

Name	Index Number	Class
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**JURONG SECONDARY SCHOOL  
2016 MID-YEAR EXAMINATION  
SECONDARY TWO EXPRESS**

**English Language**

Paper 1 Writing

**29 April 2016**

INSERT

**1 hour 40 minutes**

**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 Paper.

This document consists of 2 printed pages

[Turn over



Section A [10 marks]

Carefully read the text below consisting of 12 lines about youths in Singapore. 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 (✓) 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. ✓.....

Youths in Singapore are spending more time online now than ever. The average  
 number of hours youths in the country spend online daily have gone up from 4.8 1 .....  
 hours in 2011 to 5.5 hours last year, the study by Singapore Polytechnic found. The 2 .....  
 top 5 activities online include reading online content, viewing photos and videos, 3 .....  
 commenting and replying others, chat online and sharing or posting content. The 4 .....  
 study also found that the youths with high levels of well-being spent less time online 5 .....  
 daily at 5.4 hours compared to people who has low levels of well-being at 6 hours. 6 .....  
 Well-being in this study, is measured of health, social life, education and job 7 .....  
 opportunities, freedom of expressing, level of human rights, personal safety and 8 .....  
 sense of belonging. The study also showed that youths prefer for communicate on 9 .....  
 social media with their friends and face-to-face with his family members. Younger 10 .....  
 respondents spend more time online as compared to the older respondents.



Name	Index Number	Class
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**JURONG SECONDARY SCHOOL  
2016 MID-YEAR EXAMINATION  
SECONDARY TWO EXPRESS**

**English Language**

Paper 1 Writing

**29 April 2016**

Additional Materials:

Answer Paper  
Insert

**1 hour 40 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your name, index number and class on all the work you hand in.  
Write in dark blue or blue pen on both sides of the Answer Paper.

Do not use 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 give in brackets [ ] at the head of each section.

This document consists of **4** printed pages and **1** Insert

**[Turn over**

**Section B [30 marks]**

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

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

You are the Head of your class' Values In Action Committee and you have been tasked to suggest useful community projects and activities that your classmates can take part in to give back to the community during the June holidays.

You came across a community service web page online put up by the Taman Jurong Community Center that has a few activities for students to get involved in that would allow them to contribute back to the society.

Write a formal letter to your form teacher suggesting:

- two activities from the programme shown in the web page that would benefit the community
- one activity other than those shown in the web page that the students would find meaningful
- how being a part of the community service projects can also help the class to bond.

Write your letter in clear, accurate English and in a respectful and enthusiastic tone, to convince your form teacher to accept your proposal.

You should use your own words as much as possible.

# www.JURONGGIVESBACK.com

A Community involvement initiative organised by  
Taman Jurong Community Centre



## CLEAN IT AND GREEN IT LIKE YOU MEAN IT!

Join us in keeping our beloved Jurong Lake Park clean and green! We meet every third Saturday of the month at the entrance of Jurong Lake Park at 9am. Rubber gloves and trashbags will be provided, so all you need to bring is yourself!

## WE ARE FAMILY

Volunteer to be a helper or befriender at Blue Cross Thong Keng Home in Jurong to bring some joy to the people who live there. Its goal is to help all people and relieve the poor, the disadvantaged, the needy and the elderly, without discrimination against race, language or religion. Call us and we can make arrangements to go down to the home to offer some much-needed love and help.



## DON'T HATE. DONATE.

Taman Jurong CC is organising a big donation drive in June and we're looking for volunteers to help us collect door to door donations around the Jurong neighbourhood. Donations can be in the form of clothing, used appliances or even money, all of which will go towards helping the less fortunate in the community.



For more information feel free to  
contact us at 6268 3931  
or drop us an email at  
[juronggivesback@gmail.com](mailto:juronggivesback@gmail.com)

**Section C [30 marks]**

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

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

- 1 Community service has little value in schools today. Do you agree?
- 2 Do you agree that Singaporean youths care more about themselves than the community?
- 3 Singaporeans are not doing enough to care for our elderly. Do you agree?
- 4 Keeping our school environment clean is a necessity. Do you agree with this statement?

Name	Index Number	Class
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**JURONG SECONDARY SCHOOL  
2016 MID-YEAR EXAMINATION  
SECONDARY 2 EXPRESS**

**English Language**

Paper 2 Comprehension

29 April 2016

**1 hour 40 minutes**

INSERT

**READ THESE INSTRUCTIONS FIRST**

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

This document consists of 5 printed pages, including the cover page.

**Turn over**

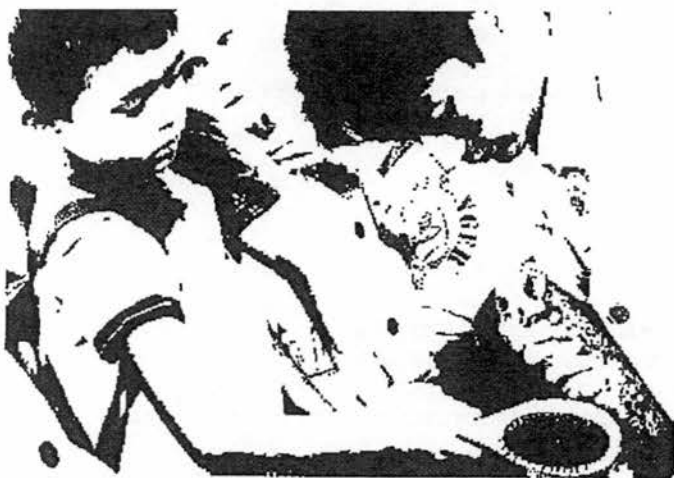


## Section A

## Text 1

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

## LET YOUR CHILD LIVE THEIR WILDEST DREAMS!



If you have children aged between 7 and 12 years old who love animals, this hands-on programme is an excellent experience during the June Holidays. Our Kidzranger Tour turns children into zookeepers for a stint. They'll get their own Kidzranger vest, and a pin-on button that gives them exclusive access to areas in the Zoo.

### Highlights of the tour:

- Mingle with the horses, ponies and falabellas and learn how to tell them apart.
- Find out about the animals' quirky habits that may surprise you.
- Try your hand at grooming any animal of your choice.
- Feed our hungry goats.

ALL THE ABOVE WITHOUT HAVING TO QUEUE OR WAIT!

To register for the Kidzranger Tour,  
CALL 6221 1122 or  
EMAIL [wildlifediscoverer@zoo.com.sg](mailto:wildlifediscoverer@zoo.com.sg)

**HURRY!**  
While SLOTS  
are  
available!

## Section B

## Text 2

The text below describes a scene of a disaster from the eyes of an Angel of Death. Read it carefully and answer Questions 5 - 14.

- 1 This time, I had come for a man of perhaps twenty-four years of age. It was a beautiful thing in some ways. The plane was still coughing. Smoke was leaking from both its lungs. When it happened, three deep gashes were made in the earth. Its wings were now sawn-off arms. No more flapping. Not for this metallic little bird. 5
- 2 Sometimes I arrive too early. I rush, and some people cling longer to life than expected.
- 3 After a small collection of minutes, the engine exhausted itself. There was nothing left to give, except for it to finally crash.
- 4 A boy arrived first, with cluttered breath and what appeared to be a toolbox. With great trepidation, he approached the cockpit and watched the pilot, gauging if he was alive, at which point, he still was. From the toolbox, the boy took out, of all things, a teddy bear. He reached in through the torn windshield and placed it on the pilot's chest. The smiling bear sat huddled among the crowded wreckage of the man and the blood. A few minutes later, I took my chance. The time was right. 10 15
- 5 I walked in, loosened his soul, and carried it gently away. All that was left was the body, the dwindling smell of smoke, and the smiling teddy bear.
- 6 As the crowd arrived in full, things, of course, had changed. When the crash happened, the skies carried the shade of coal. The horizon was beginning to be that of a burning charcoal instead. What was left of the blackness above was nothing now but a scribble, and disappearing fast. 20
- 7 The man, in comparison, was the colour of bone. Skeleton-coloured skin. A ruffled uniform. His eyes were emotionally disconnected—like a broken screen—and his soul from right above where he was, appeared to be an odd, yet familiar, shape. A faint, defeated signature. The crowd did what crowds do. 25
- 8 As I made my way through, each person stood and played with the quietness of it. It was a small concoction of disjointed hand movements, muffled sentences, and mute, self-conscious turns.
- 9 When I glanced back at the plane, the pilot's open mouth appeared to be smiling. He remained shrouded in his uniform as the greying light wrestled the sky. As with many of the others, when I began my journey away, there seemed a quick shadow again, a final moment of eclipse—the recognition of another soul gone. 30
- 10 You see, to me, for just a moment, despite all of the colours that touch and grapple with what I see in this world, I will often catch an eclipse when a human dies. I've seen more eclipses than I care to remember. 35

Adapted from *The Book Thief* by Markus Zusak

## Section C

## Text 3

*The text below is about earthquakes and how they occur. Read it carefully and answer Questions 15-22 in the Question Paper Booklet.*

- 1 In Alaska in 1964, a magnitude 9.2 earthquake jarred the earth so strongly it caused fishing boats to sink in Louisiana. The ground trembles because the Earth's surface is on the move. An earthquake, also known as a tremor, is the perceptible shaking of the surface of the Earth.
- 2 The surface of the earth, called the "crust," is not one solid piece. It is made up of a 20 piece puzzle. Each puzzle piece is called a "plate." The plates constantly move. Fortunately for us, they do not move fast. Geologists estimate the fastest plate might shift 6 inches a year, that is about as fast as your hair grows. 5
- 3 The earth has four major layers: the inner core, outer core, mantle and crust. The crust and the top of the mantle make up a thin skin on the surface of our planet but this skin is not all in one piece just like a puzzle covering the surface of the earth. Not only that, these puzzle pieces keep slowly moving around, sliding past one another and bumping into each other and we call these puzzle pieces tectonic plates, and the edges of the plates are called the plate boundaries. The plate boundaries are made up of many faults, and most of the earthquakes around the world occur on these faults. Since the edges of the plates are rough, they get stuck while the rest of the plate keeps moving. 10  
15
- 4 While the edges of faults are stuck together, and the rest of the block is moving, the energy that would normally cause the blocks to slide past one another is being stored up. When the force of the moving blocks finally overcomes the friction of the jagged edges of the fault and it unsticks, all that stored up energy is released. The energy radiates outward from the fault in all directions in the form of seismic waves like ripples on a pond and these seismic waves shake the earth as they move through it. When the waves reach the earth's surface, they shake the ground and anything on it, like our houses and us! The surface where plates slip is called the fault and the location below the earth's surface where the earthquake starts is called the hypocenter, while the location directly above it on the surface of the earth is called the epicenter. 20  
25
- 5 The size of an earthquake positively correlates to the size of the fault and the amount of slip on the fault, but it is not something scientists can simply measure with a measuring tape since faults are many kilometers deep beneath the earth's surface. About a half-million quakes rock the Earth every day. That is millions a year. People do not feel most of them because the quake is too small, too far below the surface, or deep in the sea. Some, however, are so powerful they can be felt thousands of miles away. Hence, they use the seismogram recordings made on the seismographs at the surface of the earth to determine how large the earthquake was. A short wiggly line that does not wiggle very much means a small earthquake, and a long wiggly line that wiggles a lot means a large earthquake. The length of the wiggle depends on the size of the fault, and the size of the wiggle depends on the amount of slip. 30  
35  
40
- 6 A powerful earthquake can cause landslides, tsunamis, flooding, and other

catastrophic events. Most damage and deaths happen in populated areas. That is because the shaking can cause windows to break, buildings to collapse, fire, and other dangers. One of the deadliest earthquake in history happened on January 23, 1556 in Shaanxi, China. It not only devastated an area of 520 miles, tremors were felt in 97 countries; and resulted in more than 20 meters deep crevices and landslides, which collapsed numerous dwellings. The death toll of this devastating earthquake was 830,000, which is over 60% of the region's population. Its magnitude can be measured on the Richter scale, but the costs cannot be written in today's terms.

- 7 Sometimes an earthquake has foreshocks and these are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists cannot tell that an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the mainshock and mainshocks always have aftershocks that follow. These are smaller earthquakes that occur afterwards in the same place as the mainshock and depending on the size of the mainshock, aftershocks can continue for weeks, months, and even years after the mainshock! Geologists cannot predict earthquakes. However, they hope they will in the future through continued research and improved technology.

*Adapted from the National Geographic and Wikipedia.*

Name	Index Number	Class
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**JURONG SECONDARY SCHOOL  
2016 MID-YEAR EXAMINATION  
SECONDARY 2 EXPRESS**

**English Language**

Paper 2 Comprehension

29 April 2016

**1 hour 40 minutes**

Candidates answer on the Question Booklet.  
Additional Materials: Insert

**READ THESE INSTRUCTIONS FIRST**

Answer all questions.

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

The Insert contains the text 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.

[Turn over]

Section A [5 marks]

Text 1

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

- 1 The advertisement begins with 'LET YOUR CHILD LIVE THEIR WILDEST DREAMS!' What effect is this intended to have on the target audience?  
.....  
.....[1]
  
- 2 (i) Who is the target audience of this advertisement?  
.....  
.....[1]
  
- (ii) With reference to your answer in 2(i), how does the picture on the left of the advertisement attract them?  
.....  
.....[1]
  
- 3 What would be a unique feature of the tour that might attract the target audience?  
.....  
.....[1]
  
- 4 How can an interested party sign up for the programme?  
.....  
.....[1]



Section B [20 marks]

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

- 5 At the beginning of this text there is an illustration of the condition of a plane as it is in flight. Explain how the language used in paragraph 1 makes the plane seem like it was breaking down and was about to crash.

Support your ideas with three details from paragraph 1.

.....

.....

.....

.....

.....

.....

.....[3]

- 6 (i) From paragraph 2, what does the Angel of Death expect to happen when it arrives?

.....

.....[1]

- (ii) Provide evidence from the same paragraph to support your answer in 6(i).

.....

.....[1]

- 7 From paragraph 4, identify the word(s) or phrases in the given sentence which suggest(s)

(i) uncertainty .....[1]

(ii) looking for signs of life .....[1]

- 8 'From the toolbox, the boy took out, *of all things*, a teddy bear..' (line 12-13). Explain what the italicised words suggest about the usefulness of the teddy bear.

.....

.....[1]



- 9 The writer uses literary devices such as 'the shade of coal' (line 19) and 'the blackness above was nothing now but a scribble, and disappearing fast' (lines 19-20). What do they suggest about the time of the day?

Literary Device	Time of the day
'the shade of coal'	
'the blackness above was nothing now but a scribble, and disappearing fast'	

[2]

- 10 'His eyes were emotionally disconnected—like a broken screen—' (line 22) Identify and explain the meaning of the literary device used in the above.

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

- 11 Explain what is unusual about the phrase 'an odd, yet familiar, shape.' (line 24-25)?

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

- 12 In paragraph 9, '... as the greying light *wrestled* the sky (line 30). Which word in paragraph 10 has the same meaning as the italicised word.

.....[1]

- 13 In paragraph 10, 'I've seen more eclipses than I care to remember.' (line 35) What does the sentence suggest about the narrator's attitude?

.....[1]



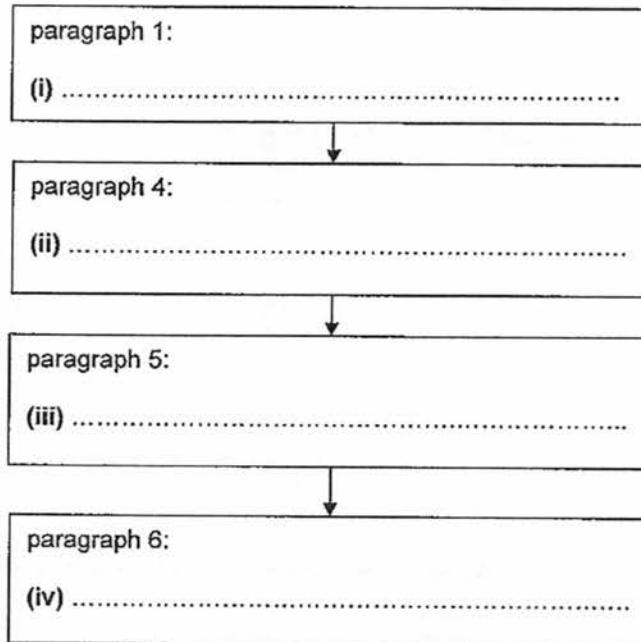


- 14 The structure of the text reflects the series of events that unfold in the disaster. Complete the flow chart by choosing a phrase from the box to summarise the main idea described in each part of the text. There are some extra phrases in the box you do not need to use.

**The series of events**

daybreak	last moments before death
remnants of the disaster	breakdown
darkness	the start of a fire

**Flow chart**



[4]



Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 15-22.

15 According to paragraph 1, what ripple effect did the great earthquake in Alaska have?

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

16 '... that's about as fast as your hair grows.' (line 8) What does this suggest about the change due to the movement of plates?

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

17 According to paragraph 3, what is the earth made up of?

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

18 According to paragraph 5, give two reasons why it is difficult to measure the size of an earthquake.

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

19 Describe the **fault and amount** of slip based on the given description from a seismograph?

Short wiggly line	
Long wiggly line	

[1]



20 Here is a conversation between two students, Anne and Jim, who have read the text.

Anne: Earthquakes can cause a massive loss of lives.

Jim: No. It is the infrastructure built by people that is dangerous.

(i) Identify one example from paragraph 6 that Anne can give to support her view.

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

(ii) How would Jim explain his position with reference to paragraph 6?

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

21 Explain why scientists cannot tell immediately if an earthquake is a foreshock.

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





Name	<b><u>ANSWERS</u></b>	Index Number	Class
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**JURONG SECONDARY SCHOOL  
2016 MID-YEAR EXAMINATION  
SECONDARY 2 EXPRESS**

**English Language**

Paper 2 Comprehension

29 April 2016

**1 hour 40 minutes**

Candidates answer on the Question Booklet.  
Additional Materials: Insert

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Answer all questions.

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

The Insert contains the text 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	

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**[Turn over]**

## Section A [10 marks]

Carefully read the text below consisting of 12 lines about youths in Singapore. 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 (✓) 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.

✓.....

.....

<p>Youths in Singapore are spending more time online now than ever. The average number of hours youths in the country spend online daily <u>have</u> gone up from 4.8 hours in 2011 to 5.5 hours last year. <u>the</u> study by Singapore Polytechnic found. The top 5 activities online include reading online content, viewing photos and videos, commenting and replying others, <u>chat</u> online and sharing or posting content. The study also found that the youths with high levels of well-being spent less time online daily at 5.4 hours compared to people who <u>has</u> low levels of well-being at 6 hours. Well-being in this study, is measured of <u>health</u>, social life, education and job opportunities, freedom of <u>expressing</u>, level of human rights, personal safety and sense of belonging. The study also showed that youths prefer <u>and</u> communicate on social media with their friends and face-to-face with <u>his</u> family members. Younger respondents spend more time online as compared to the older respondents.</p>	<p>1 Has (SVA)</p> <p>2 A (det)</p> <p>3 □</p> <p>4 chatting (vf)</p> <p>5 □</p> <p>6 have (SVA)</p> <p>7 By/through (prep)</p> <p>8 expression (wf)</p> <p>9 To (prep)</p> <p>10 their (pronouns)</p>
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AMS

Name	Index Number	Class
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**JURONG SECONDARY SCHOOL  
2016 MID-YEAR EXAMINATION  
SECONDARY TWO EXPRESS**

**English Language**

Paper 1 Writing

29 April 2016

INSERT

1 hour 40 minutes

**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 Paper.

This document consists of 2 printed pages

[Turn over

Body paragraphs:

1m for each point and elaboration

E1 x 2 – 2m (1m for each point with elaboration)

E2 x 1 – 1m

E3 x 3 – 3m (1m for each point with elaboration)



Jurong SS

**Section B [30 marks]**

## Answer/Mark Scheme

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

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

You are the Head of your class' Values In Action Committee and you have been tasked to suggest useful community projects and activities that your classmates can take part in to give back to the community during the June holidays.

You came across a community service web page online put up by the Taman Jurong Community Center that has a few activities for students to get involved in that would allow them to contribute back to the society.

Write a formal letter to your form teacher suggesting:

- two activities from the programme shown in the web page that would benefit the community (E1) eg. Cleaning the park will create a conducive environment for the public to relax and to destress, donating will help the needy with essential things that they do not have, spending time with the less fortunate will brighten their day and help them feel like matter
- one activity other than those shown in the web page that the students would find meaningful (E2) eg. Hospital visitations, newspaper collection, fund raising etc
- how being a part of the community service projects can also help the class to bond. (E3) eg. Get to spend time together outside of school, learn about each other's strengths and weaknesses when working together

Write your letter in clear, accurate English and in a respectful and enthusiastic tone, to convince your form teacher to accept your proposal.

You should use your own words as much as possible.

**Task Fulfillment 10m:**

1m – Format

1m – Introduction (E1, E2, E3 have to be mentioned) and conclusion (Brief summary of points and 2 concluding sentences ie. Thank you for taking the time... and I hope that I was able to show you...

2m – 3 Points or 3 Links from 3 different paragraphs

Body Paragraphs 2m each:

1: E1 + E3 with elaboration (1m for each criteria)

2: E1 + E3 with elaboration

3: E2 + E3 with elaboration

OR



Junong SS

2

Section A [5 marks]

Text 1

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

- 1 The advertisement begins with 'LET YOUR CHILD LIVE THEIR WILDEST DREAMS!' What effect is this intended to have on the target audience?

To get them **excited/ to attract their attention/** the 'you' makes them feel involved (feel)

so that they **would sign up / continue reading** (action) [1]

Students **MUST** have both parts to the question: what do they feel and what action would it result in

X Do not accept: it attracts them/ it makes them feel personally involved

- 2 (i) Who is the target audience of this advertisement?

Parents /Mothers/ Fathers / Adults with young children [1]

X Do not accept : Children/ kids

- (ii) With reference to your answer in 2(i), how does the picture on the left of the advertisement attract them?

**(Describe the picture)** The picture shows children enjoying close interaction/ brushing the fur of an animal

**(relate how it can be attractive)** And it shows how their children are able to have a close interaction with animals OR

It shows how children will enjoy the interaction with animals [1]

Students **MUST** first describe the picture, **THEN** relate any reasonable explanation that states how it can be attractive

- 3 What would be a unique feature of the tour?

Saves time/ No need to queue/ exclusive access to areas in the zoo [1]

Clue: Unique (different from others who do not sign up for program)

- 4 How can an interested party sign up for the programme?

CALL 6221 1122 or

EMAIL [wildlifediscoverer@zoo.com.sg](mailto:wildlifediscoverer@zoo.com.sg)

Either of the above answer

[1]

## Section B [20 marks]

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

- 5 At the beginning of this text there is an illustration of the condition of a plane as it is in flight. Explain how the language used in paragraph 1 makes the plane seem like it was going to crash/breaking down.

Support your ideas with three details from paragraph 1.

'plane was still coughing', the plane's engine is faulty and has been making noises/shaking violently. Hence it shows that the plane's engine is breaking down

'Smoke was leaking from both its lungs', the engine/oil tank has malfunctioned/ has a hole/ it has caught fire in the engine. Hence, the plane might explode/breakdown anytime.

'wings were now sawn-off arms', the wings of the planes have broken off. It cannot stay in flight for long. [3]

**Students MUST quote** from the text, **then explain** the text, **then link** to what it means by it is breaking down.

- 6 (i) From paragraph 2, what does the Angel of Death expect?

People to die when it arrives/ expects to collect souls when it arrives[1]

- (ii) Provide evidence from the same paragraph to support your answer in 6(i).

I rush and **some people cling on longer to life** [1]

Answer in bold are the key words

X Do not accept people cling longer to life.

- 7 From paragraph 4, identify the word(s) or phrases in the given sentence which suggest(s)

- (i) uncertainty ...**trepidation**....[1]

X DO not accept : great trepidation

- (ii) looking for signs of life ..... **gauging if he was alive**.....[1]

X DO not accept : gauging

- 8 'From the toolbox, the boy took out, *of all things*, a teddy bear..' (line 13-14). Explain what do the italicised words suggest about the usefulness of the teddy bear.

It suggests that the teddy bear was not useful/ useless at all. [1]

Do not accept: Not very useful/ Could not be of much use.

- 9 The writer uses literary devices such as 'the shade of coal' (line 19) and 'the blackness above was nothing now but a scribble, and disappearing fast' (lines 19-20). What do they suggest about the time of the day (do not simply state the time)?

Literary Device	Time of the day
'the shade of coal'	Night, early in the morning when it is still dark X Do not accept: Evening.
'the blackness above was nothing now but a scribble, and disappearing fast'	Morning where sun has risen/day break/day time

[2]

- 10 'His eyes were emotionally disconnected—like a broken screen—' (line 23)  
Identify and explain the meaning of the literary device used in the above.

Simile [1]

It is describing the eyes of the dead pilot to a broken screen as the screen is not working, just as the eyes no longer look alive. [1]

Students MUST link the description of the eyes of the pilot to that of the screen.  
X Do not accept: Emotion/Emotionally disconnected and broken screen.

- 11 From paragraph 7, explain what is unusual about the phrase 'an odd, yet familiar, shape.'?

Odd refers to something never seen before/different from norm. However, familiar means it is something he is aware. [1]

Therefore, it was unusual for something that was never seen before to be recognised. [1]

Students must compare both words to get [1]  
Then, explain to get the other [1]

- 12 In paragraph 9, '... as the greying light *wrestled* the sky (line 30). Which word in paragraph 10 has the same meaning as the italicised word.

grapple [1]

- 13 In paragraph 10, 'I've seen more eclipses than I care to remember.' (line 34) What does the sentence suggest about the narrator's attitude?

Nonchalant/ could not be bothered/ did not care [1]

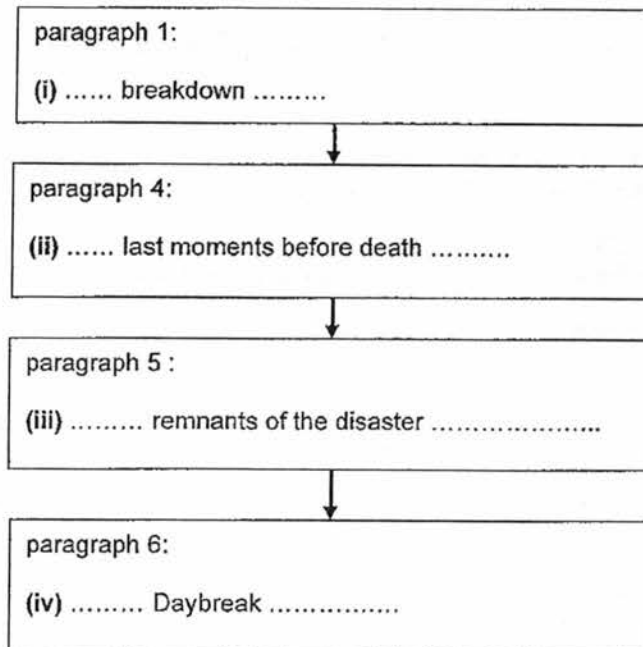
Do not accept: could not really care /be bothered

- 14 The structure of the text reflects the series of events that unfold in a disaster. Complete the flow chart by choosing a phrase from the box to summarise the main idea described in each part of the text. There are some extra phrases in the box you do not need to use.

**The series of events**

Daybreak	last moments before death
remnants of the disaster	breakdown
Darkness	the start of a fire

**Flow chart**



[4]

Do not award marks for spelling errors/ omitted words

## Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 15-22.

- 15 According to paragraph 1, what ripple effect did the great earthquake in Alaska have?

caused fishing boats to sink in Louisiana [1]

X Do not accept : caused fishing boats to sink.

- 16 '... that's about as fast as your hair grows.' (line 8) What does this suggest about the change due to the movement of plates?

Negligible/ insignificant/ inconsequential [1]

Do not accept: small/little/slow

- 17 According to paragraph 3, what is the earth made up of?

four major layers: the *inner core*, *outer core*, *mantle* and *crust* [1]

- 18 According to paragraph 5, give two reasons why it is difficult to measure the size of an earthquake.

faults are many kilometers deep beneath the earth's surface. [1]

People do not feel most of them because the quake is too small [1]

- 19 Describe the fault and amount of slip based on the given description from a seismograph?

Short wiggly line	Fault and amount of slip is small
Long wiggly line	Fault and amount of slip is big

[1]

- 20 Here is a conversation between two students, Anne and Jim, who have read the text.



Earthquakes can cause a massive loss of lives.

Anne

No. It is the infrastructure built by people that is dangerous.



Jim

- (i) Identify one example from paragraph 6 that Anne can give to support her view.

Death toll of 830 000 in Shann Xi, China [1]

- (ii) How would Jim explain his position with reference to paragraph 6?

Most damage and deaths happen in populated areas. That is because the shaking can cause windows to break, buildings to collapse, fire and other dangers. [1]

- 21 Explain why scientists cannot tell immediately if an earthquake is a foreshock?

Scientists have to identify the largest earthquake/ mainshock (1) amongst all the quakes to find out which are foreshocks (1)

- 22 Using your own words as far as possible, describe how an earthquake occurs.

Use only information from paragraphs 3 and 4.

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 outer most layer of the earth is the crust and .....*

- 1) it is made up of many pieces/tectonic plates
- 2) these puzzle pieces keep moving around/ sliding past one another and bumping into each other
- 3) the edges of the plates/ the plate boundaries are made up of many faults,
- 4) Rough edges of the plate get stuck
- 5) while the rest of the plate keeps moving.
- 6) the energy that would normally cause the blocks to slide past one another is being stored up.
- 7) When the force of the moving blocks overcomes the friction of the jagged edges of the fault
- 8) it unsticks and all that stored up energy is released.
- 9) The energy radiates outward from the fault in all directions in the form of *seismic waves*
- 10) these seismic waves shake the earth as they move through it/ they shake the ground and anything on it.

**MAXIMUM of 8 points** for Task fulfilment.