

Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE (1128/01)
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LEVEL: Secondary 2 Express

DATE: 4 May 2016

CLASS(ES): Sec 2/1 and 2/2

DURATION: 1 Hour and 50 Min

Additional Materials provided: NIL

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue, or correction fluid and tape.

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to the top of your writing papers.

For Examiner's use:	
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70

This Insert consists of 2 printed pages including this page.

[Turn over]

Section A [10 marks]

Carefully read the text below, consisting of 14 lines about rhino poaching. The first two and the last two lines of the paragraph are correct. For **eight** of the lines, there is **one** grammatical error in each line.

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.

Example:

I arrived **(to)** my destination at 2 p.m.

.....at.....

My mother always wears sensible clothes.

.....✓.....

Rhino poaching has escalated in recent years and is being driven by the demand for rhino horn in Asian countries, particular Vietnam. It is used in Traditional Chinese Medicine but 1

more and more commonly now, it is use as a status symbol to 2

display someone's success and wealth. As South Africa is home 3

to the majority of rhinos in the world, it are being heavily targeted 4

by poachers. However, poaching is now a threat on all rhino 5

countries and field programmes are having to investment heavily 6

in anti-poaching activities. The scarce of rhinos today and the 7

corresponding intermittent availability of rhino horn only drives 8

the price high, and intensifies the pressure on the declining rhino 9

populations. For people who annual income is often far below 10

the subsistence level, the opportunity to change one's life by killing an animal that they do not value is overwhelming.

Poaching for Rhino Horn adapted from
https://www.savetherhino.org/rhino_info/threats_to_rhino/poaching_for_rhino_horn

-----End of Paper-----

Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

ENGLISH LANGUAGE (1128/01)



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LEVEL: Secondary 2 Express

DATE: 4 May 2016

CLASS(ES): Sec 2/1 and 2/2

DURATION: 1 Hour and 50 Min

Additional materials provided: A 2-page Insert
4 sheets of writing paper

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid or tape.

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 itself.

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

At the end of the examination, fasten all your work securely together.

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

This Question Paper consists of 4 printed pages including this page.

[Turn over]

Section B [30 marks]

You are advised to write between 250 and 300 words for this section.

Look at the poster about the Share-A-Book scheme on page 3, study the information carefully and plan your answer before beginning to write.

The Share-A-Textbook is a community project that began in 1983.

The objectives of the Share-A-Textbook are to:

- Relieve the financial burden of families by providing free pre-loved textbooks for lower and middle income families.
- Promote a greener Singapore through recycling of used textbooks.
- Encourage the value of thrift.

You are passionate about being an advocate for the Share-A-Book and want to have your school participate in the scheme.


Using the relevant information in the poster, write a speech to be given at an assembly talk outlining at least **four reasons** why you would like your schoolmates to contribute their textbooks as part of the Share-A-Book scheme.

You must give your schoolmates the relevant details of the scheme and convince them about the benefits of the scheme and how it would help other students.

Write your speech in **clear accurate English** and use a **persuasive tone** to convince your schoolmates to donate their books in November.

You should use your own words as much as possible.



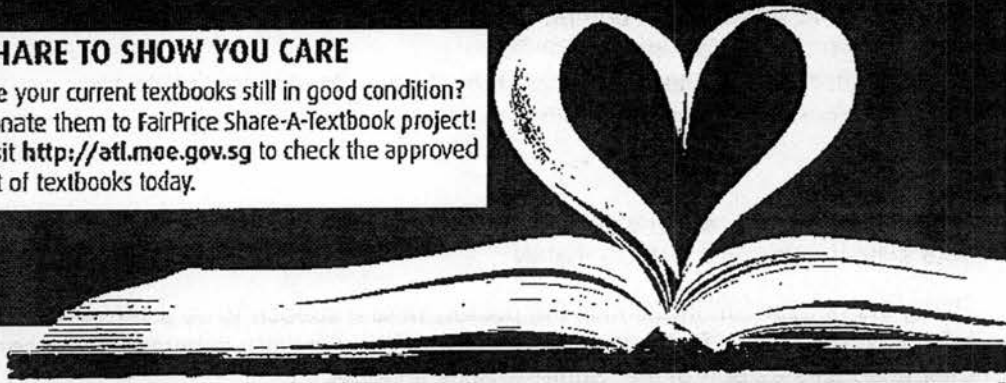
Share-A-Textbook Poster


Donate Your Textbooks Now!

7-30 November 2016

SHARE TO SHOW YOU CARE

Are your current textbooks still in good condition? Donate them to FairPrice Share-A-Textbook project! Visit <http://atl.moe.gov.sg> to check the approved list of textbooks today.



FairPrice Share-A-Textbook 2016 ♥

Benefits of donating your books to Share-A-Textbook:
 Since the books have already been purchased, your gift of books won't cost you anything. However, your generosity can have a positive impact on the person that receives your books.

Without your gift, money will have to be allocated to buying new textbooks. When people donate used books, the recipient can use the money for other purposes.

Do your part, don't let old books clutter up your home.

FOR ENQUIRIES:

Hotline: 6424 7505

Website: www.fairprice.com.sg

Email: fpstextbook@fairprice.com.sg

**SPREAD THE WORD!**

Go to our Facebook or Twitter for more information.

DONATION POINTS:

All FairPrice stores (including FairPrice Finest supermarkets and FairPrice Xtra hypermarkets).

Students! Get your friends together.

Start your own collection in school and call our hotline we will arrange collection of your books from your school.

Details on distribution of textbooks will be announced at a later date.

A COMMUNITY PROJECT UNDER THE
 #GIVE BACK TO SCHOOL PROGRAMME

ACCREDITED PARTNER BY

 FairPrice

ENDORSED BY

 ntuc

Section C [30 marks]

Begin your answer on a fresh sheet.

You are advised to write between 300 and 350 words on one of the following topics.

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

1. Qualities of an ideal leader.
2. 'Actions speak louder than words.' Do you agree with this statement?
3. Write about some of the bad habits that Singaporeans have in general.
4. Friends.

----- End of Paper -----



Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

**SECONDARY 2 EXPRESS
ENGLISH LANGUAGE (1128/02)**



INSERT

This Insert consists of 6 printed pages including this page.

[Turn over]



Section A

Text 1

Study the poster below and answer Questions 1 – 4 in the Answer Booklet.

**DON'T EXPOSE YOURSELF
TO EXTORTION**

**SCAM
ALERT!**

Think before baring it all.

- ▲ Be wary of video chatting with strangers as they may record what you reveal and use it against you.
- ▲ Report any extortion attempts to the police.

GOVERNMENT OF SINGAPORE
SINGAPORE POLICE



total
direct



Section B

Text 2

The text below is about the second human attack on Animal Farm. Read it carefully and answer Questions 5 – 17 in the Answer Booklet.

- 1 There were fifteen men, with half a dozen guns between them, and they opened fire as soon as they got within fifty yards of the farm. The animals could not face the terrible explosions and the stinging pellets, and in spite of the efforts of Napoleon and Boxer to rally them, they were soon driven back. A number of them were already wounded. They took refuge in the farm buildings and peeped cautiously out from chinks and knot-holes. The whole of the big pasture, including the windmill, was in the hands of the enemy. For the moment even Napoleon seemed at a loss. He paced up and down without a word, his tail rigid and twitching. 5
- 2 Meanwhile Frederick and his men had halted about the windmill. The animals watched them, and a murmur of dismay went round. Two of the men had cec a crowbar and a sledge hammer. They were going to knock the hill down. 10
- 3 'Impossible!' cried Napoleon. 'We have built the walls far too thick for that. They could not knock it down in a week. Courage, comrades!' 15
- 4 But Benjamin was watching the movements of the men intently. The two with the hammer and the crowbar were drilling a hole near the base of the windmill. Slowly, and with an air almost of amusement, Benjamin nodded his long muzzle.
- 5 'I thought so,' he said. 'Do you not see what they are doing? In another moment they are going to pack explosives into that hole.' 20
- 6 The animals waited. It was impossible now to venture out of the shelter of the buildings. After a few minutes the men were seen to be running in all directions. Then there was a deafening roar. The pigeons swirled into the air, and all the animals, except Napoleon, flung themselves flat on their bellies and hid their faces. When they got up again, a huge cloud of black smoke was hanging where the windmill had been. Slowly the breeze drifted it away. The windmill had ceased to exist! 25
- 7 At this sight the animals' courage returned to them. The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act. A mighty cry for vengeance went up, and without waiting for further orders they charged forth in a body and made straight for the enemy. This time they did not heed the cruel pellets that swept over them like hail. It was a savage, bitter battle. The men fired again and again, and when the animals got to close quarters, lashed out with their sticks and their heavy boots. A cow, three sheep, and two geese were killed, and nearly everyone was wounded. Even Napoleon, who was directing operations from the rear, had the tip of his tail chipped by a pellet. But the men did not go unscathed either. Three of them had their heads broken by blows from Boxer's hoofs; another was 35

- gored in the belly by a cow's horn; another had his trousers nearly torn off by Jessie and Bluebell. And when the nine dogs of Napoleon's own bodyguard, whom he had instructed to make a detour under cover of the hedge, suddenly appeared on the men's flank, baying ferociously, panic overtook them. They saw that they were in danger of being surrounded. Frederick shouted to his men to get out while the going was good, and the next moment the cowardly enemy was running for dear life. The animals chased them right down to the bottom of the field, and got in some last kicks at them as they forced their way through the thorn hedge. They had won, but they were weary and bleeding. Slowly they began to limp back towards the farm. The sight of their dead comrades stretched upon the grass moved some of them to tears. And for a little while they halted in solemn sorrowful silence at the place where the windmill had once stood. Yes, it was gone; almost the last trace of their labour was gone! Even the foundations were partially destroyed. And in rebuilding it they could not this time, as before, make use of the fallen stones. This time the stones had vanished too. The force of the explosion had flung them to distances of hundreds of yards. It was as though the windmill had never been.
- 8 As they approached the farm, Squealer who had un-accountably been absent during the fighting, came skipping towards them, whisking his tail and beaming with satisfaction. And the animals heard, from the direction of the farm buildings, the solemn booming of a gun. 60
- 9 'What is that gun firing for?' said Boxer.
- 10 'To celebrate our victory!' cried Squealer.
- 11 'What victory?' said Boxer. His knees were bleeding, he had lost a shoe and split his hoof, and a dozen pellets had lodged themselves in his hind leg.
- 12 'What victory, comrade? Have we not driven the enemy off our soil – the sacred soil of Animal Farm?' 65
- 13 'But they have destroyed the windmill. And we had worked on it for two years!'
- 14 'What matter? We will build another windmill. We will build six windmills if we feel like it. You do not appreciate, comrade, the mighty thing that we have done. The enemy was in occupation of this very ground that we stand upon. And now – thanks to the leadership of Comrade Napoleon – we have won every inch of it back again!' 70
- 15 'Then we have won back what we had before,' said Boxer.

Adapted from Animal Farm by George Orwell

Section C

Text 3

The text below is about the involvement of Indian soldiers during World War I and the treatment of India by the British. Read it carefully and answer Questions 18 – 23 in the Answer Booklet.

- 1 Approximately 1.3 million Indian soldiers served in World War One, and over 74,000 of them lost their lives. However, history has mostly forgotten these sacrifices, which were rewarded with broken promises of Indian independence from the British government.
- 2 It has been 102 years after the "guns of August" boomed across the European continent, The Great War, as it was called then, was described at the time as "the war to end all wars". The eruption of an even more destructive conflict 20 years after the end of this one meant that it is now known as the First World War. Those who fought and died in the First World War would have had little idea that there would so soon be a Second. 5
10
- 3 But while the war took the flower of Europe's youth to its premature grave, snuffing out the lives of a generation of talented poets, artists, cricketers and others whose genius bled into the trenches, it also involved soldiers from faraway lands that had little to do with Europe's bitter traditional hatreds.
- 4 The role and sacrifices of Australians, New Zealanders, Canadians and South Africans have been celebrated for some time in books and novels, and even immortalise in award-winning films like *Gallipoli*. Of the 1.3 million Indian troops who served in the conflict, however, you hear very little. As many as 74,187 Indian soldiers died during the war and a comparable number were wounded. Their stories, and their heroism, have long been omitted from popular histories of the war. 15
20
- 5 India contributed a number of divisions and brigades to the European, Mediterranean, Mesopotamian, North African and East African theatres of war. In Europe, Indian soldiers were among the first victims who suffered the horrors of the trenches. They were killed in droves before the war was into its second year and bore the brunt of many a German offensive. 25
- 6 It was Indian jawans (junior soldiers) who stopped the German advance at Ypres in the autumn of 1914, while the British were still recruiting and training their own forces. Hundreds were killed in a gallant but futile engagement at Neuve Chappelle. More than 1,000 of them died at Gallipoli, thanks to Churchill's folly. Nearly 700,000 Indian sepoy (infantry privates) fought in Mesopotamia against the Ottoman Empire, Germany's ally, many of them Indian Muslims taking up arms against their Muslim brothers in defence of the British Empire. 30
- 7 The most painful experiences were those of soldiers fighting in the trenches of Europe. Letters sent by Indian soldiers in France and Belgium to their family members in their villages back home speak an evocative language of cultural dislocation and tragedy. "The shells are pouring like rain in the monsoon," 35

declared one. "The corpses cover the country, like sheaves of harvested wheat," wrote another.

40

- 8 These men, undoubtedly heroes – were hurled into battle in unfamiliar lands, in harsh and cold climatic conditions they were neither used to nor prepared for, fighting an enemy of whom they had no knowledge, risking their lives every day for little more than pride. Yet they were destined to remain largely unknown once the war was over: neglected by the British, for whom they fought, and ignored by their own country, from which they came. 45
- 9 Part of the reason is that they were not fighting for their own country. None of the soldiers was a conscript – soldiering was their profession. They served the very British Empire that was oppressing their own people back home.
- 10 The British raised men and money from India, as well as large supplies of food, cash and ammunition, collected by British taxation of Indians. In return, the British had insincerely promised to deliver progressive self-rule to India at the end of the war. Perhaps, had they kept that pledge, the sacrifices of India's First World War soldiers might have been seen in their homeland as a contribution to India's freedom. But the British broke their word. 50
- 11 India was wracked by high taxation to support the war and the high inflation accompanying it, while the disruption of trade caused by the conflict led to widespread economic losses. When the war ended in triumph for Britain, India was denied its promised reward. Instead of self-government, the British imposed more repressive laws, which gave the government extraordinary powers to quell "sedition" against the Empire by silencing and censoring the press, detaining political activists without trial, and arresting without a warrant any individuals suspected of treason against the Empire. Public protests against this draconian legislation were quelled ruthlessly. The worst incident was the Jallianwallah Bagh massacre of April 1919, when Brigadier-General Reginald Dyer ordered his troops to fire without warning on 15,000 unarmed and non-violent men, women and children demonstrating peacefully in an enclosed garden in Amritsar, killing as many as 1,499 and wounding up to 1,137. 60 65

Adapted from: <http://www.bbc.com/news/magazine-33317368>

----- End of Insert -----

Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016**

ENGLISH LANGUAGE (1128/02)



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LEVEL: Secondary 2 Express

DATE: 4 May 2016

CLASS(ES): Secondary 2/1 and 2/2

DURATION: 1 Hour and 50 Min

Additional Materials provided: A 6-Page Insert

INSTRUCTIONS TO CANDIDATES**Do not open this booklet until you are told to do so.**

Write your name, index number and class at the top of this page.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid and tape.

Answer **all** questions.

Write your answers in the spaces provided in the Answer Booklet.

The Insert contains the texts for all the sections.

The Insert and the Answer Booklet will be collected separately.

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

For Examiner's use:	
Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

This Answer Booklet consists of 9 printed pages including this page.

[Turn over]

Section A [5 marks]

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

- 1 What feature or item on the poster best suggests that the poster is mainly targeted at one gender?

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

- 2 Identify a phrase from the poster that suggests nudity is involved in this crime.

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

- 3 What do you think is the purpose of the phrase 'Scam Alert' in the poster?

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

- 4 What does the poster want the reader to do?

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

Section B [20 marks]

Refer to Text 2 from pages 3 to 4 of the Insert for Questions 5 – 17.

5 'they were soon driven back' (line 4).

What did the writer mean and what was he referring to? Answer in your own words.

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

6 'murmur of *dismay* went around' (line 11).

What does this phrase tell you about how the animals felt paying close attention to the word in italics?

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

7 'Slowly, and with an air almost of amusement, Benjamin nodded his long muzzle.' (lines 18 – 19)

Why was Benjamin 'amused'?

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

8 Why was it impossible for the animals to 'venture out of the shelter of the buildings' (lines 22 – 23)?

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

9 In Paragraph 7, the writer describes the feelings of the animals, 'The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act.' (lines 29 – 31) Explain:

(i) What the writer meant when he used the word 'drowned'?

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



(ii) What was the 'vile, contemptible act'?

..... [1]

10 In Paragraph 7, there were casualties on both the animal and human sides. List both the human and animal casualties in the boxes below:

Human casualties	Animal casualties

[2]

11 'Frederick shouted to his men to get out *while the going was good*, and the next moment the cowardly enemy was running for dear life.' (lines 44 - 46)

What does the phrase 'while the going was good' mean?

.....

.....

..... [1]

12 The writer uses the phrase 'solemn sorrowful silence' (line 51) for literary effect – name the literary device used to achieve this effect.

..... [1]

13 Towards the end of Paragraph 7, suggest why it would be difficult to rebuild the windmill.

.....

.....

..... [1]

- 14 'Squealer, who had un-accountably been absent during the fighting...' (lines 57 – 58).

Suggest why Squealer was absent from the fighting.

..... [1]

- 15 From Paragraphs 9 – 12, based on your knowledge of Squealer's character and role, why do you think Squealer considered the battle and the loss of the windmill a great victory?

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

- 16 "Then we have won back what we had before", said Boxer.' (line 73)

Explain what Boxer meant.

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



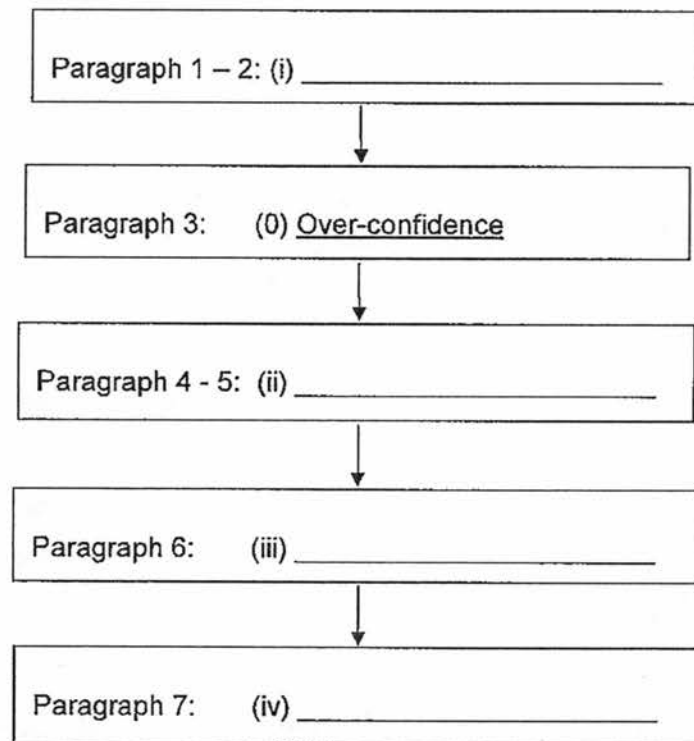
- 17 The flow of the text reflects the **animal's mood or thoughts** from the moment of the human attack to their 'victory' as Squealer puts it. Complete the flow chart by choosing one word from the box to summarise the **mood or thoughts** described in each part of the text listed below.

There are some extra words in the box you do not need to use and one has been done as an example for you.

Animals' mood or thoughts.

anxiety	despair	defeat	fear	hopelessness
realisation	bravery			

Flow chart:



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 23.

- 18 From Paragraph 1, what happened to the sacrifices made by the Indian soldiers?

.....

..... [1]

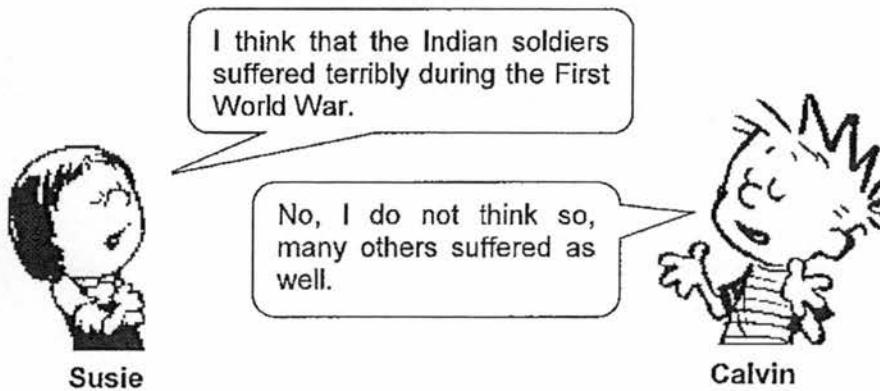
- 19 What was ironic about calling the First World War the 'war to end all wars' (line 7)?

.....

.....

..... [2]

- 20 Here is a part of a conversation between two friends, Susie and Calvin, who have read the article.



- (i) Suggest two pieces of evidence from Paragraphs 6 – 8 which Susie can use to support her stand.

.....

.....

.....

..... [2]

- (ii) Explain, in your own words, how Calvin would justify his statement, with reference to Paragraphs 3 – 4.

.....

.....

..... [1]

- 21 Paragraph 7 contains two similes. Identify the similes and explain what it suggests or describes about the war-time conditions.

Simile	Explanation
i)	
ii)	

[2]

- 22 According to Paragraph 10,

- i) How did the British manage to pay for the food and ammunition for the Indian soldiers?

.....

..... [1]

- ii) What did the British offer in return for the item(s) in (i) above?

.....

..... [1]

- 23 Using your own words as far as possible, summarise how the Indians were unfairly or badly treated by the British.

Use only material from Paragraphs 6 to 11 of Text 3.

Your summary must be in continuous writing (not in note form). It must not be longer than 80 words, not counting the given words to help you begin.

JNS

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016
ENGLISH LANGUAGE
SECONDARY 2 EXPRESS PAPER 1 ANSWER SCHEME**

Section A [10 marks]

Rhino poaching has escalated in recent years and is being driven by the demand for rhino horn in Asian countries, **particular** Vietnam. It is used in Traditional Chinese Medicine but **1 particularly (word form)** more and more commonly now, it **is use** as a status symbol to **2 used (tense)** display someone's success and wealth. As South Africa is home **3 ✓** to the majority of rhinos in the world, it **are** being heavily targeted **4 is (SVA)** by poachers. However, poaching is now a threat **on** all rhino **5 in (preposition)** countries and field programmes are having to **investment** heavily **6 invest (word form)** in anti-poaching activities. The **scarce** of rhinos today and the **7 scarcity (word form – noun vs adjective)** corresponding intermittent availability of rhino horn only drives **8 ✓** the price **high** and intensifies the pressure on the declining rhino **9 higher (comparative)** populations. For people **who** annual income is often far below **10 whose (possessive)** the subsistence level, the opportunity to change one's life by killing an animal that they do not value is overwhelming.

Poaching for Rhino Horn adapted from
https://www.savetherhino.org/rhino_info/threats_to_rhino/poaching_for_rhino_horn

----- End of Answer Scheme -----

ANS

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016
ENGLISH LANGUAGE
SECONDARY 2 EXPRESS ANSWER SCHEME**

Section A [5 marks]

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

- 1 What feature or item on the poster best suggests that the poster is mainly targeted at one gender?

The picture of the semi-undressed/ semi-naked male best suggests that the poster is mainly targeted at one gender. [1]

- 2 Identify a phrase from the poster that suggests nudity is involved in this crime.

“Expose yourself” OR “Baring it all” - suggests that nudity is involved in this crime. [1]

- 3 What do you think is the purpose of the phrase ‘Scam Alert’ in the poster?

It is meant as a warning or caution that there is a ploy to cheat/trick/swindle you (of your money). [1]

- 4 What does the poster want the reader to do?

The poster wants the reader to be aware when chatting to strangers online (as you might be recorded) [1] AND to report any instances of extortion or blackmail to the police [1]. [2]

Section B [20 marks]

Refer to Text 2 from pages 3 to 4 of the Insert for Questions 5 – 17.

- 5 'they were soon driven back' (line 4).

What did the writer mean and what was he referring to? Answer in your own words.

The writer meant that the animals were forced back into the farm buildings by the armed humans. [1]

- 6 'murmur of *dismay* went around' (line 11).

What does this phrase tell you about how the animals felt paying close attention to the word in italics?

The animals were disappointed [1] at the turn of events. [1]

- 7 'Slowly, and with an air almost of amusement, Benjamin nodded his long muzzle.' (lines 18 – 19)

Why was Benjamin 'amused'?

Benjamin was amused and nodded his muzzle because he realised what the men were attempting to do. [1]

- 8 Why was it impossible for the animals to 'venture out of the shelter of the buildings' (lines 22 – 23)?

It was still dangerous outside with the armed men attacking them and more so with explosives being planted at the windmill. [1]

- 9 In Paragraph 7, the writer describes the feelings of the animals, 'The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act.' (lines 29 – 31) Explain:

- (i) What the writer meant when he used the word 'drowned'?

The writer meant that that the animals' feeling of fear disappeared when they became angry. [1]

- (ii) What was the 'vile, contemptible act'?

The destruction of the windmill (that took them two years of hard work to build). [1]

- 10 In Paragraph 7, there were casualties on both the animal and human sides. List both the Human and Animal casualties in the boxes below:

Human casualties	Animal casualties
(Total of 5 men): Three men had their heads broken, one was gored and another had his trousers torn off.	(Total of 5 animals) A cow, three sheep and two geese were killed.

[2]

- 11 'Frederick shouted to his men to get out *while the going was good*, and the next moment the cowardly enemy was running for dear life.' (lines 44 - 46)

What does the phrase 'while the going was good' mean?

The phrase means that while there was still a possibility/ an advantage to escape.

[1]

- 12 The writer uses the phrase 'solemn sorrowful silence' (line 51) for literary effect – name the literary device used to achieve this effect.

The literary device is alliteration (the words have the same sound or letter at the beginning of the word).

[1]

- 13 Towards the end of Paragraph 7, suggest why it would be difficult to rebuild the windmill.

The stones required to build the windmill were no longer there, they had been thrown too far away.

[1]

- 14 'Squealer, who had un-accountably been absent during the fighting...' (lines 57 – 58).

Suggest why Squealer was absent from the fighting.

Squealer was most likely hiding somewhere.

[1]

- 15 From Paragraphs 9 – 12, based on your knowledge of Squealer's character and role, why do you think Squealer considered the battle and the loss of the windmill a great victory?

Squealer was Napoleon's propagandist [1] and would want to put a positive light/spin on anything that might bring honour to Napoleon (or Animal Farm) [1]. [2]

- 16 "Then we have won back what we had before", said Boxer.' (line 73)

Explain what Boxer meant.

Boxer was being cynical/sarcastic/pessimistic as he felt that they had not gained anything [1] in the battle but suffered injuries and lost animal lives [1]. [2]

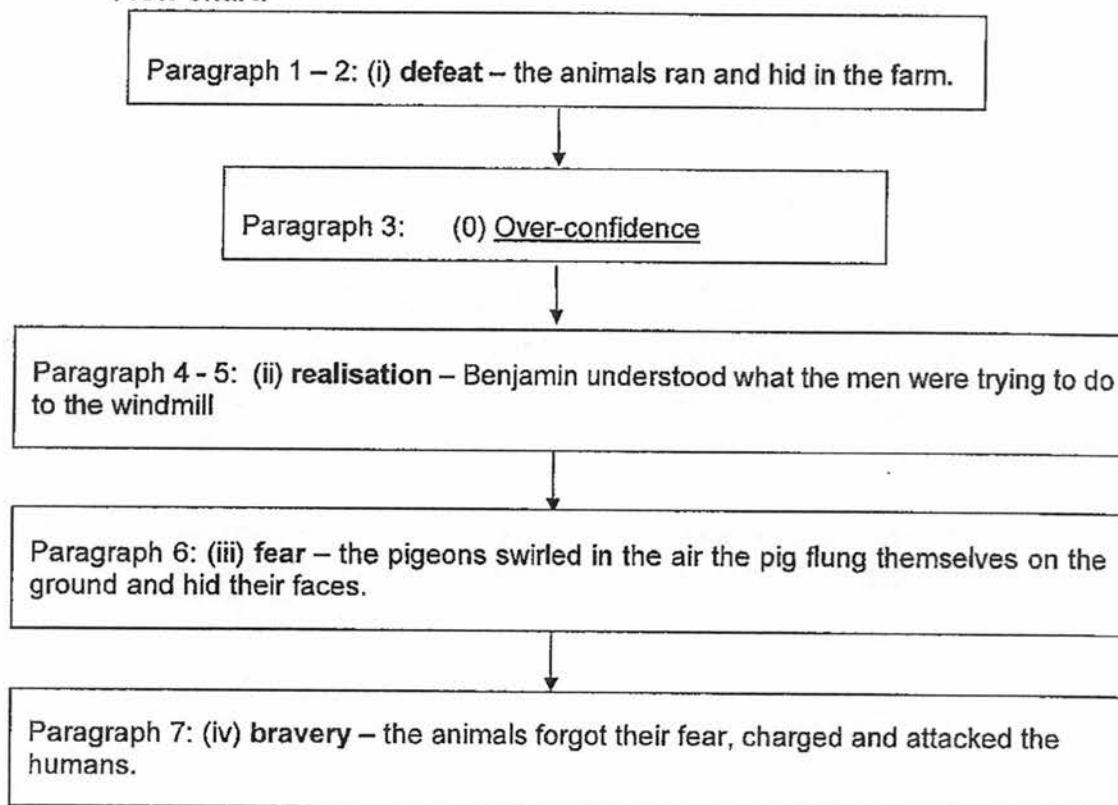
- 17 The flow of the text reflects the **animal's mood or thoughts** from the moment of the human attack to their 'victory' as Squealer puts it. Complete the flow chart by choosing one word from the box to summarise the **mood or thoughts** described in each part of the text listed below.

There are some extra words in the box you do not need to use and one has been done as an example for you.

Animals' mood or thoughts.

anxiety	despair	defeat	fear	hopelessness
realisation	bravery			

Flow chart:



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 23.

- 18 From Paragraph 1, what happened to the sacrifices made by the Indian soldiers?

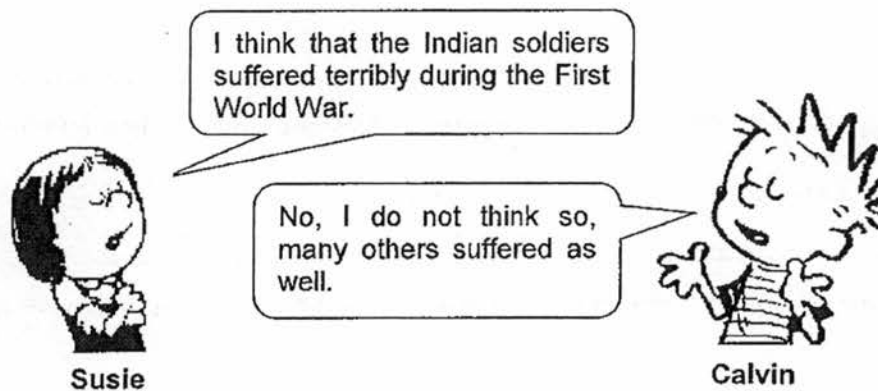
The sacrifices the Indian soldiers made were largely forgotten.
(Do not accept "rewarded with broken promises...")

[1]

- 19 What was ironic about calling the First World War the 'war to end all wars' (line 7)?

The First World War was known as the 'war to end all wars' as it was thought to be the last war that involved the whole world [1] but another world war occurred 20 years later after the first one [1].

- 20 Here is a part of a conversation between two friends, Susie and Calvin, who have read the article.



- (i) Suggest two pieces of evidence from Paragraphs 6 – 8 which Susie can use to support her stand.

Any two of the following:

- The junior Indian soldiers were sacrificed to delay the Germans while the British trained their own soldiers.
- Hundreds of Indian soldiers were killed.
- They had to fight people of their own religion.

[2]

- (ii) Explain, in your own words, how Calvin would justify his statement, with reference to Paragraphs 3 – 4.

Many of Europe's talented youths also died in the trenches.

OR

Soldiers from other countries were also sacrificed in the war - Australians, New Zealanders, Canadians and South Africans.

[1]

- 21 Paragraph 7 contains two similes. Identify the similes and explain what it suggests or describes about the war-time conditions.

Simile	Explanation
i) The shells are pouring like rain in the monsoon.	The war/battle was very violent/devastating as the number of shells coming down was liken to a monsoon rain.
ii) The corpses cover the country, like sheaves of harvested wheat.	There were so many casualties of war/dead on the battlefield that it looked as if they were wheat plants that had been cut down for harvesting.

[2]

- 22 According to Paragraph 10,

- i) How did the British manage to pay for the food and ammunition for the Indian soldiers?

The British managed to pay for the food and ammunition by imposing taxes on the Indians.

[1]

- ii) What did the British offer in return for the item(s) in (i) above?

They offered (progressive) self-rule or self-government to India.

[1]

- 23 Using your own words as far as possible, summarise how the Indians were unfairly or badly treated by the British.

Use only the material from Paragraphs 6 to 11 of Text 3.

Your summary must be in continuous writing (not in note form). It must not be longer than 80 words, not counting the given words to help you begin.

The British sent junior Indian soldiers to be sacrificed on the battlefield in order for the British to prepare their own soldiers/defences. The Indian soldiers were taken to a distant land to battle in cold conditions against an enemy they did not know. They suffered devastating attacks and horrible casualties. In India, the people had to serve the British who heavily taxed them to finance the war. Instead of being rewarded for their contributions to the war, the Indian people were repressed by the British and were massacred when they attempted to protest against British rule.

[80 words]

Para	Text	Points
6	<u>It was Indian jawans (junior soldiers) who stopped the German advance at Ypres in the autumn of 1914, while the British were still recruiting and training their own forces. Hundreds were killed in a gallant but futile engagement at Neuve Chappelle. More than 1,000 of them died at Gallipoli, thanks to Churchill's folly. Nearly 700,000 Indian sepoy (infantry privates) fought in Mesopotamia against the Ottoman Empire, Germany's ally, many of them Indian Muslims taking up arms against their Muslim brothers in defence of the British Empire.</u>	1) The British sent junior Indian soldiers to be sacrificed on the battlefield in order for the British to prepare their own soldiers [1]. 2) The Indian Muslims had to fight against their fellow Muslims [1].
7	<u>The most painful experiences were those of soldiers fighting in the trenches of Europe. Letters sent by Indian soldiers in France and Belgium to their family members in their villages back home speak an evocative language of cultural dislocation and tragedy. "The shells are pouring like rain in the monsoon," declared one. "The corpses cover the country, like sheaves of harvested wheat," wrote another.</u>	3) The soldiers suffered devastating attacks and horrible casualties [1]
8	<u>These men, undoubtedly heroes – were hurled into battle in unfamiliar lands, in harsh and cold climatic conditions they were neither used to nor prepared for, fighting an enemy of whom they had no knowledge, risking their lives every day for little more than pride. Yet they were destined to remain largely unknown once the war was over: neglected by the British, for whom they fought, and ignored by their own country, from which they came.</u>	4) They were taken to a distant land [1] to (5) battle in cold/harsh conditions [1] (6) against an enemy they did not know [1].
9	<u>Part of the reason is that they were not fighting for their own country. None of the soldiers was a conscript – soldiering was their profession. They served the very British Empire that was oppressing their own people back home.</u>	7) They had to serve an oppressive ruler [1].
10	<u>The British raised men and money from India, as well as large supplies of food, cash and ammunition, collected by British taxation of Indians. In return, the British had insincerely promised to deliver progressive self-rule to India at the end of the war. Perhaps, had they kept that pledge, the sacrifices of India's First World War soldiers might have been seen in their homeland as a contribution to India's freedom. But the British broke their word.</u>	8) The Indian people were heavily taxed to finance the war [1]
11	<u>India was wracked by high taxation to support the war and the high inflation accompanying it, while the disruption of trade caused by the conflict led to widespread economic losses. When the war ended in triumph for Britain, India was</u>	9) High taxes caused the inflation rate to rise which affected the costs of living. [1]

<p>denied its promised reward. <u>Instead of self-government, the British imposed more repressive laws, which gave the government extraordinary powers to quell "sedition" against the Empire by silencing and censoring the press, <u>detaining political activists without trial, and arresting without a warrant any individuals suspected of treason against the Empire.</u></u> Public protests against this draconian legislation were quelled ruthlessly. The worst incident was the Jallianwallah Bagh massacre of April 1919, when Brigadier-General Reginald Dyer ordered his troops to fire without warning on 15,000 unarmed and non-violent men, women and children demonstrating peacefully in an enclosed garden in Amritsar, killing as many as 1,499 and wounding up to 1,137.</p>	<p>10) The wars also disrupted trade and led to economic losses for the Indians.</p> <p>11) Instead of being rewarded for their contributions to the war, the Indian people were repressed by the British [1] (12) and they were massacred when they attempted to protest against British rule [1].</p>
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----- End of Answer Scheme -----
