Name of candidate:_____( ) Class:_____

BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2015

SECONDARY THREE EXPRESS / NORMAL ACADEMIC

English Language **1128/1**

Paper 1

Date: 30 April, 2015
Duration: 1hr 50mins
Time: 0800 – 0950 hrs

Read these instructions first.

1. Write your name, class and register number at the top of this exam booklet and on all the work you hand in.
2. Answer Section A, Section B and one question from Section C.
3. For **Section A**, write your answers in the spaces provided on the question paper.
4. Answers to **Sections B and C** should be written on foolscap paper provided. Begin each section on a fresh sheet of paper.
5. Write in dark blue or black pen on both sides of the writing paper.
6. Do not use paper clips, highlighters, glue or correction fluid / tape.
7. The total mark for this paper is 70.

Setters: Mrs Lim, Mr Wong

This paper consists of 5 printed pages including the cover page.

SECTION A [10 marks]

Carefully read the text below, consisting of 12 lines. The first and the 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 2pm. .....at.....

My mother always wears sensible clothes. .....✓.....

Line		
1	Fundamental attribution error describes the tendency to overestimate an	1) _____
	individual's influence and underestimate external, situational factors. In	2) _____
	1967, researchers at Duke University set up a following experiment:	3) _____
	participants read an argument either lauding and vilifying a politician.	4) _____
5	They were informed that the author of the text have been allocated the	5) _____
	viewpoint regardless of their true political views; he was just making a	6) _____
	coherent argument. Nevertheless, most of the audiences believed what	7) _____
	he said reflects his true opinion. They falsely attributed the content of his	8) _____
9	speech to his character, and ignored the external factor - from this case,	9) _____
	the professors who had crafted the text. The result of this	10) _____
	preoccupation with other people are that we spend much more time	
	thinking about them than assessing other factors and contexts.	

Adapted from "The Art of Thinking Clearly" by Rolf Dobelli.

SECTION B [30 marks]

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

You should look at the list of possible Values-in-Action (ViA) projects on the next page. Study the information carefully and plan your answer before beginning to write.

The Student Council has decided to initiate a project for upper secondary students to give back to society. As the President of the Student Council, you have obtained approval from the school to proceed with this ViA project. Write a speech to persuade the students to sign up for the project. Your speech will be delivered before all the upper secondary classes and their teachers.

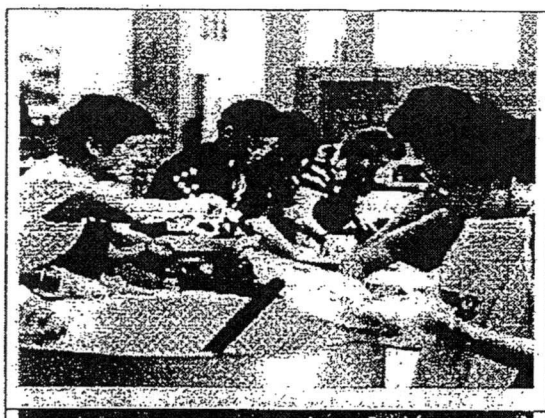
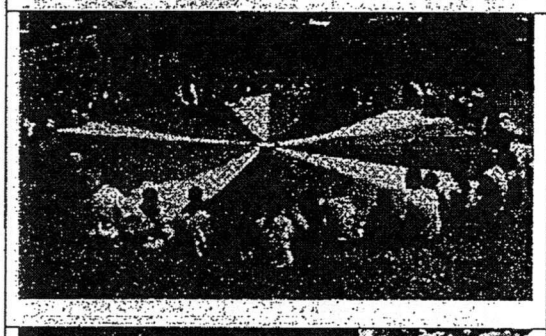
You are to choose **one activity** shown on the list and explain

- why you have chosen to help this underprivileged group,
- what the students will be doing to help this underprivileged group,
- why the activity you have chosen is important to the underprivileged group and
- what the students can learn from their involvement in the ViA activity.

Write your speech in clear, accurate English and in a persuasive, enthusiastic tone.

You should use your own words as much as possible.

List of Possible ViA Projects for BPIANS

	<u>Meal Preparation at Willing Hearts</u> • Help out in the kitchen that prepares, cooks and distributes about 3,000 daily meals to the needy including the elderly, adults and children in Singapore • Pack cooked food into boxes • Assist in the delivery and distribution of the food at the various designated distribution points
	<u>Day Camp at Children's Society</u> • Children's Society houses abused or neglected children • Volunteers will : ➢Organise camp and related activities ➢Plan and participate in all camp activities ➢Befriend and mentor these children, including leading groups in discussions
	<u>Tour the Singapore Zoo with the Singapore Association of the Visually Handicapped (SAVH)</u> • Accompany the visually handicapped on an outing to the zoo • Guide them through the grounds of the zoo • Help them take in the sights and sounds of the zoo by describing the flora and fauna

SECTION C [30 marks]

Begin your answer on a new sheet of paper.

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 Cyberbullying is a bigger problem than physical bullying. Do you agree?

2 In the modern world, we are closer to each other yet further apart. Do you agree?

3 Gratitude.

4 Write about how a young boy's perseverance paid off in his future.

- End of Paper -

Line		
1	Fundamental attribution error describes the tendency to overestimate an individual's influence and underestimate external, situational factors. In 1967, researchers at Duke University set up **a** following experiment: participants read an argument either lauding **and** vilifying a politician.	1) _____✓_____ 2) **the** 3) **or**
5	They were informed that the author of the text **have** been allocated the viewpoint regardless of **their** true political views; he was just making a coherent argument. Nevertheless, most of the **audiences** believed what	4) **had** 5) **his** 6) **audience**
9	he said **reflects** his true opinion. They falsely attributed the content of his speech to his character, and ignored the external factor; **from** this case, the professors who had crafted the text. The result of this preoccupation with other people **are** that we spend much more time thinking about them than assessing other factors and contexts.	7) **reflected** 8) **in** 9) _____✓_____ 10) **is**

Name of Candidate: _____ ( ) Class: _____

BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2015

SECONDARY 3 EXPRESS / NORMAL (ACADEMIC)

ENGLISH LANGUAGE **Syllabus 1128**

Paper 2

Date: 30 April, 2015
Duration: 1 hr 50 mins
Time: **1050h – 1240h**

Read these instructions first.

Write in dark blue or black ink.
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.

Section A [5 marks]

Text 1

Refer to the poster in the Insert for Questions 1-4.

1 Refer to the statements below the photographs of the animals. [1]

What is the effect of the use of 'I' on the reader?

_____

2 How do the images of the animals at the bottom of the poster complement the text in the boxes? [1]

_____

_____

3 Explain clearly why the word 'dead' in 'It's dead serious' is suitable in this poster. [2]

_____

_____

_____

_____

4 Which statement gives the main purpose of the poster? [1]

_____

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 14.

5 At the beginning of the passage, the writer uses words like "crouching" (line 1) and "crept" (line 4) to describe the movements of the man.
What do these words suggest about the man's

(i) thoughts [1 m]

_____

(ii) feeling

_____ [1 m]

6 Explain in your own words what the writer implies about the car with the phrase "siren rose and died in the distance" [2 m]

(i) rose:

_____

(ii) died in a distance:

_____

7 What caused the metal cover of the manhole to be lifted up for a moment? [1 m]

_____

8 In lines 16-17, the man "peered into the hole, but could see nothing." Give one reason for this. [1 m]

_____

9 In paragraph 5, the writer mentions that the man "dropped and was washed...." Pick a phrase that shows his

(i) physical pain [1 m]

_____

(ii) desperation [1 m]

_____

10 In paragraph 6, pick out the (i) personification used here (ii) explain what the writer is trying to emphasize here. [2 m]

(i) _____

(ii) _____

11 In paragraph 7, what does phrase "the upper world" refer to? [1 m]

_____

12 In paragraph 7, (i) pick out the expression to show that the man felt pain when he breathed. (ii) Give a logical reason for this feeling. [2 m]

(i) _____

(ii) _____

13 In paragraph 8, explain how the "delicate lances of hazy violet" entered the manhole and where did the lights emit from? [2 m]

i) _____

ii) _____

14 The structure of the text reflects the main stages in the narrative.
Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use. [5 m]

Main Focus

fight-or- flight response	**safe for the moment**
overwhelmed by the siren	**utter defeat**
life and death situation	**calmness and peace**
heart pounding rapidly	**near capture**

Flow chart

Paragraphs 1-2: (i) _____

↓

Paragraphs 3-4: (ii) _____

↓

Paragraphs 5 : (iii) _____

↓

Paragraphs 6-7: (iv) _____

↓

Paragraphs 8-10: (v) _____

Section C [25 marks]

Refer to Text 3 in the Insert for Questions 15 – 20.

15 In paragraph 1, Mr Heng says that there is a need to change society's attitude towards learning.

(i) What is the new direction of the education system? [1m]

_____

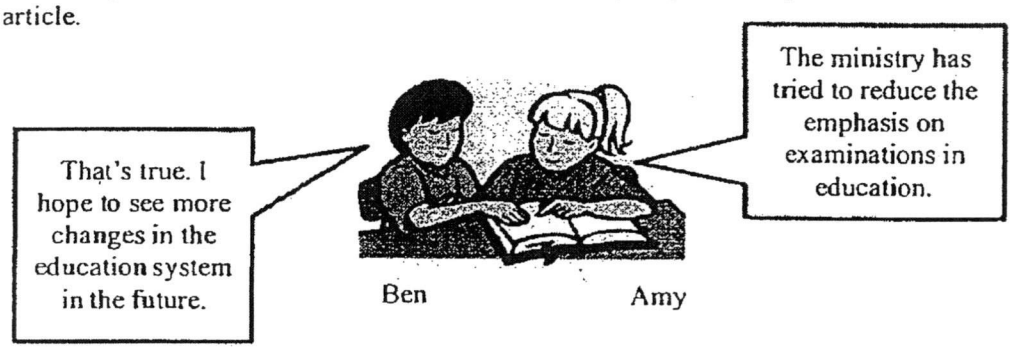
(ii) What are the two undesirable outcomes that could emerge in the future with the current education system? **Answer in your own words.** [2m]

_____

_____

_____

16 Here is a part of a conversation between two students, Amy and Ben, who have read the article.



(i) Identify an example from paragraph 2 that Amy can give to support her view. [1m]

_____

_____

(ii) State one potential change from paragraph 2 that will please Ben. [1m]

_____

17 What does the phrase 'sacred cows in education' (line 38) refer to? [1m]

_____

18 In paragraph 6, the writer describes parents' reactions following MOE's announcement in 2010.
Suggest two possible reasons why the parents reacted in such a manner. [2m]

_____

_____

_____

19 'This *one-step-forward, two-steps-back* dance cannot continue.' (line 44)
Explain the italicised phrase with reference to the education system. [2m]

	Explanation
one-step-forward	
two-steps-back	

20 **Using your own words as far as possible**, summarise the problems with the PSLE and the suggestions to improve it. [15m]

Use only information from paragraphs 4 and 5.

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 ministry needs to change the PSLE _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ [No of words: _____]

**** The End ***

NAME : _____ ( ) CLASS : _____

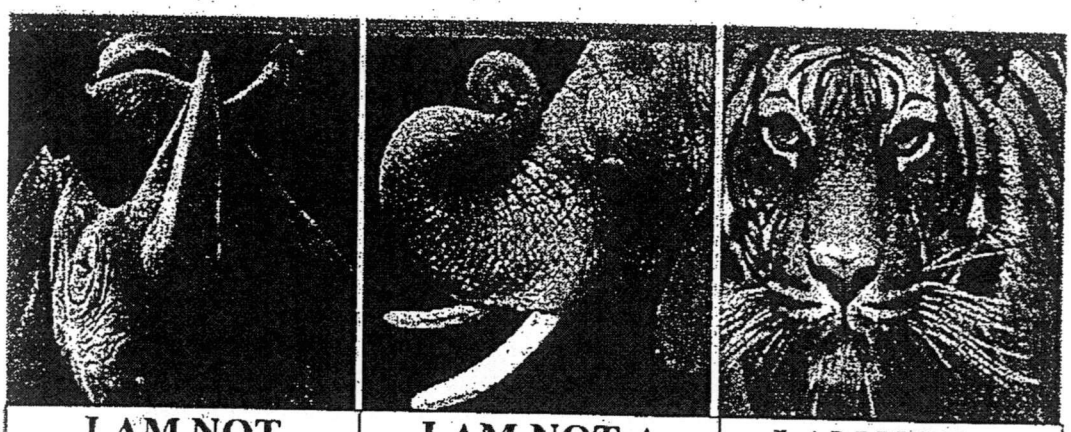
BUKIT PANJANG GOVERNMENT HIGH SCHOOL SEC 3 EXP / NA
2015 ENGLISH LANGUAGE PAPER 2 MID-YEAR EXAMINATION

INSERT

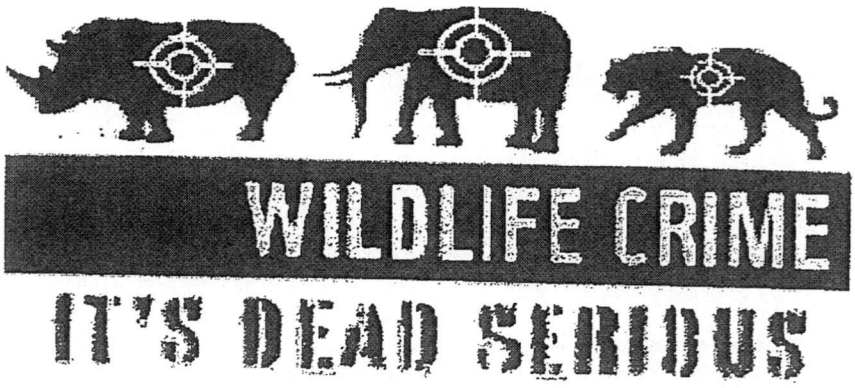
Section A

Text 1

Study the poster below and answer Questions 1 – 4 in the Question Paper booklet.



I AM NOT MEDICINE	I AM NOT A TRINKET	I AM NOT A RUG
At least one rhino is killed every day due to the mistaken belief that rhino horn can cure cancer and hangovers.	Tens of thousands of elephants are killed every year for their ivory tusks, which are made into everything from knick-knacks to souvenirs.	As few as 1,200 wild tigers remain. Poaching for their skins, bones and other parts is the greatest immediate threat to their survival.



Find out what YOU can do to stop wildlife crime.
worldwildlife.org/wildlifecrime

Section B (20 marks)

Text 2

'The Man Who Lived Underground' by Richard Wright, is about a man who makes a home in city sewers after he is accused of a murder.
In this passage, he is on the run from the police. Tired of running, he is deciding whether to hide or to surrender.

Read the text carefully and answer Questions 5-14 in the Question Booklet.

1 I've got to hide, he told himself. His chest heaved as he waited, crouching in a dark corner of the enclosed space.

2 A police car swished by through the rain, its siren rising sharply. They're looking for me all over... He crept to the door and squinted through the fogged plate glass. He stiffened as the siren rose and died in the distance. The police car would come back again. Yes, he had to hide, but where? He gritted his teeth. Then a sudden movement in the street caught his attention. A throng of tiny columns of water snaked into the air from the perforations of a manhole cover. The columns rose abruptly, as though the perforations had become clogged; a grey spout of sewer water jutted up from the underground and lifted the circular metal cover, juggled it for a moment, then let it fall with a clang.

3 He hatched a tentative plan: he would wait until the siren sounded far off, then he would go out. He smoked and waited, tense. At last, the siren gave him his signal; it wailed, dying, going away from him. He stepped to the sidewalk, then paused and looked curiously at the manhole, half-expecting the cover to leap up again. He went to the centre of the street and stopped and peered into the hole, but could see nothing. Water rustled in the black depths.

4 He started with terror; the police had returned. The siren sounded so near that he had the idea that he had been dreaming and had awakened to find the car upon him. He dropped instinctively to his knees and his hands grasped the rim of the manhole. His fear of the police was stronger than his fear of the water and the darkness. He had to hide.

5 With a wild gasp of exertion, he snatched the cover far enough off to admit his body. He swung his legs over the opening and lowered himself into the watery darkness. He hung for an eternal moment to the rim by his fingertips, then he felt rough metal prongs and at once, he knew that sewer workmen had used these ridges to lower themselves into the manholes. Fist over fist, he let his body sink until he could feel no more prongs. He swayed in the dank space; the siren seemed to howl at the very rim of the manhole. He dropped and was washed violently into an ocean of warm, leaping water. His head was battered against a wall and he wondered if this were death. Frenziedly his fingers clawed and sank into a crevice. He steadied himself and measured the strength of the current with his own muscular tension. He stood slowly in water that dashed past his knees in fearful velocity. As he explored the tunnels, he knew that he was in danger, but an irrational impulse" prevented him from leaving. Instead he moved forward, looking for a dry hiding place or a safe way out.

6 He heard a prolonged scream of brakes and the siren broke off. Oh God! They had found him! Looming above his head in the rain, a white face hovered over the hole. "How did this thing get off?" he heard a policeman ask. He saw the steel cover moving slowly until the hole looked like a quarter moon turned black.

7 "Give me a hand here," someone called. The cover clanged into place, muffling the sighs and sounds of the upper world. The police had left. Knee-deep in the pulsing current, he breathed with aching chest, filling his lungs with the hot stench of yeasty rot. He was safe once more.

8 From the perforations of the manhole cover, delicate lances of hazy violet sifted down and wove a mottled pattern upon the surface of the streaking current. His lips parted as a car swept past along the wet pavement overhead, its heavy rumble soon dying out, like the hum of a plane speeding through a dense cloud. He had never thought that cars could sound like that; everything seemed strange and unreal under here. He stood in darkness for a long time, knee-deep in rustling water, deep in thought.

9 After some time, following a faint sound he could not identify, he came to a section of the tunnel that was taller and had fresher air. He groped along, using a pole to test the depth of the water in front of him and occasionally lit a match for a brief bit of light. As he moved on, feeling his way through off to one side, and then came to a brick wall, through which he could plainly hear a group of people singing. Pulling himself up on some old pipes near the ceiling, he could see through a crevice that people were holding a church service.

10 Returning to the cave, he slept. When he woke up, he was cold and hungry. He knew he should leave the sewers, but knowing the brutality of the police, he was convinced to stay.

Adapted from "The Man Who Lived Underground"
By Richard Wright

Section C

Text 3

The article below calls for a review in the educational policies in Singapore and the need for society to look beyond grades.
Read it carefully and answer Questions 15 to 20 in the Question Paper Booklet.

1 Education Minister Heng Swee Keat's recent call for a transformation in Singaporeans' attitude towards learning has resonated with many. Mr Heng urged students, parents and employers to move their focus away from examinations and grades towards acquiring deep skills. He said this was necessary as jobs will keep changing in the future, and people will need to keep learning, mastering skills and learning for life. He warned that not doing so could lead to a bleak future where stress levels climb and the system churns out students who excel in examinations, but are ill-equipped to take on jobs of the future, nor find fulfilment in what they do.

2 To give the ministry some credit, over the past decade it has changed – and even done away with – some policies that skewed priorities in education. Two notable changes were dropping the ranking of secondary schools and streaming of children in primary schools. From 2008, pupils were instead banded according to their strengths in different subjects. In recent years, it has also done away with examinations for lower-primary children. It is in the process of making further adjustments to some policies, including how the Primary School Leaving Examination (PSLE) is being used for progression into secondary school.

3 In recent years, more parents have called for PSLE to be done away altogether, saying it just places extra stress on pupils. However, the Ministry of Education (MOE), which announced a review of the PSLE in 2013, said the exam is still needed to assess pupils' educational standards and provide a fair basis for secondary school admission. It has not said exactly how the examination will change, other than saying the PSLE T-score would be replaced by wider grade bands similar to the A1 to F9 grades for the O levels. These grades will be converted into points for admission to secondary schools.

4 While this is a step in the right direction, it does not go far enough. MOE should look at ways in which the examination can be made less of a high-stakes exam. Right now, for most pupils, the PSLE aggregate score is all that counts in determining which secondary school they will go to. A child may perform well above average throughout the year, but if he is unable to handle the stress of the examinations, he may end up in a school or even a stream he may not be suited for. Perhaps MOE should consider including project work and co-curricular activities as a component of the PSLE score. A more holistic PSLE assessment would encourage children to develop all-important life skills such as communication, creativity and teamwork. But all these tweaks still mean that the PSLE remains.

5 The big question, of course, is whether a national examination at age 12 is necessary at all. After all, Singapore is one of the few countries in the world to have such a crucial examination for children as young as 12. There is sound research showing the negative effects of test-taking on young children. High-stakes tests do not promote curiosity or critical thinking, but instead engender a narrow focus on getting the right answer, as well as curricula tailored to deliver that. Subjects such as art, music and physical education, which education experts see as vital to growing 21st century skills such as teamwork and thinking out of the box, inevitable get side-lined.

6 However, even if the ministry shows the political will to slaughter more sacred cows in education, nothing will change unless parents play their part. MOE announced in 2010 to do away with examinations for children in lower primary. It said children would instead go through 'bite-sized forms of assessment' such as show and tell, drama sessions or journal writing. Many parents then began buying up the soon-to-be-defunct examination papers of top primary schools. Some parents even enrolled their children at tuition centres that conducted mock examinations.

7 This one-step-forward, two-steps-back dance cannot continue. The bold transformation of the education system will need the collective will and action of employers, teachers, parents and students. Parents will need to recognise their children's strengths and build their character instead of being preoccupied with grades; employers will need to hire based on skills, not degrees; and teachers should strive for all-round development of their students. The government must adjust, tweak and even do away with policies that stand in the way. All must be ready to take the necessary steps to forge a new school system that will serve Singapore – celebrating its golden jubilee this year – for the next 50 years.

Adapted from 'Learning for Life? Policies, Parents Need to Change too' by Sandra Davie

***** The End *****

BUKIT PANJANG GOVERNMENT HIGH SCHOOL
SEC 3 EXPRESS / NORMAL ACADEMIC
2015 ENGLISH LANGUAGE PAPER 2 MID-YEAR EXAMINATION

ANSWERS

Section A [5 marks]

1 Refer to the statements below the photographs of the animals. [1]
What is the effect of the use of 'I' on the reader?

The reader feels that the animals are speaking directly to him/her.
OR
It makes the reader think the animals are individuals.
OR
It makes the reader think the animals have thoughts / feelings.

2 How do the images of the animals at the bottom of the poster complement the text in the boxes? [1]
The targets on the bodies of the animals depict the killing / shooting of these animals.
OR
The images correspond to the images above the text and show that the animals are targeted by poachers.

3 Explain clearly why the word 'dead' in 'It's dead serious' suitable in this poster. [2]

- The poster is about the killing of wildlife
- and the word emphasizes that this problem is extremely / absolutely serious.

4 Which statement gives the main purpose of the poster? [1]

Stop Wildlife Crime

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 14.

5 At the beginning of the passage, the writer uses words like "crouching" (line 1) and "crept" (line 4) to describe the movements of the man. [1 m]
What do these words suggest about the man's
(i) thoughts
to spring like an animal to attack / waiting for the enemy [1 m]

(ii) feeling
fearful / frightened / afraid

6 Explain in your own words what the writer implies with the phrase "siren rose and died in the distance" [2 m]

(i) rose: the police car was very near – the siren was very loud

(ii) died in a distance: as the car moved farther away, the siren became less loud and eventually, the sound died down.

7 What caused the metal cover of the manhole to be lifted up for a moment? [1 m]
the sudden upsurge force of the fast moving water from the sewer

8 In lines 17-18, the man "peered into the hole, but could see nothing." Give one reason for this. [1 m]
the manhole was very deep / the manhole was very dark / very little light passed through the perforations of the cover of the man-hole

9 In paragraph 5, the writer mentions that the man "dropped and was washed..." Pick a phrase that shows his [1 m]
(i) physical pain
head was battered against a wall
(ii) desperation
frenziedly his fingers...

10 In paragraph 6, pick out the (i) personification used here (ii) explain what the writer is trying to emphasize here. [1 m] [2 m]
i) scream

ii) the screeching sound/ harshly shrill sound of the tyres of the fast moving police car

11 In paragraph 7, what does phrase "the upper world" refer to? [1 m]

the place / area on ground level above the sewer

12 In paragraph 7, pick out the expression to show that the man felt pain when he breathed. Give a logical reason for this feeling. [2 m]
(i) "breathed with aching chest

(ii) dire need of oxygen / lack of air-oxygen in the sewer/confined space means reduced oxygen

13 In paragraph 8, explain how the "delicate lances of hazy violet" entered the manhole and where did the lights emit from? [2 m]

(i) through the holes on the cover of the man-hole
(ii) street lamps/lampposts/ buildings and houses/apartments

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

Main Focus

fight-or-flight response	**safe for the moment**
overwhelmed by the siren	**utter defeat**
life and death situation	**calmness and peace**
heart pounding rapidly	**near capture**

Flow chart

Paragraphs 1-2: (i) overwhelmed by the siren

↓

Paragraphs 3-4: (ii) heart pounding rapidly

↓

Paragraphs 5 : (iii) life and death situation

↓

Paragraphs 6-7: (iv) near capture

↓

Paragraphs 8-10: (v) safe for the moment

Section C [25 marks]

15 In paragraph 1, Mr Heng says that there is a need to change society's attitude towards learning.

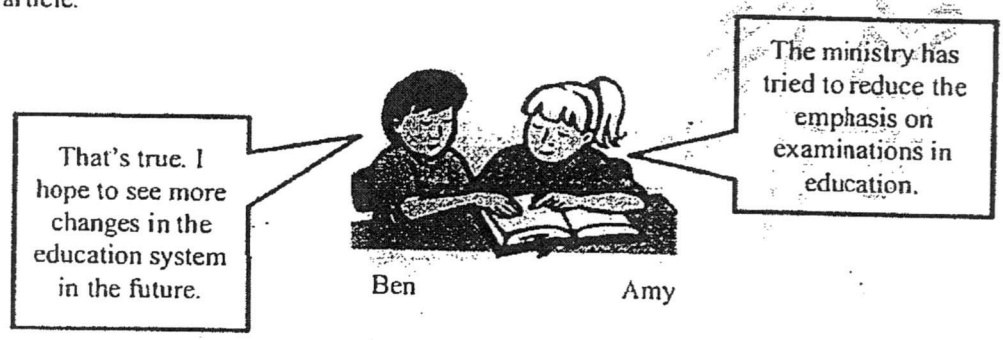
(i) What is the new direction of the education system? [1m]

Acquiring deep skills

(ii) What are the two undesirable outcomes that could emerge in the future with the current education system? **Answer in your own words.** [2m]

- *(ill-equipped to take on jobs)* = Students are poorly / inadequately prepared for work
- *(nor find fulfilment in what they do)* = They have no work satisfaction / no satisfaction in life

16 Here is a part of a conversation between two students, Amy and Ben, who have read the article.



(i) Identify an example from paragraph 2 that Amy can give to support her view. [1m]

- The ministry has done away with examinations for lower-primary students.
- Dropping the ranking of secondary schools
- Dropping the streaming of children in primary schools

(any one example)

(ii) State one potential change from paragraph 2 that will please Ben. [1m]

The way PSLE is being used for progression into secondary school.

X – making further adjustments to some policies

17 What does the phrase 'sacred cows in education' (line 38) refer to? [1m]

educational policies / examinations

X – lower primary examinations / PSLE

18 In paragraph 6, the writer describes parents' reactions following MOE's announcement in 2010. [2m]
Suggest two possible reasons why the parents reacted in such a manner.

- They panicked
- They feared their children would not study hard
- They feared that their children would not be prepared for examinations / the curriculum in the future.
- They were afraid to lose out
(any 2 points)

19 'This *one-step-forward, two-steps-back* dance cannot continue.' (line 44)
Explain the italicised phrase with reference to the education system. [2m]

	Explanation
one-step-forward	positive changes in the education system
two-steps-back	reactions that negate / negatively affect the changes

20 **Using your own words as far as possible**, summarise the problems with the PSLE and the suggestions to improve it. [15m]

Use only information from paragraphs 4 and 5.

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 ministry needs to change the PSLE _____

_____

	PASSAGE	OWN WORDS
1.	a high-stakes examination	It is a crucial / extremely important / deciding / defining examination
2.	the aggregate score is all that determines which secondary school they will go to	as the T-score is the only deciding factor for secondary school admission.
3.	a child may perform above average … unable to handle stress of examinations … end up in a school or stream not suited for	A good student who cannot handle pressure may do poorly and hence is only eligible for an unsuitable school or stream.
4.	MOE should include *project work*	*Project work and*
5.	*co-curricular activities* as a component of the PSLE score	*co-curricular activities* should be incorporated into the T-score
6.	more holistic PSLE assessment	for an all-rounded examination.
7.	negative effects of test-taking on young children	Furthemore, there are detrimental effects of examinations on young children.
8.	do not promote curiosity or critical thinking	PSLE does not encourage inquisitiveness or analytical thinking
9.	narrow focus on getting the right answer	as it only emphasises on the correct answer.
10.	other crucial subjects get side-lined	Also, other important subjects are ignored / not given priority.
		10 points = 85 words

**** The End *****