



ANSWERS

DUNMAN SECONDARY SCHOOL

CANDIDATE
NAME

CLASS

INDEX
NUMBER

PRELIMINARY EXAMINATION 2023

SECONDARY 4 EXPRESS

ENGLISH LANGUAGE

Paper 2 Comprehension
Text 1 and 2

1184/02

August 2023
1 hour 50 minutes

Candidates answer in the Question Booklet.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for all the sections.

The number of marks is given in brackets [] at the end of each question.
Submit each section separately.

This question paper consists of **10** printed pages and **1** Insert.

SECTION A [5 marks]

Text 1 and Text 2

Refer to the online advertisement (Text 1) and the social media post (Text 2) on page 3 of the Insert for Questions 1– 4

- 1 Look at Text 1. Tick (✓) the most effective title for the image in this advertisement

	Be a hero. Stop bullying.
	Don't use words to bully others.
/	Voice out against bullying.

[1]

Most students were able to answer this question correctly.

- 2 The advertisement states 'Just speak up.' What does the word 'just' suggest?

It suggests that it does not take much to speak up./ Speaking up is a simple/easy action to take.

[1]

Students gave a variety of answers to this question. Response should focus on the impact of the word 'just' in context of the advertisement.

Other accepted answers: It is a simple action / Stopping bullying is as simple as speaking up / It is not hard / difficult to stop bullying.

The following answers are not accepted:

- X Should not hesitate or endure bullying / should immediately voice out / should not be afraid □ The modal verb 'should' suggests a kind of advice or recommendation which the word 'just' does not suggest.
- X There is not much needed to do other than speaking up / bare minimum task / the action required to be done is minimal □ A minimal act may not necessarily be easy.
- X It suggests that it is the easiest / best / simplest way to stop bullying □ Response should not be in the comparative form. Additionally, speaking up may not be the 'easiest' solution. For some people, reacting verbally or physically may be simplest.
- X it suggests that to stop bullying, you simply have to speak up □ 'simply' here is a paraphrase of 'just' and does not explain what 'just' suggests
- The following answers are inaccurate responses: Speaking up is an obvious and straightforward solution/ speak out without caring about any other thing / speak up no matter what happens / the word 'just' suggests that it is the only requirement / people only have to voice out to stop bullying / 'just' suggests that speaking up is all one has to do / only requires a simple action of speaking up / doable solution

- 3 Identify the sentence in Text 2 which reflects the aim of Text 1.

Let's be an upstander, not a bystander.

[1]

In order to answer this question, students must first know the purpose of Text 1, which is to encourage individuals to take action when they witness acts of bullying. Some students quoted 'our act of recording...bystander effect' instead. This is inaccurate as the quote describes the problem of the bystander effect and NOT the purpose / aim of Text 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) Readers are asked to join the writer to take action.

Text 1 / Text 2 / Both / Neither

[1]

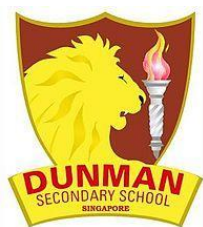
Some students indicated this as 'Both'. While Text 1 does encourage readers to take action, it is not implied in the text that readers **should join** the writer in taking action. Students need to differentiate between these two.

[1]

- (b) The tone suggests the writer and reader are of the same status.

Text 1 / Text 2 / Both / Neither

Many students were able to answer this accurately.



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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 says ‘you think of nothing’ as he continued to fight the fire.

(a) Why does the writer say that they ‘think of nothing’?

[1]

He is/ They are numbed by the prolonged monotony (of fighting the fire).

OR

The writer is too tired to think of anything as they had already done three jobs fighting fires since 3am.

Not accepted:

- He had been fighting the fire for a few hours (Completeness: Insufficient to just state vague duration. Must also say that it is monotonous)
- He is numbed. (Completeness: must say why.)
- They are so used to fighting the fire they knew what to do. (If they are used to it, they can always think of something else and not the job at hand.)
- He was bored. (Boredom does not always suggest tiredness.)
- He was so focused he thought of nothing else. (If he were so focused, he would not be numb.)

[1]

(b) Give one evidence from the paragraph that shows they were ‘thinking nothing at all’.

They were pouring water carelessly.

Not accepted:

- They were numbed by the prolonged monotony (of fighting the fire). (Answer must not be the same as the answer to another question. Also, being numb is non-observable as a piece of evidence, as opposed to carelessly pouring water.)

- 6 ‘...flames raging as high as it...’ (line 3)
From Paragraph 1, give two other pieces of evidence that show the magnitude of the fire.

The white pole of water loses itself in the fire **and** it is said that the fire will fester for hours yet.

[1]

Not accepted:

- The writer and his colleagues were shooting a fifty-foot jet. (A weak piece of information that does not show as strongly the magnitude of the fire as the pieces of evidence in the answer above.)

- 7 Referring to Paragraph 2, explain in **your own words** why the writer feels a 'suspended moment' of awareness.

He was trapped in/ overwhelmed by a feeling of fear and the need to save himself.

[1]

Comments:

Replace phrase: **shackled** by a mixture of **dread** and the raw **instinct to survive**

Not accepted:

- He feels this way because he felt the need to live and felt very scared. (Must state the fear and add "yet" to "and yet felt very scared" to show the contrast)
- **Any sole reference to the building is not accepted.** For example, The top of the five-story building collapsed towards them and the wall stopped for a while before falling on them. The answer must refer to what is asked in the question: the writer's awareness.
- It was as though time had stopped. (No reference to the writer.)
- The writer was in danger and could die, triggering his fight or flight mentality. (Explain fight or flight.)
- This is because the writer was shaken by the feeling of dread as well as the will to live on. (Why would the writer be shaken by the will to live on? He was probably conflicted, not shaken.)
- He became so shocked the building was going to fall on him he became very alert in order to escape it. (What does "alert" mean? This does not explain "shackled".)

8

[1]

Identify a phrase in Paragraph 2 which suggest that the sound of 'bursting brick and mortar' was very sudden.

sharply interrupted (by an unusual sound)/ perforated the moment.

Not accepted:

- Thunderous declaration (Shows loudness more than suddenness)
- Poised for a timeless second (Nothing sudden here)

- 9 In Paragraph 3, the writer describes all the details he observes. Explain how the language used shows how **powerful** the water is. Support your answer with two details from Paragraph 3.

(ai) The water flowed out with much force such that it spills over as seen in 'Water throbbed from its overflow valves'. ("overflow must be paraphrased)

[1]

OR

(aii) The pump was 'roaring and quivering with effort', showing the force of the water was so strong that the pump was extremely loud and/ it was shaking. (Credit given to either loud or shaking)

(ai) and (aii) refer to the same aspect/ detail in the content and only one will be credited.

(b) The supply of water was never-ending as suggested by 'A ceaseless stream spewed down'.

(c) 'A needle of water fountained from a whole' suggests a strong force coming from the water, putting pressure on the hose such that it created a hole for the water to spray out.

[1]

Any 2 of (a), (b) or (c) are accepted.

Note: Words from the quotes must be paraphrased in order to explain, such as "fountained", "leakages", "throbbled" and "overflow".

Not accepted:

- The sheer volume of water was flowing through the hose, showing how powerful it is in 'Water throbbled from its overflow valves'. (Must state explicitly volume means greater force. Must also explain "overflow".)

10 The writer realises the risks involved if he decides to give the command for them to 'Drop it' (line 25) and run for their lives. What were the two risks they face?

i) The live hose could (snake up on them and) hit them.

ii) Their movements could trigger the building to collapse.

[2]

Not accepted:

- The live hose could snake up on them and knock into someone. (Knock is of an intensity of much less severity than hit.)
- The live hose could snake up on them. (This is not a risk that would make them run for their lives. It is only a risk if it hurts them.)

11

(a) In Paragraph 4, the writer says, 'Ton upon ton of red-hot brick hovering in the air above us numbed all the initiative like an icy grip upon my very will.' What does the simile suggest about the impact of fear and danger on the writer?

[1]

It stunned him/ made him freeze from taking any action.

Comments: Answers should also state that he could not do what he wanted (upon my very will) and it is sufficient to just state that he froze.

Not accepted:

- It suggests that the impact of fear and danger were extremely huge. (Does not say the impact on the writer.)
- The fear and danger caused him to give up hope of running away and stay where he was. (This sounds like he chose to stay.)

[1]

(b) Find another word in Paragraph 4 which suggests the same impact of fear and danger on the writer.

Hypnotised or Cemented

Not accepted:

- Catastrophic (Not a description of the writer)
- Precarious (Not a description of the writer)

- 12 In Paragraph 5, the writer says, 'And the night fell into deeper gloom'.
In what two ways has the night fallen into deeper gloom?

i) The collapsing building had blocked all the moonlight./ The moonlight was being shut out.

ii) There was the impending doom of another tragedy./ The author was about to be crushed to death. [2]

Comments: Answers need to show the literal and figurative understanding of the word 'darker' in this context. **Many students took it as 2 literal understandings of the word.**

Not accepted:

- The pathway of light above had been squeezed to a thin line. (This is about the light, not the gloom. However, if written together with "The moonlight was being shut out", it was not penalised.)
- The pathway of light was the writer's silver lining that was now gone. (Cryptic. Does not explain silver lining.)
- The wall detached itself from the pivot and slammed down on top of the writer and his colleagues. (This is the answer to question 13. Also, more explicit explaining of being crushed or having a tragedy is necessary to show comprehension.)

- 13 The writer says that the wall's '**might is unquestionable**'. Explain how this claim is supported with reference to three pieces of evidence from Paragraph 5.

The falling wall had a strong and destructive impact as seen in 'The wall slammed down on top of us'.

Comment: Degree of destructive force must be conveyed, not just force.

The falling of the wall was extremely loud and deafening as suggested by 'As if a thunderclap had condensed and squeezed itself into the space of my eardrum'.

Comments: Degree of the sound must be conveyed

The bricks of the wall also fell down non-stop as suggested by 'bricks and mortar that came burning in succession into the flesh of my face.'

Comment: The continuity of the assault must be conveyed.

Note: Many students interpreted "might" as "possibilities", ignoring the word "Regardless" in line 39. This led to the wrong interpretation of the question.

Not accepted:

- The writer says the wall “slammed down on top of us”. This shows the tough and powerful way it had fallen. (This ignores the context of how destructive the fall is, on top of the writer and his team. Must explain “on top of us”.)

- 12 The structure of the text reflects the main ideas at various stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main idea at each stage. There are some extra phrases in the box you do not need to use.

The main idea

Heightened senses
Calm in the midst of danger
Detached vigilance
Overwhelmed by chaos
In the face of imminent danger
Fortunate rescue
Unexpected escape

Paragraph 1 (i) Detached vigilance

From paragraph: You don't think of anything after the first few hours. You just watch...numbed by prolonged monotony, you think of nothing. Sometimes you move...Sometimes you...

Comment: Not “Calm in the midst of danger” because to be numb, one feels nothing, not even calmness.

Paragraph 2 (i) In the face of imminent danger

From paragraph: A long rattling crack of bursting brick and mortar perforated the moment echoing through the air like a thunderous declaration of impending chaos. An electric jolt surged through my veins. And then the upper half of that five-storey building heaved towards us. It hung there, poised for a timeless second before tumbling down at us.

Comment: Not “Overwhelmed by chaos” because the threat to their lives is more obvious in this “chaos” than just “chaos”.

Paragraph 3 (i) Heightened senses

From paragraph: my brain digested every detail of the scene. New eyes opened at the sides of my head so that, from within,...

Comment: Students got this right.

Paragraph 6 (i) Unexpected escape

From paragraph: Remarkably, there was only a scant amount of bricks on top of us. We had been perfectly framed, through divine intervention.

Comment: Not “Fortunate rescue” because the writer and his team (except for Lofty) was saved by luck. The window frame fell on them, right where one of the “rectangular window spaces” had been, not bricks. It is a space within the frame that fell on them.

SECTION C [25 marks]

Refer to text 3 on pages 5 and 6 of the insert for Questions 16 – 22.

- 15 (a) In Paragraph 1, the writer says that 'Asian elephants are highly intelligent'. How did the writer justify this?

Some have shown awareness of their own body and mirror reflections which is an exceedingly rare skill in the animal kingdom. [1]

Not Accepted

Some have shown awareness of their own body and mirror reflections.

Note: Need 2nd part (an exceedingly rare skill) to show they are highly intelligent.

Marker's Comment: Many did not write "an exceedingly rare skill in the animal kingdom" which resulted in the loss of mark.

In what way is the Asian elephant adaptable?

(b)

Asian elephants can navigate various habitats. [1]

Marker's Comment: There is no need to change the noun from "habitat" (from passage) to "environment" (in your own word)

Not accepted:

They are very flexible.

They can live in different habitats. (different is not the same meaning as various)

- 16 "But there's still a large black market, and the danger hasn't gone away." (lines 29-30)
What does the word 'still' suggest about the efforts to address the problem? [1]

Did not focus on the efforts but the problem

It shows that their efforts are insufficient/unsuccessful/futile.

Accepted: ineffective

Did not accept: inefficient / no efforts

Marker's Comment: Many did not focus on the efforts but the problem.

- 17 (a) What is the tone of the writer in Paragraph 8? [1]

Depressing / Pessimistic tone.

Marker's Comment: More than half of the cohort wrote "critical" as the answer.

- (b) Give two reasons to support your answer. [2]

Asian elephants in Borneo have become smaller.

Larger species of elephants that lived in Asia millions of years ago have already gone extinct.

Marker's Comment:

Answers must demonstrate that the events have **already happened/currently happening** (and NOT about events which MAY happen in the future), which explains the author's tone.

18. In Paragraph 9, the conservation researcher said, "Yet for the time being, people's reverence for elephants somewhat moderates the tension between the two species..."

What is the cause of "the tension between the two species"?

Both elephants and man are fighting for the limited land area for survival.

[1]

Marker's Comment:

Excess denied: cultural space

Here is a part of a conversation between two students, Velda and Aayden, who have read the article.



Velda

Asian elephants
and African
savanna
elephants have
similar social
structure

That's not true!
Asian
elephants are
less
hierarchical.



19 (a) Identify two examples from Paragraph 2 that Velda can give to support her view. [2]

(i) Both species gather in herds of related adult females and calves

(ii) Males leave the group during adolescence.

Marker's Comment: Most got this question correct. However, many could not spell adole: (though it is already printed). Marker did not penalise for spelling error.

(b) From Paragraph 3, give one reason Aayden can use to support his opinion. [1]

Asian elephant are a more loosely collected group (that can separate and reunite over tir

Marker's Comment:

Excess denied:

that the oldest female, the matriarch, is the most dominant – lines 13-14
"smaller" - line 14 (smaller has nothing got to do with hierarchy)

20 Using your own words as far as possible, summarise the reasons for protecting the elephants and the effectiveness of the actions taken.

Use only materials from paragraphs 4 to 6.

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). [15]

Marker's Comment for Summary:

- Accepted “endangered species” as a valid point – Many wrote that the elephants are near/facing extinction (which is correct).
- Poor organisation of points. (points are jumbled. Up. Electric fence mentioned before confrontational methods?)
- Many simply lifted the point from the passage without addressing the “effectiveness” of the actions taken, which is what the Summary is asking. (for e.g. electric fence delivers a gentle jolt – so is this effective or ineffective?) Read the Summary task carefully.
- Many gave unnecessary details who do not address either the reason for protecting the Asian elephants or the effectiveness of the actions taken. (for e.g. people and elephants need to get along – line 21)
- There are a few students who picked the points from other paragraphs. (e.g. Asian elephants need to be protected because they are highlight intelligent species)
- Do not use contractions for Summary.
- Ineffective vs inefficient vs insufficient (Please use the same terminology in the question)
- Do not write Summary in more than one paragraph.
- Do not change the noun. (for e.g. ivory and meat to tusk and flesh or body parts)
- Dangered is not the same as endangered
- Do not provide incomplete details. (for e.g. elephants are poached for their ivory ~~and meat~~ /-Regions with high levels of poverty ~~and corruption~~ are more likely to have higher poaching rates.
- Plan before writing. A lot of scribbling.
- Livelihood is not the same as quality of life / standard of life
- Alternative livelihood is not the same as alternate ways to live

Point	From text	Use Own words
	Reason for protecting the Asian elephants	
1	With possibly only about 50,000 wild Asian elephants left,	Few Asian elephants are surviving.
2	Asian elephants are particularly vulnerable	They are particularly at-risk
3	Poaching for ivory and meat is a serious problem, especially in southern and north-east India.	Killing of elephants for ivory and meat is a major issue.
4	Regions with high levels of poverty and corruption are more likely to have higher poaching rates.	It is more serious in destitute/poor and unlawful places/areas.
	Effectiveness of actions taken	
5	Reducing the demand for ivory,	Lessening the need for ivory
6	and helping local people develop alternative livelihoods has helped drive down elephant poaching	Assisting the locals to have another means of survival have reduced the number of elephants killed.
7	But there's still a large black market, and the danger hasn't gone away.	However, a large black market exists and the threat is present
8	Confrontational methods to deter elephants, such as using firecrackers or guns, are ineffective, and can both harm elephants and make them more aggressive,	Aggressive ways to protect the elephants have not been successful
9	The only thing that works, experts say, is the electric fence.	Experts found that the electric fence is effective
10	Yet in an arms race of sorts, the elephants are constantly testing their boundaries: using their trunks to investigate electrified wires or pushing trees onto fences and then stepping between the fallen wires.	but the elephants are able to overcome this.