



**COMMONWEALTH SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2023**

**ENGLISH LANGUAGE
PAPER 2**

Name: _____ () Class: _____

**SECONDARY FOUR EXPRESS
1184/02**

**TUESDAY, 22 AUGUST 2023
11.30am – 1.20pm**

MARKING GUIDE

1 hour 50 minutes

[Turn over

Section A [5 marks]

Refer to the campaign poster (Text 1) and the information extract (Text 2) on page 3 of the Insert for Questions 1–4.		
1	Look at Text 1. Tick the most appropriate title for the image in this campaign.	[1]
	☐ Child labour isn't fair. They need love and care. <i>Some students chose this. <u>Lacks specificity based on the image and what it implies</u></i> ☐ Put a brick on his head. All you will get is hate. ☒ Send a child to school. <u>Don't hand him a tool.</u> [1]	
2	The campaign advises us to 'Give him the childhood that he deserves'. With reference to the main image in this campaign, what does the sentence 'Give him the childhood that he deserves.' suggest about the issue of child labour?	[1]
	<u>The sentence implies that child labour denies / deprives / takes away a child's fundamental right / access / freedom to education.</u> [1] Remarks: - <i>Many students miss the main difference and CONTRAST between the two images of the boy – the <u>ideal</u> one in the mirror is of him as a school student which contrasts the <u>reality</u> of him doing labour – this points to the deprivation of education in the childhood of the boy, i.e., he deserves a childhood that has him going to school, and this MUST be mentioned in the answer.</i>	
3	Which phrase in Text 2 reflects the claim that child labour 'endangers the children's health and development' stated in Text 1?	[1]
	<u>The phrase is "(child labour) harms a child's physical, mental and social growth".</u> [1] X ED: for the inclusion of any additional words that are not relevant to the phrase quoted	
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 creator of the text adopts an accusatory tone.	[1]
	Text 1 / Text 2 / Both / Neither [1] Remarks:	

		- Many students chose Text 1. In this text, the use of imperatives in the text (e.g., Give him) does NOT reflect an accusation but an advice or an instruction (tone). Also, contextually, the poster is targeted at not the perpetrators but the general public who might be able to help alleviate the issue through awareness and donations. Hence, 'Give him the childhood that he deserves' by donating and pledging to show solidarity to end the issue.	
	(b)	There is a call to action by the creator of the text.	[1]
		Text 1 — / — Text 2 — / Both [1] / — Neither Remarks: - Many students chose 'Neither' or 'Text 1', not realising that the line 'But we need more support from both the public and policymakers' is an indirect call to action for people to help the cause.	

Section B [20 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 5–14.			
5	In Paragraph 1, the writer states: 'You could open a restaurant. You could work for the government and get a good retirement. You could buy a house with almost no downpayment. You could become rich. You could become instantly famous.' (lines 1–4) Explain how the writer uses language effectively in the lines above to describe life in America.		[2]
	The writer repeats the words 'you could' / uses short sentences / lists the various things that one could achieve / do in America [method/technique – 1] ... to emphasise the myriad / plethora of possibilities / opportunities that being in America offered [explanation – 1]. x – the writer repeats 'you' (wrong focus – the focus is on 'could' to suggest ability and possibility!) x – life in America was carefree / has plenty of freedom (not the same as having the opportunities or freedom to choose individual paths in life!) / do or be whatever they want (vague – can they commit crime?) x – identifying technique without specifying details, e.g., 'The writer uses repetition' – OF WHAT?! Of the use of periods to end the sentences?! Of the use of the upper case to begin each sentence?! Be precise! Remarks: - Only the above 3 techniques identified are accepted for this question. - The explanations provided need not match the techniques identified so it is possible to gain 1m for the explanation despite identifying the wrong technique and vice-versa.		

	- Some students relied on the first line in the text – ‘you could be anything you wanted to be in America’ – acceptable to show the myriad of possible aspirations but refrain from doing so if possible. - Many seem to have forgotten the importance of using strong verbs to present the ideas – e.g., emphasise / highlight / underscore vs show / suggest.	
6	The writer was excited imagining herself being ‘a paragon of perfection’ (line 9). Explain how this imagination is supported with reference to two pieces of evidence from Paragraph 2.	[2]
	The line “(I felt inspired by) a ballerina girl (on TV) who put on a magical performance that saw her floating on her tiptoes” suggests that the dazzling / elegant / graceful / poised / refined performance of a ballerina was an image of etherealness / surrealness / excellence, encouraging the writer in her endeavour to be a paragon of perfection. [1] The line “(the image of) Cinderella and other fairy tale princesses in all of their most strikingly luxurious adornment (...could not escape my fantasy)” suggests that the extremely magnificent / extravagant / enchanting presence / existence / decorations / embellishments of fairy tale princesses was an image of the highest standard of faultlessness, mesmerising the writer in aspiring to be a paragon of perfection. [1] x – be like the beautiful princesses (luxurious adornments may not be beautiful; they can be gawdy too!) Remarks: - Each detail must be quoted and paraphrased / accompanied by an explanation for the mark. The key point that needs to be captured is “paragon of perfection”. - This question was horribly done. Most students focused on the wrong part of the question – “excited” instead of “imagining / imagination” – read the question carefully! - The idea of “paragon of perfection” was not well-understood by many. - Most students failed to comprehend that this question requires each detail to be <u>quoted AND explained/paraphrased</u>.	
7	In Paragraph 4, the writer reveals that she ‘hated the internal turmoil that [she] had to undergo as a result of disappointing [her] mother’ (lines 32–33). Explain how the language used in this paragraph reflects the internal turmoil that the writer experienced. Support your answer with three details from Paragraph 4.	[3]
	1. The line “something inside of me began to die” is a figurative / hyperbolic expression that emphasises the emotional impact of losing hope / faith / motivation / excitement as a result of disappointing her mother. [1] x – she was internally dying / she felt like death / she was dying inside (did her internal organs explode?!)	

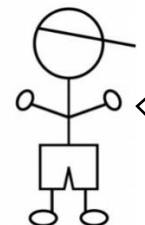
	2. The line "(when I saw my own face staring back, I began to) <u>weep uncontrollably</u>" is a description of her reaction which <u>emphasises her emotional distress / expresses the extreme emotional reaction / reflects the intense disappointment she felt</u> resulting from disappointing her mother. [1] x – she could not stop crying (so? Don't we know that already? Don't be literal!) x – she was upset (is there a difference between weeping and weeping uncontrollably?) 3. The line "(I made) <u>high-pitched noises like a crazed animal</u>" makes a comparison of the noises she produced to that of a distraught animal which <u>highlights the emotional instability</u> that the writer was experiencing upon disappointing her mother. [1] x – she had gone crazy / she was insane / she had lost her mind / sanity / she was becoming like an animal 4. The line "(I tried to) <u>scratch out the face in the mirror</u>" reveals her reaction to the sight of her face which <u>suggests that she could not bear looking at herself, emphasising the extreme level of hatred / disappointment that she was feeling / her emotional or mental instability</u> upon disappointing her mother. [1] x – she hated herself (how so – insufficient explanation) <i>Remarks:</i> - Any 3 above for 3m. - Each detail must be quoted and accompanied by an explanation in relation to the notion of "internal turmoil" for the mark. The technique need not be identified but may help in providing clarity to the answer. - Some students use figurative language to explain, which cannot be accepted. - Some seem to have forgotten the importance of using strong verbs to explain – e.g., emphasise / highlight / underscore vs show. - A handful still failed to comprehend that this question requires each detail to be <u>quoted AND explained</u>.	
8	With reference to Paragraph 5, to what do the 'warning signs' (line 40) refer? Answer in your own words.	[2]
	<i>From text:</i> 'I caught my mother being <u>entranced</u> by a piano piece that was being pounded out by a little Chinese girl about nine years old' [1] and 'My mother <u>leaned her body forward</u> as the performance continued' [1] <i>IYOW:</i> These warning signs refer to the writer's mother being <u>fascinated / enthralled / mesmerised / captivated / intrigued / enchanted</u> [1] by a piano piece being played by a Chinese girl of the same age as the writer, and	

		x – interested (does not capture a similar nuance – ‘I am interested in being part of the programme’ vs ‘I am entranced by your performance’; but ‘<u>extremely</u> interested’ is accepted – BOD), impressed, admired, mystified her <u>propping / inching / moving / shifting her body closer to the screen</u> [1] as the performance progressed. x – straightening	
9	(a)	In Paragraph 6, why do you think the writer's mother and her friend, Auntie Lindo Jong, spoke to each other in a ‘loud, bragging voice’ (line 43)?	[1]
		<u>They wanted to allow others around them to hear their conversations / listen to the amazing talents of their children.</u> [1] x – they wanted to show off to each other <i>Remarks: The answer must show an understanding of context that caused them to be loud and bragging – <u>the presence of people around them!</u></i>	
	(b)	Give one detail from the paragraph to support your answer.	[1]
		<u>They were surrounded by their neighbours (who were eager for the latest weekend scoops).</u> [1] <i>Remarks: The answer must be quoted or paraphrased to be awarded a mark.</i>	
10		Identify one word in Paragraph 6 which suggests that the writer was annoyed that Waverly might be better than her.	[1]
		<u>'irked'</u> [1]	
11		When she was conveying her supposed misery and misfortune to the writer's mother, Auntie Lindo expressed it ‘with a sigh’ (line 52). Give two other pieces of evidence from Paragraph 7 that suggest a similar sentiment.	[1]
		<u>Auntie Lindo also 'lamented' about having too many trophies at home and 'threw a scolding look at Waverly' for making her dust the winnings.</u> [1] <i>Remarks:</i> - The verbs quoted above <u>must</u> be included in the answer to reflect the exact sentiment related to ‘with a sigh’. - Both pieces of evidence are required for 1 mark. If the detail is taken verbatim from the text, it must be quoted. Quotation marks may only be omitted if the detail is paraphrased effectively, i.e., meaning and nuance captured well.	

12	In Paragraph 8, the writer states: 'my mother conspired with my father to have me play in a talent show which would be held in our house' (lines 56–57). Explain what the italicised word suggests about the writer's attitude towards her parents' decision to hold the talent show?	[2]
	<u>She disapproves of / disagrees with / against / not in favour / indignant about her parents' decision [1] ...</u> x – unhappy with, betrayed (no indication of trust for betrayal to be seen), displeased, angry, frustrated, infuriated, annoyed, dissatisfied (see remarks below) Remarks: - <i>Some students provide answers that don't qualify as an 'attitude' but rather related emotions (see examples above).</i> <u>... as she thinks that they are plotting against her / in cahoots to make her life miserable by organising a talent show [1].</u> x – she did not know how to play (see remarks below) Remarks: - <i>Some explanations provide reasons that have little to no relation to the notion of 'conspiring' (see example above).</i>	
13	In line 59, the writer claims that the second-hand piano 'was the showpiece of [their] living room'. What does this description suggest about how the writer's parents felt about owning the piano?	[1]
	<u>They felt proud about owning the piano. [1]</u> x – honoured, it was a prized possession (so? What feeling is this?), superior, posh	
14	The structure of the text reflects parts of the writer's childhood as a young Chinese girl growing up in America. Complete the flow chart by choosing one phrase from the box that captures the essence of each part of story. There are some extra phrases in the box you do not need to use. Parts of the writer's childhood	[4]
	assessing the suitability of a number of ambitions behaving undesirably to garner sympathy regretting a remark made in haste hopes of a better age facing an irony that was lost on her parents accepting the consequences of her actions dealing with unmet expectations	
	Paragraph 1:	

	(i) hopes of a better age [1]	
	↓	
	Paragraphs 2 – 3: (ii) assessing the suitability of a number of ambitions [1]	
	↓	
	Paragraph 4: (iii) dealing with unmet expectations [1]	
	↓	
	Paragraph 5: <i>ignoring the indicators predicting a potentially unfavourable outcome</i>	
	↓	
	Paragraphs 6 – 8: <i>being the product of parental comparison</i>	
	↓	
	Paragraph 9: (iv) facing an irony that was lost on her parents [1]	
	Remarks: Errors in spelling penalised.	

Section C [25 marks]

Refer to Text 4 on pages 6 and 7 of the Insert for Questions 15–21.		
15	With reference to Paragraph 1, explain what the writer means when she describes the zebra shark population as ‘teetering on extinction’ (line 3). Answer in your own words. ‘extinction’ – students must provide the idea of permanence.	[2]
	<u>It means that the population is on the brink of / almost / close to completely dying out [1]. / gone from the world / gone permanently (BOD)</u> X wiped out (slang) X destroyed X annihilated X gone (where?) X zero	
16	In Paragraph 2, how, according to the writer, was the process of the re-introduction of zebra sharks carried out?	[1]
	<u>They take the egg laid in Australia and then transported it to a new shark nursery in Indonesia. [1]</u> <i>Remarks: Both countries must be mentioned for 1m.</i>	
17	In Paragraph 2, which two-word phrase suggests that there is uncertainty in Charlie’s release into the waters?	[1]
	<u>The phrase is ‘unfathomable future’. [1]</u>	
18	Here is part of a conversation between two students, Ally and Ben, who have read the article. If nothing is done to help the zebra sharks, they will be permanently gone <u>in time to come</u>. DIRE  Ally  Ben And when they are, there could be price to pay because they play an important role in our oceans.	
(a)	Identify a sentence from Paragraph 2 that Ally can give to support her view.	[1]
	<u>“Between 2001 and 2021, despite 15,000 hours of searching, researchers had counted only three.” [1]</u>	

		“...nearly gone” <i>Remarks: The answer must be quoted as a full sentence.</i>	
	(b)	With reference to Paragraph 3, give one reason which explains why Ben thinks this way.	[1]
		<u>They make sure smaller creatures don't grow too numerous and destroy the natural systems. / (They keep ocean food webs in check) by making sure smaller creatures don't grow too numerous and destroy the natural systems. [1]</u> X They keep ocean food webs in check X sharks are essential to the marine world X make sure that smaller creatures don't grow too big	
19		In Paragraph 7, how is the idea of reintroduction beneficial for the sharks. Answer in your own words.	[2]
		<u>Lift: encourages a renewed push [1] for sanctuaries or reserves [1]</u> <u>IYOW: It drives/motivates a revived need [1] for places where sharks can be safe / a haven / safe place for sharks/protected areas [1].</u>	
20		According to Paragraph 8, Ichida 'just let her tears flow' as Charlie was released into the water.	
	(i)	Suggest how Ichida might be feeling at that point in time.	[1]
		She was <u>hopeful / optimistic / relieved???? / excited. [1]</u> X happy, anxious, nervous , proud, relieved (why so?)	
	(ii)	Give evidence to support your answer.	[1]
		<u>Ichida's heart was already beating quickly in anticipation of the possible success. [1]</u> <u>[This piece of evidence will support the idea of 'happy' & 'proud' – mark still awarded though feeling is incorrect.</u>	
21		Using your own words as far as possible, summarise the measures taken to support the reintroduction of sharks to the waters and why such conservation efforts may prove to be unsuccessful. Use only information from Paragraphs 4 to 6 of Text 4.	[15]

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).

Realising the need to conserve sharks...

	Lifted	Paraphrased
	Measures taken to support the reintroduction of sharks	
1	Raja Ampat adopted nine marine protected areas covering a region half the size of Switzerland	
2	fishing for sharks was banned	
3	Enforcement patrols regularly hunted for illegal fishing nets and boats	
4	gathers eggs from dead sharks sold in fish markets and rears and releases their hatchlings into the Mediterranean Sea	
	Reasons why such conservation efforts may prove to be unsuccessful	
5	(these efforts are) tiny in scope and often don't even involve threatened species	
6	Until overfishing is stopped where sharks are released, adding more won't bring species back / Globally, sharks are killed faster than aquariums can ever replace them	
7	(Such efforts also) won't work for all species	
8	(Many sharks like the great whites are) too big and fast for captivity	
9	marine reintroductions are complex and rare	
10	Ocean life is difficult to see and track	
11	young sharks succumbing to disease or getting eaten by bigger sharks	young sharks are fragile / succumb to the natural elements