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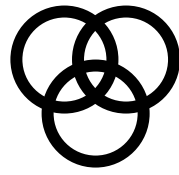
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南僑中學

**NAN CHIAU HIGH SCHOOL  
PRELIMINARY EXAMINATION 2023  
SECONDARY FOUR EXPRESS**

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**ENGLISH LANGUAGE**

**1184/02**

Paper 2 Comprehension  
INSERT

**16 August 2022, Wednesday**

**1 hour 50 minutes**

Candidates answer on the Question Paper.

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains Text 1, Text 2, Text 3 and Text 4.

Setters: Mr Fu Kaidi and Mrs Tan Jie Ying

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This paper consists of **6** printed pages including the cover page.

**Section A**

Study the online banner (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

**Text 1** is adapted from the website of The Chandler Institute of Governance.

**We believe that good governments are the foundation of flourishing, prosperous communities and nations.**



*The Chandler Institute of Governance is a non-profit organisation devoted to building government capacity and good leadership through training programmes, research initiatives and advisory work.*

**Text 2** is taken from a social media post.

Do you know that Singapore has come out tops on the annual Chandler Good Government Index, edging out Finland, which has topped the index since it was first published in 2021?

I read that the Chandler Institute of Governance uses more than 50 publicly available data sources to rank over a hundred countries for this index. How they do it is super amazing and you should really check it out too!

## Section B

## Text 3

The text below is the account of a long-distance runner at her first marathon when she was just thirteen years old.

Read the text carefully and answer Questions 5–14 in the Question Paper.

- 1 It was a strange feeling for her. In typical races, the tension doesn't cease after the starting gun goes off. Your legs fire off the line. You can't relax, your muscles burn. You begin to breathe hard. You can't speak or smile or wave.
- 2 Maureen was doing all three in the first miles. She'd never felt so wistful and at ease during a competition before. Even though this was Maureen's first marathon, she felt like she could run forever. She was happy to be away from the starting line. A thirteen-year-old girl did stand out after all among the twenty-eight or so grown men. And she was finally doing what she loved to do. She was running, albeit running really, really slowly. For her, that is. 5
- 3 In practice, Coach could tell her to run 400 metres in seventy-five seconds. She usually missed that time by less than a second. She knew that with the smallest adjustment in how hard her foot struck the ground or how quickly breath was sucked into her lungs and blown out of her nose, she could change her pace. 10
- Mile four: seven minutes and thirty seconds.  
Mile five: seven minutes and thirty seconds. 15
- 4 She needed to hit this pace perfectly at each mile marker, like a metronome. The nervousness from the start line had completely melted away as to Maureen, this felt less like a race and more like everything she had come to love about running – the repetitive bounce of moving forward, the whispering caress of the wind, and a mind free to roam as she leapt onward. 20
- Seven minutes and thirty seconds.  
Seven minutes and thirty seconds.
- 5 The pressure peeled away like an onion. Maureen had not worn a watch as she could feel herself locked in on the pace. It had not crossed her mind that she could be off; course marshals, teammates and parents frequently yelled out the time. She had not slowed down since mile twenty, and she was very certain of that. Around mile twenty-five, running north on Keele Street, up a little hill, Maureen saw her mom. Margaret checked her watch again then looked up furtively. 25
- "You're too slow, you are not going to make it!" Margaret yelled as Maureen hustled by. 30
- The news hit Maureen like a slap. She turned her head, midstride. "What do you mean I am too slow?" she yelled, already too far away to hear a response. She didn't understand. She thought she'd hit each and every mile at the right pace.
- 6 The twenty-fifth mile of a marathon is a disorienting place. Your vision strays as you try to get the sweat out of your eyes and a little voice gets louder and louder. Ease off. Slow down. Take a breather. Why bother when you can't beat the time you wanted anyway? 35

- 7 Unless you're fiercely competitive. Then you ignore the voice and try anyway.
- 8 Maureen changed gears. She accelerated like you would in a sports car on an empty freeway. If she wasn't going to break a world's best time, she could at least prove she was capable of finishing a marathon. She took a left on Steeles Avenue. She could see the little white poster on the wood stake that read 'Marathon Finish'. She zeroed in on it single-mindedly. Her hair whipped higher as her elbows punched the air by her neck. She sprinted. Her brother Gord, who had been standing on the side of the road with a quarter mile to go, jumped in beside her, keeping by her side, stride for stride, willing her forward. As she bolted to the finish line, Maureen knew only one thing: there was a finish line a few feet away, and she was going to burst across it using every ounce of gas left in the tank.

*Adapted from 'Mighty Moet' by Rachel Swaby and Kit Fox*

## Section C

## Text 4

The article below talks about the domestication of cats in ancient Egypt. Read it carefully and answer Questions 15-24 in the Question Paper.

- 1 The ancient Egyptians' special love for cats is well known. Admired for her hunting abilities, the sleek feline achieved divine status, becoming a fixture of ancient Egyptian society. Lavish tomb paintings, lofty statues, and intricate jewellery all show the Egyptians' great fondness for cats. In the land of the Pharaohs, the cats were pampered, respected, and protected. While ritual killings of the sacred felines were allowed, unsanctioned murder would be harshly punished, with the culprit sentenced to death. 5
- 2 For centuries, cats in ancient Egypt maintained their exalted position, recorded by ancient sources in minute detail. Regime changes did not diminish the feline's position. People in Ptolemaic<sup>1</sup> and Roman<sup>2</sup> Egypt continued to revere the cat. Only with the arrival of Christianity did the cat lose her preeminent position. 10
- 3 Ancient Egyptian life depended on the flooding of the Nile River, which provided the arable land and, thus, food surpluses necessary for the kingdom's growth. However, the large granaries and silos, which stored precious food stock, were constantly threatened by small but persistent enemies — mice, rats, and other pests. It was here that the cat entered the Egyptian stage, becoming an inseparable part of its history. 15
- 4 The cat probably arrived in Egypt on board ancient trading ships around 2,000 BCE. Although, according to another theory, cats in ancient Egypt were an offshoot of the native African wildcat (*Felis silvestris lybica*), "domesticated" by local farmers. These first cats slunk into Egyptian farming villages, attracted by the numerous rodents. Recognising their worth, the Egyptians began to treat the newcomers well, leaving them food remains to encourage them to stay. Slowly, the cat became accustomed to humans. Yet, the crafty feline was never to be fully tamed, unlike the other important domestic animal — the dog. Instead, cats in ancient Egypt domesticated themselves, deciding whether to jump into humans' laps. 20  
25
- 5 Cats kept the vital crops safe from rodents, becoming an object of admiration. However, the cats did not only chow down on mice and rats; they also killed snakes (many of them venomous) and scorpions, keeping the people safe. The ancient Egyptians also admired the cat's other qualities, like the mother's care for their offspring and their graceful posture. Thus, it is not surprising that the cat's status only continued to rise as the centuries progressed, with the sleek feline turning into a divine creature. 30
- 6 Egyptians considered cats as vessels the gods chose to adopt. Cats were respected for being fierce hunters and protectors of their homes and young, qualities the cat shared with its larger cousin, the lion. Consequently, one of the first Egyptian feline deities, Sekhmet – the warrior goddess and protector of the pharaohs – sported the head of a lioness. 35
- 7 Another important member of the Egyptian pantheon of gods, Bastet – who sported a cat's head – was revered as the goddess of motherhood, fertility, and the household. Just like how the mother cat keeps her kittens safe, Bastet was 40

<sup>1</sup> the years 305 BCE (Before Common Era) to 30 BCE

<sup>2</sup> the years 30 BCE to 641 CE (Common Era)

considered a family protector. Ancient Egyptians would wear cat amulets to invoke Bastet's protection and blessing.

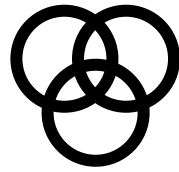
- 8** However, the arrival of Christianity and its establishment as the main religion across the whole Roman Empire in the fourth century CE brought the ancient tradition of feline worship to an end. Deprived of their lofty status, cats in ancient Egypt were once again humble domestic animals — protecting humans from various pests. 45
- 9** In the following centuries, the sleek and crafty felines gradually conquered the entire world, reaching even the barren shores of Antarctica. Then, they left Earth's orbit, venturing into space. With the arrival of modern technologies and high-speed communication, cats have taken control of the internet, becoming the protagonists of countless memes, Instagram photos, and YouTube videos. Perhaps cats in ancient Egypt have lost their sacred status, but their modern cousins' achievements is something that they should definitely be proud of. 50

*Adapted from 'Cats in Ancient Egypt: The Wild Companions Who Became Gods'  
by Vedran Bileta*

Name:

Register Number:

Class:



南僑中學

**NAN CHIAU HIGH SCHOOL  
PRELIMINARY EXAMINATION 2023  
SECONDARY FOUR EXPRESS**

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Parent's Signature:

**ENGLISH LANGUAGE**

**1184/02**

Paper 2 Comprehension  
QUESTION PAPER

**16 August 2023, Wednesday**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your class, index number and name on the work you hand in.  
Write in dark blue or black 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 Paper.  
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.

Setters: Mr Fu Kaidi and Mrs Tan Jie Ying

This paper consists of **8** printed pages including the cover page.

**Section A [5 marks]**

Refer to the online banner (**Text 1**) and the social media post (**Text 2**) on page 3 of the Insert for Questions 1–4.

1 Look at Text 1. Tick (✓) the most effective title for the image in this advertisement.

The dawn of good leadership

Reflect on past achievements

Illuminating possible success

[1]

2 The online banner states that ‘good governments are the foundation of flourishing, prosperous communities and nations’.

What do you think the word ‘foundation’ suggests about the way ‘flourishing, prosperous communities and nations’ can be achieved?

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

3 Identify the phrase in Text 2 which suggests that Singapore has risen above Finland by a small margin.

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

4 Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

**(a)** Readers are addressed directly by the writer.

Text 1 / Text 2 / Both / Neither

**(b)** The tone suggests the writer and reader are of the same status.

Text 1 / Text 2 / Both / Neither

[2]

**Section B [20 marks]**

Refer to **Text 3** on pages 3-4 of the Insert for Questions 5-14.

**5** In Paragraph 1, what was Maureen feeling that was 'strange'?

.....

..... [1]

**6** Referring to Paragraph 2, give **two** reasons why Maureen 'was happy to be away from the starting line' (line 6-7). Answer **in your own words**.

**(i)** .....

..... [1]

**(ii)** .....

..... [1]

**7 (a)** Identify a phrase in Paragraph 3 which suggests that running pace can be easily affected.

..... [1]

**(b)** From Paragraph 3, give **one** example of something that can affect running pace.

.....

..... [1]

**8** In Paragraph 4, Maureen's 'nervousness from the start line had completely melted away' (line 17). What does this description suggest about how she felt in this moment?

.....

..... [1]

**9** Referring to Paragraph 4, explain **in your own words two** things Maureen likes about running.

.....

.....

.....

..... [2]

10 (a) What does the writer do to emphasise that Maureen was very confident of maintaining the pace in Paragraph 5?

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

(b) How do you think Maureen was feeling when the news hit her 'like a slap' (line 32)?

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

11 Why do you think the writer describes the twenty-fifth mile of a marathon to be 'a disorienting place' (line 35) for runners?

..... [1]

12 In Paragraph 8, Maureen thought that if 'she wasn't going to break a world's best time, she could at least prove she was capable of finishing a marathon' (lines 41-42).

(a) What is your impression of Maureen from this detail?

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

(b) Identify **one** word in Paragraph 8 that supports this impression of Maureen.

..... [1]

13 The writer suggested that Maureen was 'fiercely competitive' (line 39). Explain how this suggestion is supported with reference to **three** pieces of evidence from Paragraph 8.

.....  
.....  
.....  
.....  
.....  
..... [3]

- 14** The structure of the text reflects Maureen's role at different stages during the race. Complete the flow chart by choosing one phrase from the box to summarise her role at each stage during the race. There are some extra phrases in the box you do not need to use.

**Maureen's role at different stages**

overcoming a new challenge sustaining prolonged effort maintaining challenging standard experiencing surprising ease joining in to provide support coming to an unexpected realisation powering over temptation
---

Paragraphs 1-2:	<b>(i)</b>	.....
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Paragraphs 3-4:	<b>(ii)</b>	.....
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Paragraphs 5:	<b>(iii)</b>	.....
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Paragraphs 6-8:	<b>(iv)</b>	.....
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[4]

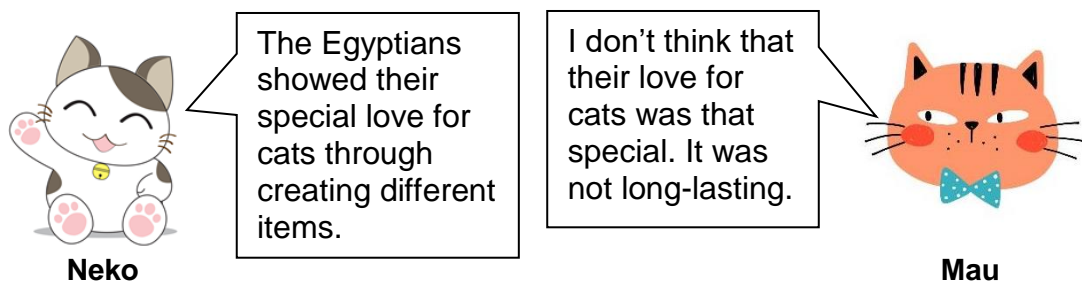
**Section C [25 marks]**

Refer to **Text 4** on pages 5-6 of the Insert for Questions 15-24.

**15** With reference to Paragraph 1, why did the ancient Egyptians specially love cats?  
..... [1]

**16** What does the word 'fixture' (line 2) tell you about the cat's position in ancient Egyptian society?  
..... [1]

**17** Here is part of a conversation between two friends, Neko and Mau, who have read the article.



**(a)** Give **one** piece of evidence from Paragraph 1 to support Neko's view.  
..... [1]

**(b)** With reference to Paragraph 2, give **one** reason which supports Mau's opinion.  
..... [1]

**18** With reference to Paragraph 2, give **one** piece of evidence which shows that cats maintained their exalted position for centuries.  
..... [1]

**19** With reference to Paragraph 3, give **one** benefit that the Nile River brought to ancient Egypt.  
..... [1]

**20** What does 'lofty status' (line 46) refer to?  
..... [1]





# NCHS PRELIM 2023 P2 ANSWERS

## Section A [5 marks]

Refer to the online banner (**Text 1**) and the social media post (**Text 2**) on page 3 of the Insert for Questions 1–4.

1 Look at Text 1. Tick (✓) the most effective title for the image in this advertisement.

- The **dawn** of good leadership - means 'Start of', but this photo already shows the effects of good leadership. 'Leadership' is also not an idea that is shown in the image.
- Reflect on **past** achievements - the photo shows current achievements, and the focus of the photo is not on the water
- Illuminating **possible** success - **caption** says "building" government capacity and good leadership = future-looking

[1]

2 The online banner states that 'good governments are the foundation of flourishing, prosperous communities and nations'.

What do you think the word 'foundation' suggests about the way 'flourishing, prosperous communities and nations' can be achieved?

**It suggests that a country needs to have a good government first. / good governance comes first.**

**Accepted: (with reference to governance)**

- (underlying) basis, base, beginning, start with, principle
- **build on** (not considered figurative language as it is part of the actual dictionary definition of 'build' than an actual metaphor)

**Rejected: can only be achieved with, most important, basic building block (figurative answer)**

[1]

3 Identify the phrase in Text 2 which suggests that Singapore has risen above Finland by a small margin.

**It is 'edging out' (Finland).**

**Reminder: The phrase 'edging out' → is still not a complete sentence! Need 'IS (verb)'.  
(draw carrot to remind students, but give the mark)**

[1]

4 Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

- (a) Readers are addressed directly by the writer.

Text 1 / **Text 2** / Both / Neither

- (b) The tone suggests the writer and reader are of the same status.

Text 1 / Text 2 / Both / **Neither**

[2]

Text 2: 'How they do it is super amazing and you should really check it out too'  
 'should' – imperative = different status  
 'super amazing... really' - emphasis = strengthens imperative

### Section B [20 marks]

Refer to **Text 3** on pages 3-4 of the Insert for Questions 5-14.

- 5 In Paragraph 1, what was Maureen feeling that was 'strange'?

**She stopped feeling tensed after starting the race. / The tension she felt in typical races was gone.**

Accept:

- antonym of tensed - relaxed, at ease
- any idea of 'no tension' e.g. 'The tension eased'

Reject: wistful → does not refer to 'strange feeling' in Para 1

[1]

### Section B

#### Text 3

The text below is the account of a long-distance runner at her first marathon when she was just thirteen years old.

Read the text carefully and answer Questions 5–14 in the Question Paper.

- 1 It was a strange feeling for her. In typical races, the tension doesn't cease after the starting gun goes off. Your legs fire off the line. You can't relax, your muscles burn. You begin to breathe hard. You can't speak or smile or wave.
- 2 Maureen was doing all three in the first miles. She'd never felt so wistful and at ease during a competition before. Even though this was Maureen's first marathon, she felt like she could run forever. She was happy to be away from the starting line. A thirteen-year-old girl did stand out after all among the twenty-eight or so grown men. And she was finally doing what she loved to do. She was running, albeit running really, really slowly. For her, that is.
- 5

- 6 Referring to Paragraph 2, give **two** reasons why Maureen 'was happy to be away from the starting line' (line 6-7). Answer **in your own words**.

- (i) PW: A thirteen-year-old girl did stand out after all among the twenty-eight or so grown men

**She was noticeable as a girl among grown men.**

**Accepted:** idea of 'easily seen/noticed' - conspicuous, visible, obvious, stick out (it's an idea, not a real metaphor), attracted more attention, prominent

**Rejected:** centre of attention, different, odd one out (stronger idea of 'different'), exception

[1]

- (ii) PW: And she was finally doing what she loved to do.

**She could run at last, something she loved.**

**Accepted:** ultimately

[1]

- 7 (a) Identify a phrase in Paragraph 3 which suggests that running pace can be easily affected.

**It is '(with the) smallest adjustment'.**

Reminder: The phrase 'smallest adjustment' → is still not a complete sentence! Need 'IS (verb)'.

(draw carrot to remind students, but give the mark)

[1]

- (b) From Paragraph 3, give **one** example of something that can affect running pace.

**It is how hard one's/ Maureen's/ her foot strikes the ground. /**

**It is how quickly breath is sucked into one's lungs and blown out of one's nose. / It is how quickly one breathes.**

Note: question does not refer to context, 'one' is preferred

[1]

- 8 In Paragraph 4, Maureen's 'nervousness from the start line had completely melted away' (line 17). What does this description suggest about how she felt in this moment?

**She felt (very) calm / relaxed / at ease.**

**Accepted:** composed, at peace

**Rejected:**

- carefree/ confident – not linked to nervousness

[1]

- 9 Referring to Paragraph 4, explain **in your own words two** things Maureen likes about running.

PW: the repetitive bounce of moving forward

**She enjoys the consistent action of springing on.**

**Accept: rhythmic motion of moving upwards, consistent rebound**

Reject:

- repetitive → continuous, repeat / repeated, constant
- bounce → footsteps

PW: the whispering caress of the wind

**She likes the feeling of the wind touching her face gently/ lightly.**

**Accepted: (gently) brushing past/across her skin, lightly touching her face/body (literal sense of touch),**

Dictionary definition of 'caress (noun)': gentle touch (noun)

Dictionary definition of 'brush (verb)': touch lightly while moving close

'caress'/touching → from the wind's perspective (the wind having the agency of action). Your answer needs to capture the wind's agency in a literal way.

Reject:

- 'felt' → from Maureen's perspective (hence not an accurate capture of meaning)
- the gentle touch of the wind (personification of the wind)
- faint brush of the wind (personification of the wind)
- gentle wind/breeze (alone) → just means slight breeze with no meaning of 'agency'
- soft (does not describe 'whispering' as an adjective to an action)
- adjectives that describe sound for 'whispering'

PW: a mind free to roam as she leapt onward

**She likes the opportunity to think about anything. / limitless thoughts**

Reject: let mind wander, free of worries, lost in thought, empty mind

**Any two [2]**

- 10 (a) What does the writer do to emphasise that Maureen was **very** confident of maintaining the pace in Paragraph 5?

**The writer repeated 'had not' to show that she did not consider failure to do so.**

Note: use of a single simile/ statement is not a strong way to emphasise something

**[1]**

- (b) How do you think Maureen was feeling when the news hit her 'like a slap' (line 32)?

**She was feeling shocked / very surprised / astonished / stunned.**

**Accepted: in disbelief, astounded**

Reject: offended, annoyed, puzzled, startled (mild), horrified (too strong), dumbfounded (= unable to speak, but she did speak right after that)

[1]

- 11 **Why do you think the writer describes** the twenty-fifth mile of a marathon to be 'a disorienting place' (line 35) for runners?

**The writer wants to show that it is where runners tend to give up / give in to temptation.**

**Accepted: emphasise how difficult completing the 25th mile is, show that the 25th mile is physically and mentally draining**

Note to students: **Why do you think the writer describes =** writer's intention question!

PW: Why bother when you can't beat the time you wanted anyway? -> give up

PW: ... ignore the voice and try anyway. -> not giving up

[1]

- 12 In Paragraph 8, Maureen thought that if 'she wasn't going to break a world's best time, she could at least prove she was capable of **finishing a marathon**' (lines 41-42).

(a) What is your impression of Maureen from this detail?

**She is (very) perseverant / relentless / resolute / determined / unrelenting.**

**Accepted: strong-willed, has strong willpower, tenacious, does not give up easily, driven**

**Ok = optimistic / positive / flexible (no answer for b)**

Reject:

- **resilient** (dictionary definition) - able to recover quickly after something unpleasant → 'recover' is about recovering from setback, but the focus of the statement is on the goal itself of 'finishing the marathon'.
- **goal-oriented** (vague → versus people-oriented?)

[1]

(b) Identify **one** word in Paragraph 8 that supports this impression of Maureen.

**It is 'single-mindedly'.**

Note: if answer for (a) is wrong, only can give the mark for (b) if there is a trace of a relation between (a)'s answer and 'single-mindedly'.

E.g. **(b) mark is awarded if (a)'s wrong answer is 'resilient'** → because 'single-mindedly' can describe an aspect of resilience

[1]

- 13 The writer suggested that Maureen was 'fiercely competitive' (line 39). Explain how this suggestion is supported with reference to **three** pieces of evidence from Paragraph 8.

Dictionary Definition of 'competitive' (alone) → trying very hard to be better than others  
Need to explain common wrong quotes?

- changed gears
- knew only one thing
- at least prove she was capable of finishing a marathon

**'(accelerated like you would in a) sports car on an empty freeway' suggests that she ran without a care for anything around her to complete the race.**

**Accept:**

... she ran with a disregard for potential obstacles / limitations

Note to students: (high) speed ≠ competitive

Dictionary definition of 'competitive': trying very hard to be better than others

**'zeroed in (on it single-mindedly)' suggests that she had only one focus, which was to complete the race.**

**Accept: any idea of one/single/complete focus/aim/target/objective/goal**

**E.g. 'focus on it entirely'**

Dictionary definition of 'zero' (verb): set the sights of (a gun) for firing

Note: 'single-mindedly' is a postmodifier of the **main idea of 'zero in'** → hence the **idea of one focus/aim** is needed

**Reject: 'locked on and focussed' (figurative answer)**

**'shows her focus' → no idea of 'one' focus**

**'fixated' → contains idea of 'unreasonable (focus)'**

**'using every ounce of gas left in the tank' suggests that she was determined to expend all her energy to complete the race.**

**Accepted: best effort, all her might (meaning 'energy'), all her effort**

**Reject:**

**'using every ounce of gas left in the tank' - give her all, give everything (hyperbole/exaggeration, non-specific)**

**'push past limits' → she stayed within her limits - she used only 'gas in the tank', not beyond**

- 14 The structure of the text reflects Maureen's role at different stages during the race. Complete the flow chart by choosing one phrase from the box to summarise her role at each stage during the race. There are some extra phrases in the box you do not need to use.

**Maureen's role at different stages**

overcoming a new challenge  
sustaining prolonged effort  
maintaining a challenging standard

experiencing surprising ease joining in to provide support coming to an unexpected realisation powering over temptation
--

Paragraphs 1-2:	<b>(i)</b>	experiencing surprising ease
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Paragraphs 3-4:	<b>(ii)</b>	sustaining prolonged effort <b>Reject: maintaining challenging standard → the pace normally wasn't challenging for her.</b> <i>'she usually missed that time <u>by less than a second</u>', 'she knew that with the <u>smallest</u> adjustment.... she could change her pace.', '<u>nervousness... completely melted away</u>', 'felt less like a race and more like <u>everything she had come to love about running</u>'</i>
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Paragraphs 5:	<b>(iii)</b>	coming to an unexpected realisation
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Paragraphs 6-8:	<b>(iv)</b>	powering over temptation <b>Reject: overcoming a new challenge → only covers paragraph 8. Your answer needs to cover all the stated paragraphs.</b>
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[4]

### Section C [25 marks]

Refer to **Text 4** on pages 5-6 of the Insert for Questions 15-24.

**15** With reference to Paragraph 1, why did the ancient Egyptians specially love cats?

**They admired their hunting abilities. [1]**

**Accepted:**

- **They admired the cat's / cats' hunting abilities**
- **Cats had good hunting abilities** (highlighting a positive trait can be a direct answer to the question)

**Reject: cats hunting abilities (missing apostrophe)**

**16** What does the word **'fixture'** (line 2) tell you about the cat's position in ancient Egyptian society?

**The cat had a permanent/ secure position in ancient Egyptian society. [1]**

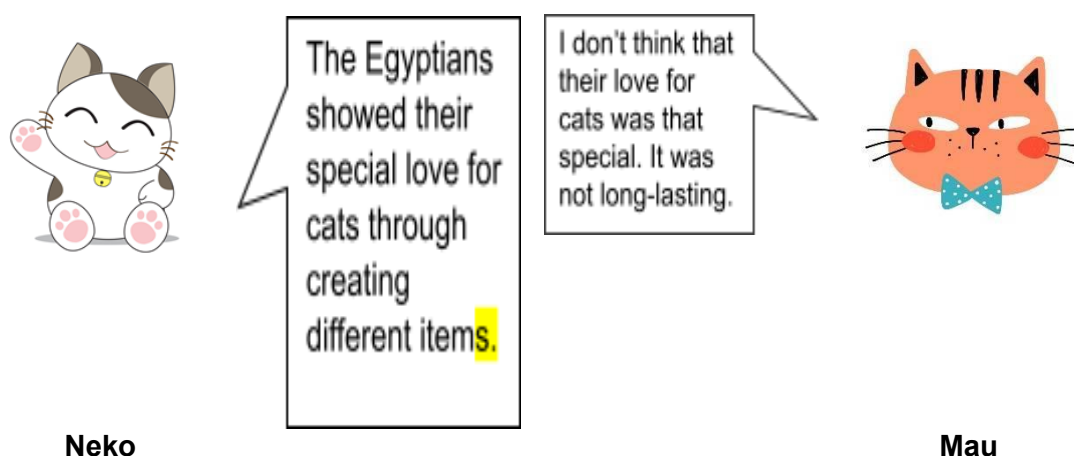
**Accepted: inseparable, never change (negative form = less desirable)**

Dictionary definition of 'fixture': 'things fixed in a house' (e.g. your toilet bowl or sink)

Reject:

- exalted/high – not directly linked to meaning of 'fixture'
- essential/ important/ irreplaceable – one unnecessary inference away from the correct (direct) answer
- stable - not a literal answer

17 Here is part of a conversation between two friends, Neko and Mau, who have read the article.



(a) Give one piece of evidence from Paragraph 1 to support Neko's view.

- Lavish tomb paintings,
- lofty statues,
- intricate jewellery

**all show the Egyptians' great fondness for cats.**

**At least 2 items for [1]**

Reject

- all other answers in Paragraph 1 as they don't convey 'different items'
- ... created for cats → the cats were not the recipients!

(b) With reference to Paragraph 2, give one reason which supports Mau's opinion.

**With the arrival of Christianity, the cat lost her (preeminent) position. [1]**

**Accept: reasonable phrasing of 'the cat lost her position', for eg. no longer revered, no longer love the cat**

Note: must be phrased properly, not simply copied with the wrong emphasis.

Reject: 'Only with the arrival of Christianity...' □ changes the focus of the sentence to how strong the ancient Egyptians' love for cats was

**Additional explanation for different meaning caused by including 'Only':**

- **'Only with the arrival of the ambulance did she stop administrating CPR.'** □ she didn't stop until the last minute □ focus on her sustained effort/ perseverance.
- vs. **'With the arrival of the ambulance, she stopped administrating CPR.'** □ when the ambulance arrived, she stopped □ focus on how practical-minded she was.

18 With reference to Paragraph 2, give **one** piece of evidence which shows that cats maintained their exalted position for centuries.

**Regime changes did not diminish the feline's position / People in Ptolemaic and Roman Egypt continued to revere the cat.** [1]

Reject:

- 'For centuries, cats in ancient Egypt maintained their exalted position' □ just a restating of the question, not a piece of evidence
- People from 305 BCE to 30 BCE loved the cat. (referring to everyone on earth)

19 With reference to Paragraph 3, give **one** benefit that the Nile River brought to ancient Egypt.

It brought **arable land.** [1]

Accept: 'arable land (main idea) and, **THUS,** food surpluses (post-modifier)

Reject:

- arable land and food surpluses □ question is asking for only 1 benefit – which is mainly 'arable land'
- food surpluses (only) □ food surplus is caused by arable land, not the River Nile
- 'flooding' □ not a benefit unless explained as 'arable land'
- fertile → too strong. 'Arable' just means suitable for farming

20 What does 'lofty **status**' (line 46) refer to?

It refers to their **position as gods/ objects of worship.** [1]

Accept: **divine / sacred / them being worshipped** (inherent meaning of 'position' of being worshipped)

Target passage's phrase: 'feline **worship**' (line 46)

- 8 However, the arrival of Christianity and its establishment as the main religion across the whole Roman Empire in the fourth century CE brought the ancient tradition of 45 feline worship to an end. Deprived of their lofty status, cats in ancient Egypt were once again humble domestic animals — protecting humans from various pests.

position as gods / of being worshipped  
importance of being worshipped

Note: Answer needs to refer to either position of importance

Reject:

- any synonym of 'exalted' status. This is a 'refer to' question, not asking for meaning of the phrase.
- revered → ≠/≠ divine, just 'admire/respect very much'
- feline worship' → is just the name of the phenomenon, focussed on neither 'position' nor 'importance'
- \_\_\_\_\_ status → cannot repeat quote's word as answer
- \_\_\_\_\_ reputation → is people's opinion of you, not actually a 'position' you hold

- 21 Why does the writer refer to 'countless memes, Instagram photos, and YouTube videos' (line 52) in Paragraph 9?

The writer wanted to **emphasise/ show** (*any other suitable verb that signals writer's intent*) the (wide) **extent / scope / variety / range** of the cat's influence/presence on the internet. [1]

Accept: **widespread influence**

Note: 'memes, photos, videos' are 3 very different mediums hosted on very different internet platforms. Therefore the writer's emphasis is on the scope/extent of cats' influence on the internet.

Reject:

- "The writer wants to show that cats have taken over the internet" → vague
- any figurative answers e.g. → 'taken control of the internet'
- show the importance/ significance/ popularity - vague about the scope
- large influence → ≠/≠ wide variety

- 22 What does 'cousins' (line 53) refer to?

It refers to

- catS /
- the cat's descendants/ relatives / (*general cat*)
- cats' descendants/ relatives. (*plural cat*)

Any one [1]

Accept: **modern cats**

Reject:

- cats in Egypt / that have taken control of the internet - achievements of cats also include travelling to space and Antarctica
- domestic / domesticated cats
- punctuation mistakes for possessive

- 23 In Paragraph 9, the writer says '...but their modern cousins' achievements is something that they should definitely be proud of' (lines 53-54).

What is the writer's tone in these lines?

Words in passage that signal approval: should definitely be proud of

