

NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL



SUBJECT : ENGLISH LANGUAGE
CODE/PAPER NO. : 1128 / 01 INSERT
LEVEL/STREAM : 2 EXPRESS
DATE : 29 APRIL 2016
TIME : 0800 – 0950 HR
DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit **Section A** separately from **Section B** and **Section C**.

This document consists of 2 printed pages.

[Turn over



Carefully read the text below, consisting of 12 lines, about the life of Mother Teresa of Calcutta. 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 p.m.

.....at.....

My mother always wears sensible clothes.

.....✓.....

Mother Teresa was born on August 26, 1910, in Skopje, the current capital of the Republic of Macedonia. Followed her father's death, 1.

she became extraordinary close to her mother, a pious and 2.

compassionate woman who instilled on her daughter a deep 3.

commitment to charity. Six years later, Teresa decides to become a 4.

nun. While meditating during a train ride, Jesus spoke to her and 5.

told her to work in the slums of Calcutta aiding the city's poor and 6.

sickest people. Mother Teresa quickly translate this calling into 7.

several concrete action to help the city's poor. She first began by 8.

establishing an open-air school but a home for the dying destitute. 9.

By the time of her death in 1997, her Missionary of Charities had 10.

610 foundations on all seven continents.



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READ THESE INSTRUCTIONS FIRST

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

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.

For **Section A** write your answers in the spaces provided on the insert.

For **Section B** and **Section C**, write your answers on the separate Writing Paper provided.

At the end of the examination, tie **Section B** and **Section C** separately for submission.

The number of marks is given 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 poster on page 3. Study the information carefully and plan your answer before beginning to write.

With the mid-year examination just around the corner, the school wants to ensure that students can manage their stress effectively. As Chairperson of the Student Welfare Committee (SWC), you feel that you can help your peers by sharing your experience in identifying stress symptoms, as well as provide strategies on how to combat it.

Write an infosheet that will be displayed on your SWC noticeboard to inform the student population of the following:

- Describe what examination stress is.
- State two effects of stress from the printout and how they can be detrimental to health.
- Provide strategies (two from the printout and one not from the printout) they can follow to reduce stress and cope well with it.

Write your infosheet in clear, accurate English so as to convey your information effectively.

You should use your own words as much as possible.

BUST THE STRESS!

Examination stress is a feeling of pressure that many young people feel coming up to exam time. It usually occurs during the revision period before exams and immediately before the exams themselves. Whilst a certain amount of pressure is good for us and helps us to perform well, it is important to keep some balance and perspective.

Some temporary effects of stress include; loss of focus, an increasing amount of distraction, inability to sleep, difficulty in processing information and irritability. Stress suppresses your immune system so you're more likely to catch a cold or feel under the weather, which doesn't help your performance in exams. In high levels, stress can lead to mental health problems like depression or anxiety. Check out the graphic below for some tips to reduce your stress and increase your focus levels!



Get in the zone
Create a study space free from distracting noise and technology.

Treat yourself
Reward yourself for completing small tasks.

Chill out
Make sure you schedule yourself regular short breaks.

Get together
Start a study group or find a study buddy to help keep you on track.

BEAT THE WEAPONS OF MASS DISTRACTION!

Adapted from: www.thedesk.org.au

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.

- 1 Write a story about someone who displayed courage when others least expected him or her to do so.
- 2 Write about a time when your first opinion about someone changed.
- 3 What is family time to you? Describe the occasions where you and your family spent valuable time together.
- 4 Describe a few changes that you hope can make this world a better place.

NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL



SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1128 / 02 INSERT

LEVEL/STREAM : 2 EXPRESS

DATE : 29 APRIL 2016

TIME : 1045 – 1235

DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

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

This document consists of 6 printed pages.

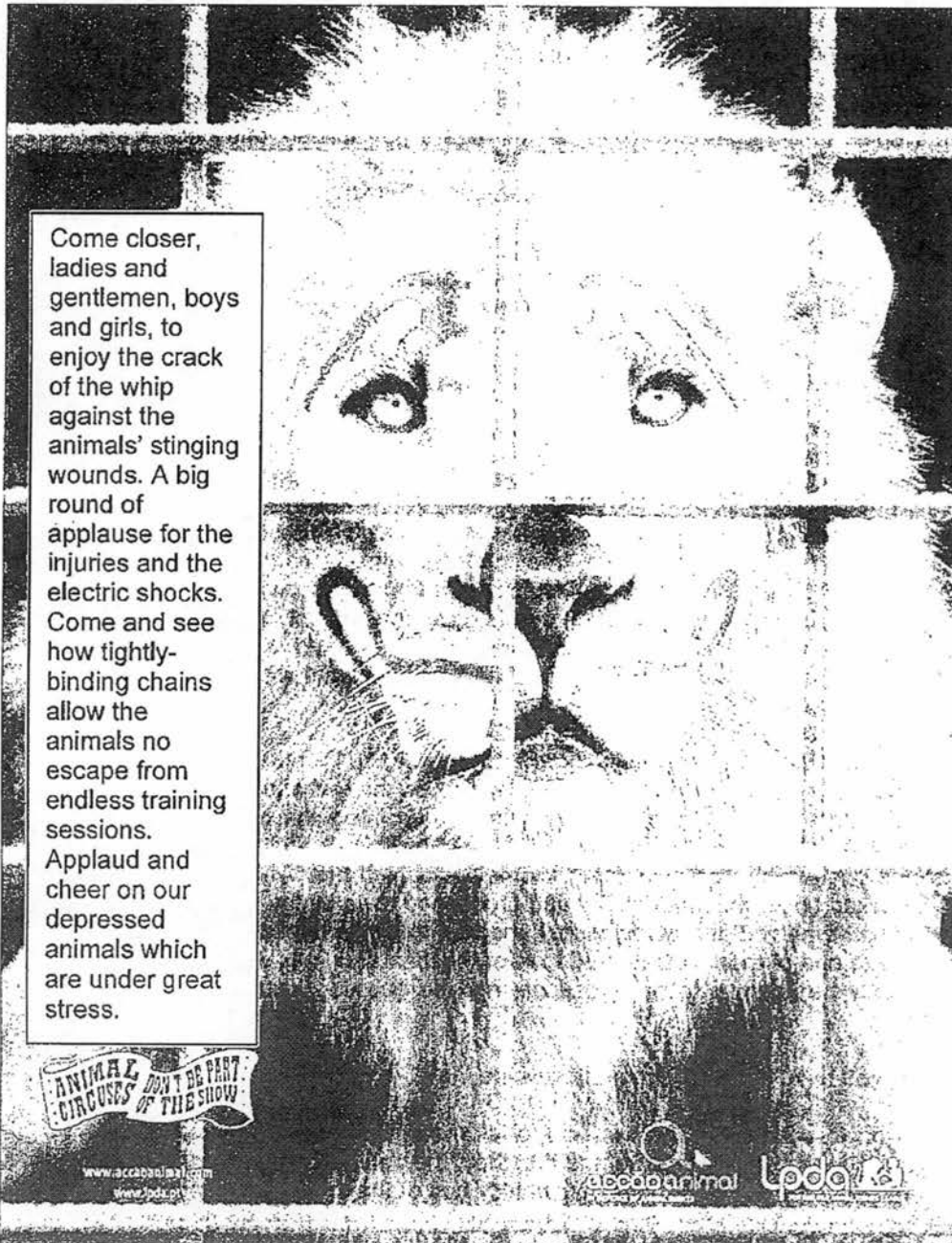
[Turn over

Section A

Text 1

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

ANIMALS ARE NOT CLOWNS



Come closer, ladies and gentlemen, boys and girls, to enjoy the crack of the whip against the animals' stinging wounds. A big round of applause for the injuries and the electric shocks. Come and see how tightly-binding chains allow the animals no escape from endless training sessions. Applaud and cheer on our depressed animals which are under great stress.

ANIMALS DON'T BELONG IN CIRCUSES OF THE SHOW

www.accbanimal.com
www.bbc.co.uk

accbanimal
Lpda 16

Section B

Text 2

The text below describes what John Coleman experienced when he drove an Austin car in South America. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

- 1 I passed through the Peruvian customs with little difficulty and entered the Republic of Ecuador. The money changers made a beeline for my car, scrambling to get the first opportunity to do some business. I had missed the bank at the last big town, so I was forced to accept their rates of exchange.
- 2 Ahead of me was a 32-kilometre track running in a finger of dense jungle that stretched down to the coast. No road ran through it but animals and occasional vehicles had made a kind of track with deep ruts which was constantly being invaded by the fast-growing tropical undergrowth on both sides of it. 5
- 3 At the Ecuadorian customs post, friendly guards told me that the next 20 kilometres were almost impassable. There had already been several afternoons of heavy rain and they added that the following day the barrier would go down for the last time until the next dry season. Had I reached Ecuador one day later, my whole schedule would have been wrecked. I drove along, crowing over my extraordinarily good luck and remained hopeful even after muddy patches began to appear in the track and I was plowing axle deep through mud. 10 15
- 4 As the track went through a particularly bad stretch of jungle, I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it. Then I noticed a tree trunk lying in the mud. If the ground underneath the truck was still firm, I could hack away the undergrowth at the side of the track with my bush knife and drive over this hazardous stretch with two wheels on the log and two on the verge that I had cleared. When I had cleared sufficient undergrowth, I began the crossing. Little by little I crept forward with every sign of slow but sure success. 20
- 5 Suddenly, one of the rear wheels skidded off the moist log. I emptied the luggage and tried to get the wheel back again, putting boards on the bed and trying to jack it up but the boards sank right through the mud. I tried lifting the car to no avail. Finally, I realised that there was nothing for it but to walk back and beg for help at the customs post which was now some kilometres behind me. When I eventually arrived, I ducked under the road-barrier and proceeded towards the hut from which the guards had emerged on my first visit. I knocked to wake them up and went on to apologise to one of them who started to raise his head and ask what the matter was. Suddenly he seemed to recognise me and he guessed instantly what had happened. 25 30
- 6 "Ah, Senor, you have driven your car into trouble, no?"
- 7 As far as I could understand, he went on to tell me in Spanish that there was no one in the village who could help me and that they, the guards, could not leave their post. There was only one hope. The last weekly bus of the dry season was due to pass through in only two hours' time and he would show me a nice shady place to sit and wait while he continued his siesta. Sleep eluded me even though I was tired. 35
- 8 Time passed slowly and the noise of an engine was followed by the appearance of 40

a very old bus. The guard explained my situation to the driver and took a few bottles of something from him. I apprehensively jumped in among the passengers and we trundled off towards my car. We had not gone very far when the bus unexpectedly halted and the passengers began cheering the driver as they pulled parcels of goods from under their seats, where they had carefully concealed them. 45

- 9 I did not feel really happy until we turned round the bend where I had left my car and I saw it again, untouched. I jumped off the bus, and with the speed of lightning, half a dozen men charged into the mud beside me. I threw the luggage back into the car and was going to help push it but they told me to jump in and carried me and the car straight through. I pressed the starter-button and the engine roared into action. The men and all the passengers in the bus cheered wildly once again. The bus kept behind me, for there were still many bad patches to go through and the driver bellowed out instructions every now and again in Spanish. After I had been lifted out of the mud twice more, one of the passengers volunteered to guide me, hanging on to the side of the car, as the inside was bulging with badly-packed luggage. He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud. By early evening, I was back on schedule, all thanks to the men in the bus. 50 55

Adapted from Coleman's Drive by John Coleman

Section C

Text 3

The article below is about the rise of Julius Caesar, a Roman soldier and politician. Read it carefully and answer questions 14 – 19 in the question paper booklet.

- 1 A politically adept and popular leader of the Roman Republic, Julius Caesar significantly transformed what became known as the Roman Empire, by greatly expanding its geographic reach and establishing its imperial system. While it has long been disputed, it's estimated that Julius Caesar was born in Rome on July 12 or 13, 100 BC. While he hailed from Roman aristocrats, his family was far from rich. 5
- 2 After Sulla died, Caesar returned to Rome to begin his career in politics as a prosecuting advocate. He relocated temporarily to Rhodes to study philosophy, but during his travels there he was kidnapped by pirates. In a daring display of his negotiation and counter-insurgency tactics, he convinced his captors to raise his ransom. In a brilliant display of perilous cunning, he then organized a naval force to attack them. The pirates were captured and executed. 10
- 3 When Caesar returned to Rome he began to work with Pompey, a renowned as a great military leader who commanded the loyalty of his troops. this military alliance served Caesar well in the senate. Not long after, in 68 or 69 BC, Caesar was elected quaestor¹ and then went to serve in several other key government positions under Pompey. As Caesar was cultivating his political partnership with Pompey, the astute leader was also aligning himself with Marcus Licinius Crassus, a Roman general and politician. Crassus proved to be instrumental in Caesar's rise to power. A leader himself, and cited as the wealthiest man in Roman history, Crassus offered financial and political support to Caesar. 15 20
- 4 Rome continued to face barbarian threats from beyond their borders. Their enemies were ever ready to pillage Rome for its wealth. Yet, over the years Pompey and Crassus had come to be intense rivals. But once again Caesar displayed his abilities as a negotiator, earning the trust of both men and convincing them they'd be better suited as allies instead of enemies. This partnership among the three men came to be known as the First Triumvirate, a powerful and effective leadership for Rome. United, they were a force to be reckoned with. Yet, for Caesar, this political alliance and the power it gave him was also the perfect springboard to greater domination. 25 30
- 5 Caesar's first move was to secure the governorship of Gaul, allowing him to build a bigger military and begin the kind of campaigns that would cement his status as one of Rome's all-time great leaders. Between 58 and 50 BC, Caesar annexed the rest of Gaul. As he expanded his reach, he also showed his ruthlessness with his enemies. In one instance he waited until his opponents' water supply had gone dry, and then ordered the hands of all the remaining survivors be cut off. His pitiless approach to war struck terror into the heart of his enemies. 35
- 6 Even while he conquered Gaul, Caesar was mindful of the political scene back home, and he hired key political agents to act on his behalf in Rome. But Pompey, who grew envious of his political partner's power and prestige, did not meet 40

¹ An elected Roman official

NAME:

NO: CLASS:

RIVERSIDE SECONDARY SCHOOL**MID-YEAR EXAMINATION 2016**

SUBJECT : ENGLISH LANGUAGE
CODE/PAPER NO. : 1128 / 02
LEVEL/STREAM : 2 EXPRESS
DATE : 29 APRIL 2016
TIME : 1045 - 1235
DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

Write your name, index number and name 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, highlighters, 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.

- Caesar's growing stature with enthusiasm. Meanwhile, Crassus still had never completely overcome his disdain for Pompey. However, the three leaders patched things up temporarily in 56 BC at a conference in Luca. That cemented Caesar's existing territorial rule for another five years, and granted Crassus a five-year term in Syria and Pompey a five-year term in Spain. 45
- 7 Three years later, however, Crassus was killed in a battle in Syria. Caesar acted swiftly to consolidate his military and political power. He had grown rich from his exploits in Gaul and now used his riches to buy friends and influence in Rome. Around this time Pompey revisited his old concerns about Caesar. Through a series of events, Caesar eventually went to war against Pompey. With Pompey further aligning himself with nobility, and the nobility increasingly seeing Caesar as a national threat, civil war proved to be inevitable. 50
- 8 But Pompey and his troops were no match for Caesar and his military campaign. By the end of 48 BC, Caesar had pushed his enemies out of Italy and pursued Pompey into Egypt, where he was eventually killed. Caesar also made a military alliance with the ruler of Egypt, Cleopatra, which further solidified his foothold of power. Caesar now stood unchallenged and was poised to become Rome's Emperor. 55

Adapted from "http://www.biography.com/people/julius-caesar-9192504#early-years"

Section A [5 marks]

Text 1

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

- 1 "Applaud and cheer on our depressed animals which are under great stress." [1]

What is the tone adopted here?

.....
.....

- 2 Write down **two** cruel acts circus animals are put through. [2]

.....
.....

- 3 The poster features a lion in clown makeup. [1]

How is the image used effectively?

.....
.....

- 4 What is the message of the poster? [1]

.....
.....



Section B [20 marks]

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

- 5 What does the word "forced" (line 4) suggest about the rates offered by the money changers? [1]

.....

.....

- 6 In paragraph 2, the author writes that the undergrowth "invaded" (line 8) the deep ruts. What is unusual and effective about the word "invaded"? [2]

.....

.....

.....

.....

- 7 "...crowing over my extraordinarily good luck..." (line 13) [2]

Explain fully why the author feels lucky.

.....

.....

.....

- 8 "I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it." (lines 16 – 19) [2]

Identify the words or phrases in the given text which suggest that

Ideas	Words or phrases from text
(i) the patch of mud looked threatening	
(ii) the patch of mud was deep	

- 9 In your own words, how does the author try to get his wheel back on the log in paragraph 5? [1]

He _____ his luggage and _____ boards
under it in an attempt to _____ it.

10 From paragraph 7, give **one** piece of evidence which suggests that the guard at the checkpoint was very laidback. [1]

.....
.....

11 i Which phrase in paragraph 8 suggests that the passengers were trying to hide something from the guards? [1]

.....
.....

ii What is an earlier phrase that conveys the same idea?

.....
.....

12 i Suggest why it is impossible for the author to feel happy at the start of paragraph 9. [1]

.....
.....

ii Paragraph 9 describes how the people from the bus helped the author. Explain how the language used show their helpfulness. Use details from the text to support your answer. [3]

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

iii "He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud." (line 56-57) [1]

What was the writer's tone when he described the passenger?

.....

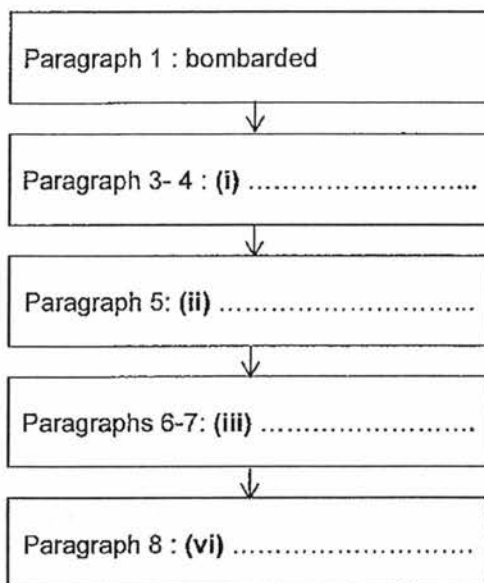


- 13 The structure of the text reflects the author's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use. [4]

Author's feelings

anxious desperate doubtful optimistic appreciative bombarded hopeful

Flow chart



Section C

Text 3

The article below is about the rise of Julius Caesar, a Roman soldier and politician. Read it carefully and answer questions 14 – 19 in the question paper booklet.

- 1 A politically adept and popular leader of the Roman Republic, Julius Caesar significantly transformed what became known as the Roman Empire, by greatly expanding its geographic reach and establishing its imperial system. While it has long been disputed, it's estimated that Julius Caesar was born in Rome on July 12 or 13, 100 BC. While he hailed from Roman aristocrats, his family was far from rich. 5
- 2 After Sulla died, Caesar returned to Rome to begin his career in politics as a prosecuting advocate. He relocated temporarily to Rhodes to study philosophy, but during his travels there he was kidnapped by pirates. In a daring display of his negotiation and counter-insurgency tactics, he convinced his captors to raise his ransom. In a brilliant display of perilous cunning, he then organized a naval force to attack them. The pirates were captured and executed. 10
- 3 When Caesar returned to Rome he began to work with Pompey, a renowned as a great military leader who commanded the loyalty of his troops. this military alliance served Caesar well in the senate. Not long after, in 68 or 69 BC, Caesar was elected quaestor¹ and then went to serve in several other key government positions under Pompey. As Caesar was cultivating his political partnership with Pompey, the astute leader was also aligning himself with Marcus Licinius Crassus, a Roman general and politician. Crassus proved to be instrumental in Caesar's rise to power. A leader himself, and cited as the wealthiest man in Roman history, Crassus offered financial and political support to Caesar. 15 20
- 4 Rome continued to face barbarian threats from beyond their borders. Their enemies were ever ready to pillage Rome for its wealth. Yet, over the years Pompey and Crassus had come to be intense rivals. But once again Caesar displayed his abilities as a negotiator, earning the trust of both men and convincing them they'd be better suited as allies instead of enemies. This partnership among the three men came to be known as the First Triumvirate, a powerful and effective leadership for Rome. United, they were a force to be reckoned with. Yet, for Caesar, this political alliance and the power it gave him was also the perfect springboard to greater domination. 25 30
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- 6 Even while he conquered Gaul, Caesar was mindful of the political scene back home, and he hired key political agents to act on his behalf in Rome. But Pompey, who grew envious of his political partner's power and prestige, did not meet Caesar's growing stature with enthusiasm. Meanwhile, Crassus still had never 40

¹ An elected Roman official

completely overcome his disdain for Pompey. However, the three leaders patched things up temporarily in 56 BC at a conference in Luca. That cemented Caesar's existing territorial rule for another five years, and granted Crassus a five-year term in Syria and Pompey a five-year term in Spain.

45

- 7 Three years later, however, Crassus was killed in a battle in Syria. Caesar acted swiftly to consolidate his military and political power. He had grown rich from his exploits in Gaul and now used his riches to buy friends and influence in Rome. Around this time Pompey revisited his old concerns about Caesar. Through a series of events, Caesar eventually went to war against Pompey. With Pompey further aligning himself with nobility, and the nobility increasingly seeing Caesar as a national threat, civil war proved to be inevitable.
- 8 But Pompey and his troops were no match for Caesar and his military campaign. By the end of 48 BC, Caesar had pushed his enemies out of Italy and pursued Pompey into Egypt, where he was eventually killed. Caesar also made a military alliance with the ruler of Egypt, Cleopatra, which further solidified his foothold of power. Caesar now stood unchallenged and was poised to become Rome's Emperor.

50

55

Adapted from "<http://www.biography.com/people/julius-caesar-9192504#early-years>"

NAME: () CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the insert for questions 15 – 20.

14 In your own words, explain the phrase "greatly expanding its geographic reach and establishing its imperial system." (lines 2 and 3)

..... [2]

15 What word in paragraph 2 is used to mean 'conducting legal proceedings'?

..... [1]

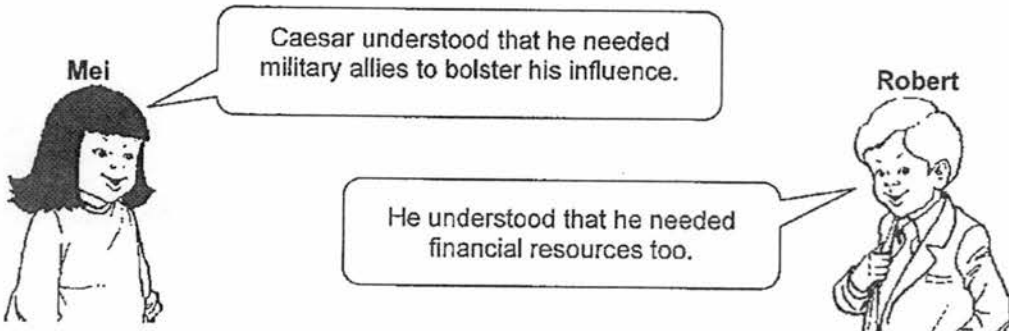
16 (i) From paragraph 2, which phrase describes Caesar as a shrewd risk-taker?

..... [1]

(ii) Why is the phrase you have chosen effective?

..... [2]

17 Here is part of a conversation between two students, Mei and Robert, who have read the article.



(i) From paragraph 3, explain how Mei has come to her conclusion.

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

(ii) Identify two pieces of evidence from paragraph 3 that support's Robert's view.

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

18 Suggest two reasons that Caesar might have used to convince Pompey and Crassus that "they'd be better suited as allies instead of enemies" (Line 26).

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

19 Using your own words as far as possible, summarise the events that lead to Caesar's rise in power.

Use only the material from paragraphs 5-8.

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).

Caesar began his quest for sole dictatorship...

.....
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NAME:

() CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the insert for questions 15 – 20.

- 15 In your own words, explain the phrase "greatly expanding its geographic reach and establishing its imperial system." (lines 2 and 3)

- Rome was **increasing its territorial boundaries**
 - Rome was **bringing its system of government to these new lands**
 (Any answers that are similar to the bold section above is acceptable.) [2]

- 16 What word in paragraph 2 is used to mean 'conducting legal proceedings'?

- the word is "prosecuting" [1]

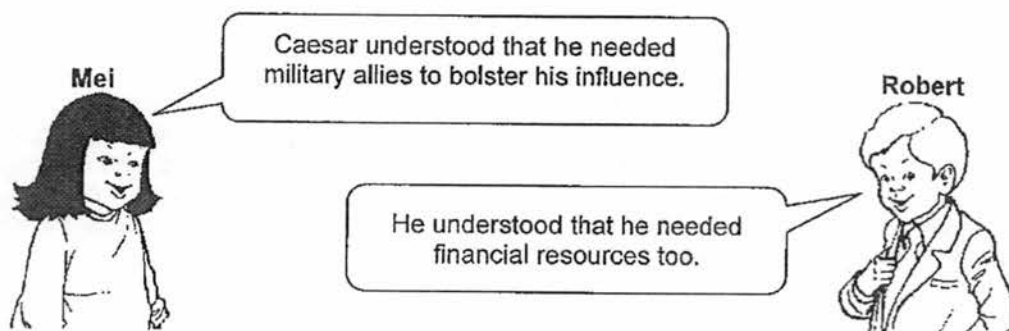
- 17 (i) From paragraph 2, which phrase describes Caesar as a shrewd risk-taker?

The phrase is "perilous cunning" [1]

- (ii) Why is the phrase you have chosen effective?

It highlights **how much risk Caesar was willing to take** [1] but also how ingenious he was that he **could manipulate his capture to his advantage**. [1]
 (Main ideas are the risk Caesar deemed acceptable and how he turned his disadvantage around)

- 18 Here is part of a conversation between two students, Mei and Robert, who have read the article.



- (i) From paragraph 3, explain how Mei has come to her conclusion.

Caesar's friendship with Pompey proved useful in the political arena of Rome. [1]

- (ii) Identify two pieces of evidence from paragraph 3 that support's Robert's view.

Crassus was "instrumental in Caesar's rise to power" [1]
 Crassus offered "Financial and political support to Caesar" [1]

- 19 Suggest two reasons that Caesar might have used to convince Pompey and Crassus that "they'd be better suited as allies instead of enemies" (Line 26) .
- There were still external threats Rome's peace and prosperity
 - The three of them provided much needed stability in leadership and power [2]

- 20 **Using your own words as far as possible**, summarise the events that lead to Caesar's rise in power.

Use only the material from paragraphs 5-8.

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).

Caesar began his quest for sole dictatorship...

1. secure the governorship of Gaul
2. build a bigger military and begin the kind of campaigns that would cement his status as one of Rome's all-time great leaders
3. Caesar annexed the rest of Gaul
4. he also showed his ruthlessness with his enemies
5. mindful of the political scene back home, and he hired key political agents to act on his behalf in Rome
6. Caesar eventually went to war against Pompey
7. Pompey and his troops were no a match for Caesar and his military campaign
8. Caesar acted swiftly to consolidate his military and political power, through gifts and bribes.
9. He had grown rich from his exploits in Gaul and now used his riches to buy friends and influence in Rome
10. Caesar also made a military alliance with the ruler of Egypt, Cleopatra

...by securing his rulership of Gaul. He enlarged his army and began military battles that brought him great fame. He soon conquered all of Gaul. Caesar was merciless towards his enemies and they feared him. Caesar did not forget the senate, and ensured he hired political friends to further his interests in Rome. Eventually, Caesar made war upon Pompey. Pompey's army was outmatched by Caesar and was destroyed. Caesar spent the wealth he had accumulated from Gaul and bought more influence in Rome. He also cemented his power by allying himself with Cleopatra.

No of words: _____ [15]

ANSWERS

Examples:

I arrived to my destination at 2 p.m.

.....at.....

My mother always wears sensible clothes.

.....✓.....

Mother Teresa was born on August 26, 1910, in Skopje, the current capital of the Republic of Macedonia. **Followed** her father's death, **1. Following** she became **extraordinary** close to her mother, a pious and **2. extraordinarily** compassionate woman who instilled **on** her daughter a deep **3. in** commitment to charity. Six years later, Teresa **decides** to become a **4. decided** nun. While meditating during a train ride, Jesus spoke to her and **5. ✓** told her to work in the slums of Calcutta aiding the city's **poor** and **6. poorest** sickest people. Mother Teresa quickly **translate** this calling into **7. translated** several concrete **action** to help the city's poor. She first began by **8. actions** establishing an open-air school **but** a home for the dying destitute. **9. and** By the time of her death in 1997, her Missionary of Charities had **10. ✓** 610 foundations on all seven continents.

Adapted from:
<http://www.biography.com/people/mother-teresa-9504160>

NAME:

NO:

CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 16 – 21.

- 16 What is the main cause of the human-elephant conflict around the world?

Competition for food and space between humans.

[1]

- 17 At the end of paragraph 1, what does the phrase 'indirect costs' suggest about some of the disadvantages of HEC?

These are costs that cannot be measured in monetary terms.

[1]

- 18 (i) According to lines 10 – 12, how has the roaming vicinity of the elephants changed?

Previous	Elephants could roam freely in the forests/fields/lands
Now	The lands have become plantations/homes for humans

[2]

- (ii) What does this tell us about the impact of agriculture on the elephants?

Agriculture has taken away lands that belonged to the elephants.

Or

Agriculture has driven the elephants out from their habitats.

[1]

- 19 Here is part of a conversation between two students, Jason and Ellen, who have read the article.

The elephants have good reasons for destroying the crops.



Jason

No, the elephants destroy the crops for other reasons.



Ellen

- (i) Identify any two examples from paragraph 3 that Jason can give to support his view.

- Crops are more nutritious than wild fodder.
- Crops are generally free of toxic secondary compounds.
- Crops are concentrated in space and time.

[1]

1 mark for any two correct answers

- (ii) How would Ellen explain her position with reference to paragraph 4?

Elephants destroy crops because of the undergrowth around the crops. Some crops are located next to the elephant habitats or within the elephant corridor. [2]

1 mark for each up to 2 marks

- 20 Explain **in your own words** what the writer means by 'business as usual will not be enough to conserve them' (lines 56 – 57).

The writer means that the current/existing measures [1] will not be sufficient to protect the elephants. [1] [2]

PW: usual, conserve

- 21 Using your own words as far as possible, summarise the reasons for crop raiding by the elephants.

Use only information from paragraph 3.

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).

Elephants raid crops because...

	Points from the passage	Points after rephrasing
1	crops are more nutritious than wild fodder/ improve their nutrient content	crops are healthier than wild forage/vegetation
2	sate their elephantine appetite	and can satisfy their enormous desire for food.
3	wild plants are generally not very nutritious for herbivores	Wild forage/vegetation often does not provide herbivores with enough nutrients.
4	crops are generally free of toxic secondary compounds	Crops do not commonly contain poisonous chemicals
5	elephants can eat as much as they want to	so the elephants can eat a lot of them.
6	crops are concentrated in space and time	Crops are abundant at specific venues and time,
7	Harvesting is thus much easier than wild plants	making it very convenient for the elephants to feed on them.
8	gain the same amount of nutrients in much less time and with considerably less effort	The elephants obtain the similar amount of nutrients in a shorter time and with substantially lesser work.

Elephants raid crops because crops are healthier than wild forage and can satisfy their enormous desire for food. Wild forage often does not provide herbivores with enough nutrients. Crops do not commonly contain poisonous chemicals so the elephants can eat a lot of them. Crops are abundant at specific venues and time, making it very convenient for the elephants to feed on them. The elephants obtain the same amount of nutrients in a shorter time and with substantially lesser work.

[76 words]

[15]

NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL**MID-YEAR EXAMINATION 2016**

SUBJECT : ENGLISH LANGUAGE
CODE/PAPER NO. : 1128 / 02
LEVEL/STREAM : 2 EXPRESS
DATE : 29 APRIL 2016
TIME : 1045 - 1235
DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

Write your name, index number and name 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, highlighters, 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.

This document consists of 8 printed pages.

[Turn over

Section A [5 marks]

Text 1

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

- 1 "Applaud and cheer on our depressed animals which are under great stress." [1]

What is the tone adopted here?

Sarcasm.

- 2 Write down **two** cruelties circus animals are put through. [2]

Whipping

Injuries

Electric shocks

Tightly-binding chains

Endless training sessions.

1 mark each, up to 2 marks

- 3 The poster features a lion in clown makeup. [1]

How is the image used effective?

It is effective as it emphasises how humans treat animals as their source of amusement / like clowns to entertain them / like clowns to make them laugh.

- 4 What is the message of the poster? [1]

Do not contribute to / encourage animal circuses.

Section B [20 marks]

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

- 5 What does the word "forced" (line 4) suggest about the rates offered by the money changers? [1]

They were below / lower than bank rates.

- 6 In paragraph 2, the author writes that the undergrowth "invaded" (line 8) the deep ruts. What is unusual and effective about the word "invaded"? [2]

It is unusual as the word "invaded" normally refers to a foreign army occupying a land / external attack by one people on another / people taking over a space which plants are unable to do.

It is effective as it shows how pervasive the undergrowth was. / shows how the undergrowth completely filled the deep ruts.

- 7 "...crowing over my extraordinarily good luck..." (line 13) [2]

Explain fully why the author feels lucky.

The barrier at the customs post would not have been lifted / would have gone down due to the rainy season if he had arrived one day later [1] and he would have to find an alternative route / would have been delayed / disrupted which would have forced him to change his entire schedule [1].

- 8 "I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it." (lines 16 – 19) [2]

Identify the words or phrases in the given text which suggest that

Ideas	Word / phrase from text
(i) the patch of mud looked threatening	"treacherous-looking"
(ii) the patch of mud was deep	"(Argentinian farm carts) with wheels four metres high"

- 9 In your own words, how does the author try to get his wheel back on the log in paragraph 5? [1]

He removed his luggage and placed boards under it in an attempt to lift it. (All three for one mark)

PW: emptied, put, jack

- 10 From paragraph 7, give one piece of evidence which suggests that the guard at the checkpoint was very laidback. [1]

He continued his siesta.

- 11 i Which phrase in paragraph 8 suggests that the passengers were trying to hide something from the guards? [1]

"carefully concealed"

- ii What is an earlier phrase that conveys the same idea? [1]

"pulled parcels of goods from under their seats"

- 12 i Suggest why it was impossible for the author to feel happy at the start of paragraph 9? [1]

He was worried that the car will be stolen / damaged.

- ii Paragraph 9 describes how the people from the bus helped the author. Explain how the language used show their helpfulness. Use details from the text to support your answer. [3]

"with the speed of lightning" suggests that they were ready / willing to help / did not require encouragement to help / did not hesitate to help.

"half a dozen men charged into the mud beside me" suggests the possibility of becoming dirty / being inconvenienced did not stop them from helping the author / willing to get dirty to help the author

"bus kept behind me" / "I have been lifted out of the mud twice more" suggests that they really wanted to get the author safely through all the other bad patches safely by guiding him.

"one of the passengers volunteered to guide me, hanging on to the side of the car" suggests that the passenger prioritised helping the author over his own safety.

[any 3 for 3 marks, each quote must be paired with an explanation.]

- iii "He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud." (line 56-57) [1]

What was the writer's tone when he described the passenger?

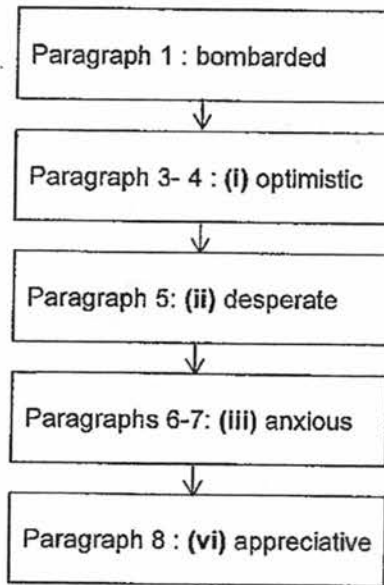
Admiration.

- 13 The structure of the text reflects the author's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use. [4]

Author's feelings

anxious desperate doubtful optimistic appreciative bombarded hopeful

Flow chart



NAME:

NO:

CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 16 – 21.

- 16 What is the main cause of the human-elephant conflict around the world?

Competition for food and space between humans.

[1]

- 17 At the end of paragraph 1, what does the phrase 'indirect costs' suggest about some of the disadvantages of HEC?

These are costs that cannot be measured in monetary terms.

[1]

- 18 (i) According to lines 10 – 12, how has the roaming vicinity of the elephants changed?

Previous	Elephants could roam freely in the forests/fields/lands
Now	The lands have become plantations/homes for humans

[2]

- (ii) What does this tell us about the impact of agriculture on the elephants?

Agriculture has taken away lands that belonged to the elephants.

Or

Agriculture has driven the elephants out from their habitats.

[1]

- 19 Here is part of a conversation between two students, Jason and Ellen, who have read the article.

The elephants have good reasons for destroying the crops.



Jason

No, the elephants destroy the crops for other reasons.



Ellen

- (i) Identify any two examples from paragraph 3 that Jason can give to support his view.

- Crops are more nutritious than wild fodder.
- Crops are generally free of toxic secondary compounds.
- Crops are concentrated in space and time.

[1]

1 mark for any two correct answers

- (ii) How would Ellen explain her position with reference to paragraph 4?

Elephants destroy crops because of the undergrowth around the crops. Some crops are located next to the elephant habitats or within the elephant corridor. [2]

1 mark for each up to 2 marks

- 20 Explain in your own words what the writer means by 'business as usual will not be enough to conserve them' (lines 56 – 57).

The writer means that the current/existing measures [1] will not be sufficient to protect the elephants. [1] [2]

PW: usual, conserve

- 21 **Using your own words as far as possible**, summarise the reasons for crop raiding by the elephants.

Use only information from paragraph 3.

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).

Elephants raid crops because...

	Points from the passage	Points after rephrasing
1	crops are more nutritious than wild fodder/ improve their nutrient content	crops are healthier than wild forage/vegetation
2	sate their elephantine appetite	and can satisfy their enormous desire for food.
3	wild plants are generally not very nutritious for herbivores	Wild forage/vegetation often does not provide herbivores with enough nutrients.
4	crops are generally free of toxic secondary compounds	Crops do not commonly contain poisonous chemicals
5	elephants can eat as much as they want to	so the elephants can eat a lot of them.
6	crops are concentrated in space and time	Crops are abundant at specific venues and time,
7	Harvesting is thus much easier than wild plants	making it very convenient for the elephants to feed on them.
8	gain the same amount of nutrients in much less time and with considerably less effort	The elephants obtain the similar amount of nutrients in a shorter time and with substantially lesser work.

Elephants raid crops because crops are healthier than wild forage and can satisfy their enormous desire for food. Wild forage often does not provide herbivores with enough nutrients. Crops do not commonly contain poisonous chemicals so the elephants can eat a lot of them. Crops are abundant at specific venues and time, making it very convenient for the elephants to feed on them. The elephants obtain the same amount of nutrients in a shorter time and with substantially lesser work.

[76 words]

[15]

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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.

Section A [5 marks]

Text 1

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

- 1 "Applaud and cheer on our depressed animals which are under great stress." [1]

What is the tone adopted here?

Sarcasm.

Some students used the word form 'sarcastic tone'. Those who misspelled the word were awarded the mark. Please be more careful in future.

- 2 Write down two cruelties circus animals are put through. [2]

**Whipping
Injuries
Electric shocks
Tightly-binding chains
Endless training sessions.**

1 mark each, up to 2 marks

Note that the question asked for 'two' cruelties. Those who gave more than two will not get the marks – excess denied.

Grammar note: past tense of bind is bound, not bonded.

- 3 The poster features a lion in clown makeup. [1]

How is the image used effective?

It is effective as it emphasises how humans treat animals as their source of amusement / like clowns to entertain them / like clowns to make them laugh.

Most answers were it is to show that the lions are treated like clowns without any explanation given.

- 4 What is the message of the poster? [1]

Do not contribute to / encourage animal circuses.

For this poster, the intended audience is potential circus goers, not the participants/ workers of the circus. This question is about the intended audience's reaction – what does the writer want the audience to do. Thus, it is an effect question, not a purpose question.

Other acceptable answers:

- do not support animal circuses
- do not attend animal circuses
- do not watch animal circuses.

Not accepted:

- Do not be a part of the circus
- Do not include animals in circuses
- Spread awareness of animal abuse/ cruelty (purpose)
- Do not participate in animal circuses

Section B [20 marks]

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

- 5 What does the word "forced" (line 4) suggest about the rates offered by the money changers? [1]

They were below / lower than bank rates.

Some students were not aware of how exchange rate works. Majority wrote higher than bank rates.

Not accepted:

- Rates were not good/ unreasonable/ expensive

- 6 In paragraph 2, the author writes that the undergrowth "invaded" (line 8) the deep ruts. What is unusual and effective about the word "invaded"? [2]

It is unusual as the word "invaded" normally refers to a foreign army occupying a land / external attack by one people on another / people taking over a space which plants are unable to do.

Most students simply mentioned that "plants cannot invade..." without explaining the significance of the word 'invade'.

It is effective as it shows how pervasive the undergrowth was. / shows how the undergrowth completely filled the deep ruts.

Most students wrote 'quickly' and 'fast' – the word is referring to the extent of the undergrowth and not its speed of growth.

- 7 "...crowing over my extraordinarily good luck..." (line 13) [2]

Explain fully why the author feels lucky.

The barrier at the customs post would not have been lifted / would have gone down due to the rainy season if he had arrived one day later [1] and he would have to find an alternative route / would have been delayed / disrupted which would have forced him to change his entire schedule [1].

- 8 "I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it." (lines 16 – 19) [2]

Identify the words or phrases in the given text which suggest that

Ideas	Word / phrase from text
(i) the patch of mud looked threatening	<i>"(a very) treacherous-looking (patch of mud)"</i>
(ii) the patch of mud was deep	<i>"(Argentinian farm carts) with wheels four metres high" Anything more than this answer is considered as excess denied. A significant number of students wrote 'around ten metres in length' – this answer does not show depth!</i>

- 9 In your own words, how does the author try to get his wheel back on the log in paragraph 5? [1]

He removed his luggage and placed boards under it in an attempt to lift it. (All three for one mark)

Penalty Words: emptied, put, jack – Any use of a penalty word = automatic zero for the whole question

Emptied (in this case, it is referring to the author taking out his luggage in order to remove the excess weight before attempting to jack the car).

In addition, students must pay close attention to the tenses. For this examination, no marks deducted for wrong tenses.

Acceptable answers: Emptied – took out/ unloaded/ cleared Put – set/ inserted/ Jack – raise/ elevate	Not accepted: Took out everything out of (in this case, it changes the meaning of the sentence) Carry/ move/ push/ float?
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- 10 From paragraph 7, give one piece of evidence which suggests that the guard at the checkpoint was very laidback. [1]

He continued his siesta.

The question specifically states 'give one piece of evidence'. Judging from students' answers, those who wrote it as "he showed me a nice shady place to sit and wait while he continued his siesta" will get one mark. Others who wrote it as "he showed me a nice shady place to sit and wait and he continued his siesta" gets zero because it is considered as two pieces of evidence given.

- 11 i Which phrase in paragraph 8 suggests that the passengers were trying to hide something from the guards? [1]

"(where they had) carefully concealed (them)"

- ii What is an earlier phrase that conveys the same idea? [1]

"pulled parcels of goods from under their seats"

Some students omitted the verb 'pulled' so no marks given.

- 12 i Suggest why it was impossible for the author to feel happy at the start of paragraph 9? [1]

He was worried that the car will be stolen/ damaged/ something might happen to his car.

Majority did not indicate why he was worried.

- ii Paragraph 9 describes how the people from the bus helped the author. Explain how the language used show their helpfulness. Use details from the text to support your answer. [3]

"with the speed of lightning" suggests that they were ready / willing to help / did not require encouragement to help / did not hesitate to help.

Not accepted: excited/ enthusiastic: in this case, they are more concerned about the author's safety and his car. The dominant emotion is not about happiness.

Acceptable: eager - strongly wanting to do or have something/ rushed

Answer must address the word 'speed'

"half a dozen men charged into the mud beside me" suggests the possibility of becoming dirty / being inconvenienced did not stop them from helping the author / willing to get dirty to help the author

Students just focused on the word 'charged' instead of the phrase 'into the mud'. Answer must address the significance of the 'mud'.

"bus kept behind me" / "I have been lifted out of the mud twice more" / "driver bellowed out instructions every now and again in Spanish" suggests that they really wanted to get the author safely through all the other bad patches by guiding him.

"one of the passengers volunteered to guide me, hanging on to the side of the car" suggests that the passenger prioritised helping the author over his own safety/ willing to risk his life to help him

Students must quote in its entirety to show how the passenger risks his own life to help him.

[any 3 for 3 marks, each quote must be paired with an explanation.]

- iii "He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud." (line 56-57) [1]

What was the writer's tone when he described the passenger?

Admiration.

**Acceptable:
Impressed**

**Not accepted:
Amazed – surprised at something
Awe**

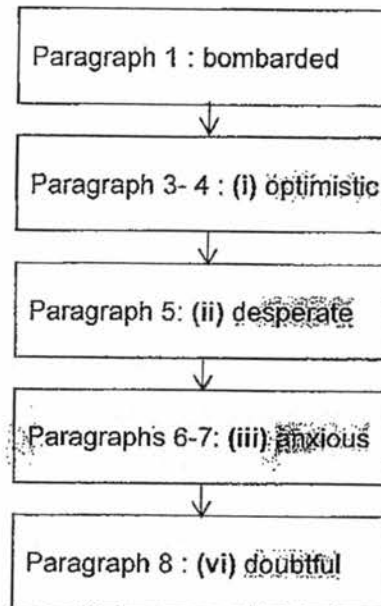
Question asked for one answer as indicated by the word "was". More than one answer – zero for excess denied.

- 13 The structure of the text reflects the author's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use. [4]

Author's feelings

anxious desperate doubtful optimistic appreciative bombarded hopeful

Flow chart



13i: optimistic – most of the students chose 'hopeful'. For 'hopeful', it means that the person is anticipating a positive outcome whereas for 'optimistic', it means that the person is absolutely confident a positive outcome will happen.

13ii: desperate – some students chose 'anxious'. 'Anxious' is the feeling of worry and nervousness. In the paragraph, the writer is desperately trying to remove his car from being stuck – he tried to lift the car and finally, he tried to ask the guards for help.

13iii: anxious – those who got 13ii wrong also got 13iii wrong. He was worried about his car as it was left unattended. When the guard told him to rest, he could not even sleep.

13iv: doubtful – he was 'apprehensive' towards the passengers in the bus.

NAME:

NO:

CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 16 – 21.

- 16 What is the main cause of the human-elephant conflict around the world?

Competition for food and space between humans.

[1]

- 17 At the end of paragraph 1, what does the phrase 'indirect costs' suggest about some of the disadvantages of HEC?

These are costs that cannot be measured in monetary terms.

[1]

- 18 (i) According to lines 10 – 12, how has the roaming vicinity of the elephants changed?

Previous	Elephants could roam freely in the forests/fields/lands
Now	The lands have become plantations/homes for humans

[2]

- (ii) What does this tell us about the impact of agriculture on the elephants?

Agriculture has taken away lands that belonged to the elephants.

Or

Agriculture has driven the elephants out from their habitats.

[1]

- 19 Here is part of a conversation between two students, Jason and Ellen, who have read the article.

The elephants have good reasons for destroying the crops.



Jason

No, the elephants destroy the crops for other reasons.



Ellen

- (i) Identify any two examples from paragraph 3 that Jason can give to support his view.

- Crops are more nutritious than wild fodder.
- Crops are generally free of toxic secondary compounds.
- Crops are concentrated in space and time. [1]

[1]

1 mark for any two correct answers

- (ii) How would Ellen explain her position with reference to paragraph 4?

[2]

Elephants destroy crops because of the undergrowth around the crops. Some crops are located next to the elephant habitats or within the elephant corridor.

1 mark for each up to 2 marks

20

Explain in your own words what the writer means by 'business as usual will not be enough to conserve them' (lines 56 – 57).

The writer means that the current/existing measures [1] will not be sufficient to [2] protect the elephants. [1]

PW: usual, conserve

21

Using your own words as far as possible, summarise the reasons for crop raiding by the elephants.

Use only information from paragraph 3.

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).

Elephants raid crops because...

	Points from the passage	Points after rephrasing
1	crops are more nutritious than wild fodder/ improve their nutrient content	crops are healthier than wild forage/vegetation
2	sate their elephantine appetite	and can satisfy their enormous desire for food.
3	wild plants are generally not very nutritious for herbivores	Wild forage/vegetation often does not provide herbivores with enough nutrients.
4	crops are generally free of toxic secondary compounds	Crops do not commonly contain poisonous chemicals
5	elephants can eat as much as they want to	so the elephants can eat a lot of them.
6	crops are concentrated in space and time	Crops are abundant at specific venues and time,
7	Harvesting is thus much easier than wild plants	making it very convenient for the elephants to feed on them.
8	gain the same amount of nutrients in much less time and with considerably less effort	The elephants obtain the similar amount of nutrients in a shorter time and with substantially lesser work.

Elephants raid crops because crops are healthier than wild forage and can satisfy their enormous desire for food. Wild forage often does not provide herbivores with enough nutrients. Crops do not commonly contain poisonous chemicals so the elephants can eat a lot of them. Crops are abundant at specific venues and time, making it very convenient for the elephants to feed on them. The elephants obtain the same amount of nutrients in a shorter time and with substantially lesser work. [15]
[76 words]
