

NAME:

NO:

CLASS:

## ADMIRALTY SECONDARY SCHOOL


**PRELIMINARY EXAMINATION 2021  
INSERT**

SUBJECT : English Language  
 CODE/PAPER : 1128/01  
 LEVEL/STREAM : Secondary 4 Express/5 Normal (Academic)  
 DATE : 23 August 2021  
 TIME : 0800 – 0950h  
 DURATION : 1 hour 50 minutes

Instructions to candidates:

1. Write your name, class and index number on the cover page.
2. Write in dark blue or black ink.
3. Do not use staples, paper clips, highlighters, glue or correction fluid.
4. Answer **Section A**, **Section B** and one question from **Section C**.  
 For **Section A**, write your answers in the spaces provided in the Insert.  
 For **Section B and C**, write your answers on the separate writing paper provided.  
 Begin each question on a fresh sheet of paper.
5. The number of marks for each question is given in brackets [ ] at the head of the section.
6. Fasten your work for **Section B and C** separately if more than one writing paper is used for each Section.
7. Submit the **Question Paper, Section A, Section B and Section C separately**.

Section A	10
Section B	30
Section C	30
<b>Total</b>	<b>70</b>

**DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

This question paper consists of **2** printed pages including this cover page.

**Section A [10 marks]**

Carefully read the text below, consisting of 12 lines, about Anita Roddick, founder of The Body Shop. 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 arrive (to) my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

Anita Roddick, founder of The Body Shop, was committed to the betterment  
of the world we live in. She was not prepare to conform to business 1 \_\_\_\_\_  
practices that she saw as destruction to the environment. Her beliefs in 2 \_\_\_\_\_  
social and environmental responsibility was fundamental to the way in 3 \_\_\_\_\_  
which she established her own business, and lead her to devote her time 4 \_\_\_\_\_  
and energy to raising awareness of the need to protect the environment. 5 \_\_\_\_\_  
When Roddick died, Adrian Bellamy, chairman of Body Shop International, 6 \_\_\_\_\_  
said that one of Roddick's achievement was to alter the world of business. 7 \_\_\_\_\_  
Roddick believed that the business world, traditionally, do things 8 \_\_\_\_\_  
predominantly for personal gain. However, she believed in a notion that 9 \_\_\_\_\_  
"business can and must be a force to positive change." This led to her 10 \_\_\_\_\_  
involvement in campaigning for various environmental and social issues.

*Adapted from National Geographic Learning: Reading Explorer*

NAME:	NO:	CLASS:
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## ADMIRALTY SECONDARY SCHOOL



<h3>PRELIMINARY EXAMINATION 2021</h3> <h3>Section B and C</h3>
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SUBJECT : English Language  
 PAPER : 1128/01  
 LEVEL / STREAM : Secondary 4 Express/5 Normal (Academic)  
 DATE : 23 August 2021  
 TIME : 0800 – 0950h  
 DURATION : 1 hour 50 minutes

Instructions to candidates:

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2. Write in dark blue or black ink.
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4. Answer **Section A**, **Section B** and one question from **Section C**.  
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6. Fasten your work for **Section B and C** separately if more than one writing paper is used for each Section.
7. Submit the **Question Paper, Section A, Section B and Section C separately**.

Section A	/	10
Section B	/	30
Section C	/	30
<b>Total</b>	/	<b>70</b>

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**Section B [30 marks]**

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

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

You have seen this appeal by the organisation, Transient Workers Count too (TWC2). Student volunteers are asked to spend some time during the school holidays to help make a difference to the lives of migrant workers. Several members of your class, including you, are keen to take part. As the Chairperson of the class, you have been tasked by your Form Teacher to write a letter to the Project Organiser of TWC2 to show your interest in volunteering with them.

In your letter, you should include:

- The project you would like to work on
- The date and time which you would like to carry out this project
- How you will organise and carry out the project
- Why you think that the project will be beneficial to the migrant workers and the class

Write your letter in clear, accurate English and in a polite, persuasive and enthusiastic tone to convince the Project Organiser that your volunteer work will benefit the migrant workers.

You may add any other details you think will be helpful.

You should use your own words as much as possible.

**Contact Info**

5001 Beach Road  
#09-86  
Singapore 199588

## Volunteer with us NOW!

Migrant workers build structures, keep our streets clean and raise our children. There are nearly 1 million of them in Singapore and are vital to many sectors (construction, domestic work, sanitation services). Yet, they face many disadvantages like language and cultural barriers and tend to be exploited with low wage. Join us in helping them!

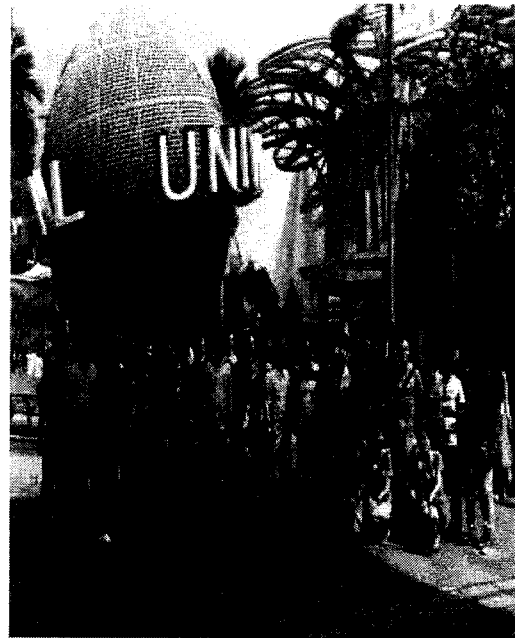
### Project 1: Discover Singapore

**Role:** Assist in organising excursions and outings for workers

Plan, organise and execute an outing to places of interest in Singapore. Help migrant workers adapt to the local culture and living environment.

**Where:** Any place of interest in Singapore of your choice

**When:** Weekend (8:00 – 5:00pm)



### Project 2: The Cuff Road Project

**Role:** Support the Free Meal Programme for workers

Pack, deliver and distribute packed food. Interact and make friends with the migrant workers and find out more about their experiences and backgrounds.

**Where:** Meal stations at Cuff Road (Little India vicinity)

**When:** Weekdays 8:00 – 9:30am; 6:30 – 8:30pm;



**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** Describe your ideal vacation. What are some factors that contribute to an ideal vacation?
- 2** 'Friends can understand us better than family.' What are your views?
- 3** Do you agree that traditions are important in today's society?
- 4** What is your dream profession? Why is it important for you to achieve it?

**END OF PAPER**

NAME:	NO:	CLASS:
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**ADMIRALTY SECONDARY SCHOOL**



<p><b>PRELIMINARY EXAMINATION 2021</b></p> <p><b>INSERT</b></p>
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SUBJECT : English Language  
CODE / PAPER : 1128/02  
LEVEL/STREAM : Secondary 4 Express/5 Normal (Academic)  
DATE : 23 August 2021  
TIME : 1040 – 1230h  
DURATION : 1 hour 50 minutes

Instructions to candidates:

1. This INSERT contains Text 1, Text 2 and Text 3. Please answer all the questions in the Question Booklet.

**DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

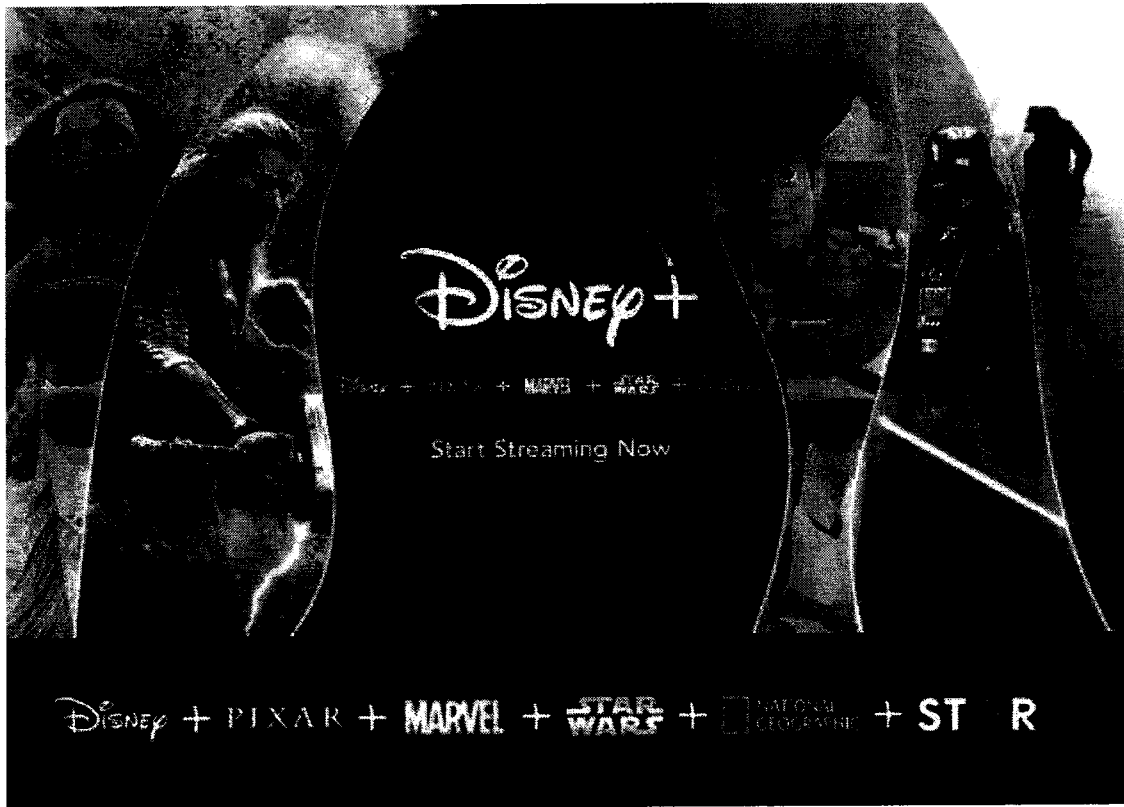
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This INSERT consists of 5 printed pages including this cover page.

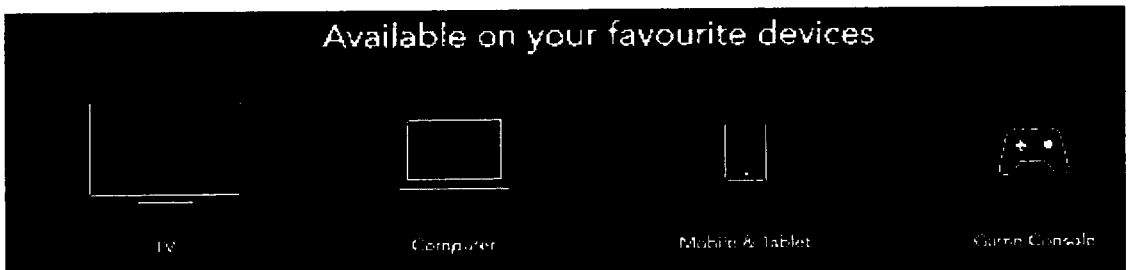
**Section A [5 marks]**

**Text 1**

Study the advertisement below and answer Questions 1 to 4 in the Question Booklet.



**Stream Disney+ originals and blockbuster films!**  
 Discover exclusive Disney+ originals you can't find anywhere else and enjoy the biggest hits from Disney, Marvel, Star Wars and more! With thousands of hours of entertainment, Disney+ has something for every moment and every mood!



Enjoy the big screen experience on your TV, with an ever-growing selection of titles in stunning 4K quality. Download any show on your mobile or tablet to watch on the go. Plus you can stream on 4 screens at once and have up to 7 profiles for a personalised viewing experience, so everyone will be happy. Enjoy all of these features and more at no extra cost!



**Section B [20 marks]****Text 2**

*The text below is about Jamie's journey to a diamond mine. Read the text below and answer Questions 5 to 16 in the Question Booklet.*

- 1 The three men, with Jamie in the middle, squeezed into the seat, crowded against each other, their knees cramped, their backs pressing against the wooden back of the driver's seat. There was no room to move or breathe. 'It's not bad,' Jamie thought to himself. 'Hold on!' the driver sang out and a moment later, they were racing through the streets of Cape Town on their way to the diamond fields at Klipdrift. 5
- 2 By bullock wagon, the journey was relatively comfortable. They were large and roomy, with tent covers to ward off the blazing winter sun. Each wagon accommodated a dozen passengers and was drawn by teams of horses. Refreshments were provided at regular stations. The cart he was in was different. 10
- 3 It never stopped, except to change drivers and horses. The pace was a full gallop, over rough roads and fields and rutted trails. There were no springs on the cart and each bounce was like the blow of a horse's hoof to one's chest. Jamie gritted his teeth and thought – I can stand it until we stop for the night. I'll eat and get some sleep and in the morning I will be fine. But when night time came, there was a halt just for a change of driver and horse and they were off again. 15
- 4 'When do we stop to eat?' Jamie asked. 'We don't', the driver grunted. Jamie stared at him. 20
- 5 They raced through the long night, travelling over dusty, bumpy roads by moonlight. The little cart bouncing up the rises, plunging down the valleys. Every inch of Jamie's body was battered and bruised. He was exhausted, but it was impossible to sleep. Every time he started to doze, he was jarred awake. His body was cramped and aching and there was no room to stretch. It was a six-hundred-mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to. 25
- 6 When the next dawn came, the real wilderness began. Stretching to infinity, the monstrous desert lay flat and intimidating under the pitiless sun. The passengers were smothered in heat, dust and flies. 30
- 7 'I'm going to make it. I'm going to make it. I'm going to make it.'
- 8 True enough, he saw that first glint in the sands.

*Adapted from: 'Master of the Game' by Sidney Sheldon*

**Section C [25 marks]****Text 3**

*The text below is about how to form healthy relationships. Read the text below and answer Questions 17 to 23 in the Question Booklet.*

- 1 Are you in a healthy relationship? Are you looking for the right things in a partner? Would you know if you found them? Many people spend so much time looking for that 'spark' or that feeling when they've found 'the one' that they forget to examine whether the relationship is good for them. It would be ideal if we were all able to recognize the signs of an unhealthy relationship. The truth is that it can be hard to let go of someone we love. We focus on the good and refuse to see what's often obvious to everyone else - the relationship is unhealthy. 5
- 2 The signs of an unhealthy relationship is aplenty. We all love honesty but there's a difference between honesty and criticism. When your partner is being honest, you'll still feel respected and valued because their feedback is constructive. Criticism is often about small things, like your clothes or favorite pastimes, and makes you feel belittled. Another reason why you possibly feel belittled could be if your partner blatantly pressures you to change your appearance, quit activities you love or stop seeing friends or family, those are big red flags. Pushing you to share every thought or detail of your day or always needing to be with you are more subtle signs of controlling behavior. 10  
15
- 3 It is safe to say that all couples encounter disagreements. Sometimes it is best to defuse arguments over minor things. But if you're always burying conflict – or constantly arguing without seeing any improvement – your communication skills may be lacking. Certain relationship red flags, like physical or emotional abuse, are always signs that you must leave the relationship immediately. Otherwise, healthy relationships can often be formed with the commitment and dedication of both partners. 20  
25
- 4 Have you ever heard the expression 'love at first sight'? Some people believe that a healthy relationship is the work of destiny. However, what they mistake as 'fate' is the law of attraction – the idea that we attract the things that we focus on and surround ourselves with – and it applies to relationships and life. If you embrace positive thinking, live with passion and are kind and accepting of yourself and others, you'll attract people who do the same. You'll need to identify and overcome your limiting beliefs and rewrite your story to give you strength and confidence. That being said, learning self-love isn't always easy. 30  
35
- 5 You must hold yourself to high standards if you want a healthy relationship. If your expectations are low and you're not putting in the effort to grow with your partner, the result will be a stale and

- deteriorating relationship. What is it that you *truly* want from your relationship? What are the standards you'd hold for your dream partner? What do you expect from your partner, physically and emotionally? Whatever it is, that is the bar that you must hold for yourself as well. You are an active participant in this relationship; the way you want them to show up for you is the way you must show up for them. 40  
45
- 6 We need to appreciate that every individual is different. You don't need to ignore or play down the differences between you and your partner. On the contrary, appreciating your differences is essential to maintaining a sense of excitement in the relationship. Those little differences are what awakened your interest in each other in the first place, and this is something that you must always keep close to your hearts and minds. Appreciate each other and you will not only appreciate the life you have created together – you will revel in it. 50
- 7 At the end of the day, it is not difficult to form a healthy relationship! It is simply about two people making each other's needs their own. The more you do this, the more fulfilling the relationship becomes. 55

*Adapted from: <https://www.tonyrobbins.com/ultimate-relationship-guide/healthy-relationship-you-deserve/>*

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**ADMIRALTY SECONDARY SCHOOL**
**PRELIMINARY EXAMINATION 2021  
SECTION A and B**

SUBJECT : English Language  
 PAPER : 1128/02  
 LEVEL/STREAM : Secondary 4 Express/5 Normal(Academic)  
 DATE : 23 August 2021  
 TIME : 1040 – 1230h  
 DURATION : 1 hour 50 minutes

Instructions to candidates:

1. Write your name, class and index number on the cover page.
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Section A	5
Section B	20
Section C	25
<b>Total</b>	<b>50</b>

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**Section A [5 marks]**

**Refer to Text 1 in the INSERT and answer Questions 1 to 4.**

1. What is the purpose of the text? [1]

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2 Look at the paragraph in the middle. [1]

(a) What does the phrase 'has something for every moment and every mood' suggest about Disney+?

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(b) How does the image above support your answer to 2(a)? [1]

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3. What does the phrase 'can't find anywhere else' suggest about the Disney+ experience? [1]

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4. Identify a sentence from the paragraph at the bottom that shows the convenience that Disney+ brings. [1]

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**Section B [20 marks]**

**Refer to Text 2 in the INSERT and answer Questions 5 to 16.**

5. Paragraph 1 mentioned that 'There was no room to move or breathe' (lines 3 – 4). [1]

Identify a sentence in the same paragraph that suggests the same idea.

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6. Explain the irony in Paragraph 1. [2]

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- 7 (a) What does the word 'racing' (line 5) suggest about the cart? [1]

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- 7 (b) Identify a phrase from Paragraph 3 that conveys the same meaning. [1]

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8. What does the phrase 'like the blow of a horse's hoof to one's chest' [1]  
(lines 15 - 16) suggest about 'each bounce' (line 15)?

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9. What does the word 'halt' (line18) suggest about the interval? [1]

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10. From Paragraph 4, why did Jamie stare at the driver? [1]

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11. Paragraph 5 describes the impact of the ride on Jamie's body. Explain [3]  
how the language used shows that Jamie was suffering.

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12. From paragraph 5, 'It was a six-hundred- mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to' (lines 27 – 29). [1]

How did Jamie feel?

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13. Based on the words in bold, what is effective about the following phrases: [3]

'Stretching to <b>infinity</b> ' (lines 30 – 31)	
' <b>Pitiless</b> sun' (lines 31 – 32)	
' <b>smothered</b> in heat, dust and flies' (line 32)	

14. From paragraph 7, how does the writer show Jamie's determination? [1]

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15. From paragraph 8, what was the 'glint' (line 34)? [1]

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16. The text reflects the author's emotions. By choosing 3 words from the box, summarise the emotions that the author experienced. There are some extra options in the box you do not need to use. [3]

**The 3 emotions are:**

Optimistic	Dread	Melancholic
Excited	Shocked	Miserable

- (i) Paragraph 1: \_\_\_\_\_
- (ii) Paragraph 3 - 4: \_\_\_\_\_
- (iii) Paragraph 5 - 6: \_\_\_\_\_

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**ADMIRALTY SECONDARY SCHOOL**

<b>PRELIMINARY EXAMINATION 2021</b> <b>SECTION C</b>
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SUBJECT : English Language  
 PAPER : 1128/02  
 LEVEL/STREAM : Secondary 4 Express/5 Normal(Academic)  
 DATE : 23 August 2021  
 TIME : 1040 – 1230h  
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**Section C [25 marks]**

**Refer to Text 3 in the Insert for Questions 17 – 23.**

- 17.** In Paragraph 1, the author asks multiple questions. What effect is this intended on the reader? [1]

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- 18.** In your own words, why is it hard to let go of someone we love? [1]

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- 19.** Identify 2 contrasting words in paragraph 2 that describe controlling behaviour. [2]

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- 20.** What does the phrase 'safe to say' (line 19) suggest about disagreements between a couple? [1]

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21. Here is part of a conversation between two friends, Camelia and Darius, who have read the article.

A healthy relationship depends on us!

I disagree.

Camelia

Darius

- (i) Identify 2 pieces of evidence from Paragraph 1 that Camelia can use to support her stand. [2]

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- (ii) How can Darius explain his stand with reference to Paragraph 4? [2]

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22. What tone does the author use in the last paragraph to address the reader? [1]

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## ADMIRALTY SECONDARY SCHOOL

### PRELIMINARY EXAMINATION 2021

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CODE/PAPER : 1128/02  
LEVEL / STREAM : Secondary 4 Express/5 Normal  
(Academic)  
DATE : 23 August 2021  
TIME : 0800 – 0950h  
DURATION : 1 hour 50 minutes

# ANSWER SCHEME

*(For examiners' use only)*

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**Section A [10 marks]**

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Examples:

I arrive<sup>(to)</sup> my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

Anita Roddick, founder of The Body Shop, was committed to the betterment		
of the world we live in. She was not <u>prepare</u> to conform to business	1	<u>Prepared (vf)</u>
practices that she saw as <u>destruction</u> to the environment. Her beliefs in	2	<u>Destructive (wf)</u>
social and environmental responsibility <u>was</u> fundamental to the way in	3	<u>Were (sva)</u>
which she established her own business, and <u>lead</u> her to devote her time	4	<u>Led (Tense)</u>
and energy to raising awareness of the need to protect the environment.	5	<u>✓</u>
When Roddick died, Adrian Bellamy, chairman of Body Shop International,	6	<u>✓</u>
said that one of Roddick's <u>achievement</u> was to alter the world of business.	7	<u>Achievements (plural)</u>
Roddick believed that the business world, traditionally, <u>do</u> things	8	<u>Does (sva)</u>
predominantly for personal gain. However, she believed in <u>a</u> notion that	9	<u>The (article)</u>
"business can and must be a force <u>to</u> positive change." This led to her	10	<u>For (preposition)</u>
involvement in campaigning for various environmental and social issues.		

*Adapted from National Geographic Learning: Reading Explorer*



**Section B [30 marks]****Format: Formal Letter**

<p>Full name of Sender Full Address</p> <p>Date in full</p> <p>Full name of recipient Position Full Address</p> <p>Dear Sir/Madam</p> <p><u>Title (underlined)</u></p> <p>Intro: self-introduction and purpose</p> <p><b>TEXT</b> (paragraphs NOT indented and leave a line after every paragraph)</p> <p>Yours faithfully (signature)</p>
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**Audience**

- Project Organiser

**Content**

- Introduction
  - Self-introduction
  - Purpose of letter – to express interest in volunteering with TWC2
- The project you would like to work on
  - Candidates should choose either Discover Singapore or The Cuff Road Project
- The date and time you would like to carry out this project
  - Candidates should choose a time and day relevant to the project
- How you will organise and carry out the project
  - Candidates should provide detailed description and explanation of how the project can be carried out.
    - Discover Singapore – place of interest, activities to carry out at the place

- The Cuff Road Project – How to carry out the project, activities other than distributing food e.g. interacting/having meals together
- Why you think the project would be beneficial to the migrant workers and the class
  - Migrant worker: learn local culture, make friends and hence less lonely
  - Class: develop empathy, social skills, planning and organising skills
- Conclusion
  - Restate the main purpose of the letter
  - Thank the audience

#### **Tone**

- Persuasive and enthusiastic
  - avoid contractions
  - appeals to emotions, logic and credibility
  - appropriate use of persuasive techniques

**Section C [30marks]**

1	<p><b>Describe your ideal vacation. What are some factors that contribute to an ideal vacation?</b></p> <p><u>Text Features</u> Mixed-Type</p> <ul style="list-style-type: none"> <li>• Introduction: Hook, Reflective Description, Define Key Terms, Thesis Statement</li> <li>• Body paragraphs: Topic Sentence, Logic Flow, FRED A, Link</li> <li>• Conclusion: Restate Thesis, Afterthoughts</li> </ul> <p><u>Language features</u> Present tense in general, use of nominalization and parallelism, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>• Reflective Description: Describe an ideal vacation (e.g. place, experience, sight, companion etc).</li> <li>• 3 factors that makes a vacation ideal <ul style="list-style-type: none"> <li>○ The companionship – people to enjoy the experience with</li> <li>○ Activities – cultural, adventurous activities to learn and explore</li> <li>○ Cost – affordable and practical trip to fulfil</li> <li>○ Any other logical arguments</li> </ul> </li> </ul>
2	<p><b>'Friends can understand us better than family.' What are your views?</b></p> <p><u>Text features</u> Argumentative</p> <ul style="list-style-type: none"> <li>• Introduction: Hook, background information, definition of key terms, thesis statement (stand + 2 supporting points)</li> <li>• Background information: Time and Space Continuum</li> <li>• Body paragraphs using point logic flow, FRED A and link (2 supporting points + 1 counter point)</li> <li>• Conclusion: Restate thesis, afterthoughts</li> </ul> <p><u>Language features</u> Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>• Agree <ul style="list-style-type: none"> <li>○ Friends are of similar age and hence experiences the same issues</li> <li>○ Friends provide a neutral perspective to problems shared</li> </ul> </li> <li>• Disagree <ul style="list-style-type: none"> <li>○ Family is whom we spend the most time with since young and knows us the best</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Family is where we can be who we are and express how we feel without being judged</li> </ul>
<b>3</b>	<p><b>Do you agree that traditions are important in today's society?</b></p> <p><u>Text features</u> Argumentative</p> <ul style="list-style-type: none"> <li>● Introduction: Hook, background information, definition of key terms, thesis statement (stand + 2 supporting points)</li> <li>● Background information: Time and Space Continuum</li> <li>● Body paragraphs using point logic flow, FRED A and link (2 supporting points + 1 counter point)</li> <li>● Conclusion: Restate thesis, afterthoughts</li> </ul> <p><u>Language features</u> Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>● Agree <ul style="list-style-type: none"> <li>○ Tradition provides a sense of comfort and sense of belonging</li> <li>○ Tradition reinforces values and beliefs that can guide us in life</li> </ul> </li> <li>● Disagree <ul style="list-style-type: none"> <li>○ Traditions may hamper development and progress of the society</li> <li>○ Traditions might pose as risks when they go against scientific rules.</li> </ul> </li> </ul>
<b>4</b>	<p><b>What is your dream profession? Why is it important for you to achieve it?</b></p> <p><u>Text Features</u> Mixed Type</p> <ul style="list-style-type: none"> <li>● Introduction: Hook, Reflective Description, Define Key Terms, Thesis Statement</li> <li>● Body paragraphs: Topic Sentence, Logic Flow, FRED A, Link</li> <li>● Conclusion: Restate Thesis, Afterthoughts</li> </ul> <p><u>Language features</u> Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>● Reflective Description: Describe dream profession</li> <li>● 3 reasons why it is important to achieve this dream profession <ul style="list-style-type: none"> <li>○ A source of livelihood</li> <li>○ Passion</li> <li>○ Live up to expectations of self and others</li> <li>○ Make a difference in society</li> </ul> </li> </ul>

NAME:

NO:

CLASS:

## ADMIRALTY SECONDARY SCHOOL



### PRELIMINARY EXAMINATION 2021

SUBJECT : English Language  
PAPER : 1128/02  
LEVEL/STREAM : Secondary 4 Express/5 Normal (Acad)  
DATE : 23 August 2021  
TIME : 1040 – 1230h  
DURATION : 1 hour 50 minutes

# ANSWER SCHEME

*(For examiners' use only)*

**DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

This question paper consists of 10 printed pages including this cover page.

**Section A [5 marks]**

Refer to Text 1 in the INSERT and answer Questions 1 to 4.

1.	What is the purpose of the text?	[1]
	<p><b>It is to encourage readers to sign up for/ subscribe to Disney+.</b></p> <p><b>Answers accepted: buy Disney+</b></p> <p><b>Answers not accepted: download Disney+, use Disney+, Start streaming on Disney+, choose Disney+, join Disney+</b></p> <p><b>*Candidate answers must show that money is involved.</b></p>	

2	Look at the paragraph in the middle.	[1]
(a)	What does the phrase 'has something for every moment and every mood' suggest about Disney+?	
	<p><b>It has a huge variety of shows. /It caters to viewers of all ages and interests.</b></p> <p><b>Answers accepted: caters to the needs of the viewer, inclusive</b></p> <p><b>Answers not accepted: range of activities (there is only 1 activity), different kinds of shows for different occasions, for every moment or mood (merely repeating the question), anytime, anywhere (NAQ), universal (not precise)</b></p>	
(b)	How does the image above support your answer to 2(a)?	[1]
	<p><b>The image shows the different movies available on Disney+ that Disney+ has movies from different companies/ sources/ different genres of movies which suggests that they have a huge variety/ caters to viewers of all ages and interests.</b></p> <p><b>*candidates must show D and C.</b></p>	

3.	What does the phrase 'can't find anywhere else' suggest about the Disney+ experience?	[1]
	<p><b>It suggests that the Disney+ experience is unique/ one-of-a-kind.</b></p> <p><b>Answers accepted: exclusive</b></p>	

	<b>Answers not accepted: premium, the best (vague – in what sense), rare (on its own not accepted, combined with accepted answers will be accepted), limited (inaccurate vocab)</b>
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4.	Identify a sentence from the paragraph at the bottom that shows the convenience that Disney+ brings.	[1]
	<b>The sentence is 'Download any show on your mobile or tablet to watch on the go'.</b>	

**Section B [20 marks]**

**Refer to Text 2 in the INSERT and answer Questions 5 to 16.**

5.	Paragraph 1 mentioned that 'There was no room to move or breathe' (lines 3 – 4).  Identify a sentence in the same paragraph that suggests the same idea.	[1]
	<b>[Simple Reference]</b>  <b>The sentence is 'the three men, with Jamie in the middle, squeezed into the seat, crowded against each other, their knees cramped, their backs pressing against the wooden back of the driver's seat'.</b>	

6.	Explain the irony in Paragraph 1.	[2]
	<b>[Literary Device - Irony]</b>  <b>Since the cart was extremely small and squeezey/ the men were all squeezed in together with Jamie stuck in the middle, Jamie should have felt uncomfortable [1], yet he thought that it was not bad [1].</b>	

7 (a)	What does the word 'racing' (line 5) suggest about the cart?	[1]
	<b>[Quotation]</b>  <b>It suggests that it was moving very fast/ quickly/ high speeds/ full speed.</b>  <b>Answers not accepted: speedy</b>	

	<b>*Students must include the word 'very' to convey the actual meaning of racing.</b>	
7 (b)	Identify a phrase from Paragraph 3 that conveys the same meaning.	[1]
	<b>[Simple Reference]</b>	
	The phrase is '(the pace was a) full gallop'.	

8.	What does the phrase 'like the blow of a horse's hoof to one's chest' (lines 15 - 16) suggest about 'each bounce' (line 15)?	[1]
	<b>[Quotation]</b>	
	It suggests that it has great impact.	
	Answers accepted: violent, rough, forceful, very hard, impactful, impactful and <u>therefore</u> , painful, powerful	
	Answers not accepted: vigorous, physically demanding, devastating, painful, high, strong, bumpy	

9.	What does the word 'halt' (line 18) suggest about the interval?	[1]
	<b>[Quotation]</b>	
	It suggests that it was very short/ momentary/ quick.	
	<b>*Students must include the word 'very' to convey the actual meaning of halt.</b>	
	Answers not accepted: sudden, fast-paced, long	

10.	From Paragraph 4, why did Jamie stare at the driver?	[1]
	<b>[Inferential]</b>	



	<p><b>He was shocked (Answers accepted: disbelief, taken aback, dumfounded, speechless, astonished) that they were not going to stop to eat.</b></p> <p><b>*Candidates must have both the emotion and the reason for 1mark.</b></p>
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11.	<p>Paragraph 5 describes the impact of the ride on Jamie's body. Explain how the language used shows that Jamie was suffering.</p>	[3]
	<p><b>[COMPLEX REFERENCE]</b></p> <ol style="list-style-type: none"> <li>1. 'every inch of Jamie's body was battered and bruised.' shows that Jamie was physically hurt. Therefore, he was in pain.</li> <li>2. 'exhausted' shows that he was worn out but it was impossible to sleep. Therefore, he was in distress.</li> <li>3. 'cramped and aching shows that he was extremely uncomfortable with no room to stretch. Therefore, he was tormented.</li> </ol> <p><b>Synonyms not accepted: struggling, uncomfortable</b></p> <p><b>*Candidates must have clearly explained the detail and not (1) provided another synonym or (2) provided a vague or un-matching explanation</b></p>	

12.	<p>From paragraph 5, 'It was a six-hundred- mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to' (lines 27 – 29).</p> <p>How did Jamie feel?</p> <p><b>*Even if there is hope to survive it, he may not want to.</b></p>	[1]
	<p><b>[Inferential]</b></p> <p><b>He felt desperate for the journey to end.</b></p> <p><b>Answers accepted: defeated, miserable</b></p> <p><b>Answers not accepted: hopeless, exhausted, unmotivated</b></p>	

13.	Based on the words in bold, what is effective about the following phrases:	[3]						
<p><b>[Effective]</b></p> <table border="1" data-bbox="335 403 1343 1108"> <tr> <td data-bbox="335 403 678 660">'Stretching to <b>infinity</b>' (lines 30 – 31)</td> <td data-bbox="678 403 1343 660"> <p><b>It emphasizes the vastness of the desert.</b></p> <p><b>Answers accepted: boundless, extremely big, wide and long</b></p> <p><b>Answers not accepted: wide, long, far</b></p> </td> </tr> <tr> <td data-bbox="335 660 678 862">'<b>Pitiless</b> sun' (lines 31 – 32)</td> <td data-bbox="678 660 1343 862"> <p><b>It emphasizes the extreme heat from the sun.</b></p> <p><b>Answers not accepted: brightest</b></p> </td> </tr> <tr> <td data-bbox="335 862 678 1108">'<b>smothered</b> in heat, dust and flies' (line 32)</td> <td data-bbox="678 862 1343 1108"> <p><b>It highlights that the heat, dust and flies were overwhelming.</b></p> <p><b>Answers accepted: completely covered</b></p> <p><b>Answers not accepted: very uncomfortable</b></p> </td> </tr> </table>			'Stretching to <b>infinity</b> ' (lines 30 – 31)	<p><b>It emphasizes the vastness of the desert.</b></p> <p><b>Answers accepted: boundless, extremely big, wide and long</b></p> <p><b>Answers not accepted: wide, long, far</b></p>	' <b>Pitiless</b> sun' (lines 31 – 32)	<p><b>It emphasizes the extreme heat from the sun.</b></p> <p><b>Answers not accepted: brightest</b></p>	' <b>smothered</b> in heat, dust and flies' (line 32)	<p><b>It highlights that the heat, dust and flies were overwhelming.</b></p> <p><b>Answers accepted: completely covered</b></p> <p><b>Answers not accepted: very uncomfortable</b></p>
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14.	From paragraph 7, how does the writer show Jamie's determination?	[1]						
<p><b>[Writer's Craft]</b></p> <p><b>The author uses repetition.</b></p>								
15.	From paragraph 8, what was the 'glint' (line 34)?	[1]						
<p><b>[Inferential]</b></p> <p><b>It was a diamond/ shine/ reflection from the diamond</b></p>								

**16.** The text reflects the author's emotions. By choosing 3 words from the box, summarise the emotions that the author experienced. There are some extra options in the box you do not need to use. [3]

**The 3 emotions are:**

<b>Optimistic</b>	Dread	Melancholic
Excited	<b>Shocked</b>	<b>Miserable</b>

**[GIST]**



(i)	Paragraph 1:	Optimistic
(ii)	Paragraph 3 - 4:	Shocked
(iii)	Paragraph 5 - 6:	Miserable

**Section C [25 marks]**

Refer to Text 3 in the INSERT and answer Questions 17 to 23.

17.	In Paragraph 1, the author asks multiple questions. What effect is this intended on the reader?	[1]
<p><b>[Effect]</b></p> <p><b>It makes the reader question themselves/ reflect on their own relationships.</b></p> <p><b>*Candidates must mention 'their own relationships'.</b></p> <p><b>Answers accepted: think about/ wonder/ ponder + intrigue, interested, curious</b></p> <p><b>Answers not accepted: worried, anxious, doubtful</b></p>		
18.	In your own words, why is it hard to let go of someone we love?	[1]
<p><b>[IYOW +Literal]</b></p> <p><b>We fixate/ concentrate on the strengths/ positive traits of our loved ones/ the relationship and ignore the flaws.</b></p> <p><b>Taboo: 'focus', 'good', 'refuse', 'unhealthy, 'obvious'</b></p> <p><b>Answers not accepted: blinded</b></p>		
19.	Identify 2 contrasting words in paragraph 2 that describes controlling behaviour.	[2]
<p><b>[Simple Reference]</b></p> <p><b>The two words are 'blatantly' and 'subtle'.</b></p> <p><b>*Candidates must provide both for 2 marks – to show comprehension of 'contrasting' and not guess their answers.</b></p>		

20.	What does the phrase 'safe to say' (line 19) suggest about disagreements between a couple?	[1]
<p><b>[Quotation]</b></p> <p><b>It suggests that it is very common/ normal/ expected/ bound to happen</b></p> <p><b>Answers not accepted: natural, unavoidable, inevitable, often, acceptable, happens all the time.</b></p>		

21.	Here is part of a conversation between two friends, Camelia and Darius, who have read the article.	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Camelia</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 200px; text-align: center;"> <p>A healthy relationship depends on us!</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 200px; text-align: center;"> <p>I disagree.</p> </div> <div style="text-align: center;">  <p>Darius</p> </div> </div>		
(i)	Identify 2 pieces of evidence from Paragraph 1 that Camelia can use to support her stand.	[2]
<p><b>'forget to examine whether the relationship is good for them' (lines 4 – 5) - anything more is considered excess denied.</b></p> <p><b>'It would be ideal if we were able to recognise the signs of an unhealthy relationship' (lines 5 – 6)</b></p> <p><b>Answers not accepted: 'we focus on the good.... Unhealthy' – does not answer the question.</b></p>		
(ii)	How can Darius explain his stand with reference to Paragraph 4?	[2]
<p><b>'Some people believe that a healthy relationship is the work of destiny' [1] shows that we have no control over the health of our relationships/ fate controls our relationships/ happens by chance/ we have no choice [1].</b></p>		

	<b>Answers not accepted: 'mistake as fate is the law of attraction...'</b>
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<b>22.</b>	What tone does the author use in the last paragraph to address the reader?	<b>[1]</b>
	<p><b>[Tone]</b></p> <p>The tone is encouraging/ nurturing/ motivating.</p> <p><b>Answers not accepted: assuring, reassuring, uplifting, light-hearted, optimistic</b></p>	

<b>23.</b>	<p><b>Using your own words as far as possible</b>, summarise the ways to form a healthy relationship.</p> <p><b>Use only information from Paragraph 2 to 6.</b></p> <p>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.)</p> <p>To a form healthy relationship, we need to...</p>	<b>[15]</b>												
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 40%;">Points from passage</th> <th style="width: 55%;">Paraphrased points</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>1</b></td> <td>           'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive'             (lines 10 – 12)         </td> <td>Be truthful with the good intention to help one another improve</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>           'controlling behaviour'             (line18) – Inferred point         </td> <td>Give our partner some personal freedom</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td>           'defuse arguments over minor things'             (line 20)         </td> <td>           Minimise conflict over trivial matters/ Compromise on unimportant issues             'defuse' is not 'prevent' or 'avoid'         </td> </tr> </tbody> </table>		Points from passage	Paraphrased points	<b>1</b>	'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive'  (lines 10 – 12)	Be truthful with the good intention to help one another improve	<b>2</b>	'controlling behaviour'  (line18) – Inferred point	Give our partner some personal freedom	<b>3</b>	'defuse arguments over minor things'  (line 20)	Minimise conflict over trivial matters/ Compromise on unimportant issues  'defuse' is not 'prevent' or 'avoid'	
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	<p><b>4</b> 'always burying conflict – or constantly arguing without seeing any improvement – your communication skills may be lacking'</p> <p>(lines 20 - 22) – inferred point</p>	<p>Learn to talk to each other to solve problems</p>	
	<p><b>5</b> 'physical or emotional abuse, are always signs that you must leave the relationship immediately'</p> <p>(lines 23 – 24) – inferred point</p>	<p>Not mistreat each other</p>	
	<p><b>6</b> 'healthy relationships can often be formed with the commitment and dedication of both partners'</p> <p>(line 25 – 26)</p>	<p>Be devoted to each other</p>	
	<p><b>7</b> 'If you embrace positive thinking, live with passion and are kind and accepting of yourself and others, you'll attract people who do the same. You'll need to identify and overcome your limiting beliefs and rewrite your story to give you strength and confidence' (line 31 – 35)</p> <p>OR</p> <p>'learning self-love isn't always easy'</p> <p>(line 35) – inferred point</p>	<p>Respect ourselves</p>	
	<p><b>8</b> 'hold yourself to high standards'</p> <p>(line 36)</p> <p>'your expectations are low and you're not putting in the effort to grow with your partner'</p> <p>(line 37 – 38)</p>	<p>Have high expectations of ourselves and treat our partners the way we want to be treated/so we can grow together</p>	

		'You are an active participant in this relationship; the way you want them to show up for you is the way you must show up for them' (line 42)	
	<b>9</b>	'appreciate that every individual is different ' (line 46)  'appreciating your differences' (line 48)  'Appreciate each other' (line 52)	Embrace each other's individuality