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**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**

Paper 1 Writing

**1128/01**

**Sec 2 Express**

**05 May 2016**

INSERT

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** to your Answer Paper.

This document consists of 2 printed pages, including this page.

Setter: Mrs Vivian Lock

[Turn over

## Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the jerboa, an animal commonly found in the desert. 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.

Example:

I arrive to my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

The jerboa is a nocturnal animal which spends most of its daylight hours hidden beneath the surface of the ground. It is the animal which is mainly found in 1. \_\_\_\_\_ deserts. It is best known for its leaping ability when it uses to escape predators. 2. \_\_\_\_\_ When about to jump, the jerboa raises its body by using its hind legs, and 3. \_\_\_\_\_ supported itself upon its tail. The forefeet are so closely pressed to the breast, 4. \_\_\_\_\_ that they can hardly be seen. It then leaps onto air and lands upon its four feet, 5. \_\_\_\_\_ and immediately straightens itself. Then it makes many jump one after another 6. \_\_\_\_\_ so quick that it appears as if it is flying rather than running. The jerboa walks 7. \_\_\_\_\_ upright or hops. When chased, jerboas can ran at up to 24 kilometres per hour. 8. \_\_\_\_\_ Primarily a solitary animal, a jerboa lives alone in its burrow. Using its teeth, 9. \_\_\_\_\_ nose and claws, it may excavate a simple single-tunnel burrow that is uses to 10. \_\_\_\_\_ escape from predators or to hide from extreme temperatures.



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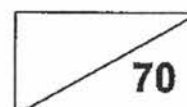
**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**

Paper 1 Writing

**Sec 2 Express**

Additional Materials: Insert



**1128/01**

**05 May 2016**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and index number in the spaces provided on the work you hand in.  
Write in dark blue or black ink on both sides of the paper.  
Do not use staples, paper clips, 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 [ ] at the head of each section.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	

This document consists of 4 printed pages and 1 Insert.

Setter: Mrs Vivian Lock

[Turn over

2

## Section B [30 marks]

You are advised to write between 200 and 300 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.

The school is organising a level camp for the Secondary 2 students. The school's Year Head has shortlisted two camps: an adventure camp organised by the Outward Bound School and a values-in-action camp organised by the International Volunteer Association. You are the President of the Student Council. Write a proposal to your Year Head to recommend the camp which best suits the Secondary 2 students.

Your proposal should include:

- the objectives of the camp
- your recommendation and reasons for it
- details of the activities which the students will take part in during the camp
- how the Secondary 2 students could benefit from the experience.

Write your letter in clear, accurate English and in a persuasive tone to convince the Year Head that the camp you have chosen will be suitable for the Secondary 2 students.

You may add any other details that might be of interest.  
You should use your own words as much as possible.





## OUTWARD BOUND SINGAPORE

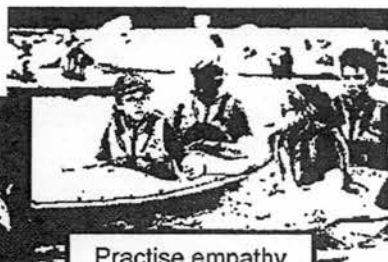
Our adventure emphasises character building and basic leadership development to help young people better face challenges in life. This four-day course is held outdoor with rope confidence elements, land-based activities and sea activities on and around Pulau Ubin.



Develop a caring & responsible attitude for the environment



Demonstrates courage to take on challenges



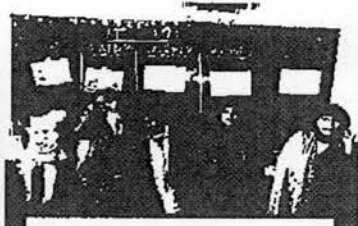
Practise empathy towards others



## Volunteer Abroad



Fun in Art and Crafts



Dramatisation in English



Bonding through games

Take part in our values-in-action camp in Thailand!

Volunteering in Thailand is a meaningful and fun way to spend your holidays overseas. You will plan and lead activities with children in orphanages and rescue centres. Activities might include teaching English, art and crafts, sports and games, singing and dancing. You also get a chance to experience living abroad and learning the Thai culture!



4

**Section C [30 marks]**

Begin your answer on a fresh page.

You are advised to write between 300 and 400 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 the things that make you proud of your country.
2. Describe a person whom you admire.
3. Write about a time when you had no access to any form of electronic gadgets.
4. Homework serves no real purpose in education. Do you agree?

**END OF PAPER**

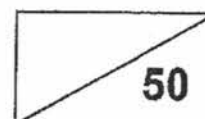


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**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**



Paper 2 Comprehension

**1128/02**

**Sec 2 Express**

**06 May 2016**

Insert

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

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

This document consists of 4 printed pages.

Setter: Mrs Vivian Lock

[Turn over

## Section A

## Text 1

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

**LEADERSHIP**  
A  
**YOUTH LEADERSHIP SUMMIT INITIATIVE**

**EXPLORING LEADERSHIP**

**Do you have what it takes to lead explorers of the world?**

Ms Laurel Chor, the founding Exploration Chair of the Hong Kong Chapter of the Explorers Club, and a board member of the Hong Kong Shark Foundation, is a seasoned traveller and National Geographic Explorer, who has led expeditions from Ghana to Morocco. Learn from Ms Chor, as she shares her experiences in pursuing her interests and inspiring others to do the same,

23 June 2016

Organised by  
**SINGAPORE POLYTECHNIC SP**

Supported by  
**NATIONAL GEOGRAPHIC LIVE!**

**"A Leader is someone who demonstrates what is possible."**  
— Mark Twain

**The task of a leader is to get his people from where they are to where they have not been.** — Henry K



## Section B

## Text 2

The text below describes the scene in the courtroom where a man stood trial for corruption and bribery. Read it carefully and answer Questions 5–13 in the Question Booklet.

- 1 For three or four weeks Obi Okonkwo had been bracing himself for this moment, practising how to maintain a straight face. He wanted to make sure that no one would see his apprehension. That morning, he strolled into the courtroom, appearing unruffled and indifferent. Sitting down next to his attorney, he started twirling a pen in his hand. The proceeding seemed to be of little interest to him. Except for one brief moment at the very beginning when one of the lawyers had gotten into trouble with the judge. 5
- 2 "This court begins at nine o'clock. Why are you late?"
- 3 Whenever Mr Justice William Galloway, Judge of the High Court of Lagos and the Southern Cameroons, looked at a victim he fixed him with a gaze that would pulverise rock. Lowering his head like a charging ram, he looked over his gold-rimmed spectacles at the lawyer. 10
- 4 "I am sorry, Your Honour," the man stammered. "My car broke down on the way."
- 5 The judge continued to look at him for a protracted time. Then he said very abruptly, "All right, Mr Adeyemi. I accept your excuse. But I must say I'm getting sick and tired of your habitual tardiness and your constant excuses about the problem of locomotion."
- 6 There was suppressed laughter in the courtroom. Even Obi Okonkwo smiled a wan and shy smile. 15
- 7 Obi was overwhelmed by the large turnout in the courtroom. Every available space in the courtroom was taken up. There were almost as many people standing as sitting. The case had been the talk of Lagos for a number of weeks and on this last day anyone who could possibly leave his job was there to hear the judgement. Some Civil Servants paid as much as ten shillings and sixpence to obtain a doctor's certificate of illness for the day. 20
- 8 Obi's unresponsiveness did not show any signs of decreasing even when the judge began to sum up. It was only when he said: 'I cannot comprehend how a young man of your education and brilliant promise could have done this' that a sudden and marked change occurred. Treacherous tears came into Obi's eyes, betraying his remorse. He brought out a white handkerchief and rubbed his face. But he did it as people do when they wipe sweat. He even tried to smile and belie the tears. All that stuff about education and promise and betrayal had not taken him unawares. He had expected it and rehearsed this very scene a hundred times until it had become as familiar as a friend. 25
- 9 In fact, some weeks ago when the trial first began, Mr Green, his boss, who was one of the prosecution witnesses, had also said something about a young man of great promise. And Obi had remained completely unmoved. Mercifully he had recently lost his mother, and his wife Clara had gone out of his life. The two events following closely on each other had dulled his feelings and left him a different man, able to look words like 'education' and 'promise' squarely in the face. But now when the supreme moment came he was betrayed by treacherous tears. 30 35

Adapted from *No Longer At Ease* by Chinua Achebe

## Section C

## Text 3

The text below is about how humans acquired the taste for milk. Read it carefully and answer Questions 14–19 in the Question Booklet.

- 1 The sandy dunes of the Sahara may seem an unlikely place for a dairy farm as it seems impossible that cattle could survive in such a hostile environment, but about 7,000 years ago, herders tended and milked cattle in what is now arid and desolate land, according to a new research.
- 2 A team from University of Bristol, who analysed fossilised bones discovered in the Sahara desert, found that about 7,000 years ago, cattle, sheep and goats roamed over the once lush savanna. Colourful ancient rock art found widely across the region depicts cattle herding among early Saharan pastoral groups, and includes rare scenes of milking. But reliable dates for this art are hard to ascertain, and little direct evidence exists to determine whether dairying was widely practised. 5  
10
- 3 By analysing pottery fragments, researchers have shown that these early herders were not only milking their livestock, but also processing milk into products like yogurt, cheese and butter. Analysis of tiny fragments of pottery taken from the Takarkori rock shelter, a prehistoric dwelling in the Libyan Sahara shows evidence of a varied diet, with signs found for plant oils and animal fat. The most common fats were of animal origin, with some deriving from flesh and others from milk. The most dairy-fat rich pottery shards came from the same time periods when more cattle bones are found in the cave layers. 15
- 4 From the earliest days of human evolution, the relationship between man and beast has been close. Initially, animals were hunted for their flesh which became a vital source of energy. As cultures became more complex, animals were domesticated and at some time in the past, humans began to exploit them for their milk. 20
- 5 In 2008 the same team from University of Bristol published research showing the dairy industry dates back at least nine thousand years. They studied 2,200 pottery vessels and found the oldest evidence of processing milk into butter, yoghurt and other products in north-west Turkey.
- 6 No one has ever before looked for evidence of dairy farming in African herding tribes but the new findings help explain how humans got their taste for milk. People first settled down to an agricultural lifestyle in the Near East about 8,000 or 9,000 years ago. Soon after, they took up dairy farming. The milk habit then spread across Europe in fits and starts. 25
- 7 At the same time, though, people were also migrating from the Near East into what is now Egypt and other parts of Africa. This movement spread dairying to north Africans, who were previously settled hunter-gatherers and fishermen. As new immigrants moved in with cattle, these native people would have quickly seen the benefits of 'marvellous big hunks of food on the hoof'. 30
- 8 Humans had to evolve to match their new source of protein, however. Originally, mankind was lactose intolerant, meaning that milk drinking was an invitation for an upset stomach. Processing milk into yogurt and cheese would have helped, but humans also adapted: As dairying spread, so did genes that confer lactose tolerance. 35
- 9 The researchers now plan to analyse more pottery samples from more northern African dwellings. The goal is to get a better picture of how dairy - and cows - spread among the people of the continent.

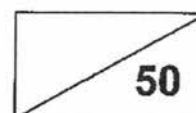
Adapted from *Once-Green Sahara Hosted Early African Dairy Farms* by Stephanie Pappas

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**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**



Paper 2 Comprehension

1128/02

**Sec 2 Express**

06 May 2016

Additional Materials: Insert

1 hour 50 minutes

**READ THESE INSTRUCTIONS FIRST**

Write your class, index number and name 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, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.  
The Insert contains the texts for all the sections.

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

For Examiner's Use	
Section A	
Section B	
Section C	
Total	

This document consists of 8 printed pages and 1 Insert.

Setter: Mrs Vivian Lock

[Turn over

## Section A [5 marks]

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

- 1 Who is the targeted audience of this advertisement?

\_\_\_\_\_  
\_\_\_\_\_ [1]

- 2 Look at the photograph of the keynote speaker Ms Laurel Chor. What two qualities of Ms Laurel Chor do you think the photograph portrays?

\_\_\_\_\_  
\_\_\_\_\_ [2]

- 3 In the title of the advertisement, the writer involves the reader by using 'you'. In what other way does the writer involve the reader through the title?

\_\_\_\_\_  
\_\_\_\_\_ [1]

- 4 Write down one sentence which shows that a leader encourages his people to explore beyond their comfort zones.

\_\_\_\_\_  
\_\_\_\_\_ [1]

## Section B [20 marks]

Refer to Text 2 on Page 3 of the Insert for Questions 5–13.

- 5 In paragraph 1, the writer suggests that Obi did not appear very worried about his trial. From the same paragraph, pick out and write down three of Obi's actions and explain in each case how his action showed his lack of worry.

(i) Action 1 \_\_\_\_\_  
 \_\_\_\_\_ [1]

(ii) Action 2 \_\_\_\_\_  
 \_\_\_\_\_ [1]

(iii) Action 3 \_\_\_\_\_  
 \_\_\_\_\_ [1]

- 6 "Whenever Mr Justice William Galloway ... looked at a victim he fixed him with a gaze that would pulverise rock" (lines 8 – 9).

(i) In what manner was the judge looking at his victim?

\_\_\_\_\_  
 \_\_\_\_\_ [1]

(ii) What do you think the judge was trying to achieve by looking at his victim in this manner?

\_\_\_\_\_  
 \_\_\_\_\_ [1]

- 7 In line 10, the writer compares the judge to a 'charging ram'.

(i) What does this expression tell us about the judge's feeling?

\_\_\_\_\_  
 \_\_\_\_\_ [1]

(ii) What does the word 'charging' suggest about what the judge was likely to do next?

\_\_\_\_\_  
 \_\_\_\_\_ [1]

4

8 Find words in paragraph 5 which suggest

(i) persistent problem in keeping time \_\_\_\_\_ [1]

(ii) a prolonged period \_\_\_\_\_ [1]

9 'There was *suppressed laughter* in the courtroom. (line 15). What does the phrase in italics suggest about the atmosphere in the courtroom?

\_\_\_\_\_  
 \_\_\_\_\_ [1]

10 Identify 2 pieces of evidence from paragraph 7 that indicate the high level of the interest the public had in the outcome of the case.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ [2]

11 In paragraph 8, the writer says 'a sudden and marked change occurred'. (line 24)

(i) What was the change?

\_\_\_\_\_  
 \_\_\_\_\_ [1]

(ii) What could have resulted in that change?

\_\_\_\_\_ [1]

12 Write down two actions Obi took in paragraph 8 that tell you he was putting up a brave front.

Action 1: \_\_\_\_\_  
 \_\_\_\_\_

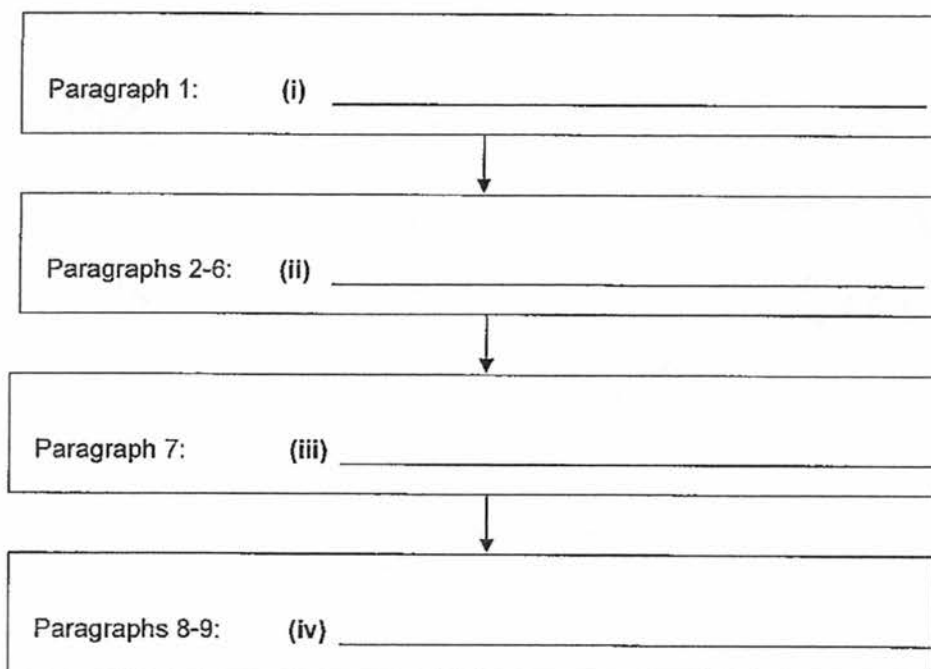
Action 2: \_\_\_\_\_  
 \_\_\_\_\_ [2]

13 The structure of the text reflects the main feelings of Obi Okonkwo as he reacted to the events in the courtroom. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra phrases in the box you do not need to use.

**Obi Okonkwo's feelings**

irritation	shock	anxiety
relief	amusement	guilt

**Flow chart**



[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 Find words in paragraph 1 which suggest that the Sahara desert is

(i) a barren place \_\_\_\_\_ [1]

(ii) a place with unfavourable conditions \_\_\_\_\_ [1]

15 According to paragraph 2, what was the Sahara before it became a desert?

\_\_\_\_\_ [1]

16



Marie

I am convinced that prehistoric farmers were involved in dairy farming in the Sahara.



Ronald

I don't think that prehistoric farmers practised dairy farming.

(i) Give two pieces of evidence from paragraph 2 that have convinced Ronald.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

(ii) Explain with reference to paragraph 2, why Marie feels as she does.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]





17 With reference to paragraph 3, besides milking of livestock, what are two discoveries that the researchers made about early herders from their study of the pottery fragments, with reference to paragraph 2?

\_\_\_\_\_  
\_\_\_\_\_ [2]

18 According to paragraph 8, what happens to lactose intolerant people who drink milk?

\_\_\_\_\_ [1]

19 Using your own words as far as possible, summarise the development of the milk culture.

**Use only information from paragraphs 4 to 8.**

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 milk culture began when people started \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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No of words:  [15]

**END OF PAPER**



Name: Answer Key

Index no:

Class:

**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016****ENGLISH LANGUAGE**

Paper 1 Writing

1128/01

**Sec 2 Express****05 May 2016**

INSERT

**1 hour 50 minutes****READ THESE INSTRUCTIONS FIRST**This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** to your Answer Paper.

This document consists of 2 printed pages, including this page.

Setter: Mrs Vivian Lock

[Turn over

\_\_\_\_\_

## Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the jerboa, an animal commonly found in the desert. 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.

Example:

I arrive to my destination at 2 pm.

at

---

My mother always wears sensible clothes.

✓

---

The jerboa is a nocturnal animal which spends most of its daylight hours hidden beneath the surface of the ground. It is the animal which is mainly found in deserts. It is best known for its leaping ability when it uses to escape predators. When about to jump, the jerboa raises its body by using its hind legs, and supported itself upon its tail. The forefeet are so closely pressed to the breast, that they can hardly be seen. It then leaps onto air and lands upon its four feet, and immediately straightens itself. Then it makes many jump one after another so quick that it appears as if it is flying rather than running. The jerboa walks upright or hops. When chased, jerboas can ran at up to 24 kilometres per hour. Primarily a solitary animal, a jerboa lives alone in its burrow. Using its teeth, nose and claws, it may excavate a simple single-tunnel burrow that is uses to escape from predators or to hide from extreme temperatures.

1. an (article)

2. which (rel pronoun)

3. ✓

4. supports (tense)

5. into (prep)

6. jumps (agreement)

7. quickly (WF)

8. run (modal verb)

9. ✓

10. used (verb form)

**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016  
MARKERS' REPORT  
PAPER 1**

Level/ Stream      Secondary 2 Express

Name of Marker    Pasiah Diah

<b>Paper 1 Editing</b>	
<b>Qn No.</b>	<b>Comments</b>
Qn 1	Most of the students were able to identify the error in the article used and correctly gave 'an' as the answer.
Qn 2	Many students did not spot the error in relative pronoun and it was ticked as correct in many scripts.
Qn 3	Majority of the students were able to realise that there were no errors and correctly gave a tick.
Qn 4	Most students could identify the tense error and gave 'supports' as the answer.
Qn 5	Only the high ability students could spot the preposition error and gave the answer as 'into'.
Qn 6	Few students could recognise 'jump' as agreement error (noun form). Many took 'and' as a conjunction error and changed it to 'but', which was wrong.
Qn 7	The error in word form was recognised by most students who correctly gave the adverb 'quickly' as the answer.
Qn 8	There were some students who could not spot 'ran' as the modal verb error. They either put a tick or some changed 'can' to 'could' as the answer.
Qn 9	Not many students saw this line as no error in it. Some changed 'using', which is correct, to 'use' as the answer.
Qn 10	This verb form error proved manageable for most students and they could correctly spot the error in 'uses'. Many changed it to 'used' as the answer.
<b>General Comments</b>	<p>It is heartening that many students managed to pass the editing section of Paper 1, scoring between 5 to 7 marks.</p> <p>All students followed instructions and circled the errors.</p>

## Paper 1 Situational Writing

### Comments on Task Fulfilment

#### Strengths

- Most students scored at least 5 or 6 marks for task fulfilment as they were able to include most of the relevant points and expand on these points briefly.
- Most students were able to organise their writing to some extent. While many followed a linear approach and organised their writing according to the given bullet points, there were some who compared the two camps when providing both reasons and benefits. Stronger students provided recommendation and their reasons, followed by details of the activities and the benefits participants could derive from the experience. This organisation structure was apparent in many scripts.
- Almost all of the scripts followed the letter format for the proposal as required by the question.
- Many students could control the tense required of a proposal writing and ended the proposal accordingly.

#### AFIs

- Many of the proposals did not contain subject heading. Furthermore, many of the scripts lacked purpose of writing and background information (eg identify self and task given).
- Those ambitious scripts that made comparison of the two camps, did so at the expense of the details required of the activities for the proposed camp.
- There were quite a number of scripts neglected the first bullet point ie. objectives of the camp. Those who did copied wholesale from the enclosure.
- There was a noticeable lifting of texts from many scripts. Students were not able to paraphrase. Furthermore, only a handful could make use of the given information and visual stimulus well. When these were used, students had the tendency to lift.
- While there was an attempt to elaborate on given ideas, elaboration was often brief and vague. Many were contented on meeting the first 200 word count only. Very few scripts were written within the 300 word count or more.
- A small handful was not able to achieve the desired tone and register. Some sounded informal, writing to the Year Head.

### Common Language Errors

On the whole, the students were able to write more clearly for the situational writing task than the free writing task. They were able to construct proper sentences though there were a few who had problems with run-on sentences or sentence fragments.

- Subject-verb agreement errors - Examples: ... activities is... / One of the benefits are ... / The activities for the students is
- Errors in agreement - Examples: This activities are ...
- The following words were commonly misspelt:
  - activites (activities)
  - sincerly (sincerely)
- Punctuation errors resulting in run-on sentences or sentence fragments

### Paper 1 Essay

Questions 2 and 4 were the more popular topics. A great number of the students need to work on their sentence skills as many scripts contained run-ons and stringy sentences. Meaningful expressions were not achieved in many scripts as students had the tendency to write whatever came into their mind, so many expressions were vague and difficult to understand. There were also a good number of scripts that had problems with tense.

#### Comments on Question 1

"Write about the things that make you proud of your country."

This was the least favourite topic. Those who attempted this question could provide a good scope of what made them proud of Singapore. Obviously, they had chosen things that they could talk about and describe them.

#### Comments on Question 2

Describe a person whom you admire?

This question attracted a number of students. Unfortunately, many students actually elaborated on the event(s) and thing(s) this person does/did or what they do/did together rather than the qualities or attributes of this admirable person that could be gleaned from the events. Many scripts became a narrative one instead but without description of their feelings. Also, many lacked the vocabulary to describe the person.

#### Comments on Question 3

Write about a time when you had no access to any form of electronic gadgets.

A number of students attempted this question as it provided the opportunity to write a narrative essay, which many of them are familiar with. The weakness of many scripts was the lack of focus on the moment when the gadget was not available and on their feeling. Many contained only a small paragraph or a brief mention of survival without this gadget. Moreover, sadly this was not followed by some form of resolution about not having access to any form of electronic gadgets. Many of them lacked the rich vocabulary required to vividly describe their feelings and the situation.



**Comments on Question 4**

Homework serves no real purpose in education. Do you agree?

This expository essay was another favourite topic. However, very few candidates were able to provide a clear, structured and well-thought out argument. Many also lacked thesis statement and paragraphs with topic sentences and the relevant supporting ideas. Whilst some scripts showed promising ideas, these could not be articulated or expressed by the students in a logical/structured manner.

**Common Language Errors**

Following are the common language errors found in the students' writing:

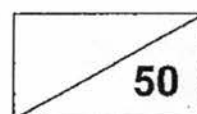
1. Sentence run-ons / stringy sentences  
Many students have the tendency to write sentence run-ons and long sentences with rambling expressions.
2. Subject-verb agreement
3. Agreement
4. Tense

Name: <b>MARK SCHEME</b>	Index no:	Class:
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**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**



Paper 2 Comprehension

**1128/02**

**Sec 2 Express**

**06 May 2016**

Additional Materials: Insert

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your class, index number and name 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, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.  
The Insert contains the texts for all the sections.

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

For Examiner's Use	
Section A	
Section B	
Section C	
Total	

This document consists of 8 printed pages and 1 Insert.

Setter: Mrs Vivian Lock

[Turn over

## Section A [5 marks]

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

- 1 Who is the targeted audience of this advertisement?

The targeted audience are young people who are interested to learn more about leadership.

\_\_\_\_\_ [1]

- 2 Look at the photograph of the keynote speaker Ms Laurel Chor. What two qualities of Ms Laurel Chor do you think the photograph portrays?

She loves the nature the outdoors (1m) (clue: being in a forest) and

she is caring towards animals (1m) (carrying a monkey).

\_\_\_\_\_ [2]

- 3 In the title of the advertisement, the writer involves the reader by using 'you'. In what other way does the writer involve the reader through the title? .

The title is written as a (rhetorical) question to involve the reader.

\_\_\_\_\_ [1]

- 4 Write down one sentence which shows that a leader encourages his people to explore beyond their comfort zones.

The task of a leader is to get his people from where they are to where they have not been.

\_\_\_\_\_ [1]

## Section B [20 marks]

Refer to Text 2 on Page 3 of the Insert for Questions 5–13.

- 5 In paragraph 1, the writer suggests that Obi did not appear very worried about his trial. From the same paragraph, pick out and write down three of Obi's actions and explain in each case how his action showed his lack of worry.

(i) Action 1 'He strolled into the courtroom' suggests that he did not feel any sense of urgency or that he felt very relaxed. [1]

(ii) Action 2 'appearing unruffled and indifferent' suggests that he looked calm and did not appear to be bothered. [1]

(iii) Action 3 'started twirling a pen in his hen' suggests that he felt bored and looked for distractions. [1]

- 6 "Whenever Mr Justice William Galloway ... looked at a victim he fixed him with a gaze that would pulverise rock" (lines 8 – 9).

(i) In what manner was the judge looking at his victim?  
The judge was looking intensely/ sternly/ piercingly at his victim. [1]

(ii) What do you think the judge was trying to achieve by looking at his victim in this manner?  
He was trying to frighten/intimidate his victim. OR make his victim feel uncomfortable/uneasy/embarrassed. [1]

- 7 In line 10, the writer compares the judge to a 'charging ram'.

(i) What does this expression tell us about the judge's feeling?  
The judge was probably annoyed/irritated/impatient/angry/displeased. [1]

(ii) What does the word 'charging' suggest about what the judge was likely to do next?  
The judge was likely to lecture/reprimand/scold the lawyer for his tardiness. [1]

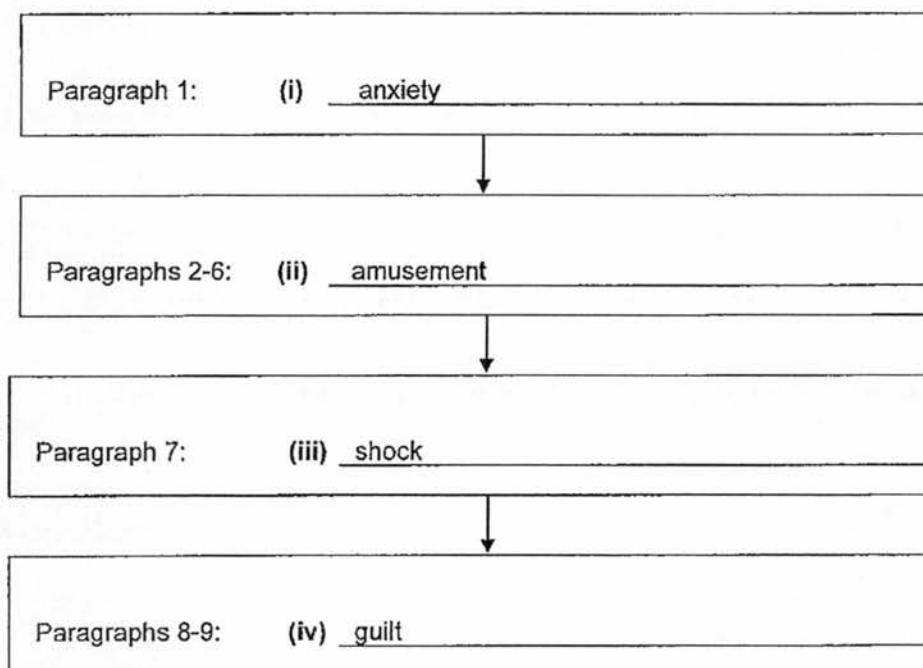
- 8 Find words in paragraph 5 which suggest
- (i) persistent problem in keeping time habitual tardiness [1]
- (ii) a prolonged period protracted time [1]
- 9 'There was *suppressed laughter* in the courtroom. (line 15). What does the phrase in italics suggest about the atmosphere in the courtroom?
- The atmosphere in the courtroom was so tense/serious that people had to control their laughter and did not dare to laugh out loud. [1]
- 10 Identify 2 pieces of evidence from paragraph 7 that indicate the high level of the interest the public had in the outcome of the case.
- The first piece of evidence is 'every available space in the court-room was taken up'. / 'there were almost as many people standing as sitting'.
- Secondly, some civil servants actually paid as much as ten shillings and sixpence to their obtain a doctor's certificate of illness to be at the courthouse for that day. [2]
- 11 In paragraph 8, the writer says 'a sudden and marked change occurred'. (line 24)
- (i) What was the change?
- At first, Obi was unresponsive / uninterested but after a comment made by the judge, Obi cried. [1]
- (ii) What could have resulted in that change?
- He was felt regretful/ remorseful. [1]
- 12 Write down two actions Obi took in paragraph 8 that tell you he was putting up a brave front.
- Action 1: He wiped his tears like how people wipe their sweat so no one would notice that he was crying.
- Action 2: He tried to smile.
- \_\_\_\_\_ [2]

- 13 The structure of the text reflects the main feelings of Obi Okonkwo as he reacted to the events in the courtroom. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra phrases in the box you do not need to use.

**Obi Okonkwo's feelings**

irritation	shock	anxiety
relief	amusement	guilt

**Flow chart**



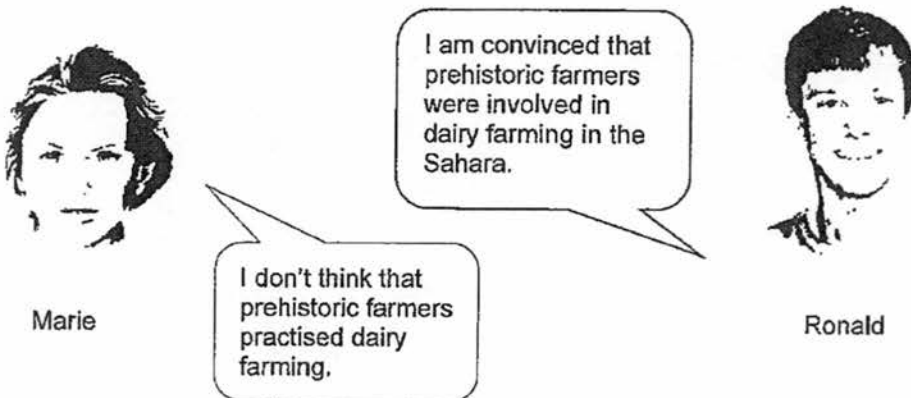
[4]

## Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

- 14 Find words in paragraph 1 which suggest that the Sahara desert is
- (i) a barren place arid and desolate land [1]
- (ii) a place with unfavourable conditions hostile environment [1]
- 15 According to paragraph 2, what was the Sahara before it became a desert?  
Lush grasslands [1]

16



Marie

Ronald

- (i) Give two pieces of evidence from paragraph 2 that have convinced Ronald.
- Fossilised bones show that cattle, sheep and goats used to roam over the  
grasslands.
- Rock art found depicts cattle herding among early Saharan pastoral groups which  
includes rare scenes of milking. [2]
- (ii) Explain with reference to paragraph 2, why Marie feels as she does.
- The researchers could not determine the accurate dates of the rock art showing  
scenes of dairy farming (1m) so there is insufficient proof (1m) to show that dairy  
farming ever took place at the Sahara. [2]
- 17 With reference to paragraph 3, besides milking of livestock, what are two discoveries that the researchers made about early herders from their study of the pottery fragments?
- They processed milk into products like yogurt, cheese and butter.
- They had a varied diet. [2]

- 18 According to paragraph 8, what happens to lactose intolerant people who drink milk?

They get upset stomachs.

[1]

- 19 Using your own words as far as possible, summarise the development of the milk culture.

Use only information from paragraphs 4 to 8.

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 milk culture began when people started ...

From passage	In own words
1. After animals were domesticated	1. rearing animals
2. and at some time in the past, humans began to exploit them for their milk.	2. and learned to obtain and drink milk from animals.
3. research showing the dairy industry dates back at least nine thousand years	3. Dairy farming first took place more than nine thousand years ago.
4. They studied 2,200 pottery vessels and found the oldest evidence of processing milk into butter, yoghurt and other products in north-west Turkey.	4. People in north-west Turkey were the first to make butter, yogurt and other dairy products from milk.
5. In Africa, people first settled down to an agricultural lifestyle in the Near East about 8,000 or 9,000 years ago. Soon after, they took up dairy farming.	5. In Africa, people started dairy farming about 9000 years ago.
6. The milk habit then spread across Europe in fits and starts.	6. The milk culture spread sporadically to Europe.
7. At the same time, though, people were also migrating from the Near East into what is now Egypt and other parts of Africa. This movement spread dairying to north Africans	7. North Africans took to dairying when people from Near East shifted into Egypt and Africa.
8. As new immigrants moved in with cattle, these native people would have quickly seen the benefits of 'marvellous big hunks of food on the hoof'.	8. When new settlers shifted in with cattle, they realised the advantages of the dairy farming.



9. Originally, mankind was lactose intolerant	9. Mankind used to be lactose intolerant
10. As dairying spread, so did genes that confer lactose tolerance.	10. But soon acquired the genes for lactose tolerance as the milk culture spreads.

(Content: maximum of 8 marks for 8 points. Language: maximum of 7 marks)

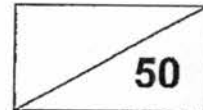
END OF PAPER

<b>Name: MARKER'S REPORT</b>	<b>Index no:</b>	<b>Class:</b>
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**HONG KAH SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**



Paper 2 Comprehension

**1128/02**

**Sec 2 Express**

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## Section A [5 marks]

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

- 1 Who is the targeted audience of this advertisement?

The targeted audience are young people who are interested to learn more about leadership.

[1]

Marker's comments:

The focus of the question is the group of people that the advertisement is meant for hence the answer has to be about the group of people who wants or aspire to be leaders. It is not just for people with leadership potential, which narrows the scope.

- 2 Look at the photograph of the keynote speaker Ms Laurel Chor. What two qualities of Ms Laurel Chor do you think the photograph portrays?

She loves the nature the outdoors (1m) (clue: being in a forest) and

she is caring towards animals (1m) (carrying a monkey).

[2]

Marker's comments:

Accepted answers – adventurous (loves nature, outdoor), kind / compassion (caring)  
There are more correct response for the second quality. Some students wrote friendly / loves animals both which do not highlight the qualities that the answer is looking for.

- 3 In the title of the advertisement, the writer involves the reader by using 'you'. In what other way does the writer involve the reader through the title?

The title is written as a (rhetorical) question to involve the reader.

[1]

Marker's comments:

Many students got this question right. They might not use the term 'rhetorical' but as long as they wrote something to the extent of asking questions to involve readers, they will be awarded the mark.

- 4 Write down one sentence which shows that a leader encourages his people to explore beyond their comfort zones.

The task of a leader is to get his people from where they are to where they have not been.

[1]

Marker's comments:

Most students got this question right. This is a factual question which requires students to select the right quote.

## Section B [20 marks]

Refer to Text 2 on Page 3 of the Insert for Questions 5–13.

- 5 In paragraph 1, the writer suggests that Obi did not appear very worried about his trial. From the same paragraph, pick out and write down three of Obi's actions and explain in each case how his action showed his lack of worry.

- (i) Action 1 'He strolled into the courtroom' suggests that he did not feel any sense of urgency or that he felt very relaxed. [1]
- (ii) Action 2 'appearing unruffled and indifferent' suggests that he looked calm and did not appear to be bothered. [1]
- (iii) Action 3 'started twirling a pen in his hen' suggests that he felt bored and looked for distractions. [1]

Marker's comments:

Students generally could not explain; some did not write any explanation for the actions. One common action that students like to highlight is "maintain a straight face" telling the readers that Obi was trying to hide his true feelings. That was not what the question ask for as this point focuses more on how he controlled himself before the trial instead of during the trial. Some accepted answers for action 1 – calm, looked confident. For action 2 - relaxed

- 6 "Whenever Mr Justice William Galloway ... looked at a victim he fixed him with a gaze that would pulverise rock" (lines 8 – 9).

- (i) In what manner was the judge looking at his victim?

The judge was looking intensely/ sternly/ piercingly at his victim.

[1]

Marker's comments: Some accepted answers – strict. Those who wrote serious, fierce were not given the mark as the question requires the student to be able to describe the stare accurately.

- (ii) What do you think the judge was trying to achieve by looking at his victim in this manner?

He was trying to frighten/intimidate his victim. OR make his victim feel

uncomfortable/uneasy/embarrassed.

[1]

Marker's comments: Extended answers – scare (frighten) and nervous (uneasy).

7 In line 10, the writer compares the judge to a 'charging ram'.

(i) What does this expression tell us about the judge's feeling?

The judge was probably annoyed/irritated/impatient/angry/displeased.

[1]

(ii) What does the word 'charging' suggest about what the judge was likely to do next?

The judge was likely to lecture/reprimand/scold the lawyer for his tardiness.

[1]

Marker's comments: Students generally did well for these questions. The weaker ones would usually give a wrong answer to the first part and use the correct response for the first q for the second q.

8 Find words in paragraph 5 which suggest

(i) persistent problem in keeping time habitual tardiness [1]

(ii) a prolonged period protracted time [1]

Marker's comments: The question asks for words but many students assumed that they can only write one word hence they lost the marks.

9 'There was *suppressed laughter* in the courtroom. (line 15). What does the phrase in italics suggest about the atmosphere in the courtroom?

The atmosphere in the courtroom was so tense/serious that people had to control their

laughter and did not dare to laugh out loud. [1]

Marker's comments: Students who did not get this question correct mistakenly thought that the suppressed laughter means that people in the courtroom were relaxing. Students only looked at the word 'laughter' and did not see the adjective 'suppressed'.

10 Identify 2 pieces of evidence from paragraph 7 that indicate the high level of the interest the public had in the outcome of the case.

The first piece of evidence is 'every available space in the court-room was taken up'. / 'there were almost as many people standing as sitting'.

Secondly, some civil servants actually paid as much as ten shillings and sixpence to their obtain a doctor's certificate of illness to be at the courthouse for that day. [2]

Marker's comments: Most students were able to highlight at least one evidence. Those who got it wrong, quoted the phrase 'on this last day anyone who could possibly leave ... was there to hear the judgement.'

11 In paragraph 8, the writer says 'a sudden and marked change occurred'. (line 24)

(i) What was the change?

At first, Obi was unresponsive / uninterested but after a comment made by the judge,  
Obi cried. [1]

(ii) What could have resulted in that change?

He was felt regretful/ remorseful. [1]

Marker's comments: For part (i), students did not highlight the different reaction from Obi. For part (ii), some described the actions instead of the feelings. Guilty (for remorse/regret) is not accepted.

12 Write down two actions Obi took in paragraph 8 that tell you he was putting up a brave front.

Action 1: He wiped his tears like how people wipe their sweat so no one would  
notice that he was crying.

Action 2: He tried to smile.

[2]

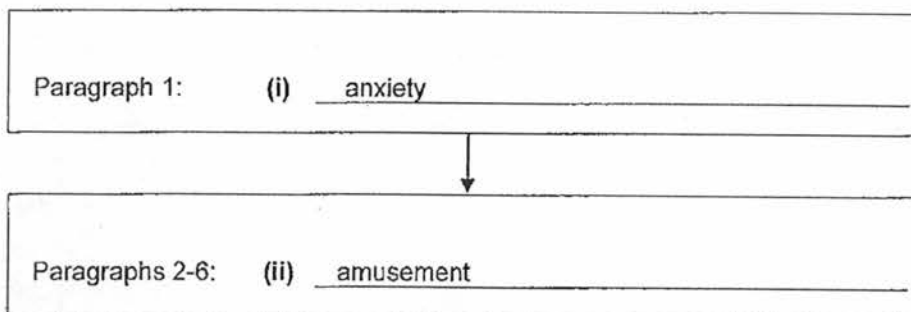
Marker's comments: Many students did score the one mark from action 1 because they simply copied the sentence from the passage without answering the q. If they had read the question, they would have added in the part on 'wiping his tears like how people wiped their sweat'.

13 The structure of the text reflects the main feelings of Obi Okonkwo as he reacted to the events in the courtroom. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra phrases in the box you do not need to use.

Obi Okonkwo's feelings

irritation	shock	anxiety
relief	amusement	guilt

Flow chart



6



Paragraph 7:      (iii) shock



Paragraphs 8-9:      (iv) guilt

[4]

Marker's comments: Many students inverted answers for (ii) and (iii)

## Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 Find words in paragraph 1 which suggest that the Sahara desert is

(i) a barren place arid and desolate land [1]

(ii) a place with unfavourable conditions hostile environment [1]

Marker's comments: Same issue as Q8, students assumed that they can only write one word so they excluded the rest which are necessary for the exact translation.

15 According to paragraph 2, what was the Sahara before it became a desert?

Lush grasslands [1]

Marker's comments: Other acceptable answers are lush savannah / lots of greenery. However, quite a number wrote 'dairy farm' which indicates that they have jumped a few pieces of information in the paragraph.

16



Marie

I don't think that prehistoric farmers practised dairy farming.

I am convinced that prehistoric farmers were involved in dairy farming in the Sahara.



Ronald

(i) Give two pieces of evidence from paragraph 2 that have convinced Ronald.

Fossilised bones show that cattle, sheep and goats used to roam over the

grasslands.

Rock art found depicts cattle herding among early Saharan pastoral groups which

includes rare scenes of milking. [2]

(ii) Explain with reference to paragraph 2, why Marie feels as she does.

The researchers could not determine the accurate dates of the rock art showing

scenes of dairy farming (1m) so there is insufficient proof (1m) to show that dairy

farming ever took place at the Sahara. [2]



Marker's comments: Q(i) Students lack inference skills to explain how these evidence led the character to believe that dairy farming existed. For Q(ii), students merely copied the sentence from the text without checking the question hence missed out the key phrase that tells us that it is the dates on the 'rock art' that could not be determined.

- 17 With reference to paragraph 3, besides milking of livestock, what are two discoveries that the researchers made about early herders from their study of the pottery fragments?

They processed milk into products like yogurt, cheese and butter.

They had a varied diet.

[2]

- 18 According to paragraph 8, what happens to lactose intolerant people who drink milk?

They get upset stomachs.

[1]

- 19 **Using your own words as far as possible**, summarise the development of the milk culture.

**Use only information from paragraphs 4 to 8.**

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 milk culture began when people started ...

From passage	In own words
1. After animals were domesticated	1. rearing animals
2. and at some time in the past, humans began to exploit them for their milk.	2. and learned to obtain and drink milk from animals.
3. research showing the dairy industry dates back at least nine thousand years	3. Dairy farming first took place more than nine thousand years ago.
4. They studied 2,200 pottery vessels and found the oldest evidence of processing milk into butter, yoghurt and other products in north-west Turkey.	4. People in north-west Turkey were the first to make butter, yogurt and other dairy products from milk.
5. In Africa, people first settled down to an agricultural lifestyle in the Near East about 8,000 or 9,000 years ago. Soon after, they took up dairy farming.	5. In Africa, people started dairy farming about 9000 years ago.
6. The milk habit then spread across Europe in fits and starts.	6. The milk culture spread sporadically to Europe.
7. At the same time, though, people were also migrating from the Near East into what is now Egypt and other parts of Africa. This movement spread dairying to north Africans	7. North Africans took to dairying when people from Near East shifted into Egypt and Africa.

8. As new immigrants moved in with cattle, these native people would have quickly seen the benefits of 'marvellous big hunks of food on the hoof'.	8. When new settlers shifted in with cattle, they realised the advantages of the dairy farming.
9. Originally, mankind was lactose intolerant	9. Mankind used to be lactose intolerant
10. As dairying spread, so did genes that confer lactose tolerance.	10. But soon acquired the genes for lactose tolerance as the milk culture spreads.

Marker's comments: Students generally did well for the summary as they were able to extract the points from the text. However, they lacked the ability to write in their own words.

(Content: maximum of 8 marks for 8 points. Language: maximum of 7 marks)

END OF PAPER