



康 柏 中 学

**COMPASSVALE SECONDARY SCHOOL  
2019 MID-YEAR EXAMINATION  
ENGLISH LANGUAGE PAPER 1 [1128/01]  
Secondary Four Express / Five Normal Academic**

Name: \_\_\_\_\_

Duration: 1 hour 50 minutes

Index No: \_\_\_\_\_

Date: 8 May 2019

Class: \_\_\_\_\_

**READ THESE INSTRUCTIONS FIRST**

This Insert contains **Section A**.

Write your answers in the spaces provided.





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2019 MID-YEAR EXAMINATION  
ENGLISH LANGUAGE PAPER 1 [1128/01]  
Secondary Four Express / Five Normal Academic**

Name: \_\_\_\_\_

Duration: 1 hour 50 minutes

Index No: \_\_\_\_\_

Date: 8 May 2019

Class: \_\_\_\_\_

Marks: \_\_\_\_\_ / 70

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and index number in the spaces provided on the writing paper.  
Write in dark blue or black pen on both sides of the writing 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 on the Insert.

For **Section B** and **Section C** write your answers on the separate writing paper provided.

At the end of the examination, submit Section A, B and C separately.

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

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This paper consists of **4** printed pages including this page and **1** insert.

Setter: Ms Ritchell Choong

**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 poster on page 3, study the information carefully and plan your answer before beginning to write.

The local Residents' Committee in your neighbourhood is offering volunteer opportunities to teenagers over the holidays. They aim to expose youth to the needs of the community and allow them to develop skills that would be useful. You saw a poster of the opportunities available and you are interested to apply for a position.

Write a letter to the Chairman of the Rivervale Residents' Committee to apply for the role, explaining clearly:

- the role you would like to apply for
- the reasons for your choice
- the qualities or prior experiences you have which will enable you to contribute
- other ideas to improve the living environment of your neighbourhood.

Write your letter in clear, accurate English and in a polite and persuasive tone to convince the Chairman of the Rivervale Residents' Committee of your enthusiasm and to accept your application.

You should use your own words as much as possible.

## Are you looking to spend your holidays meaningfully?

**We have new volunteer opportunities for you! Work with community leaders and get a chance to make real change in the Rivervale Estate!**

### Residents' Scribe



Attend our weekly Meet-the-MP session, where residents would share their concerns personally with the Member of Parliament.

As a scribe, listen to the residents share about their daily needs and concerns in various languages. Ask meaningful questions and help to craft letters of appeal in standard English on their behalf.

If you like listening to others, have a good set of language skills and are looking to help in a very real way, sign up to be a Residents' Scribe today!

### Youth Mentor



Take care of young children between the ages of 3 – 7 over the holidays while their parents are at work!

Work with the neighbourhood childcare centre and design fun and meaningful activities to engage the children for 2 hours a day.

If you like working with children, enjoy organising activities and have a few creative ideas, join us as a Youth Mentor today!

### Community Gardener



Spruce up the green spaces in our neighbourhood by setting up a new community garden at Block 35!

Grow flowers, vegetables, fruit, herbs and other plants to brighten our environment and design activities for families and neighbours to enjoy together.

If you have green fingers, enjoy taking care of plants and have a few ideas on how to bond the community, sign up as a Community Gardener today!

**Write in to us if you are interested in any of the volunteer opportunities and be sure to include other suggestions as to how we can make the Rivervale Estate a more wonderful neighbourhood to live in!**

**More details are available on our website @ <http://www.rivervaleestate.com>.**

**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** 'What matters most is that you have tried your best.' Write about a time when this was true. How did you realise this?
  
- 2** It is often said that it is more important to be healthy than wealthy. What is your opinion?
  
- 3** What are some major opportunities and challenges young people in your society face these days?
  
- 4** A meaningful friendship is one of the most valued relationships one can have. Write about the times you have found this to be true. Why were these friendships so important to you?

**- END OF PAPER -**





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**COMPASSVALE SECONDARY SCHOOL  
2019 MID-YEAR EXAMINATION  
ENGLISH LANGUAGE PAPER 2 [1128/02]  
Secondary Four Express / Five Normal Academic**

Name: \_\_\_\_\_

Duration: 1 hour 50 minutes

Index No: \_\_\_\_\_

Date: 8 May 2019

Class: \_\_\_\_\_

Marks: \_\_\_\_\_ / 50

**INSTRUCTIONS TO CANDIDATES**

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

## Section A

### Text 1

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



**Over 300 festivals affiliated worldwide!  
Attracted over 1 Million performers yearly!  
Now in Singapore!**

# SPAF

**Singapore Performing Arts Festival  
DRAMA**

**Open up the World of Speech & Communication to ALL  
28 July to 3 August 2018**

**Venue: LASALLE College of the Arts (Rehearsal Studio G401)**

**SPAF aims to inspire, so all performers leave with a sense of achievement! The world of performing arts will encourage students to develop communication and interpersonal skills.**



Every skill gained in preparing for and giving a performance is a valuable life skill which will be used in job interviews, in the workplace, in leisure activities and in social and interpersonal relationships throughout life.

**Featured Categories:**

- ☆ Storytelling
- ☆ Creative Writing
- ☆ Public Speaking

*and many other categories*

**Festival Adjudicators:**



Mary Ann Tear  
Performing Arts Specialist  
& Examiner



Matt Grey  
Lecturer and Adjudicator

**Feedback and Recognition**

During each class, participants will be evaluated on their performance on a report form. It will be followed by a mini master-class to comment on the overall performance of the class as a whole. Certificates will be awarded to all participants, and based on their performance, they may qualify for one of the three levels of awards: Gold/Silver/Bronze

**Wish to know more? Full Info at  
[www.msworks.sg](http://www.msworks.sg) or contact  
us at [spaf@msworks.sg](mailto:spaf@msworks.sg)**



**It's Simple to Join!**  
Visit [www.msworks.sg](http://www.msworks.sg)  
to download the SPAF  
Syllabus booklet  
& forms

## Section B

### Text 2

The text below describes children playing their favourite hide-and-seek game. Read the text carefully and answer Questions 5 – 13 in the Question Paper.

- 1 It was still too hot to play outdoors. After a long day of confinement in the house, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door; everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke. 5
- 2 "Please, ma, please," they begged. "We'll play in the veranda and porch—we won't go a step out of the porch."  
"You will, I know you will, and then——"  
"No—we won't, we won't," they wailed so horrendously that she actually let down the bolt of the front door and they burst out like seeds from a crackling, overripe pod into the veranda, with such wild, maniacal yells. 10
- 3 There was a tussle over who shall be the seeker in their favourite game of hide-and-seek. The shoves became harder. The motherly Mira intervened. She pulled the boys roughly apart. There was a tearing sound of cloth, but it was lost in the heavy panting and angry grumbling, and no one paid attention to the small sleeve hanging loosely off a shoulder. Raghu was the seeker. He started to protest, to cry "You cheated!", but it was too late, the others had all already streaked away. There was no one to hear when he called out, "Only in the veranda—the porch—Ma said—Ma said to stay in the porch!" No one had stopped to listen - all he saw were their legs flashing through the dusty shrubs, scrambling up brick walls, leaping over hedges, and then the porch stood empty in the purple shade of the bougainvillea, and the garden was as empty as before. 15 20
- 4 Raghu whistled spiritedly so that the hiders should hear and tremble. Vinod heard the whistling and felt himself too exposed, sitting on an upturned flowerpot behind the garage. He could run around the garage if he heard Raghu come but he hadn't much faith in his short legs when matched against Raghu's long, hefty, footballer legs.
- 5 Next to the garage was a shed with a big green door. Vinod always shunned entering such a dark and depressing mortuary of defunct household goods, but as Raghu's whistling grew angrier and sharper and his crashing and storming in the hedge wilder, Vinod suddenly slipped off the flowerpot and through the crack and was gone. He chuckled aloud with astonishment at his own temerity so that Raghu came out of the hedge, stood silent with his hands on his hips, listening, and finally shouted, "I heard you! I'm coming! Got you——" and came charging round the garage only to find the upturned flowerpot. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey. 25 30
- 6 Vinod shook, then shivered with delight, with self-congratulation. Also with fear. It was dark, spooky in the shed. It had a muffled smell, as of graves. Except for the white-hot cracks along the door, there was no light. He leapt up as Raghu whacked the wall with his stick—then, quickly realising what it was, felt almost relieved to hear Raghu, hear his stick. It made him feel protected. But Raghu soon moved away. Vinod stood frozen inside the shed. He contemplated slipping out of the shed and wondered if it would not be better to be captured by Raghu and be returned to 35

the milling crowd as long as he could be in the sun, the light, the free spaces of the garden, and the familiarity of his brothers, sisters, and cousins. It would be evening soon. Vinod sat back, deciding to hold out a bit longer. What fun if they were all found and caught—he alone left unconquered! He had never known that sensation. To defeat Raghu—that hirsute, hoarse-voiced football champion—and to be the winner in a circle of older, bigger, luckier children—that would be thrilling beyond imagination. He hugged his knees together and smiled to himself almost shyly at the thought of so much triumph.

7 It grew darker in the shed. The lawn was shut off from his view. Could he hear the children's voices? It seemed to him that he could. It seemed to him that he could hear them chanting, singing, laughing. But what about the game? Could it be over? How could it when he was still not found? It then occurred to him that he could have slipped out long ago, dashed across the yard to the veranda, and touched the "den." It was necessary to do that to win. He had forgotten. He had only remembered the part of hiding and trying to elude the seeker. He had done that so successfully. His success had occupied him so wholly, that he had quite forgotten that success had to be clinched by that final dash to victory and the ringing cry of "Den!"

*Adapted from Game at Twilight by Anita Desai*

## Section C

### Text 3

*In this text, the writer describes the dire state of the shark population being threatened due to fin harvesting. Read it carefully and answer Questions 14 – 18 in the Question Paper.*

- 1** The world's largest shark fin industry lies in the heart of the Coral Triangle, a region of the Indian and Pacific Oceans home to the world's most diverse coral reefs. This idyllic-sounding environment sustains an industry responsible for the deaths of over 3 million sharks a year. Fishing pressure on threatened shark populations has increased dramatically in recent years and it is estimated that only 12% of shark fisheries are considered potentially sustainable, indicating that 25,000 tonnes of dried fins each year originate from other unsustainable, often illegal, fisheries. Distinguishing the species from which fins are sourced can be extremely difficult, as the mixing of catches is a common practice that hampers traceability efforts. 5
- 2** Both legal and illegal fisheries are driving the overfishing of sharks, driven overwhelmingly by the international trade to obtain their fins. Pressure is particularly high in Indonesia where annual catches exceed 100,000 tonnes of shark a year. Shark fins are tempting targets for fishermen from Indonesian island communities because they have high monetary value and shark fishing is one of the most lucrative livelihoods in these remote coastal regions. The finning industry presents the main livelihood for fishermen in this region and the enormous profits have transformed remote coastal villages to cash-based communities. India, Spain and Taiwan also play an important role in the catching of sharks and the gainful sale of their fins in international markets, particularly in Hong Kong, from where many are re-exported, particularly mainland China. 10 15
- 3** Shark finning and the mixing of catches tend to take place in the open seas or in remote ports, where there is little to no oversight. Moreover, authorities show little interest in controlling illegal wildlife trade, including that in shark fins. Even if they do, their enforcement capabilities are very limited because they cannot inspect and run DNA tests on every single fin that arrives at their customs to determine the area where the shark was caught, or even determine the species. 20
- 4** A large proportion of fins comes from sharks caught as bycatch: for example, sharks comprise over 25% of the total catch in tuna and swordfish fisheries in multiple countries. While there are ways to mitigate biologically unsustainable or environmentally harmful shark bycatch, there is very little evidence of fisheries management authorities or industry insisting on rapid adoption of such methods. Indeed, bycatch mitigation measures may well be resisted if bycatch consists of sharks for which fins can be sold. 25
- 5** The global shark fin industry is rife with criminal activity and cannot be trusted to police itself effectively. In the view of the researchers, waiting for multilateral organisations to develop and enforce rules regarding shark fishing and regulate the fin trade is not an option both because available enforcement and compliance systems are far too poorly applied for wildlife trade in most countries trading fins, including mainland China, and it would likely to take too long and that is a luxury not currently afforded to many shark species. While there is much scope for enforcement of existing laws controlling catching and international trade to improve, this will take time and is unlikely to improve in the near future. 30 35
- 6** Ensuring truly sustainable shark fisheries and shark fin trade remain a far-off dream. Simply put, around a quarter of all shark species are hurtling towards extinction. The only real way to protect sharks is to halt the consumption and trade in all shark fin. Consumers have to act fast and decide what is acceptable and what is not when it comes to vulnerable, uncontrolled species. Traditions change all the time according to new knowledge and shifting values. Thus while the appetite for shark fin soup is growing in places like Thailand and Macau it is slowly declining in Hong Kong 40

and mainland China, where young people are starting to see it as a cultural practice that is worth abandoning.

- 7 Extinction must not make the decision for us. We must act fast to take steps and stop activities that would seriously threaten their future on our planet. 45

*Adapted from <https://www.sciencedaily.com>*



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**2019 MID-YEAR EXAMINATION**  
**ENGLISH LANGUAGE PAPER 2 [1128/02]**  
**Secondary Four Express / Five Normal Academic**

Name: \_\_\_\_\_

Duration: 1 hour 50 minutes

Index No: \_\_\_\_\_

Date: 8 May 2019

Class: \_\_\_\_\_

Marks: \_\_\_\_\_ / 50

**READ THESE INSTRUCTIONS FIRST**

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

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

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

The number of marks is given in brackets [ ] at the end of each question or part question.

Section A [5 marks]

Text 1

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

1 How does the poster suggest the popularity of the Singapore Performing Arts Festival?

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

2 Look at the photograph of a group of 4 people found at the bottom of the poster. With reference to the information presented below it, what idea does the photograph convey about joining the festival?

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

3 Refer to the section headed **Feedback and Recognition**. Provide two ways individual participants will benefit from this class.

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

4 Which sentence summarises the main benefit of the programme?

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

**Section B [20 marks]**

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

**5** At the beginning of the text, the children are kept indoors to avoid the heat. Explain how the language used in Paragraph 1 indicates their desire to be outdoors.

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

**6** In Paragraph 2, explain how the expression ‘burst out like seeds from a crackling, overripe pod’ (line 10) is particularly effective in describing the children’s behaviour?

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

**7** (i) What does Raghu’s reply, “You cheated!” (line 16) suggest about his state of mind?

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

(ii) Give another word in the paragraph which suggests a similar idea.

..... [1]

**8** In Paragraph 4, provide two reasons to explain why Vinod was feeling insecure.

(i) .....  
.....

(ii) .....  
..... [2]

- 9 (i) In Paragraph 5, 'He chuckled aloud with astonishment at his own temerity' (lines 28-29). Suggest why Vinod did that.

.....  
 .....

[1]

- (ii) 'came charging round the garage only to find the upturned flowerpot. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey' (lines 30-32).

Which words or phrases in the given sentences describe the actions of Raghu?

Descriptions of Raghu's actions	Words or phrases from the passage
(i) rush forward to attack	
(ii) fuming	
(iii) hitting hard	

[3]

- 10 In Paragraph 6, explain why it was ironical that Vinod 'felt almost relieved to hear Raghu' (line 36).

.....  
 .....

[2]

- 11 Vinod desires to defeat Raghu in the game. Identify two separate words in Paragraph 6 which convey this.

.....

[1]

- 12 In Paragraph 7, explain why Vinod feels that 'His success had occupied him so wholly?' (line 52).

.....  
 .....

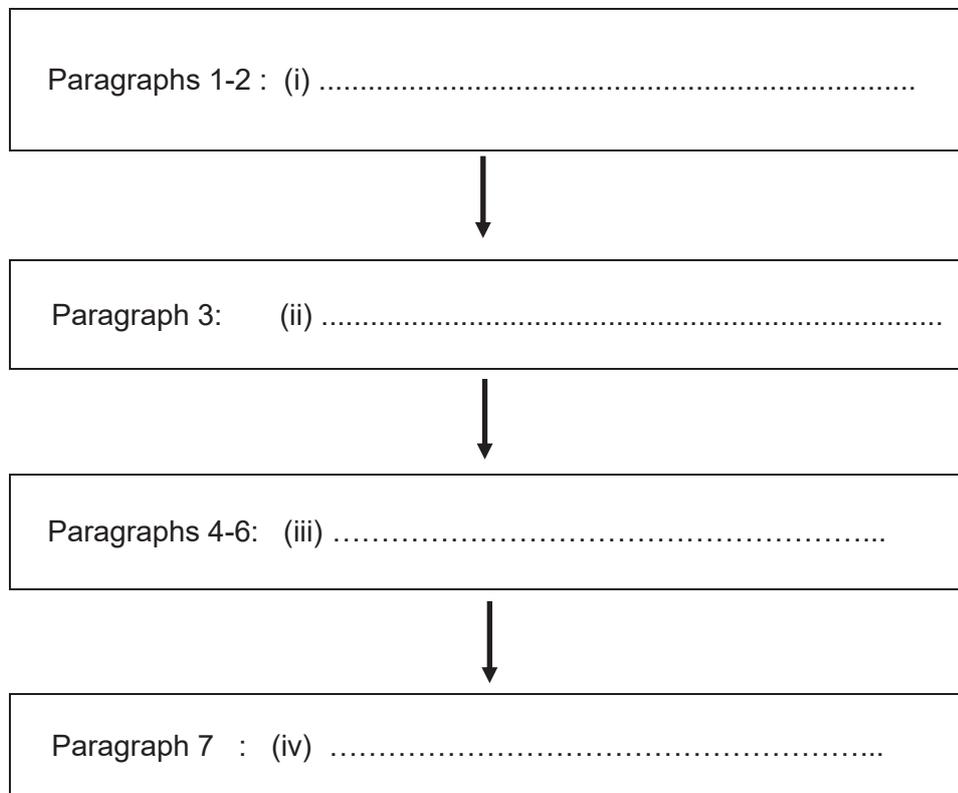
[1]

- 13 The structure of the text reflects the children's moods at different stages of their game. Complete the flowchart by choosing one word from the box to summarise the main moods presented in each part of the text. There are some extra words in the box you do not need to use.

**The children's moods**

regret    eagerness    irritation    confusion    dismay    trepidation    aggression

**Flow chart**



[4]

Section C [25 marks]

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

- 14 (i) In Paragraph 1, the writer says ‘this idyllic-sounding environment sustains an industry responsible for the deaths of over 3 million sharks a year.’ What is the predicament presented here?

.....  
.....  
.....

[2]

- (ii) From the same paragraph, what is the challenge faced in protecting the shark fin industry? **Answer in your own words.**

.....  
.....  
.....

[2]

- 15 From Paragraph 2, identify a word that suggests that global trade is a major force behind overfishing.

.....

[1]

- 16 Here is a part of a conversation between two students, Jasmine and Damien, who have read the article.



Jasmine

Finning of sharks has led to significant growth and development in Indonesia.

Damien

I think we should not ignore other countries benefiting from this trade as well.



- (i) State one way Jasmine’s view may be supported, using information from paragraph 2. **Answer in your own words.**

.....  
.....  
.....

[2]









**Compassvale Secondary School**  
**English Language & Literature Department**  
**2019 Mid-Year Examination**  
**Paper 1 Table of Specifications (TOS)**

**Level: Secondary 4/5**  
**Stream: 4 Express / 5 Normal Academic**  
**Setter: Ritchell Choong**

**Section A (10 marks)**

**Editing**

Over the weekend, 700 firefighters were deployed to battle a forest fire raging out	
of control in <b>sparse</b> populated Muli county in China's Sichuan province. The	1 sparsely (wf)
Chinese leadership had issued orders to respond <b>immediatley</b> to the emergency,	2 ✓
<b>before</b> the blaze spiralled out of hand despite initial efforts to contain it. To make	3 after (conj)/ but (conj)
things <b>worst</b> , the harsh terrain in Muli county posed fresh challenges for	4 worse (wf)
emergency workers placed on the scene. Amid brave battles to put <b>up</b> the raging	5 out (prep)
fire <b>who</b> had destroyed 3,000 hectares of forest, firefighters had to endure high	6 that/which (relative pronoun)
altitudes at 4,000 metres above sea levels and steep trails. One wrong step and	7 ✓
they were doomed, but as true heroes, they <b>refuse</b> to walk away. For two days,	8 refused (t)
they worked hard to contain the forest fire <b>and</b> a sudden change in wind direction	9 but (conj) / when
ignited a huge fireball, killing 30 people in the maelstrom. The news <b>were</b>	10 was (sva)
devastating for their families. Many lives will forever be changed.	

# [Option 1]

## **Section B (30 Marks)**

### Situational Writing

#### Task Fulfilment

For the 10 marks awarded for the 'Task Fulfilment', candidates need to demonstrate the following:

- Awareness of purpose, audience and context
- Relevance
- Development and organisation of ideas
- Appropriate use of given information and visual stimulus

**Purpose:** To apply for a volunteer position at the RC

**Audience:** Chairman of the Residents' Committee

**>Tone** Must be polite, persuasive and enthusiastic

#### **Context**

The local residents' committee in your neighbourhood is offering volunteer opportunities to teenagers over the holidays. They aim to expose youth to the needs of the community and allow them to develop skills that would be useful.

Candidates are applying to participate in some of these activities.

#### **Format : Letter to an External Agency**

541 Sengkang Ave 1  
#04-561  
Singapore 440541

3 May 2019

Chairman  
Rivervale Residents' Committee  
51 Rivervale Crescent  
Singapore 440051

Dear Sir / Madam

#### **Application for Volunteer Role**

Yours sincerely  
(Signature)  
Name  
(School)

## Development and organisation of Ideas

The letter must reflect the following ideas (with sufficient amplification where relevant):

Introduction should include the following:

- Introduction of self
- Purpose of letter: to apply for position
- Expression of enthusiasm/excitement for the role.

### Task Requirements

- RP1: The role you would like to apply for
- RP2: the reasons for your choice
  - (Refer to 2<sup>nd</sup> paragraph of each option; and explain the types of activities, questions and ideas you'll have for each option)
- RP3: the qualities or prior experiences you have which will enable you to contribute better
  - (Refer to 3<sup>rd</sup> paragraph of each option)
- RP4: Other ideas to improve the living environment of your neighbourhood.
  - (Own invention)

Option	RP2: the reasons for your choice	RP3: the qualities or prior experiences you have which will enable you to contribute better (Refer to 3 <sup>rd</sup> paragraph of each option)
Residents' Scribe	<ul style="list-style-type: none"> <li>• Enjoy listening to people and helping them: listen to the residents share about their children's <b>education</b>, <b>housing</b> grants, application for HDB flats and request for <b>healthcare</b> subsidies</li> <li>• You can speak various languages like mandarin, cantonese, hokkien, malay, tamil and <b>you want to help with these skills.</b></li> <li>• You know how difficult it is not to be able to express yourself, <b>so you want to help them communicate</b></li> <li>• You have always been interested in how to help other people solve their problems.</li> </ul>	<p>Qualities:</p> <ul style="list-style-type: none"> <li>• Good listener</li> <li>• Believe it is important to be empathetic towards others and understand their concerns</li> <li>• Approachable and friendly</li> <li>• Proficient in English, Chinese and Malay.</li> <li>• Good grades for EL</li> </ul> <p>Prior experiences:</p> <ul style="list-style-type: none"> <li>• Translator for visiting exchange students</li> <li>• Able to speak with family members, grandparents in dialects</li> <li>• Learnt lessons at language classes.</li> <li>• Leadership experiences where you helped to sort out problems amongst people you lead.</li> </ul>

Youth Mentor	<ul style="list-style-type: none"> <li>• Love working with young children.</li> <li>• They are creative, energetic, innocent and happy and you enjoy playing with them and giving them meaningful activities to do like:</li> <li>• Excursions to the nearby park / playground / activity centre</li> <li>• Plan a treasure hunt / sketching in nature activity for children</li> <li>• Create painting, arts and crafts and other activities to engage their psychomotor skills within the classroom</li> <li>• Sandwich making activity that allows children to make food for their working parents.</li> <li>• You are also good at art or planning events so you believe you can help to create those experiences.</li> </ul>	<p>Qualities</p> <ul style="list-style-type: none"> <li>• Patient</li> <li>• Creative</li> <li>• Love arts and craft</li> <li>• Able to explain tasks well</li> <li>• Friendly, approachable</li> </ul> <p>Prior experiences:</p> <ul style="list-style-type: none"> <li>• Mom is a babysitter</li> <li>• Have younger siblings at home</li> <li>• Take care of younger cousins</li> <li>• Volunteered at other Childcare centres</li> <li>• Coach other younger children in church/community centres etc.</li> <li>• OSPL, VIA working with similar groups of people who need help.</li> </ul>
Community Gardener	<ul style="list-style-type: none"> <li>• Have green fingers, enjoy nature</li> <li>• Love gardening and how it brings about peace and relaxation.</li> <li>• Want to set up a fruit and vegetable garden for the community because it's more diverse than what you can do at home.: Create the space the gardening space. Plan the design of the garden and the types of seedlings to grow.</li> <li>• Want to meet more people of similar interests: Form a local gardening club to: grow and take care of local flowers, root vegetables, fruit and herbs for local harvesting.</li> <li>• It will brighten our environment.</li> <li>• Design: plant-a-tree, gdesign activities for families and neighbours to enjoy together.</li> </ul>	<p>Qualities</p> <ul style="list-style-type: none"> <li>• Patient</li> <li>• Creative</li> <li>• Loves/ believes in the importance of beautifying the environment</li> <li>• Loves nature</li> <li>• Enjoys planting and gardening</li> </ul> <p>Prior Experiences:</p> <ul style="list-style-type: none"> <li>• Personal garden at home</li> <li>• Does gardening/planting of herbs, flowers at home / in school</li> <li>• Has done an internship at NParks before</li> </ul>

<b>RP4:</b>	<b>ANY ideas to develop</b> <ul style="list-style-type: none"><li>• <b>community space,</b></li><li>• <b>community bonding and unity,</b></li><li>• <b>making transportation, goods and services all more accessible</b></li><li>• <b>youth involvement</b></li><li>• <b>elderly involvement</b></li><li>• <b>inclusion of people from all races, religions, nationalities, abilities or backgrounds</b></li></ul>
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Candidates' own ideas are encouraged although given information and visual stimulus should also be used to support personal opinion.

For the language, mark out of a possible 20.

> Please refer to Band Descriptors in the new Syllabus Marking **Guide**

Section C (30 marks)

S/N	Topic	Setter's Remarks
1	<p><u>Text Type:</u> <b><u>Descriptive and Personal Reflective</u></b></p> <p>'What matters most is that you have tried your best.' Write about a time when this was true. How did you realise this?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> <li>- <i>Candidates should describe an occasion where a lot of effort was put in to do something.</i></li> <li>- <i>Candidates should use descriptive language that evoke feelings and experiences of hard work – mainly utilising past tense and past perfect tense to narrate the events.</i></li> <li>- <i>There should also be a clear evaluation of how 'trying one's best' is the most important thing that matters in that experience and how the events led up to that evaluation.</i></li> <li>- <i>Candidates should use language of evaluation or reflection, and mainly using the simple present tense.</i></li> <li>- <i>Vivid images of events should be rewarded highly</i></li> </ul> <p>Candidates attempting this topic should have mastery over their language and content to sustain the readers' interest level.</p> <ul style="list-style-type: none"> <li>- Students must <b>demonstrate the ability to use the past and present tense where appropriate</b></li> <li>- Use of <b>precise and wide vocabulary</b>, and <b>variety of sentence structures</b> should <b>separate the strong scripts</b> from the weaker ones.</li> </ul>
2	<p><u>Text type:</u> <b><u>Discursive/ Argumentative</u></b></p> <p>It is often said that it is more important to be healthy than wealthy. What is your opinion?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> <li>- <i>a strong introduction and a thesis statement</i></li> <li>- <i>Depending how the candidate interprets the question, this can be a discursive or argumentative essay.</i></li> <li>- <i>Stand can be anywhere on the spectrum but viewpoints should never contradict itself.</i></li> <li>- <i>Clear Topic sentences/ Evidence/ Explanation should be found within the content paragraphs.</i></li> </ul> <p>Whether argumentative or discursive, both essay types should include an evaluation of "importance". It should have a metric to measure importance. A suggestion of how importance can be measured is by how it affects quality of life.</p> <p>So: the essay should have a discussion on how good physical health (or the lack of) affects one's experience/quality of life. It should also be discussed how monetary wealth (or the lack of) would affect one's quality of life.</p> <p>Stronger scripts may also discuss how the positive effects of good health on life can lead to wealth. Or it can consider how good health may not be the only factor that leads to a 'rich' life.</p> <p><b><u>Possible ideas for why Health is more important:</u></b></p>

		<ul style="list-style-type: none"> <li>- Good health allows one to try new physical things with no major complications.</li> <li>- Good health allows one to spend meaningful hours and time with loved ones.</li> <li>- Good health allows one to continue working hard and earning money and growing one's wealth.</li> </ul> <p><b><u>Possible views of why being healthy is not more important than wealth:</u></b></p> <ul style="list-style-type: none"> <li>- Health may mean one can lead a long life, but without a good job, or opportunities, quality of life is tough too.</li> <li>- Poverty is difficult even when one is healthy.</li> <li>- Having money can also help one recover from health ailments better/faster.</li> </ul> <p>Alternative views would consider that good health is not the only factor that allows for quality life.</p> <p>Discursive essays should <b>provide a balanced view</b> – and take a stand anywhere on the spectrum. <b>Argumentative essays</b> should firmly take one side and refute <b>any counterarguments</b>.</p> <p>In both cases, candidates may <b>use</b> their understanding of the world and their own, <b>personal experiences</b> to supplement the <b>points</b> raised in their essay. Candidates should have mastery over their language, vocabulary and content to sustain the readers' interest level.</p>
3	<p><b><u>Text Type:</u></b> <b><u>Discursive</u></b></p> <p>What are some major opportunities and challenges young people in your society face these days?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> <li>- <i>a strong introduction and a thesis statement</i></li> <li>- <i>Some background information about the world that young people live in these days. (e.g. the VUCA world today, technological affordances, globalisation etc)</i></li> <li>- <i>Clear Topic sentences/ Evidence/ Explanation should be found within the content paragraphs.</i></li> </ul> <p><b><u>A discussion on opportunities:</u></b></p> <ul style="list-style-type: none"> <li>- Technological advancements facilitate learning, collaboration.</li> <li>- New developments allow students to become creative with their designs and solutions.</li> <li>- There are many new, exciting job types which require soft skills and human collaboration.</li> <li>- There will be many experiences that allow them to work internationally, opportunities to make lives better for the community.</li> </ul> <p><b><u>A discussion on the challenges:</u></b></p> <ul style="list-style-type: none"> <li>- Everything is changing and in flux. Jobs that they will apply for probably don't even exist now.</li> <li>- Political systems and governments are impermanent and messy. The world is changing rapidly, so it is hard to catch up.</li> </ul>

		<ul style="list-style-type: none"> <li>- Technology renders things irrelevant very quickly.</li> <li>- Social relationships are breaking down because of a lack of real connection.</li> </ul> <p>Candidates may use their personal experiences to supplement the points raised in their essay. Candidates should discuss a minimum of 2 opportunities and 2 challenges. They should not take a stand as this is not a requirement of the question.</p> <p>Candidates should have mastery over their language and content to sustain the readers' interest level.</p>
4	<p><b><u>Text type: Reflective / Recount / Hybrid</u></b>  A meaningful friendship is one of the most valued relationships one can have. Write about the times you have found this to be true. Why were these friendships so important to you?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> <li>- <i>Candidates should describe at least 2 occasions when they realised the importance of a meaningful friendship and it is valuable to them.</i></li> <li>- <i>Candidates should use descriptive language that evoke feelings and experiences of how these friendships affected the candidate – mainly utilising past tense and past perfect tense to narrate the events.</i></li> <li>- <i>There should also be a clear evaluation of how 'a meaningful friendship' became one of the most valued relationships to the candidate in those occasions.</i></li> <li>- <i>There should also be an evaluation of those friendships and why they were important.</i></li> <li>- <i>Candidates should use language of evaluation or reflection, and mainly using the simple present tenses to</i></li> <li>- <i>Vivid images of events should be rewarded highly</i></li> </ul> <p>Candidates attempting this topic should have mastery over their language and content to sustain the readers' interest level.</p> <ul style="list-style-type: none"> <li>- <b>Students must demonstrate the ability to use the past and present tense where appropriate</b></li> <li>- <b>Use of precise and wide vocabulary, and variety of sentence structures should separate the strong scripts from the weaker ones.</b></li> </ul>

**ANSWER**



**康 柏 中 学**

**COMPASSVALE SECONDARY SCHOOL  
2019 MID-YEAR EXAMINATION  
ENGLISH LANGUAGE PAPER 2 [1128/02]  
Secondary Four Express / Five Normal Academic**

Section A [5 marks]

Text 1

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

- 1 How does the poster suggest the current popularity of the Singapore Performing Arts Festival?

**It has attracted over 1 million performers yearly.** [1]

*Accept: It has over 300 festivals affiliated worldwide! Attracted over 1 million performers yearly.*

- 2 Look at the photograph of a group of 4 people found at the bottom of the poster. With reference to the information presented below it, what idea does the photograph convey about joining the festival?

**The photograph shows a confident person in a job interview/performing confidently in a job interview[1] which shows that participants will gain relevant/valuable communication/interpersonal skills. [1]** [2]

- 3 Refer to the section headed **Feedback and Recognition**. Provide two ways individual participants will benefit from this class.

**They will receive a report form of their performance and certificates.** [1]

*DNA: mini master-class to comment on the overall performance of the class as a whole as the focus is on individual participant.*

- 4 Which sentence summarises the main benefit of the programme?

**'The world of performing arts will encourage students to develop communication and interpersonal skills.'** [1]

**Section B [20 marks]**

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

- 5** At the beginning of the text, the children are kept indoors to avoid the heat. Explain how the language used in Paragraph 1 indicates their desire to be outdoors.

**'the children strained to get out' suggests that they were doing their best/putting in excessive effort to be out.**

**'Their faces were red and bloated with the effort' suggests that they were physically exerting themselves in their attempt/tried very hard to convince their mother.**

**'everything was still curtained and shuttered in a way that stifled the children' suggests that the children felt confined/trapped indoors.**

**'lungs were stuffed with cotton wool and their noses with dust' /'if they didn't burst out into the light and see the sun and feel the air, they would choke' suggests that they felt very suffocated/stifled and yearn to bask in the sun/have fresh air around them.  
[3]**

*Accept any 3 answers*

- 6** In Paragraph 2, explain how the expression 'burst out like seeds from a crackling, overripe pod' (line 10) is particularly effective in describing the children's behaviour?

**It highlighted/emphasised how they could not wait/can hardly wait to get released/outdoors.**

**They were waiting eagerly to be unleashed/released outdoors.**

**They could not contain their excitement to be released outdoors. [1]**

*Accept any one answer.*

*DNA: They were excited. [need to indicate the reason for their excitement]*

- 7** (i) What does Raghu's reply, "You cheated!" (line 16) suggest about his state of mind?

**He was feeling indignant/a sense of injustice**

**or**

**he thought it was unfair. [1]**

- (ii) Give another word in the paragraph which suggests a similar idea.

**'protest' [1]**

8 In Paragraph 4, provide two reasons to explain why Vinod was feeling insecure.

**He felt himself too exposed sitting on an upturned flowerpot and thought that he will be easily discovered/caught. [1]**

*[need to explain the reason for feeling exposed]*

**He did not have confidence to run away/escape as he was shorter than Raghu.[1] [2]**

DNA: 'when matched against Raghu's long, hefty, footballer legs' as it does not explicitly convey the idea of Vinod being compromised by height.

9 (i) In Paragraph 5, 'He chuckled aloud with astonishment at his own temerity.'

(lines 28-29) Suggest why Vinod did that.

**He was surprised with his boldness/courage to have gone into/entered the dark room. [1]**

(ii) 'came charging round the garage only to find the upturned flowerpot. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey' (lines 30-32).

Which words or phrases in the given sentences describe the actions of Raghu?

Descriptions of Raghu's actions	Words or phrases from the passage
(i) rush forward to attack	<b>charging</b>
(ii) fuming	<b>snarling</b>
(iii) hitting hard	<b>whacking</b>

[3]

10 In Paragraph 6, explain why it was ironical that Vinod 'felt almost relieved to hear Raghu' (line 36) is an irony.

**He was trying to hide from Raghu in order not to be caught,/not to be discovered[1] however, he felt reassured by his presence as he was afraid of the dark. [1]**

[2]

11 Vinod desires to defeat Raghu in the game. Identify two separate words in the Paragraph 6 which convey this.

**'winner' and 'triumph'**

[1]

DNA: 'defeat' 'unconquered'

12

In Paragraph 7, explain why Vinod feels that 'His success had occupied him so wholly?' (line 52).

He was too focused on/put all his effort in hiding and trying to elude the seeker/not being caught instead of getting to the den to touch it.  
[1]

Or

He had forgotten that he had to touch the den to win as he was too focused in eluding Raghu.

Or

He had forgotten to get to the den to touch it.

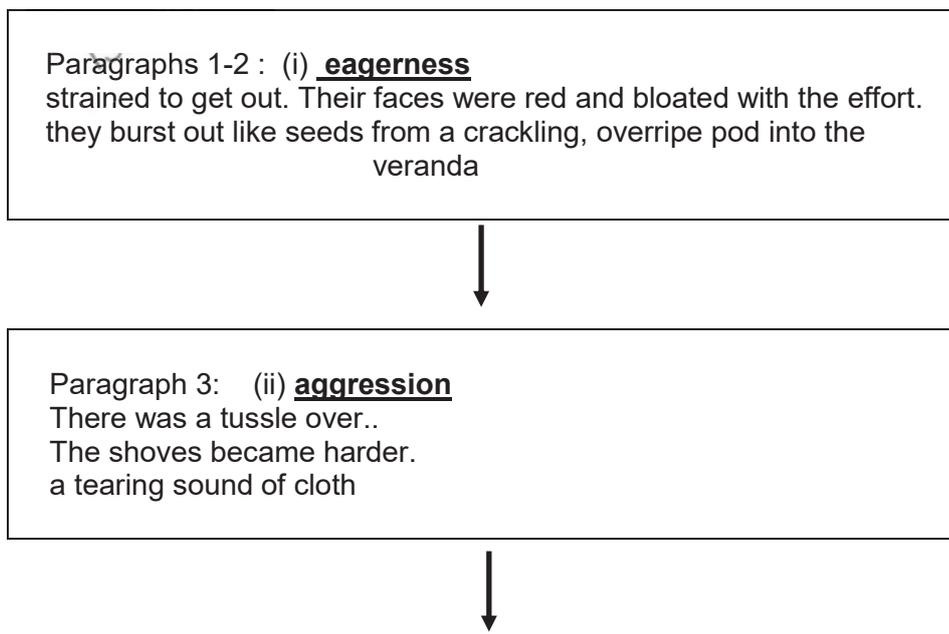
DNA: final dash to victory and the ringing cry of "Den!" does not specify the place he has to reach.

- 13 The structure of the text reflects the children's moods at different stages of their game. Complete the flowchart by choosing one word from the box to summarise the main moods presented in each part of the text. There are some extra words in the box you do not need to use.

### The children's moods

regret eagerness irritation confusion dismay trepidation aggression

### Flow chart



Paragraphs 4-6: (iii) **trepidation**  
Also with fear.  
He leapt up  
Stood frozen inside the shed.  
wondered if it would not be better to be captured by Raghu



Paragraph 7 : (iv) **dismay**  
It then occurred to him that he could have slipped out long ago,  
dashed across the yard to the veranda,  
and touched the “den.” It was  
necessary to do that to win. He had  
forgotten.

[4]

### Section C [25 marks]

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

- 14 (i) In Paragraph 1, the writer says ‘this idyllic-sounding environment sustains an industry responsible for the deaths of over 3 million sharks a year.’ What is the predicament presented here?

**The beautiful/peaceful/ideal environment [1] becomes responsible for/ encourages[1] the high number/high rate of deaths of sharks.**

[2]

OR

**The place that contains the world's most diverse coral reefs[1] is responsible for/ encourages[1] the high number/high rate of deaths of sharks.**

**DNA: It is responsible for 3 million sharks. [focus is not on the specific number, but the volume of deaths caused]**

- (ii) From the same paragraph, what is the challenge faced in protecting the shark fin industry? **Answer in your own words.**

*From text: Distinguishing the species from which fins are sourced can be extremely difficult, as the mixing of catches is a common practice that hampers traceability efforts.*

**Sharks are usually caught together with other types of fish/species[1] which deters attempts/makes it difficult to identify the fins. [1]**

[2]

- 15 From Paragraph 2, identify a word that suggests that global trade is a major force behind overfishing.

‘overwhelmingly.’

[1]

- 16 Here is a part of a conversation between two students, Jasmine and Damien, who have read the article.



Jasmine

Finning of sharks has led to significant growth and development in Indonesia.

I think we should not ignore other countries benefiting from this trade as well.

Damien  
Damien



- (i) State one way Jasmine’s view may be supported, using information from paragraph 2. **Answer in your own words.**

**Lifted : enormous profits have transformed remote coastal villages to cash-based communities.**

**The distant/secluded fishing villages[1] progressed to using money transactions resulting from the huge gains[1] from shark finning.**

[2]

- (i) From the same paragraph, give a phrase which Damien can use to support his view.

**‘the gainful sale of their fins in international markets.’ [1]**

- 17 In Paragraph 7, the writer says that ‘Extinction must not make the decision for us’ (line 45). State the writer’s tone in this sentence and explain its effect.

**Cautionary/warning/tone of caution to[1] create a sense of urgency/to stop activities that prevent the extinction of sharks.[1] [2]**

DNA: Cautious tone

DNA: reflect [the writer wants action to be taken based on the severity of the issue]

- 18 **Using your own words as far as possible**, summarise how the authorities are responsible for the shark population being on the verge of extinction and the measures required to ensure its survival.

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).

The authorities are responsible for the declining shark population as.....

	Lifted	Edited
1	<u>Shark finning and the mixing of catches</u> tend to take place in the <u>open seas or in remote ports</u> , where there is <u>little to no oversight</u> .	there is <b>no</b> supervision/surveillance done in <b>open seas</b> or <b>secluded/faraway</b> ports where <b>different</b> species are caught together.
2	authorities show little interest in controlling illegal wildlife trade, including that in shark fins.	authorities lack interest in managing illegal shark finning.
3	their enforcement capabilities are very limited because they <u>cannot inspect and run DNA tests on every single fin</u> that arrives at their customs	unable to implement laws to monitor and conduct DNA on each fin
4(a)	<u>to determine the area where the shark was caught,</u>	to identify the location
4 (b)	<u>or even determine the species.</u>	or ascertain the species
5	While there are ways to mitigate biologically unsustainable or environmentally harmful shark bycatch, there is very <u>little evidence</u> of fisheries management authorities or industry <u>insisting on rapid adoption of such methods.</u>	unwillingness to quickly effect/embrace measures to reduce environmentally harmful shark catch.
6	bycatch mitigation measures may well be resisted if bycatch consists of sharks for which fins can be sold.	non-compliance/aversion to such methods if it compromises sale of fins.
7	available enforcement and compliance systems are far <u>too poorly applied</u> for wildlife trade	Existing laws are poorly implemented to protect wildlife trade.
8	it would likely to take <u>too long</u> [and that is a luxury not currently afforded to many shark species.]	Implementation will take too long
9	Enforcement will take time to improve /unlikely to improve	
	<b>measures to ensure its survival</b>	
9	halt the consumption	ban consumption
10	and trade in all shark fin.	and sale

11	Consumers have to act fast and decide what is acceptable and what is not when it comes to vulnerable, uncontrolled species.	consumers need to be discerning about the species about to be extinct
12	Traditions change all the time according to new knowledge and shifting values/it is slowly declining in Hong Kong and mainland China, where young people are starting to see it as a cultural practice that is worth abandoning.	youths are becoming averse to consumption of shark's fin

The authorities are responsible for the declining shark population as.....

There is no surveillance in open seas or secluded ports where different species are caught together. Besides lack of interest in managing illegal shark finning, laws are not implemented to monitor and conduct DNA on each fin. The authorities are unwilling to quickly embrace measures to reduce shark catch. To save the shark population, consumption and sale of shark's fin should be banned. Consumers need to be discerning. Finally, youths are becoming averse to consumption of shark's fin, ensuring its survival.

