitude towards Miss Macmillan. [1] <u>They admired her / were in awe of her / looked up to her.</u> Award 0 if candidates describe Miss Macmillan eg 'She was highly respected.' Candidates are required to describe the children's <u>attitude</u>.
11	(a) In Paragraph 3, identify a phrase which tells us that it was not surprising that Miss Macmillan was unmarried. [1] <u>The phrase is 'of course'.</u>

	X 'sadly, of course': 'sadly' is irrelevant X 'of course, she was a spinster': This is not a phrase (b) Why was it not surprising that Miss Macmillan was unmarried? [1] <u>There was never, (at any point), any male teachers at the school.</u>
12	What two qualities of the headmaster, Mr Main, made him someone whom the children did not feel close to? Answer in your own words. [2] To rephrase from the passage 'remote and terrifying'. (lines 16 – 17) <u>He was distant / not a warm person [1] and intimidating / frightening [1].</u>
13	In Paragraph 4, the writer describes her first day at school. Explain how the language used emphasises her attitude towards school. [2] Support your ideas with two details from Paragraph 4. ➤ Detail: 'I swanned off to school with barely a glance over my shoulder back at her.' (line 22) <u>Explanation: The writer was independent / eager to start school as she headed to school without waiting for her mother. [1]</u> ➤ Detail: 'What I remember most about that first day is the feeling of being <i>wholly</i> there, in the world, of starting to step out into autonomy, independence.' (lines 22 – 24) OR 'I was present at school from the start.' (lines 24 – 25) <u>Explanation: The words 'being wholly there' / 'present' shows us that the writer felt comfortable at school / was engaged by school. [1]</u> ➤ Detail: 'There was no upset, no tears, no fears. (No trauma.)' (line 25) <u>Explanation: The writer was calm / confident / self-assured as she was not frightened/nervous about anything. [1]</u> Candidates are to give any 2 of the 3 points. Accept any reasonable interpretation of the detail. Award the mark if candidate explains the detail and the explanation matches the detail. The two attitudes should be distinct and should not overlap.

14	In your own words, give two reasons the writer enjoyed her first day at school. [2] The writer: - liked the <u>new experience</u> of going to school [rephrase 'novelty' (line 25)] - enjoyed being <u>inundated by a lot of facts</u> [rephrase 'avalanche of information' (line 26)] - liked how <u>hectic</u> the day was [rephrase 'busyness' (line 26)] Candidates are to give any 2 of the 3 possible points. Accept any reasonable rephrasing as long as it is accurate. Award 0 if candidates give more than 2 reasons.
15	In Paragraph 5, explain why the writer uses the expression 'Triumph from adversity' (line 44) to describe her experience of reading aloud. [2] <u>The writer had not prepared for reading aloud and felt very embarrassed when she had to do so. [1] However, she was praised by the teacher for reading well. [1]</u> For the first mark, candidates need to give both points of the writer <u>not being prepared</u> and <u>how she felt</u> in order to be awarded the mark.
16	In Paragraph 6, what is the writer's tone when she states, 'The knowledge that my mother was on the side of the girls I saw sneering and shaking their heads, even just a bit, was deflating.'? (lines 56 – 58) [1] <u>The writer's tone was one of disappointment / deflation.</u> OR <u>The writer felt disappointed / discouraged / demoralised / disheartened.</u>
	Candidates may express tone as a noun or as an adjective as long as an emotion is given. X sad X depressed

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The structure of the text reflects the writer's feelings about her school experience as a young child. Complete the flow chart by choosing one word from the box to summarise her main feeling in each part of the text. There are some extra words in the box you do not need to use.

The writer's feelings

sadness	anticipation	annoyance	delight
pride	fear	fascination	

Flow Chart

Paragraphs 1-3: (i) fascination [1]



Paragraph 4: (ii) anticipation [1]



Paragraph 5: (iii) delight [1]



Paragraph 6: (iv) pride [1]

[4]

Award 0 per answer for spelling error or illegible handwriting.

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 18 – 25.

18	From Paragraph 1, give two characteristics of hikikomori. [1] They are: - <u>about 32 years old</u> - <u>mainly male</u> - <u>typically come from middle-class families</u> - <u>avoid social situations</u> Contextual clue: There's a particular type of person in Japan. (line 1) Following this sentence, the typical hikikomori is described. Candidates are to give any 2 of the 4 points to be awarded 1 mark. Award 0 if candidates give more than 2 points. X 32 years old (not the same meaning as 'about 32 years old')
19	Give an example from Paragraph 1 that shows the hikikomori's most extreme form of self-isolation. [1] <u>They tether themselves to their bedrooms for decades.</u> X They do not leave their apartments for a minimum of 6 months. (This is not as extreme as the idea of 'decades'.)
20	In Paragraph 4, in what way might the term 'hikikomori' be more acceptable to those who are in this situation? [1] <u>Rather than be labelled as depressed or anxious, the term hikikomori paints people with a broader brush. (answer lifted from passage)</u> OR <u>The term is a more generic term that removes the stigma of being labelled as depressed or anxious. (if paraphrased)</u> Candidates can lift the answer. There is no need to put this in their own words but if they do, answers are to have the 2 ideas of the term 'hikikomori' being a more generic term as opposed to labelling a person with a specific condition.
21	In Paragraph 5, explain clearly why the writer says that many hikikomori are in an 'extremely dangerous' situation. (line 42) [2] <u>Some hikikomori [depend on their parents for food] [for many years/a long time]. [1]</u> <u>When their [parents die], the hikikomori may [starve to death / face starvation]. [1]</u> Candidates are to state the bracketed 2 ideas for each point to be awarded the mark

22	In Paragraph 6, how has the internet helped some hikikomori to be financially independent? [1] <u>They support themselves with remote work (like software development). / They work remotely.</u> X food can regularly be delivered X Amazon enables the delivery of basically any necessity These ideas do not address the idea of financial independence.
23	Why do the hikikomori prefer going to 24-hour supermarkets? [1] <u>The hikikomori can make late night runs when they are least likely to run into anybody.</u> Candidates are required to give the 2 ideas of <u>going to the supermarkets at night</u> and <u>why</u>.
24	Here is part of a conversation between two students, Lance and Rachel, who have read the article.  Lance Hikikomori can be treated through physical interaction.  Rachel For those who are less ready, technology helps to ease them back into a social setting.
(a)	Identify two examples from Paragraph 7 that Lance can give to support his view. [2] (i) <u>Support groups for hikikomori [1]</u> (ii) <u>Publications run by/produced by current or recovering hikikomori [1]</u> (iii) <u>jogging therapy [1]</u> (iv) <u>playing Pokemon Go [1]</u> Candidates are to give any 2 of the 4 points.

(b)	With reference to Paragraph 7, how would Rachel support her view? [1] <u>The hikikomori stare at a camera, the idea being that hikikomori can slowly acclimatise themselves to social contact virtually (and in the safety of their own home).</u>

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

Japan is a highly structured society and the pressure starts at school when students

S/N	From Passage	Line Ref	In Own Words
1	are expected to study <u>constantly</u>	11-12	are expected to be <u>always</u> studying.
2	... <u>emphasis</u> on exams	15	The <u>importance</u> of exams
3	... attend juku or 'cram schools'	14	has prompted many students to have lessons at <u>cram schools which drill students intensively.</u>
4	The period from 1990 to 2010 saw very <u>little economic growth</u> in Japan ...	17	When Japan went through an <u>economic slump</u> ,
5	... many students <u>questioned the purpose</u> of their high-intensity education when there was <u>little guarantee of work</u> at the end of it.	18-19	with <u>little promise of a job</u> , many students <u>did not see a point to their education.</u>
6	<u>Social life</u> in Japan, too, is <u>highly structured</u> OR etiquette practices can quickly become <u>complex</u>	20 20-21	Social life in Japan operates by a <u>rigid code</u>
7	... pervasive sense of propriety and correct behaviour can be <u>stifling</u> OR a culture where correct behaviour is <u>highly valued</u>	28 29-30	where <u>decorum</u> is key.
8	... impossible to go through life without <u>embarrassing yourself socially</u> at least once... slipping up in this regard can be <u>traumatising</u>	28-31	Making a <u>social faux pas</u> is a <u>traumatic</u> experience.
9	Often, a triggering <u>academic or social failure</u> ...	32	Being <u>inadequate academically or socially</u> often causes withdrawal from society.
10	... a <u>culture of shame</u> surrounding mental health issues	34-35	In addition, there is a <u>stigma</u> surrounding mental health
11	Depression wasn't even recognised as a <u>real condition</u> until the late 1990s	35	and depression was only lately recognised as an <u>actual illness.</u>

PTO for sample summary.

Sample summary:

Japan is a highly structured society and the pressure starts at school when students are expected to be always studying. The importance of exams has prompted many students to have lessons at cram schools which drill students intensively. When Japan went through an economic slump, with little promise of a job, many students did not see a point to their education. Social life in Japan operates by a rigid code where decorum is key. Making a social faux pas is a traumatic experience. Being inadequate academically or socially often causes withdrawal from society.

(79 words summarising 9 points)

End of Answer Key