Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2020
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension 27 August 2020

Setter: Mr Andrew Seah 1 hour 50 minutes

Insert

READ THESE INSTRUCTIONS FIRST

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

This document consists of 6 printed pages.

[Turn over]

Section A

Text 1

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

Meet a Career Coach - Employr

e2i.com.sg/individuals/career-guidance/meet-a-career-coach/

e2i

MEET A CAREER COACH

Be Empowered and Make a Change to your Career

What does a coaching session at e2i look like?

When you make an appointment, you will be assigned a certified career coach who will guide, advise and support you on your next career journey. The personalised one-to-one session will take on a solution-based approach to your career goals such as finding a new company, switching an industry, or simply thinking of skilling up for your next job. It can take place through a face-to-face meet-up, or via a phone or video call. It could range from just one or multiple sessions, depending on your needs.

How can our career coaches help you?

Areas where our career coaches can help you:

1. Discover your career interests and goals
2. Assess your current employability gaps
3. Expand your job search resources and knowledge of the labour market
4. Be directed to relevant workshops to upskill and boost your employability
5. Connect with e2i's employers' network for job opportunities
6. Receive support and build confidence to grow in your career journey

Tips for your coaching session:

1. Be honest about your challenges
2. Stay open to the advice given
3. Take active steps after the session to increase your skillsets and employability
4. Collaborate and work closely with your coach to increase your chances of a successful job match

Click Here To Register

Adapted from https://e2i.com.sg

Section B

Text 2

The text below is about a well-known author's experience travelling across Australia on board a train called the Indian Pacific. Read it carefully and answer Questions 5–13 in the Question Paper Booklet.

1 The following morning we caught the second of the twice-weekly Indian Pacific trains to Perth. In the deliciously air-chilled bar car of the train, Trevor and I spread out a map of Australia and discovered with astonishment that our driving over the previous days covered only the tiniest fraction of land surface – a freckle, almost literally, on the face of Australia. It is such an immense country, and we still had 3,227 kilometres of it to get through before we reached Perth. There was nothing to do but sit back and enjoy it.

2 After the heat and dust of the outback, I was glad to be back in the clean, enchanted world of the train, and I fell into its gentle routines with gratitude and relish. Train life, I decided, is hard to beat. At some point in the morning, generally when you have gone for breakfast, your bed vanishes magically into the wall, and in the evening just as magically reappears, crisply made with fresh sheets. Three times a day you are called to the dining car, where you are magically presented with a thoroughly commendable meal by friendly and obliging staff. In between times there is nothing to do but sit and read, watch the endlessly unfurling scenery, or visit with your neighbour. Trevor, because he was full of life and unaccountably had failed to pack any of my books to make the hours fly, felt restless and cooped up, but I enjoyed every undemanding minute of it.

3 With all your needs attended to and no real decisions to make, you soon find yourself wholly absorbed with the few tiny matters that are actually at your discretion – whether to have your morning shower now or in a while, whether to get up from your chair and pour yourself another complimentary cup of tea or be a devil and have a can of beer, whether to stroll back to your cabin for the book you forgot or just sit and watch the landscape kangaroos. It might be excruciatingly painful for others, like a living death. But I was having the time of my life. There is something wonderfully lulling about being stuck for a long spell on a train. It was like being given a preview of what it will be like to be in your eighties. All those things eighty-year-olds appear to enjoy – staring vacantly out windows, dozing in a chair, boring the pants off anyone foolish enough to sit beside them – took on a special treasured meaning for me. This was the life!

4 On the second day of our journey, we entered the mighty Nullarbor desert. Many people, even Australians, assume Nullarbor is an Aboriginal term, but in fact it is a corruption of the Latin for "no trees," and the name could not be more apt. For hundreds of miles the landscape is as flat as a calm sea and unrelievedly barren – just glowing red soil, clumps of desert shrubs, and scattered rocks the colour of bad teeth. In an area four times the size of Belgium there is not a scrap of shade. It is one of the most forbidding expanses on earth.

5 Just after breakfast, we entered the longest straight stretch of railroad track in the world – 297 miles without a hint of deviation – and in midmorning we heaved into Cook. Five hundred miles from any real town to east or west, a hundred miles from the nearest paved highway to the south and over a thousand to the north, Cook (pop. 40) exists solely to water, fuel, and otherwise service the trains that pass through. Beside the track stood a sign that said, "No Food or Fuel for Next 862 Kilometres" – a rather daunting thought.

6 We had two hours to kill in Cook – goodness knows why so long – and everyone was allowed to get off and look around. It was agreeable to move about without having to steady yourself against a swaying wall every couple of paces, but the thrill of Cook swiftly fades away. There was nothing much to it – a railroad station and post office, a couple of dozen prefabricated bungalows standing on dusty ground, a little shop whose shelves were mostly bare, a shuttered community centre, an empty school (it was the middle of summer vacation), and an airstrip with a limp wind sock. The heat was terrific. On every side, desert lapped at the town like floodwater.

Adapted from 'In a Sunburned Country' by Bill Bryson

Section C

Text 3

The article below is about happiness and joy. Read it carefully and answer Questions 14–18 in the Question Paper Booklet.

1 I am not generally known as a happy person. I do not think that it is because I'm unhappy, or because I am a cynic, even though I have my moments. No, I think it is because I am allergic to the idea of happiness as anything but a shorthand for some vague and abstract notion of contentment. If you ask me whether I am hungry, I have reliable prior experiences for answering. If you ask me whether I am happy, I am most likely to think of you as a pessimist trying to find meaning in life.

2 The designer Ingrid Fetell Lee gave me a new tool to help me clarify those thoughts. "Happiness," she explained, "is a broad evaluation of how we feel about our lives over time." To arrive at happiness, Lee suggests pursuing it from the bottom up, by finding moments of joy. Unlike happiness, joy is momentary and small-scale: It comes from an intense, momentary feeling of positive emotion. In Lee's view, that makes joy measurable, at least qualitatively. Something that makes you smile, or laugh, for example, like watching a dog play or feeling the texture of sand pass through your fingers. Joy is tiny but real, Lee said, the "little moments that turn us into more hopeful people." Over time, those small moments are what lead to happiness.

3 Joy often comes from encounters with people – pouring pancake batter with a young child, or feeling a hug from your loved one as you enter the door. But as a designer focused mostly on the built environment, Lee started talking to people about the things that bring joy. To her surprise, some of the same examples came up again and again, no matter the gender, ethnicity, or age of her subjects: soap bubbles and hot-air balloons, rainbows and sprinkles, a brand new set of colour pencils. She set out to understand the aesthetic patterns that those specimens of pleasure shared, and to develop them into design patterns that could be deployed in the world. Round things tend to bring joy more than angular ones, for example. Pops of colour tend to elicit delight, as do multiple identical objects in symmetry.

4 Lee mentioned that to inspire joy, we must change offices that are grey or beige. School buildings cannot always built in the shape of boring squares, not to mention nursing homes who are in great need of some artwork on the walls. At a nursing home in Japan, for example, an architect installed a colourful, bubbled mobile evocative of "green grass and soap bubbles floating in the park on sunny days," just the kind of worldly things Lee says are almost universally joyful.

5 I am however, not sure I want to live in a world where colour blocks and bubbles get slathered upon every surface. I like an occasional rainbow as much as anyone, yet a city where one adorns every crosswalk sounds more cloying than joyful to me. When I raised that objection, Lee pointed out that the built environment has a long way to go before that's a problem. "I don't think we're in any danger of having too many joyful spaces," she told me. She also said that people tend to fear they will get tired of bold colours, but actually they're much more likely to grow weary of drab ones.

6 As someone who wrote a book about applying play to ordinary life, I strongly empathise with Lee's appeal to mundane objects and spaces, rather than remarkable events and encounters, as a site for intervention. Even so, I still worry that aesthetics can only go so far. The joy that one gets from doing a good deed, or the joy of timing an automobile's gear shift to maximise acceleration out of a curve, has nothing to do with how those things look.

7 At least seeking out or designing for joy offers an alternative from seeking out 'happiness' as an abstract, holistic pursuit. We live life over time, but perhaps we are happy only in retrospect, as we reflect upon the effect of all the encounters we've had. In our quest for happiness, the little moments matter so much more important than the big ones. *45*

Adapted from 'The Infrastructure of Joy' by Ian Bogost for The Atlantic

Section A [5 marks]

For Examiner's Use

Text 1

Refer to the poster (Text 1) on page 2 of the insert for Questions 1-4.

1 Who is the webpage aimed at?

.....

.....[1]

2 Look at the heading **What does a coaching session at e2i look like?** and the text below it. Which **two** separate words support the idea that a client will receive qualified and customised support?

.....

.....[1]

3 Refer to the section headed **How can our career coaches help you?** and look at the photographs in the webpage. Which **two** areas of help do the photographs show?

(i) .....

.....[1]

(ii) .....

.....[1]

4 How does the webpage suggest that when planning for a session, the organisation cares about the client's convenience?

.....

.....[1]

For Examiner's Use

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–13.

5 In Paragraph 1, we are told that the writer and Trevor 'spread out a map of Australia and discovered with astonishment that our driving over the previous days covered only the tiniest fraction of land surface' (lines 2–4).

What does the phrase 'discovered with astonishment' (line 3) suggest about the duration of the writer's drive over the previous days?

.....

.....[1]

6 Paragraph 2 begins 'After the heat and dust of the outback, I was glad to be back in the clean, enchanted world of the train, and I fell into its gentle routines with gratitude and relish.'

(a) Why was the writer 'glad to be back in the clean, enchanted world of the train'?

.....

.....[1]

(b) What does the writer do to emphasise the idea that the inside of the train was an 'enchanted world'?

.....

.....[1]

7 Give **two** reasons why Trevor felt 'restless and cooped up' (line 15). Answer in your own words.

(i) .....

.....[1]

(ii) .....

.....[1]

For Examiner's Use

8 What is (i) unusual and (ii) effective about the phrase 'living death' (line 22)?

(i) It is unusual because .....

.....[1]

(ii) It is effective because .....

.....[1]

9 In Paragraph 4, we learnt that the name 'Nullarbor' is derived from the Latin word that means 'no trees'. Find **two** expressions in the same paragraph that further emphasise this feature?

(i) .....[1]

(ii) .....[1]

10 'Beside the track stood a sign that said, "No Food or Fuel for Next 862 Kilometres" – a rather daunting thought' (lines 38–39).

(a) What does the writer mean when he uses the word 'daunting' to describe his thought?

.....

.....[1]

(b) Why do you think it was a daunting thought to the writer?

.....

.....[1]

11 In Paragraph 6, the writer's train stopped at a town called Cook. Explain how the language used in Paragraph 6 tells the reader how few people there are in the town.

.....

.....

.....

.....

.....

.....[3]

For Examiner's Use

12 Paragraph 6 ends with the sentence, 'on every side, desert lapped at the town like floodwater'. In what two ways is this expression particularly effective in conveying the relationship between the desert and the town?

(i) .....

.....[1]

(ii) .....

.....[1]

13 The structure of the text reflects the different stages of the writer's journey on the train. Complete the flow chart by choosing one phrase from the box to summarise the stage of the train journey described in each part of the text. There are some extra phrases in the box that you do not need to use.

Stages of negotiation

a fearful experience	a harsh environment	a pleasant change
blissful idle	deserted isolation	luxurious surroundings

Flow chart

paragraphs 1–2: (i) .....

↓

paragraphs 3: (ii) .....

↓

paragraph 4: (iii) .....

↓

paragraphs 5–6: (iv) .....

[4]

Section C [25 marks]

For Examiner Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14–18.

14 In Paragraph 1, the writer says that he is not exactly a 'cynic'.

(a) Which other word in Paragraph 1 has a similar meaning to 'cynic' (line 2).

.....[1]

(b) Find an expression in the next paragraph that has a contrasting idea.

.....[1]

15 In Paragraphs 1 and 2, the writer highlights **three** contrasting ideas about happiness and joy.

Identify these contrasting ideas.

(i) Happiness is .....

but joy is ..... [1]

(ii) Happiness is .....

but joy is ..... [1]

(iii) Happiness is .....

but joy is ..... [1]

16 From Paragraph 3, after talking to people about the things that bring joy, what **two** things surprised Lee, the designer?

(i) .....

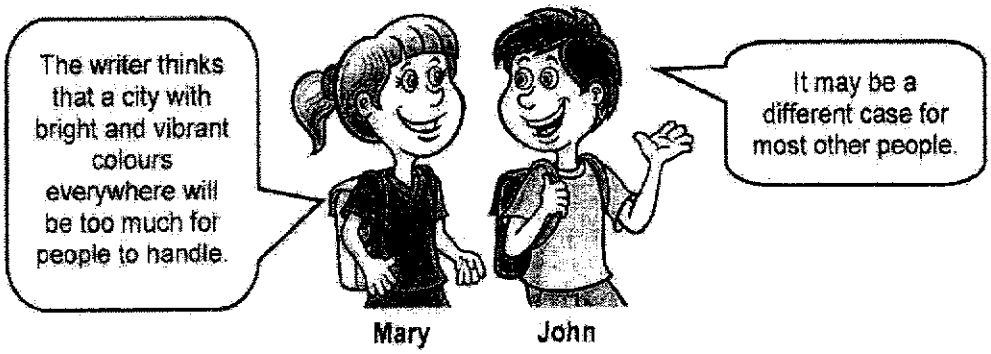
.....[1]

(ii) .....

.....[1]

For Examiner's Use

17 Here is a part of a conversation between two students, John and Mary, who have read the article.



(i) Identify one piece of evidence from Paragraph 5 that Mary can use to support her view.

.....

.....[1]

(ii) With reference to Paragraph 5, explain how John can support his view.

.....

.....

.....

.....[2]

18 **Using your own words as far as possible**, summarise the things that bring people joy and how built up areas can be improved to bring joy to people.

Use only information from paragraphs 3 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).

For Examiner Use

There are many things that can bring joy to people. .....

For Examiner's Use

No of words: [15]

Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2020
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension 2020

Setter: Mr Andrew Seah 1 hour 50 minutes

ANSWER SCHEME

ANSWER SCHEME

This document consists of **9** printed pages.

Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

1 Who is the webpage aimed at?

The webpage is aimed at people who are looking to <u>make a change in their career</u> / <u>another job</u> / <u>new job</u> [1].

Note to examiner:
Not accepted: 'people who are looking for a job / jobseekers / etc'

Candidates must ensure precision in their answers. Refer to 'MAKE A CHANGE TO YOUR CAREER', 'on you NEXT career journey', 'such as finding a new company, switching an industry, or simply thinking of skilling up for your next job.'

2 Look at the heading **What does a coaching session at e2i look like?** and the text below it. Which **two** separate words support the idea that a client will receive qualified and customised support?

The words are <u>'certified'</u> and <u>'personalised'</u>. [1]

Note to examiner:
Need both words to be correct to be awarded 1 mark.

3 Refer to the section headed **How can our career coaches help you?** and look at the photographs in the webpage. Which **two** areas of help do the photographs show?

(i) **'Be directed to relevant workshops to upskill and boost your employability.' [1]**

(ii) **'Connect with e2i's employers' network for job opportunities.' [1]**

4 How does the webpage suggest that when planning for a session, the organisation cares about the client's convenience?

The coaching sessions can take place <u>through face-to-face meet-ups, via phone or video call</u>.
OR
The evidence is '<u>can take place through a face-to-face meet-up, or via a phone or video call</u>'. [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-13.

5 In Paragraph 1, we are told that the writer and Trevor 'spread out a map of Australia and discovered with astonishment that our driving over the previous days covered only the tiniest fraction of land surface' (lines 2–3).

What does the phrase 'discovered with astonishment' (line 3) suggest about the duration of the writer's drive over the previous days?

The phrase suggest that the writer's drive was *very long.* [1]

Note to examiner:
Clue: 'discovered with astonishment that our driving over the previous days covered only the tiniest fraction of land surface'. Must infer that it must be a long drive for them to be surprised that it only covered a fraction.

6 Paragraph 2 begins 'After the heat and dust of the outback, I was glad to be back in the clean, enchanted world of the train, and I fell into its gentle routines with gratitude and relish.'

(a) Why was the writer 'glad to be back in the clean, enchanted world of the train'?

The writer was glad because he was in the hot and dusty outback before that. [1]

(b) What does the writer do to emphasise the idea that the inside of the train was an 'enchanted world'?

The writer emphasises the idea by repeating the word 'magically' to describe his experiences inside the train.
OR
The writer emphasises the idea by using the technique of repetition with the word 'magically'. [1]

Note to examiner:
(a) *Candidates must take note of phrasing their response to suit the question. Simple lifting 'after the heat and dust of the outback' will not award them any marks.*
(b) *Must identify the technique of reputation and also identify the correct word (magically) that is being repeated. (enchanted <=> magical)*

7 Give **two** reasons why Trevor felt 'restless and cooped up' (line 15). Answer in your own words.

(i) **The first reason is that Trevor is an energetic / lively / active person [1].**
Do not accept: excited

(ii) **The second reason is because Trevor did not take any of the (author's) books on board to keep himself occupied [1].**

Note to examiner:

Candidates must rephrase 'because he was full of life and unaccountably had failed to pack any of my books to make the hours fly'

8 What is (i) unusual and (ii) effective about the phrase 'living death' (line 22)?

(i) It is unusual because **when something experiences death, it is no longer alive/living. However, in this case, death is described as living. [1]**

(ii) It is effective because **for some people, the boredom of the train ride can be excruciatingly/very painful and this experience is almost like dying / can be as unpleasant as being dead. [1]**

Note to examiner:
(i) *Candidates must highlight what death usually means, before mentioning that the phrase instead, mentions the exact opposite.*
(ii) *Candidates must refer to the clue that such boredom is unbearable for some, and that it is so unpleasant that it is like death to some.*

9 In Paragraph 4, we learnt that the name 'Nullarbor' is derived from the Latin word that means 'no trees'. Find **two** expressions in the same paragraph that further emphasise this feature?

(i) **The expression is '(unrelievedly) barren'. [1]**

(ii) **The expression is 'not a scrap of shade'. [1]**

10 'Beside the track stood a sign that said, "No Food or Fuel for Next 862 Kilometres" – a rather daunting thought' (lines 38–39).

(a) What does the writer mean when he uses the word 'daunting' to describe his thought?

The writer means that it is a very frightening / very scary / very intimidating / fearsome / terrifying thought. [1]

(b) Why do you think it was a daunting thought to the writer?

It is a daunting thought because having no food or fuel for such a long distance is very dangerous as they may run out of supplies before they reach their destination. [1]

It is a daunting thought because if the train breaks down or run into problem midway, they would have no access to help/assistance. [1]

Note to examiner:
(a) *The intensity of the word is important in order to be awarded marks.*
(b) *Candidates must illustrate that the fear is due to danger from not having any supplies for a long distance.*

11 In Paragraph 6, the writer's train stopped at a town called Cook. Explain how the language used in Paragraph 6 tells the reader how few people there are in the town.

'Dusty ground' tells us that there are very few people to maintain the cleanliness / very few people walking around, thus allowing the dust to settle in. [1]
'Shelves were mostly bare' tells us that there was a lack of customers in the shop (so there was no need to stock items). [1]
'Shuttered community centre' tells us that are no people using the facilities there / there is no demand for it. [1]

Note to examiner:
Accept quotations as long as candidates captured the key ideas in their quotes. 'An empty school' is not accepted because it was the summer vacation, so this does not show that there are few people around. Similarly, 'airstrip with a limp sock' indicates a lack of wind, not lack of people. Candidates must learn to evaluate and select the most suitable quotations.

12 Paragraph 6 ends with the sentence, 'on every side, desert lapped at the town like floodwater'. In what **two** ways is this expression particularly effective in conveying the relationship between the desert and the town?

(i) **As the town is in the middle of the desert, it describes how the desert is trying to overwhelm / envelop / engulf the town. Just like how floodwater overwhelms everything in its path. [1]**

Do not accept: covered, drown, buried

(ii) **As the desert heat is relentless, it describes how the elements of the desert constantly hits the town over and over again / how the elements of the desert relentlessly attacks the town, just like how waves lap constantly at the shoreline. [1]**

Note to examiner:
Candidates must gather from Paragraphs 5 and 6 that the town of Cook is in the middle of a desert, isolated, small, sparsely populated and is extremely hot – almost like as if it is about to be taken over by the desert. The words ('lapped' and 'floodwater') used in the last line of the text further illustrates this idea.

13 The structure of the text reflects the different stages of the writer's journey on the train. Complete the flow chart by choosing one phrase from the box to summarise the stage of the train journey described in each part of the text. There are some extra phrases in the box that you do not need to use.

Stages of negotiation

a fearful experience	a harsh environment	a pleasant change
blissful idle	deserted isolation	luxurious surroundings

Flow chart

paragraphs 1–2: **(i) a pleasant change**

↓

paragraphs 3: **(ii) blissful idle**

↓

paragraph 4: **(iii) a harsh environment**

↓

paragraphs 5–6: **(iv) deserted isolation**

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 14–18

14 In Paragraph 1, the writer says that he is not exactly a 'cynic'.

(a) Which other word in Paragraph 1 has a similar meaning to 'cynic' (line 2).

The word is 'pessimist'. [1]

(b) Find an expression in the next paragraph that has a contrasting idea.

The expression is '(more) hopeful people'. [1]

15 In Paragraphs 1 and 2, the writer highlights **three** contrasting ideas about happiness and joy.

Identify these contrasting ideas.

(i) Happiness is **vague / abstract / a vague and abstract notion / vague and abstract** but joy is **measurable / measurable, at least qualitatively. [1]**
(ii) Happiness is **how we feel about our lives over time** but joy is **momentary. [1]**
(iii) Happiness is **a broad evaluation (of how we feel)** but joy is **small scale. [1]**

Note to examiner:
The contrasting ideas must correspond to each other.

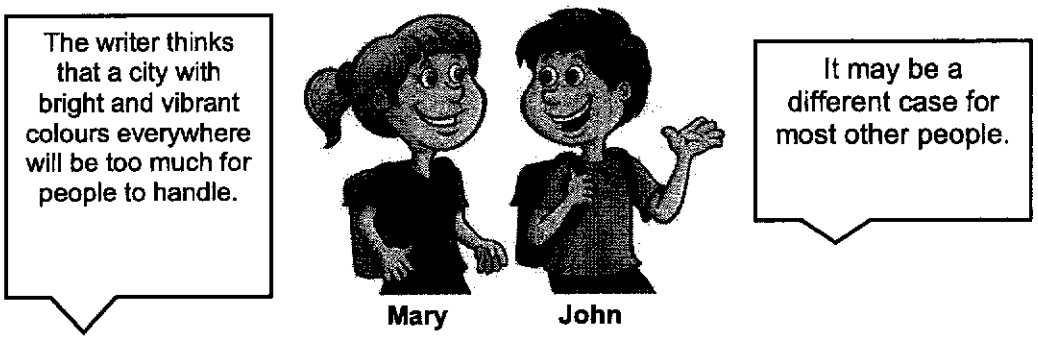
16 From Paragraph 3, after talking to people about the things that bring joy, what **two** things surprised Lee, the designer?

(i) **The same examples came up again and again. [1]**

(ii) **The results were the same across all demographics / no matter the gender, ethnicity or age of her subjects. [1]**

Note to examiner:
Candidates must correctly discern between the two different pieces of surprising data. Only mark the first one if candidates give the two answers in one line.

17 Here is a part of a conversation between two students, John and Mary, who have read the article.



(i) Identify one piece of evidence from Paragraph 5 that Mary can use to support her view.

The evidence is 'a city where one adorns every crosswalk sounds more cloying than joyful to me'. [1]

(ii) With reference to Paragraph 5, explain how John can support his view.

John can support his view by saying that

- **the built environment still has a long way to go before colourful spaces can pose a problem**
- **we are not in danger of having too many joyful spaces**
- **people are actually more likely to grow weary of drab colours instead of bold colours**

(any two for 2 marks) [2]

Note to examiner:

(i) *Candidates may also choose not to quote the relevant information. Do not accept* 'I am however not sure I want to live in a world where colour blocks and bubbles get slathered upon every surface' as it does not fit Mary's comments.

(ii) *Candidates must answer to the question. They cannot simply quote the information.*

18 **Using your own words as far as possible**, summarise the things that bring people joy and how built up areas can be improved to bring joy to people.

Use only information from paragraphs 3 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).

There are many things that can bring joy to people.

No	From the Passage	Own Words
1	Joy often comes from encounters with people *'pouring pancake batter with a young child' and 'feeling a hug from your loved one as you enter the door' are examples so will still be considered as Point 1.*	*Firstly, joy can come from interactions with others.*
2	Round things / soap bubbles and hot-air balloons	*Joy can also be found in round things,*
3	pops of colour / rainbows and sprinkles	*bright and vibrant hues,*
4	multiple identical objects in symmetry / a brand new set of colour pencils	*and in many similar objects arranged neatly.*
5	doing a good deed	*In addition, people can find joy in performing kind deeds*
6	timing an automobile's gear shift to maximise acceleration out of a curve	*and even timing an automobile's gear shift to drive out of a corner at high speed.*
	How we can improve our built up areas to bring joy to people	***To bring joy to people,***
7	must change offices that are grey or beige	*workplaces can be made more colourful,*
8	School buildings cannot always built in the shape of boring squares	*schools can be built with more interesting designs*
9	not to mention nursing homes who are in great need of some artwork on the walls	*and old-folks homes decorated with more paintings.*

There are many things that can bring joy to people. Firstly, joy can come from interactions with others. Joy can also be found in round things, bright and vibrant hues, and in many similar objects arranged neatly. In addition, people can find joy in performing kind deeds and even timing an automobile's gear shift to drive out of a corner at high speed. To bring joy to people, workplaces can be made more colourful, schools can be built with more interesting designs and old-folks homes decorated with more paintings.

(79 words)