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Class:	Register No:	Name:
 <b>CRESCENT GIRLS' SCHOOL SECONDARY THREE MID-YEAR EXAMINATION 2015</b>		
<b>ENGLISH LANGUAGE</b>		<b>1128/01</b>
<b>PAPER 1 Writing</b>		<b>Date: 5 May 2015</b>
<b>INSERT</b>		

**READ THESE INSTRUCTIONS FIRST**

Write your name, index number and class in the spaces provided at the top of this page and on all separate answer sheets used.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

This insert contains **Section A**.

Write your answers in the spaces provided.

Hand in **Section A** insert separately.

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This paper consists of 2 printed pages, including the cover page.



## Section A [10 marks]

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

If there is NO error in a line, put a tick (✓) in the space provided. If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm.

at

My father always wears baggy clothes.

✓

I have always prayed that my son must never find out the truth about his father. The moment he ask me about his father, I painted a picture of lies. Convinced, I told him that his father was a real warrior... a real hero... a soldier who died where protecting his country from the vicious enemy. But in reality, his father was a man who had committed the most hideous crime. Certainly, the truth about his father will only psychologically scar him in the rest of his life. Perhaps my son might tum to drug or even take up drinking to forget the sins of his father. The truth has broken me. The truth has brought unspeakable misery in my life. Still now, I have a hard time digesting the truth. I do not want my son to go through what I had went through. He must be protected from the truth at any cost.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

9) \_\_\_\_\_

10) \_\_\_\_\_



## Answer Scheme

### Section A

I have always prayed that my son must never find out the truth about his father. The moment he ask me about his father, I painted a picture of lies. Convinced, I told him that his father was a real warrior... a real hero... a soldier who died where protecting his country from the vicious enemy. But in reality, his father was a man who had committed the most hideous crime. Certainly, the truth about his father will only psychologically scar him in the rest of his life. Perhaps my son might turn to drug or even take up drinking to forget the sins of his father. The truth has broken me. The truth has brought unspeakable misery in my life. Still now, I have a hard time digesting the truth. I do not want my son to go through what I had went through. He must be protected from the truth at any cost.

- 1) asked (tense)
- 2) Convincingly (wf)
- 3) while (conj)
- 4) a (art)
- 5) \_\_\_\_\_
- 6) for (prep)
- 7) drugs (plu/singular)
- 8) \_\_\_\_\_
- 9) Even (adverb)
- 10) gone (verb form)



Class:

Register No:

Name:



**CRESCENT GIRLS' SCHOOL  
SECONDARY THREE  
MID-YEAR EXAMINATION 2015**

**ENGLISH LANGUAGE**

**1128/01**

**PAPER 1 Writing**

**5 May 2015**

**1 hour 50 minutes**

**SECTION B AND SECTION C**

Additional Materials: Answer Paper  
Insert

**READ THESE INSTRUCTIONS FIRST**

Write your name, index number and class in the spaces provided at the top of this page and on all separate answer sheets used.

Write in dark blue or black pen.

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.

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

At the end of the examination, hand in **Section A**, **Section B** and **Section C** separately.

The number of marks is given in brackets [ ] at the head of each section.

This paper consists of 4 printed pages, including the cover page

**Section B [30 marks]**

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

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

You are the President of the Student Council of Pinkdale High School. You and your council members would like to participate in the activities initiated and organised by the National Youth Council in celebration of SG50. These activities, as reflected in the brochure printed overleaf, celebrate Singapore's journey since achieving independence and pay tribute to the pioneer generation.

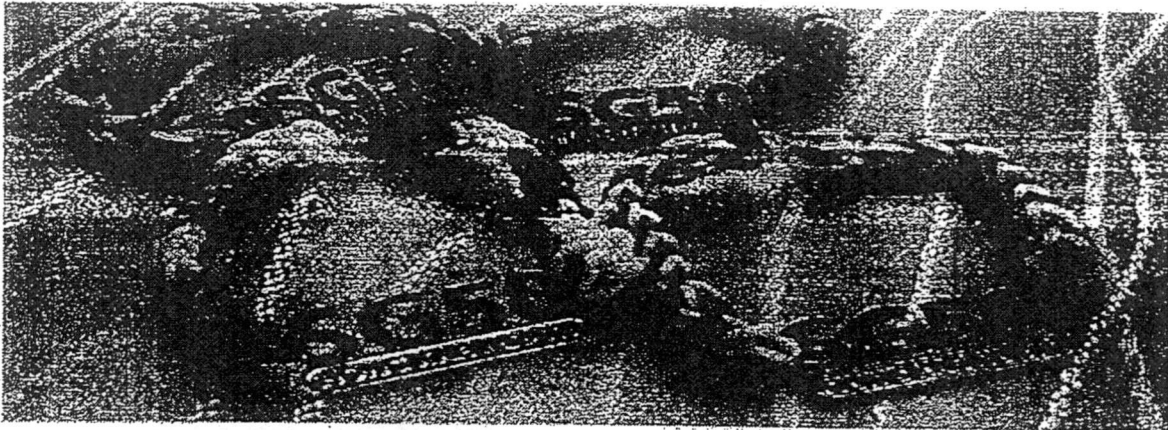
Upon return, you and your council members will initiate and organise an activity to honour the pioneer generation of Pinkdale High School who have paved the way for the school to get to where it is today.

Write a proposal to your Principal, stating clearly:

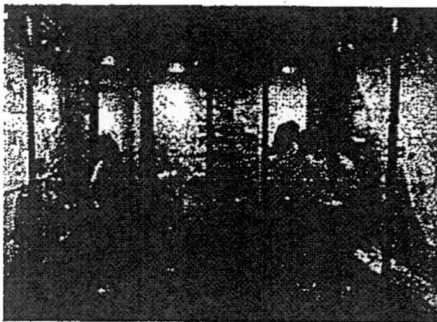
- which activity from the brochure you would like to attend and why you think this activity would benefit your council members
- an activity (not from the brochure) the Student Council intends to organise and how it would be a good way to show gratitude to the pioneer generation of Pinkdale High School
- how and when you will organise and carry out the activity in school.

Write your proposal in clear, accurate English and in a polite and persuasive tone to convince your Principal of the benefits of these activities and how you plan to organise them.

You should use your own words as much as possible.



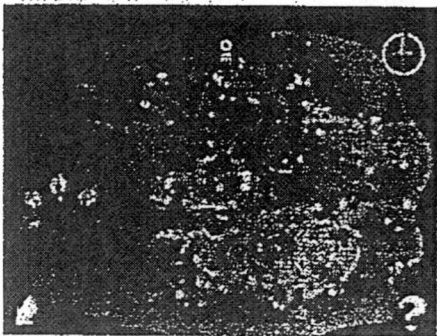
## EVENTS CALENDAR : SG50 JUBILEE WEEKEND



### Visit to the Museum

Date of Event: 29 May 2015

To commemorate Singapore's 50th anniversary celebrations, the National Museum of Singapore's permanent galleries will be revamped for a more immersive and participatory experience. Learn about Singapore's post-independence story through an experiential journey that recaptures Singapore's defining moments, challenges and achievements through these years.



### Treasure Hunt

Date of Event: 30 May 2015

SG 50 Treasure Hunt celebrates stories that weave together the memories, achievements, beliefs and dreams that make us who we are. Clues will be provided in a variety of formats such as word riddles, Sudoku puzzles, Scramble puzzles and pictures. Treasures can typically be found at places that have cultural and historical significance in Singapore and will come in the form of "Treasure SG" coins.



### Remembering our Pioneers

Date of Event: 31 May 2015

A visit to the Peace Haven Home will be organised to remember the generation who have played a role in building our nation. Learn about their experiences by interacting with them. Listen to their stories of Singapore's defining moments, challenges and achievements through these years. It is a great time to extend our appreciation to them for all that they have done.

**Section C [30 marks]**

Begin your answer on a fresh page.


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

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

1. Write about a time when you were greatly inspired by someone and describe how it changed your perspective on life.
2. 'Resilience is an important value that needs to be inculcated in students.' Do you agree?
3. What is your idea of compassion? How has it influenced you as a person?
4. Do you agree that celebrities exert a negative influence on young people?

**END OF PAPER**

CGS/S3MYE2015/ELP1

<b>Class:</b>	<b>Register No:</b>	<b>Name:</b>
 <b>CRESCENT GIRLS' SCHOOL SECONDARY THREE MID-YEAR EXAMINATION 2015</b>		
<b>ENGLISH LANGUAGE</b>		<b>1128/02</b>
<b>PAPER 2 COMPREHENSION</b>		<b>7 May 2015</b>
<b>INSERT</b>		<b>1 hour 50 minutes</b>

**READ THESE INSTRUCTIONS FIRST**

This Insert contains **Text 1** and **Text 2**.

The questions are in Question Booklets 1 and 2.

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

## SECTION A (25m)

## TEXT 1

The text below describes a voyage made on a replica of Christopher Columbus' ship. Read it carefully and answer Questions 1-14 in the Question Booklet.

- 1 One man above all others stood out among the legion of historical figures – Christopher Columbus, Admiral of the Ocean Seas, discoverer of the New World, commanded my otherwise lagging attention in the classroom with his intrepid feats of seamarship and exploration. As I grew older, I learned more about him and his times. I read his journals, discovering what a complex man he was. Therefore, when a man named Carlos Etayo called me and told me he was building a replica of the *Nina*, the smallest of the three ships Columbus used on his first voyage of discovery, and planned to sail it across the Atlantic, duplicating Columbus' voyage, and offered me the position of pilot-navigator, I didn't hesitate. I convinced Etayo we should make the voyage under the same conditions Columbus and his men had, five centuries earlier. This meant wearing the same type of clothing, eating the same food supplies and even limiting ourselves to the same navigational instruments - fifteenth century quadrants and astrolabes, a compass and a chart showing Zipango (Japan) as the next body of land west of the Canaries. Unlike Thor Heyerdahl and others who had sailed replicas, we carried no lifesaving equipment or radio. Once the ship was completed, we spent months procuring hundreds of authentic and replica items for the voyage – everything from a small cannon to pig-skin parchment for keeping our log. 5 10 15
- 2 Six Spaniards and a Frenchman joined the crew. Emulating Columbus, we planned to set off from Palos on Spain's southern coast. We anticipated an uneventful three-day sail from the shipyard in Pasajes to Palos. It turned into a 23-day voyage, arduous and tedious by turns. When there was sufficient wind, the *Nina* performed well, sometimes making a healthy six knots<sup>1</sup>. Most of the time there was a mere whisper of wind and fogs so thick we could barely see thirty metres ahead. We ploughed along at an agonisingly slow pace. Our drinking water, which was stored in large old wine casks, turned sour after a few days. In addition, the ship's biscuits, our staple, which were baked from a fifteenth century recipe and guaranteed to last for one year, had turned a bilious green and looked like leftovers from Columbus' stores. 20 25
- 3 We finally reached Palos looking as if we had been at sea for months: bearded, flea-ridden (thanks to our mascot cat) and sorely in need of baths and fresh clothing. We were treated like national heroes in Palos, where we spent several weeks procuring supplies including new casks for water and fresh biscuit. Finally, all was ready and we sailed down the river leading from Palos to the open sea. 30
- 4 On the sixth day out, by which time we had expected to reach Gomera in the Canaries, we were in a dead calm. With shocking suddenness, a gust of wind coming off the African desert struck the *Nina*. The heat was intense. It was as if a colossal oven door had been opened. Within seconds the wind was at hurricane force. The sky blackened and huge sea waves curled their tongues around our frail craft. The sails had been set during the calm so as to catch the merest whisper of breeze. We realised that if they were not immediately lowered or cut away, the *Nina* would capsize. Jose, agile as a cat, saved the day. Grabbing a knife, he scrambled out on the almost horizontal main-mast and slashed the lines 35 40

<sup>1</sup> Knots are units of speed used for ships, aircraft, or winds.

holding the mainsail. The little ship righted herself as the tremendous pressure trapped in the sails was released. We ran under a small storm while the gale blew for thirty seemingly interminable hours. The ship took a tremendous beating and was leaking so badly that one of our two pumps had to be manned almost continuously. 45

- 5 The projected six-day leg took a month, and my dead-reckoning<sup>2</sup> was off a bit as well. We landed at the island of Grand Canary instead of Gomera, some 120 kilometres away. Our stay in Las Palmas was as filled with cordiality as the time we had spent at Palos. Somehow, between banquets and receptions, we managed to make the necessary repairs and stow fresh stores for the ocean crossing, which had already attracted notice worldwide. Columbus, sailing into the unknown, had traversed the allegedly monster-filled Atlantic in thirty-three days. I cautiously estimated it would take us forty days and added a reserve supply of victuals and water for an additional thirty. We had no way of knowing that it would be some ninety-seven days before we saw land again. 50 55

Adapted from *Emulating Columbus* by Robert F. Marx in *Silver Kris*, October 1992

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<sup>2</sup> Dead-reckoning refers to the calculation of one's position by estimating the direction and distance travelled.

## SECTION B (25m)

## TEXT 2

The article below discusses the domestication of the cat. Read it carefully and answer Questions 15–22 in the Question Booklet.

- 1 It is by turns aloof and affectionate, serene and savage, endearing and exasperating. Despite its erratic nature, the house cat is the most popular pet in the world. A third of American households have feline members, and more than 600 million cats live among humans worldwide. Yet as familiar as these creatures are, a complete understanding of their origins has proved elusive. While other once wild animals were domesticated for their milk, meat, wool or servile labour, cats contribute virtually nothing in the way of sustenance or work to human endeavour. How, then, did they become commonplace fixtures in our homes? 5
- 2 Scholars long believed that the ancient Egyptians were the first to keep cats as pets, starting around 3,600 years ago. But genetic and archaeological discoveries made over the past five years have revised this scenario — and have generated fresh insights into both the ancestry of the house cat and how its relationship with humans evolved. 10
- 3 Cats in general are unlikely candidates for domestication. The ancestors of most domesticated animals lived in herds or packs with clear dominance hierarchies. These herd animals were already accustomed to living cheek by jowl, so provided that food and shelter were plentiful, they adapted easily to confinement. 15
- 4 Cats, in contrast, are solitary hunters that defend their home ranges fiercely from other cats of the same sex (the pride-living lions are the exception to this rule). Moreover, whereas most domesticates feed on widely available plant foods, cats are obligate carnivores, meaning they have a limited ability to digest anything but meat — a far rarer menu item. In fact, they have lost the ability to taste sweet carbohydrates altogether. And as to utility to humans, let us just say cats do not take instruction well. Such attributes suggest that whereas other domesticates were recruited from the wild by humans who bred them for specific tasks, cats most likely chose to live among humans because of opportunities they found for themselves. 20 25
- 5 Early settlements in the Fertile Crescent<sup>3</sup> between 9,000 and 10,000 years ago, during the Neolithic period, created a completely new environment for any wild animals that were sufficiently flexible and inquisitive to exploit it. The house mouse, was one such creature. Archaeologists have found remains of this rodent, which originated in the Indian subcontinent, among the first human stores of wild grain from Israel, which date to around 10,000 years ago. The house mice could not compete well with the local wild mice outside, but by moving into people's homes, they thrived. 30
- 6 It is almost certainly the case that these house mice attracted cats. But the trash heaps on the outskirts of town were probably just as great a draw, providing year-round pickings for those felines resourceful enough to seek them out. Both these food sources would have encouraged cats to adapt to living with people; in the lingo of evolutionary biology, natural selection favoured those cats that were able to 35

<sup>3</sup> The Fertile Crescent is a crescent-shaped region containing the comparatively moist and fertile land of otherwise arid and semi-arid western Asia, the Nile Valley and Nile Delta of northeast Africa.

cohabitate with humans and thereby gain access to the trash and mice.

40

- 7 Over time, wildcats more tolerant of living in human-dominated environments began to proliferate in villages throughout the Fertile Crescent. Selection in this new niche would have been principally for tameness, but competition among cats would also have continued to influence their evolution and limit how adaptable they became. Because these proto-domestic<sup>4</sup> cats were undoubtedly mostly left to fend for themselves, their hunting and scavenging skills remained sharp. Even today most domesticated cats are free agents that can easily survive independently of humans, as evinced by the plethora of feral<sup>5</sup> cats in cities, towns and countrysides the world over. 45
- 8 Considering that small cats do little obvious harm, people probably did not mind their company. They might have even encouraged the cats to stick around when they saw them killing mice and snakes. Cats may have held other-appeal, too. Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people. In particular, these cats have "cute" features — large eyes, a snub face and a high, round forehead, among others — that are known to elicit nurturing from humans. In all likelihood, then, some people took kittens home simply because they found them adorable and tamed them, giving cats a first foothold at the human hearth<sup>6</sup>. 50 55

Adapted from *The Evolution of House Cats*, published in *Scientific American*, June 2009

Retrieved from: <http://www.scientificamerican.com/article/the-taming-of-the-cat/> in March 2015


END OF INSERT

<sup>4</sup> Proto-domestic cats refer to the original or first batches of domestic cats.

<sup>5</sup> Feral cats are cats that have escaped from captivity or domestication.

<sup>6</sup> A hearth is the place in a home in front of a fireplace. It is often used as a symbol of one's home.



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<b>ENGLISH LANGUAGE</b>		<b>1128/02</b>
<b>PAPER 2 COMPREHENSION</b>		<b>7 May 2015</b>
		<b>1 hour 50 minutes</b>
<b>QUESTION BOOKLET 1 – SECTION A ONLY</b>		

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the cover pages of the Insert and the two Question Booklets.

Hand in all Question Booklets separately.

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 this 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 paper consists of 5 printed pages, including the cover page.

## SECTION A (25 marks)

Refer to TEXT 1 on Pages 2 and 3 of the Insert and answer Questions 1-14.

1. According to paragraph 1, whom did the writer have a great interest in? (1m)
- \_\_\_\_\_
2. Identify the words in paragraph 1 which suggest
- (i) a great number \_\_\_\_\_ (1m)
- (ii) fearless \_\_\_\_\_ (1m)
3. The writer had not been a very serious student. Identify the phrase in the paragraph 1 that tells you so. (1m)
- \_\_\_\_\_
- \_\_\_\_\_
4. With reference to paragraph 1, explain why the writer did not hesitate to take up the pilot-navigator position offered to him. (2m)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
5. (i) According to paragraph 1, what did Etayo originally plan to do when he invited the author to join him? (1m)
- \_\_\_\_\_
- \_\_\_\_\_

- (ii) From paragraph 1, pick out two modifications to the plan that the writer got Etayo to agree to. Answer in your own words. (2m)

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6. Explain fully why the anticipated 'three-day sail ... turned into a 23-day voyage' (lines 21-22)? Answer in your own words. (2m)

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7. Explain the effect that the author wants to achieve by the use of 'agonisingly' (line 25). (1m)

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8. 'the ship's biscuits ... looked like leftovers from Columbus' stores' (lines 27-29). What does this description suggest about the biscuits? (1m)

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---

9. The writer states that the men looked 'as if [they] had been at sea for months' (line 30). Which of the men's conditions described was not the result of the long period spent at sea? (1m)

---

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10. The writer describes the conditions at sea very vividly in paragraph 4. What is the effect of each of the descriptions below? (2m)

Description	Effect
'It was as if a colossal oven door had been opened' (lines 37-38)	
'huge sea waves curled their tongues around our frail craft' (lines 39-40)	

11. 'the tremendous pressure trapped in the sails was released' (lines 43-44)

(i) What had caused this pressure? (1m)

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(ii) What danger did this pressure pose? (1m)

---



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12. 'the gale blew for thirty seemingly interminable hours' (lines 44-45)  
What does the underlined word suggest about the gale? (1m)

---



---

13. Give a piece of evidence from paragraph 5 to show that the men were treated with 'cordiality' in Las Palmas. (1m)

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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 in each stage of the narrative. There are some extra phrases in the box that you do not need to use. (5m)

**Main focus**

learning about Columbus	getting caught in a storm
a quick start	the first leg
replicating Columbus's voyage	in a dead calm
replenishing the stores	an unexpected landing

**Flow chart**

Paragraph 1: \_\_\_\_\_

↓

Paragraph 2: \_\_\_\_\_

↓

Paragraph 3: \_\_\_\_\_

↓


Paragraph 4: \_\_\_\_\_

↓

Paragraph 5: \_\_\_\_\_

**END OF SECTION A**



Class:	Register No:	Name:
 <p><b>CRESCENT GIRLS' SCHOOL</b>  <b>SECONDARY THREE</b>  <b>MID-YEAR EXAMINATION 2015</b></p>		
<b>ENGLISH LANGUAGE</b>		<b>1128/02</b>
<b>PAPER 2 COMPREHENSION</b>		<b>7 May 2015</b>
<b>1 hour 50 minutes</b>		
<b>QUESTION BOOKLET 2 – SECTION B ONLY</b>		

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the cover pages of the Insert and the two Question Booklets.

Hand in all **Question Booklets** separately.

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 this 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 paper consists of 4 printed pages, including the cover page.

## SECTION B (25 marks)

## TEXT 2

Refer to TEXT 2 on pages 4 and 5 of the Insert and answer Questions 15-22.

15. Which word in paragraph 1 suggests that the character of cats is fickle? (1m)

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16. With reference to paragraph 1, explain why the writers find it strange that cats have become popular pets. Answer in your own words. (2m)

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17. With reference to paragraph 3, explain fully why 'cats in general are unlikely candidates for domestication' (line 14). (2m)

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18. What kind of resources might be available in the 'Fertile Crescent' (line 27) for wild animals to exploit? (1m)

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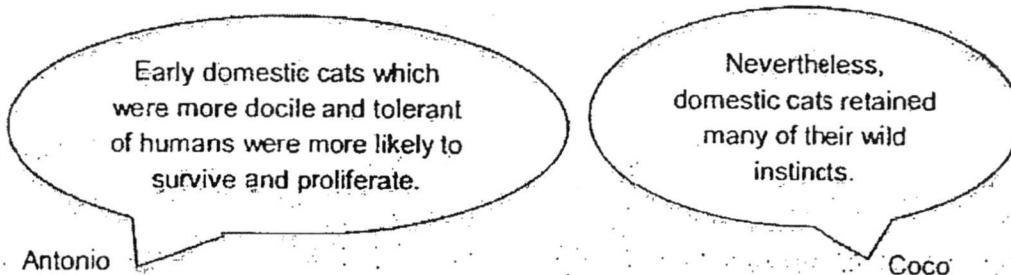
19. '... as evinced by the *plethora* of feral cats in cities, towns and countrysides the world over' (lines 48-49). What does the italicised word tell you about feral cats? (1m)

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20. Here is a part of a conversation between two students, Antonio and Coco, who have read the article:



- (i) Identify a detail from paragraph 7 that Antonio can give to support his view.

(1m)

- (ii) How would Coco explain her position with reference to paragraph 7?

(1m)

21. 'Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people' (lines 53-54).

With reference to the underlined word, what is suggested about what the experts propose?

(1m)

22. **Using your own words as far as possible**, summarise the various reasons that contributed to cats living alongside humans. (15m)

Use only information from paragraphs 6 to 8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

*In early settlements, one of the reasons that drew cats to people's homes was*





Class	Register No	Name:
<div data-bbox="337 389 490 542"></div> <div data-bbox="548 398 1042 542"><p><b>CRESCENT GIRLS' SCHOOL SECONDARY THREE MID-YEAR EXAMINATION 2015</b></p></div> <div data-bbox="198 613 555 721"><p><b>ENGLISH LANGUAGE PAPER 2 COMPREHENSION</b></p></div> <div data-bbox="1221 631 1344 672"><p><b>1128/02</b></p></div> <div data-bbox="1205 734 1351 770"><p><b>7 May 2015</b></p></div> <div data-bbox="198 824 597 878"><p><b>MARKING GUIDE</b></p></div>		

**READ THESE INSTRUCTIONS FIRST**

This paper consists of 18 printed pages, including the cover page.

**SECTION A (25 marks)**

1. According to paragraph 1, whom did the writer have a great interest in? [1]

(Literal)

(LO2: Scan for details)

**Christopher Columbus**

*From: Christopher Columbus ... commanded my otherwise lagging attention in the classroom with his intrepid feats of seamanship and exploration.*

2. Identify the words in paragraph 1 which suggest

(Quotation/Vocab)

(LO2: Deducing meaning of words)

- (i) a great number [1] – **legion**

*From: One man above all others stood out among the legion of historical figures*

- (ii) fearless [1] – **intrepid**

*Christopher Columbus ... commanded my otherwise lagging attention in the classroom with his intrepid feats of seamanship and exploration.*

3. The writer had not been a very serious student. Identify the phrase in the paragraph 1 that tells you so. [1]

(Quote)

(LO2: Scan for details)

**'my otherwise lagging attention in the classroom'**

Note: **All** underlined words must be given. Answers with any words in addition to the ones quoted above will not be rewarded. Misspellings will be penalized.

Accepted	Not accepted
	<ul style="list-style-type: none"> <li>- Lagging attention (missing 'in the classroom' which reflects the time when he was a student)</li> <li>- <u>Commanded</u> my lagging attention in the classroom (excess denied)</li> </ul>

4. With reference to paragraph 1, **explain** why the writer did not hesitate to take up the pilot-navigator position offered to him. [2]

(Inferential/Evaluative)

(LO2: Use contextual clues and make inferences)

**He had admired / taken an interest in Columbus since he was young [1] and thus did not want to miss the opportunity to / wanted to experience the voyage duplicating that of Columbus / experience sailing a replica of Columbus's ship [1]**

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- He was interested / wanted to know more about Columbus</li> <li>- He was fascinated / intrigued by Columbus</li> <li>- He looked up to / respected Columbus</li> <li>- He was inspired by Columbus / his feats of seamanship and exploration</li> </ul>	<ul style="list-style-type: none"> <li>- He had learned a lot about Columbus (missing idea of having an interest in him)</li> <li>- He favours Columbus the most (different meaning)</li> </ul>
<ul style="list-style-type: none"> <li>- He would be the pilot-navigator of the replica of Columbus's ship</li> <li>- He wanted to sail the way Columbus did to understand him better / learn more about him</li> </ul>	<ul style="list-style-type: none"> <li>- He had a chance to sail the Nina (missing link to Columbus)</li> <li>- He could be the pilot-navigator of the Nina (missing link to Columbus)</li> <li>- He wanted to be a pilot-navigator just like Columbus (missing idea of duplicating his voyage/sailing the replica of his ship)</li> <li>- He wanted to experience what Columbus had done / gone through (vague)</li> <li>- He wanted to follow Columbus's footsteps / be in his shoes (vague)</li> <li>- He wanted to experience first-hand what Columbus did (vague)</li> <li>- He wanted to make the voyage under the same conditions as Columbus (this was not what Etayo offered)</li> <li>- He wanted to learn more about Columbus / understand Columbus better (missing idea of Columbus's voyage/replica of his ship)</li> </ul>

5. (i) According to paragraph 1, what did Etayo originally plan to do when he invited the author to join him? [1]

(Literal)

(LO2: Scan for details)

**Duplicate Columbus' voyage / sail across the Atlantic by building / sailing a replica of the Nina / the ship Columbus had used**

**OR**

**Duplicate Columbus's voyage / sail across the Atlantic / sail a replica of the Nina under present / modern / current conditions**

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- He planned to sail a replica of the</li> </ul>	<ul style="list-style-type: none"> <li>- He planned to duplicate</li> </ul>

<p>Nina under conditions different from what Columbus had</p> <ul style="list-style-type: none"> <li>- He planned to sail a replica of the Nina with present-day food, clothing and equipment (need to mention all three conditions)</li> </ul>	<p>Columbus's voyage by sailing the Nina (should be the replica of the Nina)</p> <ul style="list-style-type: none"> <li>- He planned to sail the replica / it and duplicate Columbus's voyage (need to mention replica of the Nina)</li> <li>- He planned to <u>emulate</u> Columbus's voyage by building a replica of the Nina (different meaning)</li> <li>- He planned to duplicate Columbus's voyage under <u>normal</u> conditions (inappropriate word choice)</li> <li>- He planned to duplicate Columbus's voyage with modern equipment (missing idea of conditions of food and clothing)</li> <li>- He planned to build a replica of the Nina using modern equipment (different meaning)</li> </ul>
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(ii) From paragraph 1, pick out two modifications to the plan that the writer got Etayo to agree to. Answer in your own words. [2]

(UYOW)

(LO2: Scan for details to paraphrase information using own words)

From the passage: wearing the same type of clothing [1]

OR eating the same food supplies [1]

OR limiting ourselves to the same navigational instruments [1]

OR carrying no lifesaving equipment or radio [1]

→ Underlined words should not be lifted

→ If more than 2 modifications are given, consider the first 2 only

Dressing in the same kind of attire / garments as Columbus and his men had [1] OR

Consuming the same diet as Columbus and his men had [1] OR

Using the same navigational tools / devices / equipment as Columbus and his men had [1] OR

Using no lifesaving devices or radio / communication devices just like Columbus and his men [1]

Accepted	Not accepted
	<ul style="list-style-type: none"> <li>- No mention of similarity to Columbus in the answer (e.g. dressing in the same attire – same as whom?)</li> <li>- Sailing under the same conditions Columbus and his men had</li> </ul>

	(vague)
	<ul style="list-style-type: none"> <li>- Dressing in the same <u>clothes</u> as Columbus (lifting)</li> <li>- Using the same attire that Columbus <u>wore</u> (lifting)</li> </ul>
<ul style="list-style-type: none"> <li>- Consuming the same meals as Columbus</li> </ul>	<ul style="list-style-type: none"> <li>- Consuming the same <u>snacks/dishes/items/things</u> as Columbus (inappropriate word choice)</li> </ul>
<ul style="list-style-type: none"> <li>- Using the same navigational apparatus as Columbus</li> <li>- Using the same equipment as Columbus to find their way at sea</li> </ul>	<ul style="list-style-type: none"> <li>- Using the same navigational <u>systems</u> (different meaning)</li> <li>- Using the same equipment as Columbus (vague)</li> </ul>
	<ul style="list-style-type: none"> <li>- Using no lifesaving devices (missing radio)</li> </ul>

6. **Explain fully** why the anticipated 'three-day sail ... turned into a 23-day voyage' (lines 21-22)? **Answer in your own words.** [2]

(UYOW)

(LO2: Scan for details to paraphrase information using own words)

From the passage: *Most of the time there was a mere whisper of wind and fogs so thick we could barely see thirty metres ahead.*

- Underlined words should not be lifted
- Excess denied (food and water turned bad; their equipment was outdated; they were not familiar with the route) → minus 1 mark

There was little / not enough wind to move the ship [1]  
and dense/heavy fogs: reduced visibility / made it difficult to see far ahead [1].

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- The wind was not strong enough to move the ship</li> <li>- There was not enough wind so it was difficult to move fast</li> <li>- The lack of wind caused the ship to move very slowly</li> <li>- The ship travelled fast when there was enough wind but that was rare / most of the time there wasn't enough wind</li> </ul>	<ul style="list-style-type: none"> <li>- The <u>small</u> wind caused the ship to move slowly (inappropriate word choice)</li> <li>- There was <u>no</u> wind which caused them to move slowly (there was some wind, also they cannot move without any wind)</li> <li>- The insufficient wind and heavy fog hindered them from seeing what was ahead (missing idea of the problem that the wind caused) (1m)</li> </ul>
<ul style="list-style-type: none"> <li>- The fog was so dense they found it hard to see where they were heading</li> <li>- It was so / very foggy that they</li> </ul>	<ul style="list-style-type: none"> <li>- Missing idea of fog being 'thick'</li> <li>- Mist / haze for fog (inaccurate)</li> <li>- There were <u>huge layers</u> of fog was reduced visibility (inappropriate)</li> </ul>

<p>found it hard to see where they were going</p> <ul style="list-style-type: none"> <li>- The fog was so dense that it hindered their vision</li> </ul>	<p>expression)</p> <ul style="list-style-type: none"> <li>- The heavy fog meant that they could not see ahead / see anything (incorrect)</li> <li>- Their sight / vision was blocked (inappropriate expression)</li> </ul>
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7. **Explain the effect that the author wants to achieve by the use of 'agonisingly' (line 25). [1]**

(Language for impact)

(LO3: Recognise writer's intentions through their word choice)

**To show / highlight / emphasise / convey how painfully / painstakingly / unbearably slow their pace was**

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- To show how torturous / excruciating / arduous / hard it was to endure the slow pace of the ship</li> <li>- To show that their journey took a very long time which was torturous.</li> </ul>	<ul style="list-style-type: none"> <li>- Missing the idea of 'to show / highlight / emphasise / convey' (e.g. The pace was painfully slow)</li> <li>- To show how painful their journey was (missing idea of slow pace)</li> <li>- To show how slow their pace was (missing idea of painstaking)</li> <li>- To show how miserable / frustrating their slow pace was (different meaning)</li> <li>- To show that their pace was so slow it was agonising / caused them agony (lifting)</li> <li>- To show how difficult their journey was (vague)</li> <li>- To show that the slow journey caused him to be in pain (different meaning – physical pain)</li> </ul>

8. **'the ship's biscuits ... looked like leftovers from Columbus' stores' (lines 27-29).**

**What does this description suggest about the biscuits? [1]**

(Inferential/Evaluative)

(LO2: Use contextual clues and make inferences)

**They had turned mouldy / bad / decomposed.**

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- Rotten / rotting / had rotted</li> <li>- Spoil / spoiled</li> <li>- Spoil and had turned into a different colour (colour change is</li> </ul>	<ul style="list-style-type: none"> <li>- Mouldy / Rotton (misspelling)</li> <li>- In bad condition (vague)</li> <li>- Not safe to eat / inedible (vague)</li> <li>- Not meant to last long (vague)</li> </ul>

mentioned in the passage) - Moulded - Spoiled and disgusting - Had turned bad and had fungus / fungi - Spoilt and <u>looked / appeared / seemed</u> old	- Looked old (vague) - Unappetising / looked disgusting (vague) - Of bad quality (vague) - Old (inaccurate) - <u>Old</u> and mouldy (excess denied) - Mouldy and <u>tasted horrible / had holes / were crushed / were limited in quantity</u> (excess denied) - Stale (imprecise) - Decayed / decaying (not appropriate)
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9. The writer states that the men looked 'as if [they] had been at sea for months' (line 30). Which of the men's conditions described was not the result of the long period spent at sea? [1]

(Inferential/Evaluative)

(LO2: Use contextual clues and make inferences)

**They were flea-ridden / they had fleas.**

Accepted	Not accepted
- The condition of being flea-ridden	- The condition of fleas (vague) - Flea-ridden (misspelling) - <u>Looking</u> flea-ridden (imprecise)

10. The writer describes the conditions at sea very vividly in paragraph 4. What is the effect of each of the descriptions below? [2]

(Language for impact)

(LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation)

Description	Effect
'It was as if a colossal oven door had been opened' (lines 37-38)	Shows (the intensity of) the <u>heat</u> from the gust of <u>wind</u>
'huge sea waves curled their tongues around our frail craft' (lines 39-40)	Shows how <u>threatening / dangerous / intimidating / menacing</u> the waves were OR Shows how <u>vulnerable</u> the ship was

Accepted	Not accepted
	- Missing the idea of 'to show / highlight / emphasise / convey' (e.g. The wind was extremely hot)
	- To show that it / the temperature was very hot (missing mention of the wind)

	<ul style="list-style-type: none"> <li>- To show that the <u>weather</u> was very hot (inaccurate)</li> </ul>
<ul style="list-style-type: none"> <li>- To show how defenceless / helpless the ship was in the sea</li> <li>- To show how aggressive / violent the waves were</li> <li>- To show that the waves could capsize / engulf / overpower the ship</li> <li>- To show how terrifying / frightening the waves were</li> <li>- To show how powerful / strong the waves were compared to the ship</li> </ul>	<ul style="list-style-type: none"> <li>- To show that the waves looked <u>monstrous</u> / were about to <u>swallow</u> the ship (answer should be in literal language, not figurative language)</li> <li>- To show that the waves engulfed the ship (inaccurate)</li> <li>- To show how the waves were crashing against / attacking the ship (inaccurate)</li> <li>- To show how big / strong / rough / powerful / choppy the waves were (vague)</li> </ul>

11. '... the tremendous pressure trapped in the sails was released.' (lines 43-44)

(i) What had caused this pressure? [1]

(Literal)

(LO2: Scan for details)

The (gust of) wind / gale (pressing on the sails)

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- Strong / hot wind (from the African desert)</li> <li>- The mainsail catching the strong wind</li> </ul>	<ul style="list-style-type: none"> <li>- The <u>heat</u> from the desert and the wind (excess denied)</li> <li>- The wind trapped <u>beneath</u> the sails (inaccurate)</li> <li>- The breeze (inaccurate)</li> <li>- The mainsail / lines holding the mainsail / sails set during the calm (inaccurate)</li> <li>- The hurricane (inaccurate)</li> <li>- The strong wind collected (meaning unclear)</li> <li>- The air resistance (meaning unclear)</li> </ul>

(ii) What danger did this pressure pose? [1]

(Literal)

(LO2: Scan for details)

It caused the ship to tilt so much that it was in danger of capsizing / overturning.

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- It may cause the ship to flip over</li> </ul>	<ul style="list-style-type: none"> <li>- It may cause the ship to sink /</li> </ul>

	collapse (inaccurate)
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12. 'the gale blew for thirty seemingly interminable hours' (lines 44-45)

What does the underlined word suggest about the gale? [1]

(Vocab)

(LO2: Deduce meaning of word from how they are used in context)

~~It seemed never-ending / unending / ceaseless.~~

OR

~~It lasted for a long time.~~

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- It was relentless / endless / incessant / unstoppable</li> <li>- It blew non-stop / continuously</li> <li>- It was continuous and unpleasant</li> <li>- It blew consistently / constantly for 30 hours</li> </ul>	<ul style="list-style-type: none"> <li>- It was strong / intense</li> <li>- It was <u>strong</u> and unstoppable / was <u>so strong</u> it would not stop / persistent and <u>posed a threat to the ship</u> (excess denied)</li> <li>- The gale was constant / consistent (ambiguous meaning – constant in occurrence or force?)</li> <li>- The gale was <u>long</u> (appropriate word choice)</li> </ul>

13. Give a piece of evidence from paragraph 5 to show that the men were treated with 'cordiality' in Las Palmas. [1]

(Quote)

(LO3: Provide and interpret evidence to support understanding)

~~They were treated / invited to banquets and receptions.~~

Accepted	Not accepted
<ul style="list-style-type: none"> <li>- Banquets and receptions were organised / held / arranged <u>for them</u></li> <li>- They were received with / served with / presented with / given banquets and receptions</li> <li>- They attended banquets and receptions</li> </ul>	<ul style="list-style-type: none"> <li>- They attended banquets and receptions and <u>managed to make the necessary repairs...</u> (excess denied)</li> <li>- 'Somehow between banquets and receptions' / the evidence is 'banquets and receptions' (failure to mention that the men were invited to attend them)</li> <li>- Banquets were held for them (missing 'receptions')</li> <li>- They were <u>made to</u> attend banquets and receptions (implies that the men were forced to attend which cannot be a sign of cordiality)</li> <li>- The men had banquets and</li> </ul>

	receptions (ambiguous meaning – the men attended or hosted?)
--	--

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 in each stage of the narrative. There are some extra phrases in the box that you do not need to use. [5]

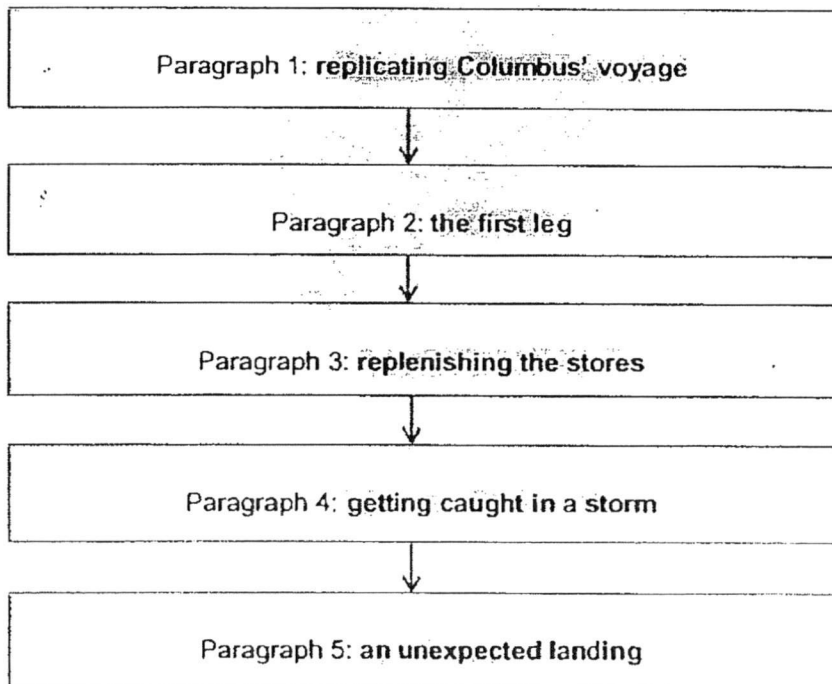
(Global)

(LO2: Skim for the gist)

Main focus

learning about Columbus	getting caught in a storm
a quick start	the first leg
replicating Columbus's voyage	in a dead calm
replenishing the stores	an unexpected landing

Flow chart



Note: Answers with misspellings / missing words will not be awarded the marks

Section B (25 marks)

15. Which word in paragraph 1 suggests that the character of cats is fickle? (1m)  
(Quotation/Vocab)

(LO2: Deducing meaning of words)

(LO3: Recognise writers' intentions [use of words, literary language])

'Erratic.'

16. With reference to paragraph 1, explain why the writers find it strange that cats have become popular pets. Answer in your own words. (2m)  
(Use Your Own Words)

(LO2: Scan for details to paraphrase information using own words)

From text: 'Cats ~~provide~~ virtually nothing in the way of sustenance or work to human endeavour.'

Cats ~~provide~~ almost no utility in terms of being ~~of any use to humans~~ [1] or animal labour for human activities [1]

Acceptable Answer	Unacceptable Answer/ Remark
<p>The writers find it strange because cats do not benefit humans in terms of providing food or labour.</p>	<p>Vague answers such as:</p> <ul style="list-style-type: none"> <li>• Cats do not help humans at all</li> <li>• Cats do not provide humans with anything</li> <li>• Cats do not benefit humans at all</li> <li>• Cats were not of help or use to humans</li> <li>• Cats do not serve humans</li> <li>• Cats don't serve any purpose</li> <li>• Cats are very weird creatures</li> <li>• Cats do not provide humans with support</li> <li>• Popular things should be useful, but cats are not</li> <li>• Cats do not provide humans with supplies</li> <li>• Cats do not contribute goods</li> <li>• Cats do not benefit humans in resources</li> <li>• Cats do not contribute benefits</li> <li>• Cats do not produce anything</li> <li>• Cats do not help to sustain living</li> <li>• Cats do not help humans in the jobs</li> <li>• Cats do not give anything</li> <li>• Cats do not help humans to thrive</li> <li>• Humans have no use for cats</li> </ul> <p>Answers which are not referenced from correct section of text:</p> <ul style="list-style-type: none"> <li>• It is because cats are fickle</li> </ul> <p>Remarks: Answers must be referenced from the text and keywords paraphrased (Answer in your own words)</p>

17. With reference to paragraph 3, explain fully why 'cats in general are unlikely candidates for domestication' (line 14)? (2m)  
(Inference/evaluative)

(LO2: Make inferences to draw conclusions from contextual information, writer's viewpoints, implied information.)

Unlike herd animals, the ancestors of domestic cats did not live in herds or packs with clear dominance hierarchies [1] and therefore would not adapt easily to confinement. [1]

Acceptable Answer	Unacceptable Answer/ Remark
<p>Note: Only answers referenced from paragraph 3 are accepted, as required by the question.</p>	<p>Answer the question directly. Explain why cats could not adapt to confinement. Do not focus on explaining why other animals could adapt to confinement.</p> <ul style="list-style-type: none"> <li>• Unlike cats, the ancestors of other domesticated animals, who lived in herds and <u>could adapt easily to confinement</u>.</li> <li>• The ancestors of other domesticated animals, who lived in herds and could adapt easily to confinement. Cats, when compared to other animals are not suitable for domestication.</li> <li>• Other animals could adapt to domestication because their ancestors were used to living cheek by jowl, but cats ate only meat, which is rare. (Illogical)</li> <li>• <u>The other animals were used to living in herds and were very well adapted to confinement</u> therefore cats are unlikely to be domesticated. (Illogical)</li> </ul> <p>Answers that show misunderstanding of the passage</p> <ul style="list-style-type: none"> <li>• Cats are used to living in herds and packs. Therefore they are not suitable to be confined and domesticated.</li> <li>• Cats only are able to adapt to confinement only if they have plenty of food and shelter.</li> </ul> <p>Remarks: This is a 'explain fully' question, which requires you to logically explain "cause and effect". <b>Cause:</b> Ancestors of cats did not live in herds – <b>Effect:</b> They cannot adapt to confinement – <b>Result:</b> They are unlikely to be domesticated.</p> <p>You may quote from the passage. Some students attempted to paraphrase their answers but did so wrongly.</p>

18. What kind of resources might be available in the 'Fertile Crescent' (line 27) for wild animals to exploit? (1m)  
(Literal)

(LO2: Scan for details)

Grains in stores OR food found in human homes: [1]

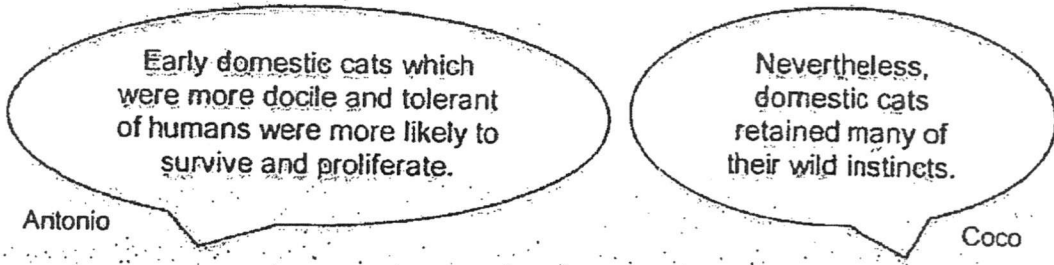
Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> <li>• Crops</li> <li>• Wild grains</li> <li>• Grains in human stores</li> <li>• Sacks of grain</li> <li>• Food stored in human houses</li> <li>• Food in human settlements</li> <li>• Food brought in by settlers</li> </ul>	<p>Wrong answer:</p> <ul style="list-style-type: none"> <li>• House mice (In the passage, house mice was referred to as a wild animal which exploited grains from stores)</li> <li>• Remains of house mice (misinterpretation of the passage)</li> <li>• The moist and fertile Crescent land (How would wild animals exploit the moist and fertile land? Humans can engage in farming in the moist and fertile land, but not animals.)</li> </ul> <p>Vague answers:</p> <ul style="list-style-type: none"> <li>• Food / a lot of food / water</li> <li>• Food was available</li> <li>• Various types of food</li> <li>• Food resources / supplies</li> <li>• Plants / bushes / grasses</li> <li>• A 'whole new environment'</li> </ul> <p>Excess denies: If multiple answers are given, all answers must be correct. Otherwise, no marks are awarded.</p>

19. 'As evinced by the *plethora* of feral cats in cities, towns and countrysides the world over' (lines 48-49). What does the italicised word tell you about feral cats? (1m)  
**(Vocabulary/Language for Impact)**  
**(LO3: Recognise writers' intentions [use of words, literary language])**

~~There is a (very) large OR excessive number of feral cats in many parts of the world [1]~~

Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> <li>• <u>Great</u> number</li> <li>• Extremely large number</li> <li>• Overwhelmingly large number</li> <li>• Abundance</li> <li>• Numerous</li> <li>• Plenty</li> <li>• Bountiful</li> <li>• Multitude</li> <li>• Myriad</li> <li>• Scores</li> <li>• Large number</li> </ul>	<p>Vague answers:</p> <ul style="list-style-type: none"> <li>• Many, a lot</li> </ul> <p>Wrong answers:</p> <ul style="list-style-type: none"> <li>• Wide range/many different types</li> <li>• Lot more</li> <li>• Increasing / rising number</li> <li>• Cats are mostly found in cities, towns and countrysides</li> <li>• Many cats are still alive</li> <li>• Cats are <u>still independent</u></li> <li>• Cats are <u>common/commonly seen</u></li> <li>• Cats are found <u>everywhere/all around</u></li> </ul> <p>Excess denies</p> <ul style="list-style-type: none"> <li>• Be careful of what the question is asking for. In this question you are asked what does the word "plethora" tell you about feral cats.</li> <li>• Answers that include the correct interpretation of "plethora" and then goes on to say that it also tells me that "feral cats are able to live independently of humans" will not be accepted. This is because the word "plethora" does not tell you that cats can live independently of humans. The word simply tells you the extremely large number of them out in the world.</li> </ul>

20. Here is a part of a conversation between two students, Antonio and Coco, who have read the article:



Antonio

Coco

(Point of View)

- (i) Identify a detail from paragraph 7 that Antonio can give to support his view.  
 (LO3: Provide and interpret evidence to support understanding) (1m)

**...wildcats more tolerant of living in the human-dominated environments began to proliferate in villages throughout the Fertile Crescent.' [1]**

Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answer:</p> <ul style="list-style-type: none"> <li>Selection in this new niche would have been principally for tameness.</li> </ul>	<p>Remark: This question only requires you to quote from the passage. Some students tried to rephrase whatever is stated in the passage and changed the meaning of the sentence in the process.</p> <p>Different meaning from passage:</p> <ul style="list-style-type: none"> <li>Wildcats who lived with humans to <u>became increasingly tolerant</u>.</li> <li>Wildcats <u>learnt to live with humans</u> and therefore began to proliferate.</li> <li>Humans <u>began to tame the wildcats</u> which were more tolerant of people.</li> <li>Wildcats began to proliferate <u>after learning how to tolerate humans</u>.</li> </ul> <p>Wrong answer:</p> <ul style="list-style-type: none"> <li>Proto-domestic cats were mostly left to fend for themselves. (Mixed up Antonio and Coco's POV)</li> </ul> <p>Incomplete/truncated answers that do not answer the question:</p> <ul style="list-style-type: none"> <li>'wildcats more tolerant of living in human-dominated environments.'</li> </ul>

(ii) How would Coco explain her position with reference to paragraph 7? (1m)  
 (LO3: Provide and interpret evidence to support understanding)

Due to the fact that early domestic cats were mostly left to fend for themselves, they managed to retain many of their wild instincts such as their hunting and scavenging skills.

Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> <li>• Coco would explain that because the first batch of domestic cats were left to take care of themselves, their hunting and scavenging skills remained sharp.</li> <li>• Most domestic cats retained their hunting and scavenging skills <u>because</u> their ancestors were left to fend for themselves</li> </ul>	<p>Remarks:</p> <ul style="list-style-type: none"> <li>• Answers must be an explanation to answer the question. It cannot be a lifting of the text which is not aimed at answering the question.</li> <li>• Explanation must include underlined text above. This is because the question ask for an explanation on why cats retained many of their wild instincts.</li> </ul> <p>Wrong answer:</p> <ul style="list-style-type: none"> <li>• There are many feral cats in the world that are surviving independently. (Mixed up Antonio and Coco's POV)</li> <li>• She would explain that because the cats' hunting skills and scavenging skills remained sharp, and they survived independently of humans. (Wrong – does not explain why cats retained most of their wild instincts)</li> </ul> <p>Answers that contain the required keywords, but are <u>illogical</u>:</p> <ul style="list-style-type: none"> <li>• Proto-domestic cats <u>undoubtedly</u> were left to fend for themselves, <u>but nevertheless</u>, their hunting skills <u>still remained</u></li> <li>• Proto-domestic cats were <u>undoubtedly</u> <u>mostly</u> left to fend for themselves, their hunting and scavenging skills remained sharp. (Lifting but without answering the question)</li> </ul>

21. 'Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people' (lines 53-54). With reference to the underlined word, what is suggested about what the experts propose? (1m)  
(Vocabulary)

(LO3: Recognise writers' intentions [use of words, literary language])

It is a theory/guess/hypothesis

Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> <li>• The information is unconfirmed</li> <li>• The information is unsubstantiated</li> <li>• The information is still not backed by evidence</li> <li>• The experts' information is still unproven</li> <li>• The information is a guess</li> <li>• It is a prediction</li> <li>• It is a deduction</li> <li>• It is an inference</li> <li>• It is a conjecture</li> </ul> <p>Answers must show the meaning of 'speculate'</p>	<p>Remarks: Answers must reference and show the meaning of '<u>speculate</u>'.</p> <p>Answers that do not show the meaning of 'speculate':</p> <ul style="list-style-type: none"> <li>• There is <u>insufficient information</u> about the issue               <ul style="list-style-type: none"> <li>◦ (note that unconfirmed and insufficient have completely different meanings)</li> </ul> </li> <li>• The information are 'just thoughts'. (too vague)</li> <li>• The proposal is untrue / false / wrong</li> <li>• It is just an observation</li> <li>• The information may be right or it may be wrong</li> <li>• What the experts propose are rumours</li> </ul> <p>Answers that refer to the 'experts' rather than <u>what the experts propose</u>:</p> <ul style="list-style-type: none"> <li>• Experts have not yet come up with a conclusion</li> <li>• Experts have not done research about the topic yet</li> <li>• They are not really sure of what they are saying</li> <li>• The experts were just assuming</li> <li>• The experts were just guessing</li> </ul> <p>Misreading of question</p> <ul style="list-style-type: none"> <li>• Some students read the question as "what did the experts propose".</li> <li>• Some students read the question as "what is the purpose of the experts"</li> </ul> <p>Excess denies:</p> <ul style="list-style-type: none"> <li>• If multiple answers are given, all answers must be correct before marks can be awarded.</li> </ul>

22. Using your own words as far as possible, summarise the various reasons that contributed to cats living alongside humans.

(LO2: Summarise Ideas)

Use only information from paragraphs 6 to 8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

*In early settlements, one of the reasons that drew cats to people's homes was*

	From text	Paraphrased
1	House mice attracted cats (to people's homes).	the presence of house mice.
2	Trash heaps on the outskirts of town were probably just as great a draw.	Trash piles on town fringes could also have attracted cats.
3	Natural selection favoured those cats that were able to cohabit with humans.	Cats inclined to live alongside humans were more likely to survive and thus multiplied in villages across the Fertile Crescent.
4	Wildcats more tolerant of living in human-dominated environments began to proliferate in villages throughout the Fertile Crescent.	
5	Considering that small cats do little obvious harm, people probably did not mind their company.	Humans probably enjoyed cats' companionship since they are harmless
6	[People] might even have encouraged the cats to stick around when they saw them killing mice and snakes.	and even coaxed them to stay upon realising that they kill pests.
7	Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people.	Experts theorise that wildcats have attributes that pre-adapted them to bond with humans,
8	In particular, these cats have "cute" features – large eyes, a snub face and a high, round forehead, among others – that are known to elicit nurturing from humans.	especially cats with adorable features, which were subsequently tamed and domesticated.
9	In all likelihood, then, some people took kittens home simply because they found them adorable and tamed them.	

**Sample answer**

*In early settlements, one of the reasons that drew cats to people's homes was the presence of house mice. Trash piles on town fringes could also have attracted cats. Cats inclined to live alongside humans were more likely to survive and thus multiplied in villages across the Fertile Crescent. Humans probably enjoyed cats' companionship since they are harmless and even coaxed them to stay upon realising that they kill pests. Experts theorise that wildcats have attributes that pre-adapted them to bond with humans, especially cats with adorable features, which were subsequently tamed and domesticated.*

9 points – 80 words