

**FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS**

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 1: Writing

1128/01

Setter: Miss Soon Apollonia Riard
INSERT

Date: 3 May 2016
Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

Fasten the completed Section A insert to your Answer papers (which section?).

Do not open this document till permission is given.

This document consists of 2 printed pages and 0 blank pages.



Section A [10 marks]

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

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

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

Examples:

I arrived **(to)** my destination at 2 pm.

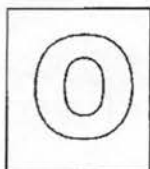
at

My mother always wears sensible clothes.

✓

| | |
|---|----------|
| Bringing together the best in local food and atmosphere in an enjoyable | |
| open-air setting, hawker centres is a unique aspect of Singaporean culture. | 1 _____ |
| Located all over the island, many on the heartlands, these institutions | 2 _____ |
| have serve as important places for community bonding. National | 3 _____ |
| Environment Agency (NEA) currently manages and regulate over a hundred | 4 _____ |
| markets and hawker centres in Singapore. Their role includes the | 5 _____ |
| management of tenancies, licences and public healthy aspects of the | 6 _____ |
| centres. Additionally, they also oversee the upgrading of markets and | 7 _____ |
| hawker centres. NEA carries in a monthly tender exercise during which | 8 _____ |
| vacancy hawker stalls are offered for rent to the general public. Moreover, | 9 _____ |
| the information and the stalls available is posted on their website and | 10 _____ |
| displayed on the notice board at the NEA Customer Service Centre. | |

Adapted from <http://www.nea.gov.sg/public-health/hawker-centres>



FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 1: Writing

SUBJECT CODE: 1128/01

Setter: Miss Soon Apollonia Riard
 Additional Materials: Writing Paper (3 sheets)
 INSERT

Date: 3 May 2016
 Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all 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 **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 Answer Paper provided.
 At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each section.
 The total of the marks for this paper is 70.

| For Examiner's Use | |
|--------------------|-----------|
| Section A | 10 |
| Section B | 30 |
| Section C | 30 |
| Total | 70 |

Do not open this document till permission is given.

This document consists of **4** printed pages and **0** blank pages.

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 received a letter from your Aunt Anne, who lives in France. She wants to organise a trip to Singapore for your upcoming June holidays so that the both of you can spend some quality time together and take part in some outdoor activities. She came across a webpage during her research and has asked you to suggest one activity package shown on the webpage that you have not experienced.

Write a letter to your aunt to:

- thank her for arranging a trip to Singapore to spend time with you
- inform her clearly which activity package you have chosen
- say how you will both benefit from the activity
- explain why the package you have chosen is the most suitable of the three

Write your letter in clear, accurate English and in a warm, friendly tone, showing appreciation of your aunt's kindness and generosity.

You should use your own words as much as possible.

Holiday Destinations



Swim with Dolphins

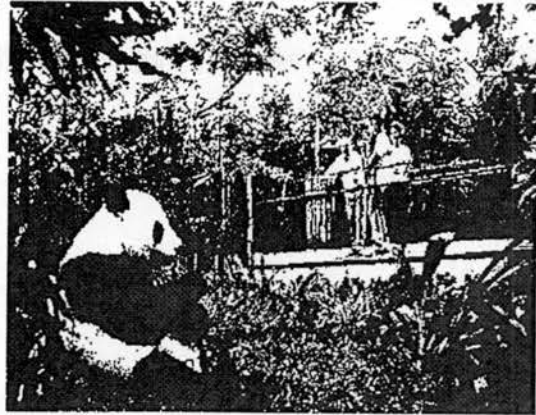
Why book this tour?

- Enjoy Underwater World at leisure and at your convenience
- Breathtaking panoramic views of Singapore from the cable car
- Learn more about marine life and exotic fish at Underwater World
- Enjoy 45 minutes wet time with the dolphins at Underwater World
- Watch the playful antics of pink dolphins at Underwater World Dolphin Lagoon
- Enjoy a scenic one-way cable car ride from Singapore to Sentosa

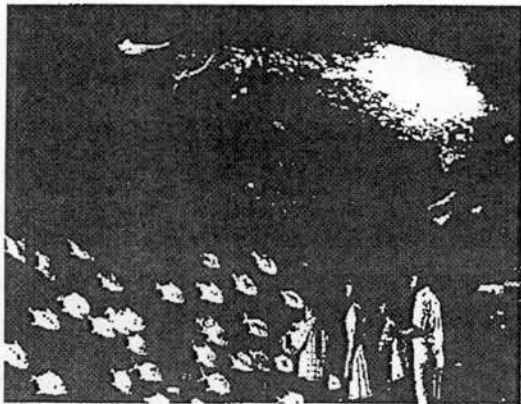
Night and River Safari

Why book this tour?

- Spend a fantastic day marvelling at wildlife from all over the world
- Get entrance to both the exciting Singapore Night Safari and River Safari
- Take a boat cruise down the Amazon River on the Amazon River Quest
- Say hello to Kai Kai and Jia Jia, the resident giant pandas at River Safari
- Save 14% compared to the cost of booking these tours separately
- Hotel pick-up and drop-off is included in the tour



Singapore City Tour



Why book this tour?

- A great value package which combines three of Singapore's top experiences
- The city tour features Merlion Park, Chinatown and Little India
- Your city tour is led by an English speaking guide
- Your Sentosa Island tour starts with a cable car ride that offers stunning views
- Visit S.E.A Aquarium and Butterfly Park & Insect Kingdom at Sentosa
- Be a part of virtual reality at the Alive Museum

Section C [30 marks]

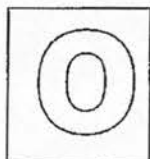
Begin your answer on a fresh page.

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 Write about an occasion when it was necessary to be truthful whatever the consequences.
- 2 Write about an occasion when you had to step out of your comfort zone to complete a task.
- 3 Write about a stranger who left a deep and lasting impression on you because of his or her actions.
- 4 "It is better to be safe than sorry." Write about one personal experience when you found this to be true.

END OF PAPER



**FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS**

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 2: Comprehension

Subject Code: 1128/02

Setter: Miss Soon Apollonia Riard

Date: 3 May 2016

INSERT

Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

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

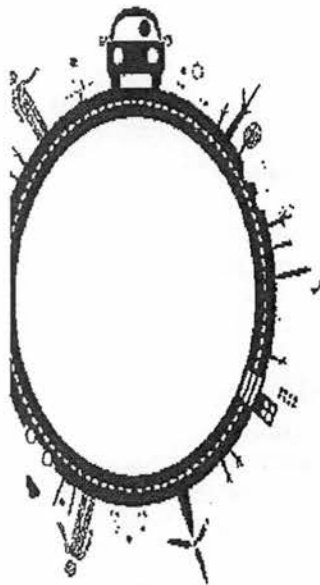
Do not open this document till permission is given.

This document consists of 6 printed pages and 0 blank pages.

Section A

Text 1

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



YED Upcycling Competition

The YED Upcycling Competition was open to all students in the secondary schools and post-secondary institutions from 21 February 2014 to 7 April 2014. In teams of three to five, participants had to use unwanted materials to build their product. After which, they had to submit a video showing the product's sustainability, durability and design for shortlisting.

5 entries from the "Secondary & JC" Category and the "ITE Polytechnic & University" Category have been shortlisted.

Public Voting
Starts: 18/4/2014
from 12.00pm

Public Voting Ends
19/4/2014 at
1.00pm

Judges' Evaluation
Starts: 19/4/2014
at 1.30pm

Prize Presentation
on 19/4/2014 at
3.30pm

Judging Criteria

Submitted upcycling product will be assessed according to the following criteria:

| | |
|-------------------------------|------|
| Creativity & Novelty | 20% |
| Practicality & Sustainability | 30% |
| Aesthetic & Design | 25% |
| Public Voting | 25% |
| Total | 100% |

Adapted from <http://yed.sg/#/upcycling>

Section B

Text 2

The text below describes a little girl who spent her days selling matches on the street to earn money for her family. Read it carefully and answer Questions 5-14 in the Question Paper Booklet.

- 1 It was terribly cold and nearly dark on the last evening of the old year, and the snow was falling fast. In the cold and the darkness, a poor little girl, with bare head and naked feet, roamed through the streets. It is true she had on a pair of slippers when she left home, but they were not of much use. They were very large, so large, indeed, that they had belonged to her mother, and the poor little creature had lost them in running across the street to avoid two carriages that were rolling along at a terrible rate. One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold. 5 10
- 2 In an old apron she carried a number of matches, and had a bundle of them in her hands. No one had bought anything from her the whole day, nor had any one given her even a penny. Shivering with cold and hunger, the poor little child, she looked the picture of misery. The snowflakes fell on her long, fair hair, which hung in curls on her shoulders. 15
- 3 Lights were shining from every window, and there was a savoury smell of roast goose, for it was New Year's Eve - yes, she remembered that. In a corner, between two houses, one of which projected beyond the other, she sank down and huddled herself together. She had drawn her little feet under her, but she could not keep off the cold; and she dared not go home, for she had sold no matches, and could not take home even a penny of money. Besides, it was almost as cold at home as here, for they had only had a slender canvas as a roof. The wind howled through the walls, although the largest gaps had been stopped up with straw and rags. 20
- 4 Her little hands were almost frozen with the cold. She drew out a match and scratched it. It gave a warm, bright light, like a little candle, as she held her hand over it. It was really a wonderful light. It seemed to the little girl that she was sitting by a large iron stove, with polished brass feet and a brass ornament. How the fire burned and seemed so beautifully warm. The child stretched out her feet as if to warm them, when, the flame of the magical wand went out. The stove vanished, and she had only the remains of the half-burnt match in her hand. 25 30
- 5 She rubbed another match on the wall. It burst into a flame, and where its light fell upon the wall it became as transparent as a veil, and she could see into the room. The table was covered with a snowy white table-cloth, on which stood a splendid dinner service, and a steaming roast goose, stuffed with apples and dried plums. And what was still more wonderful, the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl. Then the match went out, and there remained nothing but the thick, damp, cold wall before her. 35

- 6 The Christmas lights rose higher and higher, till they looked to her like the stars 40
in the sky. Then she saw a star fall, leaving behind it a bright streak of fire.
"Someone is dying," thought the little girl, for her old grandmother, the only one
who had ever loved her, and who was now dead, had told her that when a star
falls, a soul was going up to God.
- 7 She again rubbed a match on the wall, and the tranquil light shone around her. 45
In the calm brightness stood her old grandmother, clear and shining, yet
peaceful and loving in her appearance. She made haste to light the whole
bundle of matches, for she wished to keep her grandmother there. And the
matches glowed with a light that was brighter than the noon-day, and her
grandmother had never appeared so radiant or so beautiful. 50
- 8 In the dawn of morning, the sun rose and shone upon a little corpse. There lay
the poor little one, with pale cheeks and smiling mouth, leaning against the wall.
The child sat, in the stiffness of death, holding the matches in her hand, one
bundle of which was burnt.

Adapted from <http://www.eastoftheweb.com/short-stories/UBooks/LitMat.shtml> and
http://www.online-literature.com/hans_christian_andersen/981/

Section C

Text 3

The text below explains the reasons food deserts occur and its implications. Read it carefully and answer Questions 15-20 in the Question Paper Booklet.

- 1 Many of the serious health concerns in modern America can be linked to a poor diet. People who regularly consume foods high in sodium, sugar, and saturated fats not only increase their chances of obesity, but also increase their risks of developing heart disease, hypertension, diabetes, and several types of cancer. Although some people who regularly consume unhealthy foods do so knowingly, there is also a significant portion of the population that remains undereducated about proper nutrition. What is more, these individuals live in food deserts—areas in low-income neighbourhoods that lack easy access to nutritious, affordable food. They may not even have the opportunity to obtain wholesome food. Although there have been some recent government efforts to reduce the number of food deserts, more community-based efforts should be encouraged and supported. 5 10
- 2 Food deserts are located in high-poverty areas, such as sparsely populated rural areas or densely populated, low-income urban centres. Food deserts most often develop when major supermarket chains either relocate out of these areas or simply refrain from building stores there in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighbourhoods. This means that for those who live in high-poverty areas, fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value. 15 20
- 3 Furthermore, food deserts occur when fast food restaurants are excessively concentrated in low-income areas. Recent estimates suggest that those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants than the wealthiest inhabitants of the city. Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores, they often suffer from a variety of health issues. Research has found that individuals who live in low-income neighbourhoods are much more likely to develop problems such as obesity, diabetes, and hypertension than those who live in wealthier neighbourhoods. 25 30
- 4 A solution to the problem of food deserts seems obvious: more supermarkets should be built in low-income neighbourhoods. The problem with this solution, of course, is that it is difficult to draw supermarket chains into poor areas where people have less money to spend on food. One way that the government can help to resolve this issue is by offering tax breaks or other motivations for supermarkets in low-income areas. In 2010, the Obama administration implemented the Healthy Food Financing program, which is a set of efforts designed to help bring grocery stores into areas currently designated as food deserts. 35

- 5 Despite the time, dedication, and funds required for community members to initiate such programs, these efforts can be incredibly beneficial, not only in providing people with access to healthier foods, but also in instilling a sense of community in the residents of these neighbourhoods. 40

Adapted from <http://englishforeveryone.org/Topics/Reading-Comprehension.htm>



**FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS**

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 2: Comprehension

SUBJECT CODE: 1128/02

Setter: Miss Soon Apollonia Riard
Additional Materials: INSERT

Date: 3 May 2016
Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all 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 number of marks is given in the brackets [] at the end of each question or part question.
The total of the marks for this paper is 50.

| For Examiner's Use | |
|--------------------|-----------|
| Section A | 5 |
| Section B | 20 |
| Section C | 25 |
| Total | 50 |

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This document consists of 7 printed pages and 1 blank page.

Section A [5 marks]

Text 1

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

- 1 What are **two** intended effects that the illustration on the top left-hand corner aims to have on readers?
Explain your answer with **two** details of the illustration.
- (i) The personal pronoun 'you' in 'Youth' aims to
..... [1]
- (ii) The use of a globe in place of the letter 'O' aims to
..... [1]
- 2 Which sentence gives the main purpose of the webpage?
.....
..... [1]
- 3 Who is the target audience of this webpage?
.....
..... [1]
- 4 What do the icons on the top right of the webpage aim to do?
.....
..... [1]

Section B [20 marks]

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

- 5 In paragraph 1, the writer mentions that two carriages were rolling along at a terrible rate (line 7).

What does 'terrible rate' suggest about how the two carriages were moving?

..... [1]

- 6 In paragraph 1 the writer says 'the little girl went on with her little naked feet, which were quite red and blue with the cold'. Explain how the colours 'red' and 'blue' were effective in describing her feet?

Red suggests

..... [1]

Blue suggests

..... [1]

- 7 From paragraph 2, identify **two phrases of not more than five words each** which emphasise the poor condition the little girl was in.

(i) [1]

(ii) [1]

- 8 (i) 'There was a savoury smell of roast goose, for it was New Year's Eve - yes, she remembered that.' (lines 16 - 17).

What does this suggest about how her life had been like before?

.....

..... [1]

- (ii) 'She dared not go home, for she had sold no matches, and could not take home even a penny of money. (lines 20-21).

Why was the little girl afraid to go home?

.....

.....[1]



9 Give two reasons why it was almost as cold at home as it was on the streets. Answer in your own words

(i) [1]

(ii) [1]

10 Identify the simile and metaphor from paragraph 4 that the writer uses to describe the matches.

| | | |
|----------|--|-----|
| Simile | | [1] |
| Metaphor | | [1] |

11 In paragraph 5, 'the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl.'

What is effective about the personification of the goose?

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

12 In paragraph 7 we are told that the light was a 'calm' brightness. Find two more words in this paragraph which suggest feelings of calmness.

The first word is [1]

The second word is [1]

13 The writer says 'the child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.' (lines 53 - 54)

Give two reasons why the child was stiff.

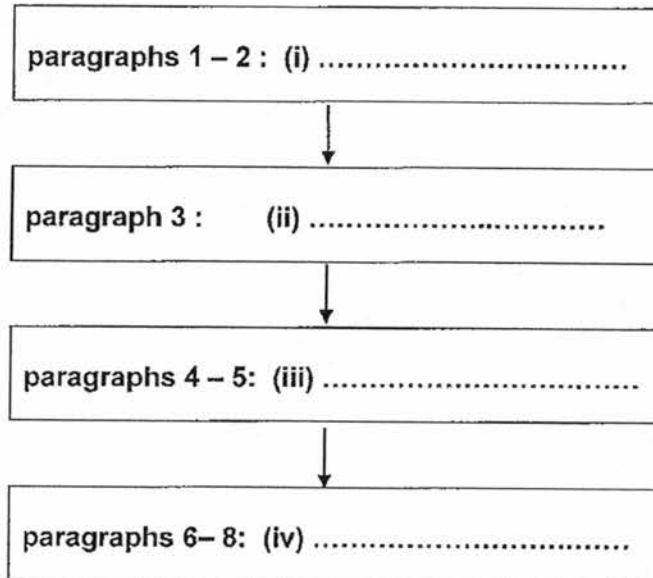
.....
.....
..... [2]

- 14 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main focus

| | | |
|-----------------------|------------------------|---------------------------|
| tolerating discomfort | lost in imagination | a supernatural experience |
| focused on a task | afraid of consequences | a difficult decision |

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 15-20.

15 What does 'food desert' (line 7) refer to? Answer in your own words.

.....
 [2]

16 With reference to paragraph 1, what efforts are currently in place and what efforts need to be in place in future, to help reduce the number of food deserts?

| | |
|---------------|--|
| Now | |
| Future | |

[2]

17 The writer states that produce available at supermarkets are not within reach for those living in high-poverty areas (lines 16-18).

In your own words, explain what the underlined phrase means.

.....[1]

18 Here is a part of a conversation between two students, Lily and Amirul, who have both read the article.



Lily

So, the only reason why people consume unhealthy food is that they are undereducated.

No, the writer has also mentioned other reasons!



Amirul

(i) Identify one other reason from paragraph 2, Amirul can give to support his view.

..... [1]

(ii) In paragraph 3, the writer states that 'fast food restaurants are excessively concentrated in low-income areas'. To support Amirul, explain fully why people in low income areas would consume more fast food.

.....
 [2]

Fajar SS ANLS

Answer Key for Section A [10 marks]

| | | |
|--|----|------------------|
| Bringing together the best in local food and atmosphere in an enjoyable | | |
| open-air setting, hawker centres <u>is</u> a unique aspect of Singaporean | 1 | <u>are</u> |
| culture. Located all over the island, many <u>on</u> the heartlands, these | 2 | <u>in</u> |
| institutions have <u>serve</u> as important places for community bonding. | 3 | <u>served</u> |
| National Environment Agency (NEA) currently manages and <u>regulate</u> over | 4 | <u>regulates</u> |
| a hundred markets and hawker centres in Singapore. Their role includes | 5 | <u>√</u> |
| the management of tenancies, licences and public <u>healthy</u> aspects of the | 6 | <u>health</u> |
| centres. Additionally, they also oversee the upgrading of markets and | 7 | <u>√</u> |
| hawker centres. NEA carries <u>in</u> a monthly tender exercise during which | 8 | <u>out</u> |
| <u>vacancy</u> hawker stalls are offered for rent to the general public. Moreover, | 9 | <u>vacant</u> |
| the information and the stalls available <u>is</u> posted on their website and | 10 | <u>are</u> |
| displayed on the notice board at the NEA Customer Service Centre. | | |

To test:

- 1) SVA
- 2) preposition
- 3) tense
- 4) plural
- 5) √
- 6) word form
- 7) √
- 8) preposition
- 9) word form
- 10) SVA

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FAJAR SECONDARY SCHOOL
SECONDARY 1 EXPRESS
MID YEAR EXAMINATIONS 2016
PAPER 2 MARKING SCHEME

**ANSWER
SCHEME**

Section A [5 marks]

Text 1

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

- 1 What are **two** intended effects that the illustration on the top left aims to have on readers?
Explain your answer with **two** details in the illustration. [2]

Answer:

- 1) (i) The personal pronoun 'you' in 'Youth' aims to make the reader feel he is personally involved/ needed.
2) The use of a globe in place of the letter 'O' aims to make the reader feel that the environmental day involves/ affects the world.

Marker's observations:

- 2 Which sentence gives the main purpose of the webpage? [1]

Answer:

'Come down to SCAPE to cast your vote to support your favourite entry!.'

Marker's observations:

- 3 Who is the target audience of this webpage? [1]

Answer:

Members of the public interested in supporting one of the five winning teams.

Marker's observations:

- 4 What do the icons on the top right of the webpage aim to do? [1]

Answer:

The icons aim to provide readers/ visitors of the webpage an opportunity through social media to share information on the webpage with others.

Marker's observations:

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5-14.

- 5 In paragraph 1, the writer mentions two carriages rolling along at a **terrible rate**.

What does 'terrible rate' suggest about how the two carriages were moving? [1]

| Textual Evidence | Suggested Answer |
|--|--|
| It is true she had on a pair of slippers when she left home, but they were not of much use. They were very large, so large, indeed, that they had belonged to her mother, and the poor little creature had lost them in running across the street to avoid two carriages that were rolling along at a terrible rate. | The two carriages were moving at a dangerously fast/high speed . Accept answers that show degree of speed. |
| Comments: | |

- 6 In paragraph 1 the writer says 'the little girl went on with her little naked feet, which were quite red and blue with the cold'. Explain how the colours 'red' and 'blue' were effective in describing her feet? [2]

| Textual Evidence | Suggested Answer |
|--|--|
| One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold. | Red suggests that her feet were hurt or sore from running and walking barefoot. (1 mark) Blue suggests that her feet were so cold that they turned blue. (1 mark) |
| Comments: | |

- 7 Identify the **two phrases of not more than five words each** which emphasise the **poor condition the little girl was in**. [1]

| Textual Evidence | Suggested Answer |
|--|---|
| In an old apron she carried a number of matches, and had a bundle of them in her hands. No one had bought anything from her the whole day, nor had any one given her even a penny. Shivering with cold and hunger, the poor little child, she looked the picture of misery. The snowflakes fell on her long, fair hair, which hung in curls on her shoulders. | 'Shivering with cold and hunger' [1] AND 'picture of misery' [1] Accept 'looked the picture of misery' |
| Comments: | |

- 8 (i) 'There was a savoury smell of roast goose, for it was New-year's eve - yes, she remembered that.' (lines 16 - 17).

What does this suggest about her life had been like before?

| Textual Evidence | Suggested Answer |
|--|---|
| Lights were shining from every window, and there was a savoury smell of roast goose, for it was New Year's Eve - yes, she remembered that. | Her remembering that suggests that she experienced it. Hence, ↓ Ans: She had a better/ more fortunate life before. |
| Comments: | |

- (ii) 'She dared not go home, for she had sold no matches, and could not take home even a penny of money. (lines 20-21).

Why was the little girl afraid to go home?

| Textual Evidence | Suggested Answer |
|--|--|
| She had drawn her little feet under her, but she could not keep off the cold; and she dared not go home, for she had sold no matches, and could not take home even a penny of money. | She probably would have to face some negative/bad consequences if she returned home without even a penny. |
| Comments: | |

- 9 Give **two reasons why** it was almost as cold at home as it was on the streets. Answer in your own words. [1]

| Textual Evidence | Suggested Answer |
|--|--|
| Besides, it was almost as cold at home as here, for they had only had a slender tarpaulin as a roof. The wind howled through the walls, although the largest gaps had been stopped up with straw and rags. | 1) Her home only had a thin sheet/cover/canvas as a shelter. (Deny slender and tarpaulin) 2) The breeze passed through the walls as there were holes . (Deny gaps) |
| Comments: | |

- 10 Identify the simile and metaphor from paragraph 4 that the writer uses to describe the matches.

| | | |
|----------|----------------------|-----|
| Simile | like a little candle | [1] |
| Metaphor | the magical wand | [1] |

- 11 In paragraph 5, 'the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl.'

What is effective about the personification of the goose? [1]

| Textual Evidence | Suggested Answer |
|--|---|
| <p>And what was still more wonderful, the goose jumped down from the dish and waddled across the floor with a knife and fork in its breast, to the little girl. Then the match went out, and there remained nothing but the thick, damp, cold wall before her.</p> | <p>It emphasised how hungry the girl was feeling that she imagined the goose running towards her.</p> |
| Comments: | |

- 12 In paragraph 7 we are told that the light was a 'calm' brightness. Find two more words in this paragraph which suggest feelings of calmness. [2]

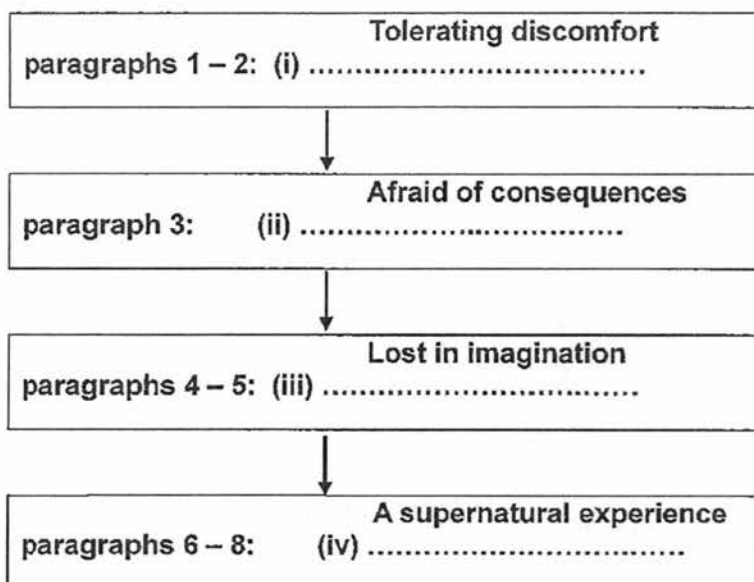
| Textual Evidence | Suggested Answer |
|---|---|
| <p>She again rubbed a match on the wall, and the <u>tranquil</u> light shone around her. In the <u>calm</u> brightness stood her old grandmother, clear and shining, yet <u>peaceful</u> and loving in her appearance. She made haste to light the whole bundle of matches, for she wished to keep her grandmother there. And the matches glowed with a light that was brighter than the noon-day, and her grandmother had never appeared so radiant or so beautiful.</p> | <p>The first word is '<u>tranquil</u>'. The second word is '<u>peaceful</u>'. Do not accept any other words.</p> |
| Comments: | |

- 13 The writer says 'the child sat, in the stiffness of death' holding the matches in her hand, one bundle of which was burnt.' (lines 53 - 54)

Give two reasons why the child was stiff.

| Textual Evidence | Suggested Answer |
|--|--|
| <p>In the dawn of morning, the sun rose and shone upon a little <u>corpse</u>. There lay the poor little one, with pale cheeks and smiling mouth, leaning against the wall. The child sat, in the <u>stiffness of death</u>, holding the matches in her hand, one bundle of which was burnt.</p> | <p>The girl was stiff because she was dead and dead bodies become stiff. The girl was stiff because she was frozen due to the cold.</p> |

- 14 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use. [4]



| Main Focus – Textual Evidence | Suggested Answer |
|--|-------------------------------|
| <p>Para 1 In the cold and the darkness, a poor little girl, with bare head and naked feet, roamed through the streets... One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold.</p> <p>Para 2 ...Shivering with cold and hunger, the poor little child, she looked the picture of misery...</p> | <u>TOLERATING DISCOMFORT</u> |
| <p>Para 3 ...she sank down and huddled herself together. She had drawn her little feet under her, but she could not keep off the cold; and she dared not go home, for she had sold no matches, and could not take home even a penny of money. Besides, it was almost as cold at home as here, for they had only had a slender canvas as a roof.</p> | <u>AFRAID OF CONSEQUENCES</u> |

Para 4

. She drew out a match and scratched it. It gave a warm, bright light, like a little candle, as she held her hand over it. It was really a wonderful light. It seemed to the little girl that she was sitting by a large iron stove, with polished brass feet and a brass ornament. How the fire burned and seemed so beautifully warm.

LOST IN IMAGINATION

Para 5

She rubbed another match on the wall. It burst into a flame, and where its light fell upon the wall it became as transparent as a veil, and she could see into the room. The table was covered with a snowy white table-cloth, on which stood a splendid dinner service, and a steaming roast goose, stuffed with apples and dried plums. And what was still more wonderful, the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl. Then the match went out, and there remained nothing but the thick, damp, cold wall before her.

Para 7

She again rubbed a match on the wall, and the tranquil light shone around her. **In the calm brightness stood her old grandmother, clear and shining, yet peaceful and loving in her appearance. She made haste to light the whole bundle of matches, for she wished to keep her grandmother there. And the matches glowed with a light that was brighter than the noon-day, and her grandmother had never appeared so radiant or so beautiful.**

A SUPERNATURAL EXPERIENCE

Para 8

In the dawn of morning, the sun rose and shone upon a little corpse. There lay the poor little one, with pale cheeks and smiling mouth, leaning against the wall. The child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.

Comments:

Section C [25 marks] – Text 3

- 15 What does **food desert** (line 7) refer to? Answer in your own words. [2]

| Textual Evidence | Suggested Answer |
|---|--|
| What is more, individuals who live in food deserts—areas in low-income neighbourhoods that lack easy access to nutritious, affordable food. | Food deserts are places in which poorer/less fortunate people [1] are not able to get healthy/good quality food. [1] |
| Comments: | |

- 16 What **efforts** are in place and need to be in place to **help reduce the number of food deserts**? [2]

| | |
|--------|--|
| Now | |
| Future | |

| Textual Evidence | Answer |
|---|--|
| Although there have been some recent government efforts to reduce the number of food deserts, | NOW Government efforts [1] |
| more community-based efforts should be encouraged and supported. | FUTURE Community-based efforts [1] |

- 17 The writer states that produce available at supermarkets are **not within reach** for those living in high-poverty areas. In your own words, explain what the underlined phrase means. [1]

| Textual Evidence | Answer |
|--|---|
| Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighbourhoods. This means that those who live in high-poverty areas fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. | It means <u>not accessible</u> . It means the supermarkets are located <u>far away from the people</u> . It means <u>too difficult for the people to obtain</u> . |

- 18 Here is a part of a conversation between two students, Lily and Amirul, who have both read the article.



Lily

So, the only reason why people consume unhealthy food is that they are undereducated.

No, the writer has also mentioned other reasons!



Amirul

- (i) Identify **any other reason** from paragraph 2 that Amirul can give to support his view. [1]

| Textual Evidence | Answer |
|---|--|
| ...major supermarket chains either relocate out of these areas or simply refrain from building stores there in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighbourhoods. This means that those who live in high-poverty areas fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value. | <p><u>Supermarkets are located too far to buy fresh, healthy food.</u></p> <p><u>They are limited to local convenience stores and gas stations that sell packaged, processed foods that offer little nutritional value.</u></p> <p>1 mark or either reason</p> |

- 18 (ii) In paragraph 3 'fast food restaurants are disproportionately concentrated in low-income areas'. To support Amirul, **explain fully** why people in low income areas would consume more fast food. [2]

| Textual Evidence | Answer |
|--|---|
| Furthermore, fast food restaurants are disproportionately concentrated in low-income areas; recent estimates suggest that those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants than the wealthiest inhabitants of the city. | <p>Fast food is <u>readily/easily available</u> hence <u>the frequency/number of times people pass by it will increase</u> thereby increasing the tendency to consume it.</p> <p>OR</p> <p>There is <u>greater exposure</u> to fast food restaurants hence the tendency to consume it will increase <u>due to the convenience of purchasing it.</u></p> |

- 19 In paragraph 4 the writer states that it is difficult to draw supermarket chains into poor areas. Explain why it is difficult. [2]

| Textual Evidence | Answer |
|--|--|
| <p>A solution to the problem of food deserts seems obvious: more supermarkets should be built in low-income neighbourhoods. The problem with this solution, of course, is that it is difficult to draw supermarket chains into poor areas where people have less money to spend on food. One way that the government can help to offset this issue is by offering tax breaks or other incentives for supermarkets in low-income areas.</p> | <p>LIFTED FROM TEXT: People have less money to spend on food in poor areas</p> <p style="text-align: center;">↓</p> <p>INFERENCE Hence supermarket businesses will not want to set up there as their business will not be as successful.</p> |

- 20 Using your own words as far as possible, summarise the reasons why food deserts occur and how it affects low-income neighbourhoods.

↓

Reframing the question:

- 1) Why food deserts occur
- 2) How it affects low-income neighbourhoods

Use only information from [redacted].

Your summary must be in continuous writing (not note form). It must **not** be [redacted] words (not counting the words given to help you begin).

| | Content Points (Any 3 points) | UYOW |
|---|--|--|
| | <i>One of the reasons why food deserts occur is that...</i> | |
| 1 | Food deserts most often develop when major supermarket chains either relocate out of these areas | main supermarkets move out of low-income areas |
| 2 | or simply refrain from building stores there in the first place. | or avoid setting up stores there altogether, |
| 3 | This means that for those who live in high-poverty areas, fresh meats, dairy products and produce available at supermarkets are not within reach. Residents of these areas | resulting in the people facing difficulty in obtaining fresh food. |
| 4 | Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping | Thus they have to journey far on public transportation to access these supermarkets. |
| 5 | or else they are limited to the food | or they must settle for food sold at |

| | | |
|---|---|---|
| | available at local convenience stores and gas stations | local convenience stores or gas stations. |
| 6 | Furthermore, fast food restaurants are disproportionately concentrated in low-income areas | In food deserts, fast food restaurants are in abundance |
| 7 | those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants | which increases the exposure of the people to it. |
| 8 | Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores | Hence, people are inclined to eat at the fast food restaurants or convenience stores. |
| 9 | they often suffer from a variety of health issues | This results in the increase in types of health issues |

One of the reasons why food deserts occur is that main supermarkets move out of low-income areas or originally avoided setting up stores there, resulting in the people facing difficulty in obtaining fresh food. Thus, they have to journey far on public transportation to access these supermarkets or they must settle for food at local convenience stores or gas stations. In food deserts, people are greatly exposed to fast food restaurants and hence are inclined to eat there. This results in the increase in their health issues.

(77 words – 8 content points)

END OF PAPER