

Candidate's Name: \_\_\_\_\_

Class      Register No.

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**PRELIMINARY EXAMINATION  
2016  
SECONDARY FOUR**

**1128/01**

**ENGLISH LANGUAGE  
Paper 1 Writing**

Friday

12 August 2016

1h 50min

**INSTRUCTIONS TO CANDIDATES**

Write your name, class and index number in the spaces provided 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 **Section A**, **Section B** and one question from **Section C**.

**Section A** is an Insert.

For **Section A**, write your answers in the spaces provided in the Insert.

For **Section B** and **Section C**, write your answers on the separate Answer Paper provided.

At the end of the examination, fasten the **Section A** Insert on top of **Section B** of your Answer Paper. Hand this in separately from **Section C**.

The number of marks is given in brackets [ ] at the head of each section.

**INFORMATION FOR CANDIDATES**

Additional materials: Answer Paper & Insert.

The total marks for this paper is 70.

Setters : Mrs R Lopez and Mdm Amizah

Markers : Mrs R Lopez, Mdm Amizah, Mrs C Loe & Mdm Haryati

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**This document consists of 4 printed pages and 1 insert.**



## Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the printout of a webpage on page 3, study the information carefully and plan your answer before beginning to write.

You are the Character and Citizenship Education (CCE) Representative of your class committee. During the June holidays, you and your classmates took part in a number of activities organised by The Singapore Kindness Movement, to celebrate Kindness Month SG. Known for its efforts in fostering a more gracious society, the organisation is requesting feedback on the activities in the programme. Your feedback, which will take into account your classmates' views, will assist in the planning of next year's Kindness Month SG.

The organisation is keen to hear your views on the **impact** of the activities on your classmates and how their **involvement** in the activities has inspired them to be kind to others.

Write a report to the organisation. In your report, state clearly:

- a heading
- which two activities met the objectives of the Movement and why
- how you and your classmates have benefitted as a result of participating in one of the two activities mentioned
- how the activities could be enhanced in order to increase the participation of people in the 15 to 24 age group in next year's event

Write your report in clear, accurate English using a formal and polite tone, and persuade the organisation to take on your suggestions. You should use your own words as far as possible.



# singapore kindness movement

We are instilling civic-mindedness in Singaporeans through kindness, volunteer work and philanthropy. Join us, either as volunteers or participants.

Every year we celebrate

the Singapore Kindness Movement's Kindness Month SG. This month is dedicated to the cause!

We

organize various activities with the aim of encouraging ourselves readily to acts of kindness. So grab a few friends



### Home Visits 4<sup>th</sup> and 11<sup>th</sup> June

- Visit residents of one-room flats at Circuit Road and have interesting interactions
- Distribute food items and other necessities



### Angels in the Night Marathon 18<sup>th</sup> June

Support night shift workers at Ng Teng Fong Hospital with goodie bags and a meaningful musical performance.



### Kindness Fitness Challenge 13<sup>th</sup> - 19<sup>th</sup> June

- Exercise for a good cause! Complete 12 parts of a fitness challenge at the Indoor Stadium
- Donate a meal to the poor when you complete any 6 parts of the challenge



### Raincoat Distribution 2<sup>nd</sup> June

Distribute raincoats to our migrant worker friends at the Kaki Bukit Migrant Workers' Dormitory along with healthy snacks and beverages.

**Section C [30 marks]**

Begin your answer on a fresh page.

**You are advised to write between 350 and 500 words on one of the following topics.**

At the head of your composition, write the number of the topic you have chosen.

1. 'Money is the root of all evil'. How can people ensure that they do not let money rule their lives?
2. 'Participating in team sports develops character to a greater extent than participation in individual sports'. How far do you agree with this statement?
3. What are your thoughts about giving and receiving gifts during festive occasions?
4. Describe a place you visited as a child and explain what makes it so memorable even today.

Candidate's Name: \_\_\_\_\_

Class Register No.

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**PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR**

**1128/01**

**ENGLISH LANGUAGE  
Paper 1**

Friday

12 August 2016

1hr 50min

**INSERT**

**INSTRUCTIONS TO CANDIDATES**

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten **Section A** and **Section B** together.

Hand in **Section C** of your Answer Paper separately.

For Examiner's Use:	
A	/10
B	/30
C Qn No: <input type="text"/>	/30
<b>Total</b>	<b>/70</b>
<b>Parent's Signature</b>	

The total mark for this paper is 70.

Setter(s) : Mrs R Lopez & Mdm Amizah

Marker(s) : Mrs R Lopez, Mdm Amizah, Mrs C Loe and Mdm Haryati

**This Question Paper consists of 2 printed pages, including this page.**

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about air turbulence. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is no error in a line, put a tick ( ✓ ) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2pm.

at

My mother always wears sensible clothes.

✓

Nowhere in Italy is there a crisis more beautifully framed than Venice.

For centuries, it has threaten to vanish beneath the relentlessly	1	.....
regular flooding, caused by a combination of rising tides or sinking	2	.....
foundations, but that is the least of it problems. Boots are fine for water	3	.....
and useless against the flood of tourism. Tourism has been part of the	4	.....
Venetian landscape since the 14 <sup>th</sup> century, when pilgrims stopped there	5	.....
on their way to the Holy Land. From the 17 <sup>th</sup> century, wealthy	6	.....
Europeans intent on acquiring cultural experience would embarked on	7	.....
a grand tour which included Venice. Today, Venice receive giant	8	.....
cruise ships. Tourism generated US \$2 billion a year in revenue.	9	.....
There is talk about limiting tourists and implore them to avoid the peak	10	.....
seasons, but tourism defies simple solutions.		

*Adapted from National Geographic August 2009*

Candidate's Name: \_\_\_\_\_

Class	Register No.

**PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR**

**1128/02**

**ENGLISH LANGUAGE  
Paper 2**

Friday

12 August 2016

1hr 50min

Candidates answer on the Question Booklet.

Additional Materials: Insert

**INSTRUCTIONS TO CANDIDATES**

Write your Centre number, index number and name 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. Hand in Section A separately from Section B and C

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 Qns 15 - 20	/10
Summary	/15

The total marks for this paper is 50.

**This Question Booklet consists of 9 printed pages, including this page.**



**Section A [5 marks]**

**Refer to the visual text (Text 1) on Page 2 for Questions 1 - 4.**

*For  
Examiner's  
Use*

1 Explain how the title conveys the overall message of the visual text?

.....  
.....  
..... [1]

2 Look at the main picture. Suggest why you think many animals were being killed on the Bukit Timah Expressway (BKE), before the construction of the Eco-Link?

.....  
..... [1]

3 What evidence is there to show that the Eco-link not only caters to the conservation of fauna, but flora as well?

.....  
.....  
..... [1]

4 Refer to the 'Before' and 'Now' pictures to the right of the visual text. How are they effective in conveying the effectiveness of the Eco-link bridge?

.....  
.....  
.....  
..... [2]

**Section B [20 marks]**

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 14.

From paragraph 1, quote three expressions which suggest that boat travel by night is filled with danger.

*For Examiner's Use*

.....  
.....  
..... [3]

(i) In paragraph 1, what evidence is there that 'what is prudent' is unimportant to those on the boat?

.....  
..... [1]

(ii) What other evidence is there that 'what is lawful' is perceived to be unimportant?

..... [1]

'One does as one must', the writer says. What does this tell us about his attitude towards the various activities he observes?

..... [1]

The writer creates a contrast between the two parts of the sentence, 'So far no one has drowned', and 'but the night is still young.' What are the effects of this contrast?

.....  
..... [2]

9 Suggest **two** reasons why the writer and his friend are 'sympathetic towards Joseph' based on the situation described in paragraph 3.

.....  
.....  
..... [2]

10 The writer felt that the other boat was '*promisingly* called the *Kwema Express*.' (line 25) Why has the word 'promisingly' been used to describe it?

..... [1]

11 Which phrase indicates the visitors' enthusiasm to trade?

..... [1]

12 Explain clearly what the writer means in paragraph 9 by the expression, 'a dialogue that settled into a fatigued stalemate'.

.....  
.....  
..... [2]

13 Why does the writer say that what the men asked for was 'A fair price'?

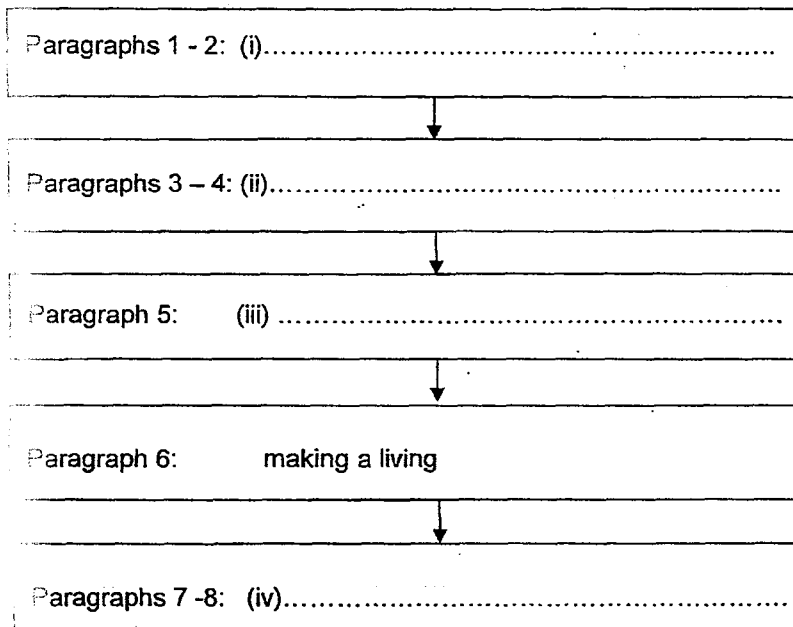
.....  
.....  
..... [2]

structure of the text reflects the events which unfolded along the journey up the mountain. Complete the flow chart by choosing a phrase from the box to summarise the experiences of the passengers as described in each part of the text. There are four phrases you do not need to use.

*For Examiner's Use*

- |                                |                             |
|--------------------------------|-----------------------------|
| dealing with the unexpected    | trying to cope with anxiety |
| making a deal                  | meeting challenges          |
| engaging in various activities | making a hard choice        |
| making a living                |                             |

Flow chart



[4]

**Section C [25 marks]**

*For  
Examiner's  
Use*

**Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 - 21.**

- 15** In paragraph 1, it is said that the military fortress of Holy Roman Emperor Frederick II had "a perfect view of approaching enemies". What does this suggest about the location of his fortress?

.....  
.....  
..... [1]

- 16** From Paragraph 1, what are two possible consequences when a World Heritage site is designated?

(a)

.....  
.....

(b)

.....  
..... [2]

- 17** In paragraph 2, why does the writer use the word "unofficially" when she describes how designating a place a World Heritage site "often turns little-known cultural gems into overnight tourist sensations" (lines 10 - 11)?

.....  
..... [1]

18 Rupa and Elliot are preparing to debate on the motion:

For Examiner's  
Use

"This house believes that designating a place a World  
Heritage site brings more harm than good."

Rupa is proposing the motion; while Elliot is in the opposing team.

(i) Identify one example from paragraph 3 that Rupa can use to support her stand.

.....  
.....  
..... [1]

(ii) What example from the same paragraph can Elliot give to justify his stand?

.....  
.....  
..... [1]

19 What does the writer's use of the expression "Disney-esque" (lines 24 - 25) suggest about his opinion of visitors' behaviour at the Mayan ruins?

.....  
.....  
.....  
..... [2]

20 In paragraph 5, the writer says that Rome is considered an "anomaly" (line 35) among other World Heritage sites. Explain why this is so.

.....

.....

.....

..... [2]

21 **Using your own words as far as possible**, summarise the ways in which the designation of a place as a World Heritage site does not benefit the place, and the steps that can be taken to overcome these drawbacks.

**Use only information from paragraphs 3 to 7.**

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)

*When UNESCO designates a place as a World Heritage site, .....*

.....

.....

.....

.....

.....

.....

.....





Candidate's Name: \_\_\_\_\_

Class Register No.

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**PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR**

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**1128/02**

**ENGLISH LANGUAGE  
Paper 2**

Friday

12 August 2016

1hr 50min

**INSERT**

**READ THESE INSTRUCTIONS FIRST**

This insert contains Text 1, Text 2 and Text 3.

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**This insert consists of 6 printed pages, including this page.**

**[Turn over]**

**Text 1**

Study the visual text below and answer Questions 1 – 4 in the Question Paper Booklet.

**Section A**

**Middle Ground achieved with Eco-Link@BKE**

The Eco-Link@BKE, which opened for public tours from March 2016, is an ecological bridge that spans the Bukit Timah Expressway, connecting Bukit Timah Nature Reserve (BTNR) and Central Catchment Nature Reserve (CCNR). Its main purpose is to restore the ecological connection between the two nature reserves, allowing wildlife to expand their habitat, genetic pool and survival chances.

**Some winged animals need the link to cross,** wildlife experts say, as the six-lane BKE is too wide to cross even for those which can fly.

**Guided Walks**  
People taken on guided walks will not be treading on the planted area but on a gravel pathway along the bridge's side.



**Fence**  
\* A fence is erected at this side of the bridge to prevent large mammals such as the wild boar from crossing over to the BTNR, as they may destroy the habitat of the ecological

bridge.  
\* There is a 30 cm space at the bottom of the fence to allow smaller mammals such as pangolins and civet cats to traverse freely between the 2 sites.

All trees and shrubs planted around and on the bridge are native species.

BUKIT TIMAH  
NATURE RESERVE  
(BTNR)

BUKIT TIMAH  
EXPRESSWAY  
(BKE)

CENTRAL  
CATCHMENT  
NATURE RESERVE  
(CCNR)



**FACTS**

**More than 3,000 native plants** planted along the corridor.

**No pangolin roadkills** from April last year to October this year (compared to an average of two annually from 1994 to 2013).

**More than 15 species of mammals and birds** have been spotted using the green corridor. They include the common palm civet and the critically endangered sunda pangolin – all captured on cameras installed at the site.

Source: NPARKS. PHOTOS: NPARKS, JAMIE KOH, NICK BAKER, DR LEONG TZI MING, ST GRAPHICS; LIM YONG



Pangolin killed by vehicles on the BKE



Pangolin families traversing the 2 sites

## Section B

### Text 2

In the text below, Robert Draper describes his journey with Pascal Maitre on a freight barge and how it is intercepted by a motorised canoe as it chugs up the Congo River, the main road through the heart of Africa. Read the text carefully, and answer Questions 5 - 14 in the Question Paper Booklet.

#### River Road

- 1 The boat travels under a sky seething with starlight. It thrashes its way through the Congo River, a body of water that sometimes seems oceanic in its vastness and at other times barely more than a shallow creek, which is why it is foolish – and for that matter illegal – to be travelling in the dark. To those on the boat, however, what is prudent and what is lawful are insignificant. The cargo – iron rods, sacks of cement, food products – far exceeds the capacity of the boat’s engine. Beneath the patchwork canvas roof are some 600 human passengers. Many are city dwellers hoping to find work harvesting upriver. Perhaps half of them paid for the journey. The rest sneaked aboard. 5
- 2 A few of the women, toting portable charcoal stoves, have hired themselves out as cooks. Others set themselves up to entertain the men. One does as one must. There is singing, bickering and praying amidst the charcoal smoke and claustrophobia. Now and again, a passenger over-served with home fermented whiskey falls overboard. So far no one has drowned, but the night is still young. 10
- 3 In a berth on the upper level, Joseph, a slightly built man in his forties sits in a corner reading a Bible by flashlight. Two years ago, he bought this barge for \$800,000. He had been in the air freight business and believed at the time that the rules of the sky would more or less apply to the river. He has come to learn otherwise. His crew consists primarily of thieves, one of them a nephew by marriage. Joseph estimates that they have smuggled 200 tons of excess cargo on the boat. Others in his family are preachers. But Joseph loves money. 15  
20
- 4 “Do you have more aspirin?” he asks Pascal and I.
- 5 I hand him a couple of pills, which he gratefully takes with his Coca Cola. Pascal and I are sympathetic towards Joseph. We joined his boat after a ten day debacle involving another boat, promisingly called the *Kwema Express*. The boat’s manager was a stocky and unflappable fellow who charged us for everything he could think of, amounting to \$5,000. But when the boat’s engine wouldn’t start, we decided to cut our losses and leave. 25
- 6 By day, Joseph’s boat transforms into a lively marketplace while churning towards its destination. Passengers sell clothes, medicine and rice. When we pass a village, visitors from deep in the bush paddle canoes and hoist themselves spiderlike aboard to bring jungle bounty- catfish, boas, and pigs. 30
- 7 Days later, we are proceeding briskly downstream when a motorized canoe roars up from afar. In it are four young men in camouflage uniforms, hollering. One ropes the boats together. Two step on board, rifles at their hips. The young men claim to be policemen of some sort. They say we deliberately skirted their village without stopping to “register”. We are unauthorised, they maintain. Our barge captain is a prideful man who yells back at them. 35

- 8 I beg for calm. We are a mere 30 kilometres from our city destination where I plan to catch a flight, but the inhabitants of that city might as well have been on another continent. The barge that we are on carries two laptops, four cameras, thousands of dollars in cash, and human lives. We are not going to win this. The question is how much we will lose. 40
- 9 After 30 minutes, a couple of bottles of water, cigarettes and a dialogue that settled into a fatigued stalemate, the men finally name their price. Their outboard motor is out of gas. And so they would like a full tank. And ten dollars. 45
- 10 A fair price. We shake hands – it was only river commerce, after all – and then wave goodbye as the grinning young men with their guns swerve away from us, eventually disappearing into the silver dark current somewhere beyond.

*(Extract adapted from 'Lifeblood', National Geographic Oct 2015)*

## Section C

### Text 3

The article below questions whether being designated a World Heritage site is necessarily a good thing. Read it carefully and answer Questions 15 - 21 in the Question Paper Booklet.

- 1 In 1240, the Holy Roman Emperor Frederick II built his military fortress, Castel del Monte, on a lonely hill in southern Italy, where he had a perfect view of approaching enemies. He probably never envisioned it would become a major destination—or that the enemies might be tourists. But these days, the old castle has been polished clean, and bus-loads of visitors snake up the winding roads to its grounds, now scattered with T-shirt stands, Coca-Cola signs and a 200-car parking lot. 5
- 2 Officially, UNESCO bestows the honour of designation as World Heritage sites on places that exemplify an area's ancestry, with the purpose of ensuring they are preserved. Unofficially, designation is a kind of fairy dust that often turns little-known cultural gems into overnight tourist sensations – indeed, few people would have heard of many of these sites if not for the fact that the United Nations Educational, Scientific and Cultural Organization (UNESCO) has christened them World Heritage destinations - fostering intense competition among places to get listed. That is not always a good thing. 10  
15
- 3 Indeed, there is growing concern that World Heritage designation may in the end do more harm than good. Lisa Mastny, senior adviser to the World Watch Institute, says tourism is a double-edged sword for places considered “of outstanding value to humanity”. She adds, “it offers many impoverished communities the chance to reap financial rewards, but also threatens the very resources—human and natural—upon which the industry is ultimately built.” The already popular Mayan ruins of Chichén Itzá in Mexico, for example, saw a massive influx of tourists after UNESCO declared them a World Heritage site in 1988. With more than 5,000 visitors a day, the ruins have turned into a Disney-esque mecca. Worse, they are being sorely threatened by the wear and tear of relentless foot traffic, not to mention outright vandalism. 20  
25
- 4 The biggest problem is that there is virtually no money attached to World Heritage status. After places win the designation, they are left on their own financially. Funds are available from the World Heritage Trust in the form of loans, or through private organizations. But competition is fierce. Since UNESCO designated the first 12 World Heritage sites in the 1970s, the list has grown to 812 in 2006. Under smart government management, some of the increase in tourist dollars is invested in preserving the sites - as in Rome, where visitors' entrance fees go directly into maintenance. 30
- 5 But Rome is an anomaly. The majority of World Heritage sites are in developing countries, often besieged by corruption, civil strife and extreme poverty. Furthermore, natural or man-made disasters can thwart even the best-laid plans. The Iranian government, for instance, was unable to recover from the earthquakes that destroyed the cultural heritage site of Bam in 2005. Australia's Great Barrier Reef, a World Heritage site, is considered endangered due to climate change, which cannot be reversed by single governments. 35  
40

- 6 There is growing awareness that assigning UNESCO designation is worthless - or worse, counterproductive - without some kind of follow-up preservation programme. "In the early days there wasn't much attention given to what would happen once these sites became World Heritage," says Joseph King, director of the sites unit at the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), based in Rome. Slowly, that's changing. In sub-Saharan Africa, a 12-year training programme called Africa 2009 is being conducted to teach locals not only how to preserve their immovable cultural heritage, but how to use it for economic development. 45
- 7 For its part, UNESCO has recently teamed with travel companies like Expedia in an attempt to market World Heritage site tours, and, more important, to teach tourists to be responsible when visiting these places. It has also lobbied guidebook editors such as Michelin and Lonely Planet to include an instruction page for visiting heritage sites. Among the obvious tips they want to promote: 'Don't remove any artefacts' and 'Don't mock the locals.' 55

"It's important for the tourists to understand that these sites have been there a long, long time," says ICCROM's King. And with some effort, they'll remain for a long time to come.

*(Adapted from "If UNESCO designates it, they will come. Does identifying world heritage sites do more harm than good?" by Barbie Nadeau, Newsweek International, April 2006)*

**Section A [10 marks]**

Carefully read the text below, consisting of 12 lines, about air turbulence. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is no error in a line, put a tick ( ✓ ) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2pm. \_\_\_\_\_ at \_\_\_\_\_

My mother always wears sensible clothes. \_\_\_\_\_ ✓ \_\_\_\_\_

Nowhere in Italy is there a crisis more beautifully framed than Venice.	
For centuries, it has threaten to vanish beneath the relentlessly	1 threatened (past participle)
regular flooding caused by a combination of rising tides or sinking	2 and (not 'or' -- 'a combination' – error in choice of conjunction)
foundations, but that is the least of it problems. Boots are fine for water	3 its (not 'it' – possessive pronoun)
and useless against the flood of tourism. Tourism has been part of the	4 'but' not 'and' (conjunction error)
Venetian landscape since the 14 <sup>th</sup> century, when pilgrims stopped there	5 /
on their way to the Holy Land. From the 17 <sup>th</sup> century, wealthy	6 /
Europeans intent on acquiring cultural experience, would embarked on	7 embark (not 'embarked' - infinitive after modal verb)
a grand tour which included Venice. Today, Venice receives giant	8 receives not 'receive' (subject-verb agreement)
cruise ships. Tourism generated US \$2 billion a year in revenue.	9 generates (not 'generated': past tense)
There is talk about limiting tourists and implore them to avoid the peak	10 imploring (not 'implore': consistency of verb form)
seasons, but tourism defies simple solutions.	





**Sec 4 EL (Paper 2) Prelim 2016  
Answer Scheme**

**Section A [5 marks]**

**Text 1**

Refer to the visual text (Text 1) on Page 2 for Question 1 - 4.		Mark	SSAB
1.	<p>Explain how the title conveys the overall message of the visual text?</p> <p><b>Ans :</b></p> <ul style="list-style-type: none"> <li>• The expression “middle ground” in the title refers to the possibility of meeting human/ society’s needs and protecting wildlife at the same time.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The expression “middle ground” in the title refers to the fact that there is no need to sacrifice the survival of wildlife while meeting the needs of man/ society.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The expression ‘middle ground’ helps to convey the overall message of conservation and coexistence between humans and animals as the title suggests that a compromise has been reached between animals and humans, implying that they can co-exist side by side safely.</li> </ul>	1	<p><i>LO2: Identify the purpose of text</i></p> <p><i>LO3: Demonstrate understanding of how writer’s style can impact the reader’s interpretation of a text through choice of words</i></p>
2.	<p>Look at the main picture. Suggest why you think many animals were being killed on the Bukit Timah Expressway (BKE), before the construction of the Eco-Link?</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• The expressway is so wide that the animals could not cross quickly enough before being run over by vehicles. (1)</li> </ul> <p><i>[There’s also a clue in the box - on the left side – above the main picture. It says that even birds need to rest during their flight across the BKE because the 6-lane expressway is “too wide to cross even for those who can fly”.]</i></p> <ul style="list-style-type: none"> <li>• The six lane Bukit Timah Expressway is too wide for the animals to cross without them getting hit by incoming vehicles.</li> </ul>	1	<p><i>LO3: Identify the meaning conveyed by the interplay of what is written and the visuals in a text</i></p>
3.	<p>What evidence is there to show that the Eco-Link not only caters to the conservation of fauna, but flora as well? [1 m]</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• People taken on guided walks will not be treading/ walking/ stepping on the planted area but on a gravel pathway along the</li> </ul>	1	<p><i>LO3: Provide and interpret evidence to support understanding.</i></p>

	<p>bridge's side. (1)</p> <ul style="list-style-type: none"> <li>• More than 3,000 native plants have been planted along the Eco-Link. (1)</li> <li>• Native trees and shrubs have been planted around and on the bridge. (1)</li> <li>• A fence erected by the side of the bridge prevent large mammals such as the wild boar from crossing over to the BTNR, as they may destroy the habitat of the ecological bridge. (1)</li> </ul> <p><i>[Any one of the above.]</i></p>		
4.	<p>Look at the 'Before' and 'Now' pictures to the right of the visual text. How are they effective in conveying the effectiveness of the Eco-link bridge? [2 m]</p> <p><u>Ans:</u></p> <ul style="list-style-type: none"> <li>• The (top) photo of the dead pangolin reflects that animals/ pangolins were being killed by vehicles before the Eco-link was built. (1)</li> <li>• The 2<sup>nd</sup>/ bottom photo shows the pangolins thriving/ reinforces the fact that there have been "no pangolin roadkills" since the Eco-link was built. (1)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• The 'Before' picture shows a dead pangolin, killed by vehicles while the 'Now' picture shows a pangolin family actively traversing the area This contrast emphasises the Eco-link's effectiveness as it shows that animals are now able to freely and safely traverse the sites, when previously they risked becoming roadkill when they tried to reach other sites.</li> </ul>	2	<p><i>LO3: Recognise writer's intentions</i></p> <p><i>LO2: Identify and analyse techniques used in visual texts to achieve a variety of purposes</i></p>



			writer's viewpoints
8	<p>The writer creates a contrast between the two parts of the sentence, 'So far no one has drowned', and 'but the night is still young.' What are the effects of this contrast?</p> <p><u>Ans:</u>  <b>The first part makes the reader feel a sense of relief, but this is followed by a sense of foreboding/ anxiety</b> [2]</p>	2	LO3: Recognise writers' intentions through their use of words, literary language
9	<p>Suggest two reasons why the writer and his friend are 'sympathetic towards Joseph' based on the situation described in paragraph 3.</p> <p><u>Ans:</u>  <b>Joseph had spent a lot of money (\$800,000) to buy the boat, intending to make an honest living out of it [1]</b>  ('believed at the time that the rules of the sky would more or less apply to the river')</p> <p><b>but sadly, he realises this did not happen as his companions were thieves. [1]</b>  ('He has come to learn otherwise')</p> <p><i>(Not acceptable if answer lifts from passage that Joseph 'believed at the time that the rules of the sky would more or less apply to the river' without explaining this reason)</i></p>	2	LO2: Select and evaluate relevant information from various sources for defined information needs
10	<p>The writer felt that the other boat was '<i>promisingly</i> called the Kwema Express.' (line 25) Why has the word 'promisingly' been used to describe it?</p> <p><u>Ans:</u>  <b>He felt highly expectant that the boat could go fast because its name led him to expect speed. / He felt assured because he inferred from it being called 'Express' that the boat would provide quick transport to his destination. [1]</b></p> <p><i>(Not acceptable if answer does not explain 'promisingly' nor connect it to Express)</i></p>	1	LO3: Read a text closely and offer interpretation of it
11	<p>Which phrase indicates the visitors' enthusiasm to trade?</p> <p><u>Ans:</u></p>	1	LO3: Provide and interpret evidence to support understanding

	<p><b>The visitors 'hoist themselves spiderlike aboard'. [1]</b></p> <p><i>(since 'hoist' suggests the visitors lift themselves up to access the boat, and 'spiderlike' suggests the visitors climb so well/easily that by the time one notices them, they are on the boat; they are so eager, they do not wait to be invited.</i></p> <p><i>(Acceptable if candidate answers, 'hoist themselves spiderlike aboard to bring jungle bounty')</i></p> <p><i>(Not acceptable if answer begins with "paddle canoes from deep in the bush and hoist...aboard")</i></p> <p><i>(Not acceptable if aboard is misspelled as 'abroad')</i></p>		
12	<p>Explain clearly what the writer means in paragraph 9 by the expression, 'a dialogue that settled into a fatigued stalemate'.</p> <p><u>Ans:</u>  <b>A conversation that despite a long exchange [1] came to a tiring standstill/ deadlock [1]</b></p>	2	LO2: Paraphrase information or ideas using own words
13	<p>Why does the writer say that what the men asked for was 'A fair price'?</p> <p><u>Ans:</u>  <b>The writer had expected the men to ask for the valuable items on board, such as their laptops, cameras and cash [1]</b></p> <p><u>and</u></p> <p><b>In exchange for these a full tank of gas and ten dollars, the men did not do the writer or anyone else bodily harm, nor did they rob them of their belongings. [1]</b></p>	2	LO2: Identify different points of view

14	<p>The structure of the text reflects the events which unfolded along the journey up the Congo River. Complete the flow chart by choosing a phrase from the box to summarise the experiences of the passengers as described in each part of the text. There are extra phrases you do not need to use.</p>		<p>LO2: Skim for the gist/ main idea</p> <p>and</p> <p>Summarise ideas (from multiple paragraphs or an extract)</p>
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facing the unexpected anxiety	trying to cope with
settling a deal	meeting challenges
engaging in various activities	making a hard choice
making a living	

**Flow chart**

Paragraphs 1 - 2: (i) engaging in various activities

Paragraphs 3 - 4: (ii) trying to cope with anxiety

Paragraph 5: (iii) making a hard choice

Paragraph 6: (iv) making a living

Paragraphs 7 -8: (v) facing the unexpected

[4]

Section C [25 marks]

Text 3

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 –21.		Mark	Qn Type/ SSAB
15	<p>In paragraph 1, it is said that the Holy Roman Emperor Frederick II's military fortress had "a perfect view of approaching enemies". What does this suggest about the location of his fortress? [2 m]</p> <p><u>Ans:</u>  <b>It was probably on the highest hill in the area/ highest point of the hill.</b></p>	1	<p>LO2: Make inferences to draw conclusions, eg. Contextual information.</p>
16	<p>From Paragraph 1, what are two possible consequences when a World Heritage site is designated? [2 m]</p> <p><u>Ans:</u></p> <ul style="list-style-type: none"> <li>• The place is cleaned up.</li> <li>• There are stalls selling (souvenir) T-shirts.</li> <li>• There are stalls selling soft drinks (like Coca Cola).</li> <li>• A parking lot to accommodate (a large number of) visitors' cars is built (in the vicinity).</li> </ul> <p>{Any 2 of the above. 1 m for each point.}</p> <p>{Not acceptable if answer lifts and states that the site will be "scattered with T-shirt stands, Coca-Cola signs and a 200-car parking lot".}</p>	2	<p>LO2: Paraphrase information or ideas (using own words)</p>
17	<p>In paragraph 2, why does the writer use the word "unofficially" when she describes how designating a place a World Heritage site "often turns little-known cultural gems into overnight tourist sensations" (line 9)? [1 m]</p> <p><u>Ans:</u>  <b>(She means that) this is not the intended purpose/ effect of designating/ naming a place a World Heritage site.</b></p>		<p>LO3: Demonstrate understanding of how a writer's style can impact the readers' viewers' interpretation of a text (e.g., in terms of its purpose, audience, context and culture) through, e.g.,          * choice of words</p>

18	<p>Rupa and Elliot are preparing to debate on the motion: "Designating a place a World Heritage site brings more harm than good."</p> <p>Rupa is proposing the motion; while Elliot is in the opposing team.</p> <p>(i) Identify one example from paragraph 3 that Rupa can use to support her stand. [1 m]</p> <p><b>Ans:</b>  <b>The more than 5,000/ large number of visitors a day who visit the Mayan ruins of Chichén Itzá in Mexico, are wearing the ruins down/ hastening its deterioration. (1 m)</b>  Or  <b>The Mayan ruins of Chichén Itzá in Mexico, are "being sorely threatened by the wear and tear of relentless foot traffic" caused by the large number/ massive influx of people who visit the place. (1 m)</b>  Or  <b>Some of the visitors to the Mayan ruins of Chichén Itzá in Mexico vandalise the place/ ruins. (1 m)</b></p> <p><i>[Not acceptable if Chichén Itzá is not named]</i></p>	1	<p>LO4: Provide and interpret evidence in the texts to support understanding</p> <p>LO4: Interpret various points of view,</p>
18	<p>(ii) What example from the same paragraph can Elliot give to justify his stand? [1 m]</p> <p><b>Ans:</b>  <b>"It offers many impoverished communities the chance to reap financial reward." (1 m)</b>  or  <b>Tourism gives poorer societies the opportunity to benefit economically/ make money (from tourists)/ bring in tourist dollars. (1 m)</b></p>	1	<p>LO4: Provide and interpret evidence in the texts to support understanding</p> <p>LO4: Interpret various points of view</p> <p>LO4: Identify the evidence in arguments</p>
19.	<p>What does the writer's use of the expression "Disney-esque" (line 22) suggest about his opinion of visitors' behaviour at the Mayan ruins? [2 m]</p> <p><i>["Disney-esque" = resembling or suggestive of/ in the manner or style of</i></p>	2	<p>LO3: Recognise writers' intentions (e.g., through their use of words, literary</p>



	<p><i>the films, television productions, or amusement parks made by Walt Disney or his organization}</i></p> <p><b>Ans:</b> The writer disapproves of/ is disappointed with / is displeased with/ objects to (1 m) the fact that visitors to the Mayan ruins do not respect the ruins but treat it as if it were an amusement park (like Disneyland) (1 m).</p> <p><b>For the 2<sup>nd</sup> mark, also accept:</b></p> <ul style="list-style-type: none"> <li>- "... the visitors do not care about the preservation of such heritage sites ..."</li> </ul>		language)
20.	<p>In paragraph 5, the writer says that Rome is considered an "anomaly" (line 32) among other World Heritage sites. Explain why this is so. [2 m]</p> <p><i>{anomaly = something that deviates from what is standard, normal, or expected; abnormal, exception}</i></p> <p><b>Ans:</b> Rome has been able to fund itself by investing/ using visitors' entrance fees to maintain/ preserve the site (1);</p> <p><i>{Do not accept answers that imply that "smart government management" or "increase in tourist dollars" are the source of funds that go into maintaining the World Heritage sites in Rome}</i></p> <p>while most other World Heritage sites are "besieged by corruption, civil strife and/ or extreme poverty" (1)</p> <p>or</p> <p>while most other World Heritage sites' plans (for self-funding) are thwarted/ foiled/ derailed/ hampered by natural or man-made disasters. (1)</p>	2	LO3: Provide and interpret evidence to support understanding

21	<p><b>Using your own words as far as possible, summarise the ways in which the designation of a place as a World Heritage site does not benefit the place, and the steps that can be taken to overcome these drawbacks.</b></p> <p><b>Use only information from paragraph 3 to paragraph 7.</b></p>	15	LO2: Skim for the gist/ main ideas  LO2: Make inferences to
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	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).	draw conclusion from, e.g. contextual information
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When UNESCO designates a place a World Heritage site, ...

From the passage	Pt	In own words
they are being sorely threatened by the wear and tear of relentless foot traffic/threatens the very resources—human and natural—upon which the industry is ultimately built.	1	<b>the large number of/ hordes of visitors</b>
outright vandalism	2	<b>hasten the deterioration of these sites.</b>
there is virtually no money attached to World Heritage status/ they are left on their own financially	3	<b>Some visitors even intentionally damage these places.</b>
Funds are available from the World Heritage Trust in the form of loans, or through private organizations like Ted Turner's United Nations Foundation. But competition is fierce; since UNESCO designated the first 12 World Heritage sites in the 1970s, the list has grown to 812 in 2006.	4	<b>Moreover, World Heritage sites are not funded/ provided with extra funds.</b>
What can be done to counter these ....	5	<b>Although these places can borrow money from the World Heritage Trust / private organisations,</b>  <b>there are now many sites vying for that money.</b>
Under smart government management, some of the increase in tourist dollars is invested in preserving the sites - as in Rome, where visitors' entrance fees go directly into maintenance.	6	<b>To overcome these drawbacks,</b>  <b>some places/ sites can fund/ maintain themselves using entrance fees.</b>
training programme called Africa 2009 was conducted to teach locals not only how to preserve their immovable cultural heritage, but how to use it for economic development	7	<b>Locals can be educated/ instructed on ways to maintain/ conserve/ protect their heritage and profit from it (as well).</b>
UNESCO ... has recently teamed with travel companies like Expedia and Jet Tours in an attempt to market World Heritage site tours	8	<b>UNESCO can collaborate with travel companies to promote tours to these Heritage sites,</b>
and, more important, to teach tourists to be responsible when visiting these places	9	<b>and also remind tourists to behave</b>

		appropriately.
... worked with ICCROM and other agencies to lobby guidebook editors such as Michelin and Lonely Planet to include an instruction page for visiting heritage sites	10	Besides this, UNESCO can also persuade guidebook editors to insert/ incorporate guidelines for tourists visiting Heritage sites.

**Note:**

**Students' answers should mention at least 3 steps to counter the drawbacks.**

When UNESCO designates a place a World Heritage site, the subsequent hordes of visitors hasten its deterioration. Some visitors intentionally damage these places. World Heritage sites are not given extra funds. Although they can borrow money from private organisations, there are many sites vying for that money. To overcome these drawbacks, some sites can maintain themselves using entrance fees. Locals can also be educated on ways to protect their heritage and profit from it. UNESCO can collaborate with travel companies to promote tours to these sites, but remind tourists to behave appropriately. It can also persuade guidebook editors to insert instructions for visitors.

**Marking Scheme for Summary**

1 mark for each correct point, up to 8 marks.

Summary Style Descriptors	
Mark	
7	<ul style="list-style-type: none"> <li>• There is a <b>sustained and successful attempt to re-phrase</b> the text language.</li> <li>• The summary is free from lifting except for phrases from the text which are difficult to substitute.</li> <li>• Apart from very occasional slips, <b>the language is accurate.</b></li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• There is a <b>noticeable attempt to re-phrase</b> the text.</li> <li>• The summary is free from stretches of concentrated lifting.</li> <li>• The language is <b>almost always accurate.</b> Serious errors will be so isolated as to be almost unnoticeable.</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• There are recognisable but <b>limited attempts to re-phrase</b> the text detail.</li> <li>• Groups of text expression are interlaced with own words.</li> <li>• The expression may not always be secure, but <b>the attempt to substitute the text will gain credit.</b></li> <li>• The language is largely accurate.</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• <b>Wholesale copying of large areas</b> of the text, but <b>not a complete transcript.</b></li> <li>• Attempts to substitute own language will be limited to <b>single word expression.</b></li> <li>• <b>Irrelevant sections of the text</b> will be more frequent at this level and below.</li> </ul>

	<ul style="list-style-type: none"><li>• Meaning is not in doubt but <b>serious errors</b> are becoming <b>more frequent</b>.</li></ul>
0	<ul style="list-style-type: none"><li>• Pretty well a <b>complete transcript</b> for the text expression.</li><li>• Originality is barely noticeable.</li><li>• There may also be <b>random transcription</b> of <b>irrelevant sections</b> of the text.</li><li>• <b>Heavy frequency of serious errors</b>, impeding the reading in many places.</li></ul>