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Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

**18 August 2016**

**1 hour 50 minutes**

Additional Materials: Writing Paper  
Insert

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**READ THESE INSTRUCTIONS FIRST**

Write your name, register number, and class on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use highlighters, glue, correction fluid or correction tape.

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

**Section A** is an Insert.

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

For **Section B** and **Section C**, write your answers on the separate writing papers provided.

Start **Section C** on a fresh sheet of paper.

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

## **Section B [30 marks]**

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

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

Over the March holidays, the Secondary Four cohort attended four workshops as shown on the poster. Your Year Head would like to gather feedback from each class. As the Class Monitor, you are tasked to gather feedback from your class and recommend some workshops beneficial to the Secondary Four students in future.

Write a proposal to your Year Head, stating clearly:

- which two workshops you would recommend for future Secondary Four students
- one other workshop not listed in the poster that would benefit the students
- reasons for your recommendations.

Write your proposal in clear, accurate English and in a polite tone, convincing your Year Head of your choices.

You should use your own words as much as possible.

# Workshops For Secondary 4 Students



## Designing with Technology Workshop

- Develop skills to be the next generation of app developers, game designers and innovators.
- Learn to use computer software such as Java, Adobe Photoshop and 3D printing.
- Learn in a conducive environment with a small student-to-instructor ratio of 8:1.
- Be inspired by professionals in the field who will share their wealth of experience.



## Public Speaking Workshop

- Hone our skills and confidence in public speaking with this step-by-step programme.
- Practise public speaking in a safe environment.
- Improve through feedback provided after each practice.
- Be mentored by a highly qualified coach who will monitor your public speaking progress.



## Mind Over Body Workshop

- Improve your joint flexibility and range of movement.
- Learn how to manage your stress levels.
- Focus your mind and raise your level of mindfulness.
- Feel a lasting sense of well-being and calmness.



## Personal Grooming & Social Etiquette Workshop

- Learn how to create a positive first impression.
- Pick up styling and grooming tips.
- Understand basic etiquette relating to the use of smartphones, email and social media.
- Learn how to do well at interviews.



### 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 'Do good and good will come to you.' What are some occasions when you found this to be true?
- 2 'Young people prioritise appearance above everything else.' How far do you agree?
- 3 'Of all the creatures on Earth, man is the most dangerous.' Discuss.
- 4 Describe an uncomfortable experience on a train and how it affected you.

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

**18 August 2016**

INSERT

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains **Section A**.

Write your answers in the spaces provided.

Hand in the completed **Section A** Insert separately.

### Section A [10 marks]

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

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2pm. at  
.....

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

The numerous bans on plastic shopping bags have arisen due to new findings regarding the extend of harm caused by plastic in our environment. Since plastic is not biodegradable, it ends up either in landfills and as litter. Plastic can take hundreds of years to decompose, releasing toxins into the soil and water on the process. Additionally, littered plastic are also a threat to the health of wildlife, as much animals ingest it thinking it is food and can have problems thereafter breathing and digesting. The Worldwatch Institute reports that above 267 species of marine wildlife are known to have suffered from entanglement or ingestion of marine debris, most of which is compose of plastic, causing tens of thousands of marine wildlife to die every year. It is hard to measure an impact of pre-existing plastic bag bans, but environmental groups continue to push for more of such bans. They suggest a ready alternative: the reusable bag.

1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....  
7 .....  
8 .....  
9 .....  
10 .....

*Adapted from <http://www.scientificamerican.com/article/do-plastic-bag-bans-work/>*



Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**18 August 2016**

**1 hour 50 minutes**

Additional Materials: Insert

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**READ THESE INSTRUCTIONS FIRST**

Write your name, register number, and class on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use highlighters, glue, correction fluid or correction tape.

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.

<b>For Examiner's Use</b>	
<b>Section A</b>	
<b>Section B</b>	
<b>Section C</b>	
<b>Total</b>	

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 for Questions 1 – 4.

- 1 Look at the image above the phrase 'Create An Eternal Moment'. How is the image an effective illustration of the phrase?

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

- 2 Pick out **two** phrases which suggest that the resort is set in an isolated place.

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

- 3 What is the main purpose of the poster?

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

- 4 What does 'Sip champagne on our private jetty' suggest about the holiday experience at the resort?

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

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 for Questions 5 – 15.

5 From paragraph 1, give **two** ways in which the writer emphasises Shukhov’s clear conscience.

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

(ii) .....  
.....[1]

6 In paragraph 2, why did Shukhov pick up the broken hacksaw-blade at the building-site? **Answer in your own words.**

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

7 What does the phrase ‘as swift as the wind’ (lines 12-13) tell us about Shukhov’s state of mind?

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

8 In paragraph 3, the writer says, ‘a cobbling knife was money, it was bread.’ What does he mean by this expression?

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

9 What does the word ‘ruse’ (line 23) suggest about Shukhov?

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

10 'He decided against a young ruddy-faced one' (line 24). Why do you think Shukhov made this decision?

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

11 In describing the older guard, the writer says, 'it must stink in his nostrils by now like burning sulphur' (line 27).

(i) What does 'it' refer to?

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

(ii) Explain fully what is suggested by the phrase, 'like burning sulphur' (line 27).

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

12 Which phrase in paragraph 6 suggests that Shukhov is more cooperative than usual during the search?

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

13 'Shukhov felt as though pincers of iron were crushing everything inside him' (lines 37-38).

(i) What does this suggest about Shukhov's emotion?

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

(ii) Give **one** reason why this comparison is effective.

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

14 What does the writer mean by the expression, 'he would be sunk' (lines 38-39)?

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

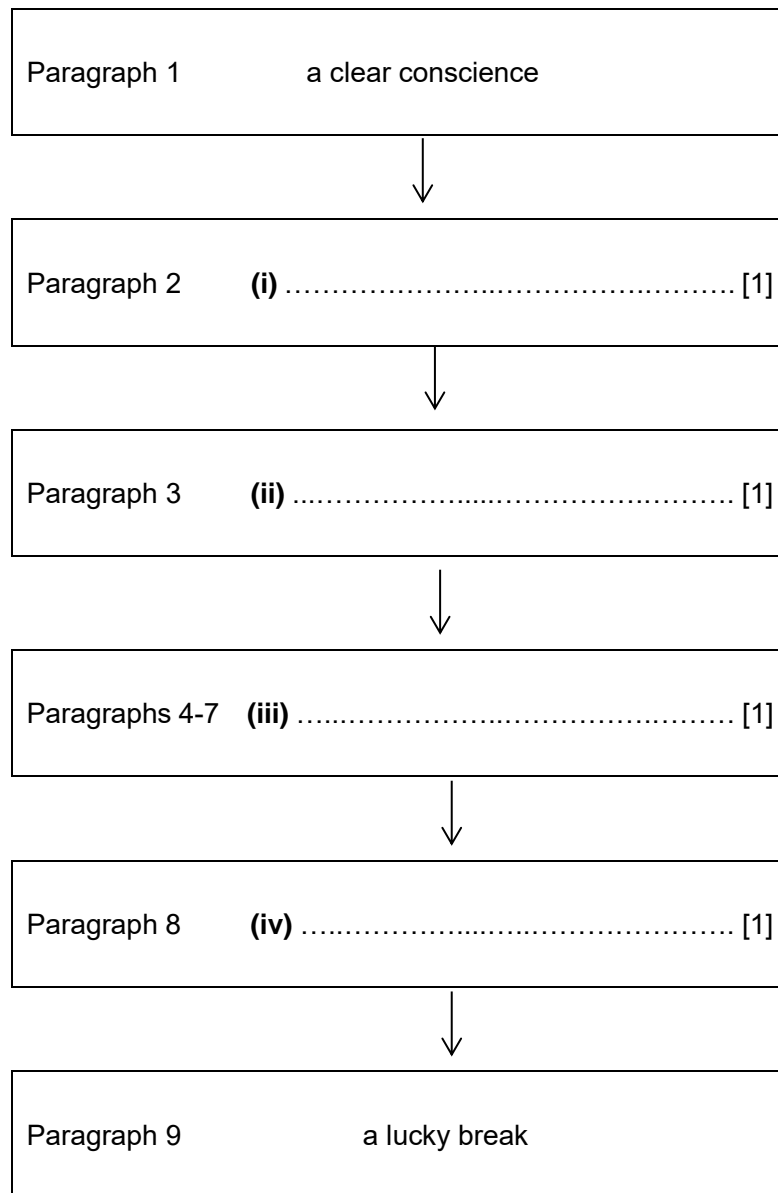
[turn to page 6 for question 15]

- 15 The structure of the text reflects the different stages of Shukhov's eventful day. Complete the flowchart by choosing one phrase from the box to summarise the main focus of each stage described in each part of the text. There are some extra phrases in the box you do not need to use.

**Main focus**

a thorough search	unpleasant experience	a desperate situation
inviting trouble	breaking the rules	working at building-site
	calculating the risk	

**Flow chart**



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 – 22.

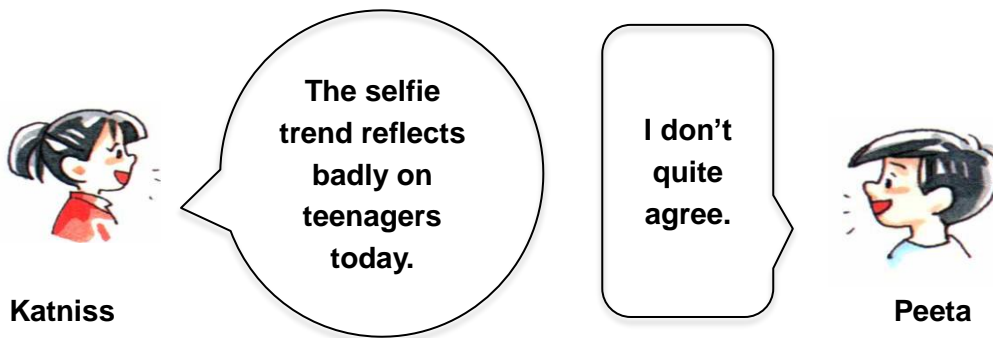
- 16 Pick out a phrase from paragraph 1 which hints that some selfies reveal flirtatious behaviour.

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

- 17 What does the phrase ‘wringing their hands’ in paragraph 1 suggest about the feelings of parents and psychologists?

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

- 18 Here is a part of a conversation between two friends, Katniss and Peeta, who have read the article.



- (i) Give **two** pieces of evidence from Paragraph 2 to support Katniss's view.

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

- (ii) How would Peeta explain his position with reference to lines 7-9?

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

19 What does the sentence 'Do they appreciate that with their likenesses, they are often sending strong visual messages – some even suggestive – that they might not want conveyed?' (lines 11-13) suggest about the writer's attitude towards people taking selfies?

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

20 (i) According to paragraph 5, what is the most constructive way to stop children from posting suggestive selfies?

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

(ii) Why is it the most constructive way?

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

21 Explain what the writer means by the phrase 'selfies can also be a window into deeper adolescent issues' (lines 32-33)? **Answer in your own words.**

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



Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**18 August 2016**

INSERT

**1 hour 50 minutes**

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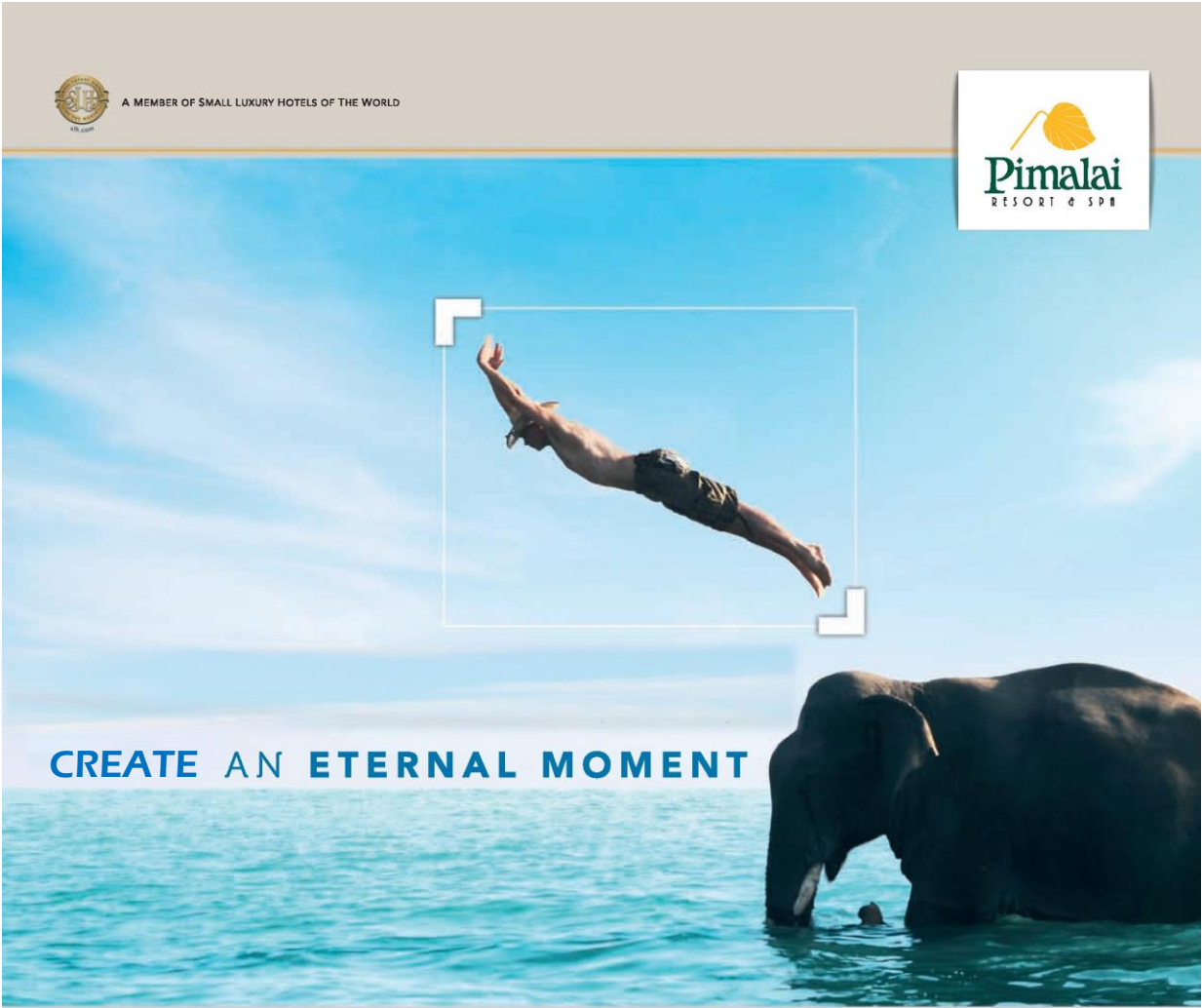
**READ THESE INSTRUCTIONS FIRST**

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

## Section A


### Text 1

Study the advertisement below and answer Questions 1 – 4.



The advertisement features a large central image of a person diving into the ocean, with a white frame around the diver. Below the diver, an elephant is partially submerged in the water. The text "CREATE AN ETERNAL MOMENT" is overlaid on the image. In the top left corner, there is a logo for "A MEMBER OF SMALL LUXURY HOTELS OF THE WORLD". In the top right corner, there is the Pimalai Resort & Spa logo, which includes a yellow leaf icon and the text "Pimalai RESORT & SPA".




**CREATE AN ETERNAL MOMENT**



Four small images are arranged in a row, showing different aspects of the resort: a tropical beach, a swimming pool with a thatched roof, a sunset over the ocean, and a boat on the water.

Nothing lasts forever, not even a holiday. Make every moment count. Choose to discover this secluded luxury retreat with a 900-metre beach cocooned by the ocean and lush tropical forests. Here, anything is possible. Sip champagne on our private jetty or enjoy a sunset cruise to Koh Haa. Live, laugh, love and create moments that will be remembered long after the holiday is over.

**PIMALAI RESORT & SPA** • KOH LANTA • KRABI • THAILAND

[www.pimalai.com](http://www.pimalai.com) |  |  | 

Adapted from: <http://www.pimalai.com/home/>

## Section B

### Text 2

*The text below describes the daily frisking of political prisoners in a forced labour camp. Read the text carefully and answer Questions 5 – 15 in the Question Paper Booklet.*

- 1 Now, Shukhov was on the point of being frisked. Today he had nothing to conceal. He would step forward fearlessly. He slowly unbuttoned his coat and undid the canvas belt round his wadded jacket and although he could not remember having anything forbidden, eight years in camp had given him the habit of caution. He thrust a hand into his knee-pocket to make sure it was empty. 5
- 2 However, there lay a small piece of broken hacksaw-blade, the tiny length of steel that he had picked up in his thriftiness at the building-site without any intention of bringing it to camp. He had not meant to bring it but now, what a pity to throw it away. Why, he could make a little knife out of it, very handy for cobbling or tailoring! If he had intended to bring it with him, he would have thought hard about where to conceal it. However, now the guards were only two rows ahead and the first of these rows was already stepping forward to be searched. His choice had to be as swift as the wind. 10
- 3 Should he take cover behind the row in front of him and toss the bit of metal in the snow (it would be noticed but they would not know who the culprit was) or keep it on him? For that strip of hacksaw he could get ten days in the cells, if they classed it as a knife. However, a cobbling knife was money, it was bread. It would be a pity to throw it away. 15
- 4 He slipped it into his left mitten. At that moment, the next row was ordered to step forward and be searched. Now the last three men stood in full view – Shukhov and two other prisoners. 20
- 5 Due to the fact that they were three and the guards facing them were five, Shukhov could try a ruse. He could choose which of the two guards on the right to present himself to. He decided against a young ruddy-faced one and went for an older man with a grey moustache. The older one, of course, was experienced and would find the blade easily if he wanted to, but because of his age, he must have gotten fed up with the work. It must stink in his nostrils by now like burning sulphur. 25
- 6 Meanwhile, Shukhov had removed both mittens, the empty one and the one with the hacksaw, and held them in one hand (the empty one in front) together with the untied rope-belt. He fully unbuttoned his jacket, lifted high the edges of his coat and jacket (never had he been so servile at the search but now he wanted to show he was innocent – Come on, frisk me!), and at the word of command stepped forward. 30

- 7 The guard slapped Shukhov's sides and back and outside of his knee-pocket. Nothing there. He kneaded the edges of his coat and jacket. Nothing there either. He was about to pass him through when, for safety's sake, he crushed the mitten that Shukhov held out to him – the empty one. 35
- 8 The guard crushed it in his hand and Shukhov felt as though pincers of iron were crushing everything inside him. One such squeeze on the other mitten and he would be sunk. He imagined how weak he would grow, how difficult he would find it to get back to his present condition, neither fed nor starving and an urgent prayer rose to his heart, "Oh Lord, save me! Don't let them send me back to the cells." 40
- 9 While all this raced through his mind, the guard, after finishing with the right-hand mitten, stretched a hand out to deal with the other (he would have squeezed them at the same moment if Shukhov had not held them in separate hands). Just then the guard heard his chief who was in a hurry to get on and shouted to the escort, "Come along, bring up the machine-works column." Thus, instead of examining the other mitten, the old guard waved Shukhov on. He was through. 45

Adapted from *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn

## Section C

### Text 3

*The text below discusses the selfie trend and why selfies matter from different perspectives. Read it carefully and answer Questions 16 – 22 in the Question Paper.*

- 1 Whether it is the duckface smirk or the coyly suggestive close-up, selfies are a mainstay of Twitter and Instagram and they have parents and psychologists wringing their hands over what they mean.
- 2 Some social scientists lump the selfie trend – which is most popular among younger social media users – with the larger narcissism that they say is prevalent among today’s preteens and adolescents, arguing that the self-portraits are an extension of their self-absorption. Others view it as nothing more than an outlet for self-expression, which just happens to be shared more publicly through the communication mode of our times – social media. 5
- 3 However, how aware are young children, or even teenagers, of the impression that their selfies leave? Do they appreciate that with their likenesses, they are often sending strong visual messages – some even suggestive – that they might not want conveyed? 10
- 4 Developmentally, selfies make sense for children and teenagers. For many of them, selfies are simply reflections of their self-exploration. “Self-captured images allow young adults and teens to express their mood states and share important experiences,” says Dr. Andrea Letamendi, a clinical psychologist and research fellow at University of California, Los Angeles. As youths try to form their identity, selfies serve as a way to test how they look, and therefore feel, in certain outfits, make-up, poses and places. Since they live in a digital world, self-portraits provide a way of participating and affiliating with that world. 15 20
- 5 Even though taking selfies is a part of growing up in the digital world, that does not mean all self-portraits are acceptable. Just like all behaviours that youths test out, parents should help them learn the limits and guidelines for which types of pictures are acceptable and which are not acceptable as some may be perceived as suggestive or too indulgent. It is important for parents to remember that finding and establishing this threshold of appropriateness may be particularly challenging since it could be different for each adolescent. However, such discussions are likely the most positive way to solve the issue – explaining to a child what “questionable” selfies are – why it is not acceptable to send out a sexually suggestive picture – is more constructive than blocking their Facebook accounts or taking away their phones. 25 30
- 6 However, increasingly, other experts say that selfies can also be a window into deeper adolescent issues. In cases where the patients find it hard to open up about issues, selfies can be a way for therapists to break the ice and start a dialogue about what

the teenager was feeling when the self-portrait was taken, or why he snapped the picture in the first place. 35

- 7 Even apart from situations where selfies can inform emotional or behavioural problems, research has shown that adults make emotional connections to what they see posted online, and that their behaviours and decisions are influenced by how peers in their social network are interacting. People often feel envy, loneliness and generally worse about themselves after perusing their friend's party pictures, for instance, and the latest research, published in the Journal of Adolescent Health, suggests that teenagers are more likely to engage in risky activities like smoking and drinking if they see their friends doing it in photographs. That is not surprising, given the ubiquity of social media influences in our lives. 40 45

Adapted from <http://healthland.time.com/2013/09/06/why-selfies-matter/>

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

**18 August 2016**

ANSWER

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains **Section A**.

Write your answers in the spaces provided.

Hand in the completed **Section A** Insert separately.

## Section A [10 marks]

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

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2pm.

My mother always wears sensible clothes.

The numerous bans on plastic shopping bags have arisen due to new findings regarding the **extend** of harm caused by plastic in our environment. Since plastic is not biodegradable, it ends up either in landfills **and** as litter. Plastic can take hundreds of years to decompose, releasing toxins into the soil and water **on** the process. Additionally, littered plastic **are** also a threat to the health of wildlife, as **much** animals ingest it thinking it is food and can have problems thereafter breathing and digesting. The Worldwatch Institute reports that **above** 267 species of marine wildlife are known to have suffered from entanglement or ingestion of marine debris, most of which is **compose** of plastic, causing tens of thousands of marine wildlife to die every year. It is hard to measure **an** impact of pre-existing plastic bag bans, but environmental groups continue to push for more of such bans. They suggest a ready alternative: the reusable bag.

	1 extent
	2 or
	3 in
	4 is
	5 many
	6 about/over
	7 ✓
	8 composed
	9 the
	10 ✓

*Adapted from <http://www.scientificamerican.com/article/do-plastic-bag-bans-work/>*



Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**18 August 2016**

[Answer Key]

**1 hour 50 minutes**

Additional Materials: Insert

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**READ THESE INSTRUCTIONS FIRST**

Write your name, register number, and class on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use highlighters, glue, correction fluid or correction tape.

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.

<b>For Examiner's Use</b>	
<b>Section A</b>	
<b>Section B</b>	
<b>Section C</b>	
<b>Total</b>	

## Section A [5 marks]

### Text 1

Refer to the advertisement (Text 1) on page 2 for Questions 1 – 4.

- 1 Look at the image above the phrase 'Create An Eternal Moment'. How is the image an effective illustration of the phrase?

It is to show that the memory is captured in a photograph [1] so that it can be remembered long after the holiday is over / the memory can last forever.[1]

DNA: never ending / the moment lasts long  
(1 mark for EACH part, 2 marks total)  
(0m for wrong evidence with correct explanation)

- 2 Pick out **two** phrases which suggest that the resort is set in an isolated place.

They are 'secluded luxury retreat' and 'cocooned by the ocean and lush tropical forest'. [1]

Also accepted: 'our private jetty'

(1 mark for TWO phrases, 1 mark total)

- 3 What is the main purpose of the poster?

It is to convince/encourage/persuade readers to stay at/visit Pimalai Resort & Spa. / to choose Pimalai Resort Spa when they are in Thailand. [1]

Note: Answer needs a persuasive verb + action (1 mark total)

Also accepted: Answer from the resort owner's perspective (*i.e. It is for the resort to attract more customers to book their holiday at Pimalai Resort & Spa*)

- 4 What does 'Sip champagne on our private jetty' suggest about the holiday experience at the resort?

It suggests that it will be a luxurious/lavish experience. [1]

Also accepted: classy/posh/ luxurious and relaxing/pleasant/enjoyable

DNA: expensive experience/exclusive/fanciful/grand/exciting

(1 mark total)

## Section B [20 marks]

Refer to Text 2 on pages 3 and 4 for Questions 5 – 15.

- 5 From paragraph 1, give **two** ways in which the writer emphasises Shukhov's clear conscience.

(i) The writer mentioned that Shukhov had nothing to conceal.[1] (line 1)

(ii) The writer mentioned that Shukhov would step forward fearlessly.[1] (line 2)

(iii) The writer stated that Shukhov could not remember having anything forbidden. [1] (lines 4-5)

(Any 2 answers. 1 mark for EACH way, 2 marks total)

(0m for correct evidence with wrong explanation)

DNA: The writer mentioned that Shukov thrust his hand into his knee pocket.

- 6 In paragraph 2, why did Shukhov pick up the broken hacksaw-blade at the building-site?  
**Answer in your own words.**

From the text: Picked it up in his thriftiness

Paraphrased: He did not want to let it go to waste OR He thought it would be useful OR He took it due to his frugal nature. [1]

(1 mark total)

DNA: He wanted to save his money / He wanted to use it to become a cobbler or a tailor / He could use it to make shoes or alter clothes.

- 7 What does the phrase 'as swift as the wind' (lines 12-13) tell us about Shukhov's state of mind?

It tells us that Shukhov was feeling anxious OR decisive OR He knew he had to act quickly. [1]

(1 mark total)

DNA: panic/frenzy/frantic/alert/calm/determined/sure

- 8 In paragraph 3, the writer says, 'a cobbling knife was money, it was bread.' What does he mean by this expression?

It means that Shukhov could sell the knife/ make use of the knife to attain monetary rewards and to feed himself. [1]

DNA: survival or use it to kill someone/ to earn a living to buy bread

(1 mark for BOTH points, 1 mark total)

9 What does the word 'ruse' (line 23) suggest about Shukhov?

It suggests that he was deceptive/shrewd, to trick the guards to believe him. [1]

(1 mark total)

Also accepted: cunning/sly/sneaky/crafty/deceptive

DNA: devious/calculative/manipulative/scheming/strategic/clever/witty

10 'He decided against a young ruddy-faced one' (line 24). Why do you think Shukhov made this decision?

Shukhov believed that the young guard would be very thorough in his search [1] since he was more energetic/passionate/enthusiastic or less disillusioned, unlike the older guard. [1]

(2 mark for BOTH points, 2 marks total)

11 In describing the older guard, the writer says, 'it must stink in his nostrils by now like burning sulphur' (line 27).

(i) What does 'it' refer to?

It refers to the work/job as a guard/ job of searching the prisoners. [1]

(1 mark total)

(ii) Explain fully what is suggested by 'like burning sulphur' (line 27).

He finds the job painful/ terrible /horrible/terribly tedious[1], just like how burning sulphur is suffocating/choking.[1]

OR

He finds the job extremely torturous/painful/terrible/ horrible/detestable [1], just like how life in hell amidst burning sulphur is one of pain and torture.[1]

(2 mark for BOTH points, 2 marks total)

12 Which phrase in paragraph 6 suggests that Shukhov is more cooperative than usual during the search?

The phrase is 'never had he been so servile (at the search).' [1]

(1 mark total)

DNA: *'Come on, frisk me!' as it does not show cooperation. It shows his eagerness instead.*

13 'Shukhov felt as though pincers of iron were crushing everything inside him' (lines 37-38).

(i) What does this suggest about Shukhov's emotion?

Shukhov was extremely frightened/anxious/scared/distraught. [1]

(1 mark total)

DNA: in agony/devastated/worried/desperate

(ii) Give **one** reason why this comparison is effective.

The idea of pincers of iron crushing everything inside him causes great pain [1] which highlights the great agony caused by his fear. [1]

(2 marks for BOTH points)

DNA: He felt hopeless/helpless or any answer that talks about irony.

14 What does the writer mean by the expression, 'he would be sunk' (lines 38-39)?

He would be done for/ in great trouble/doomed.

(1 mark total)

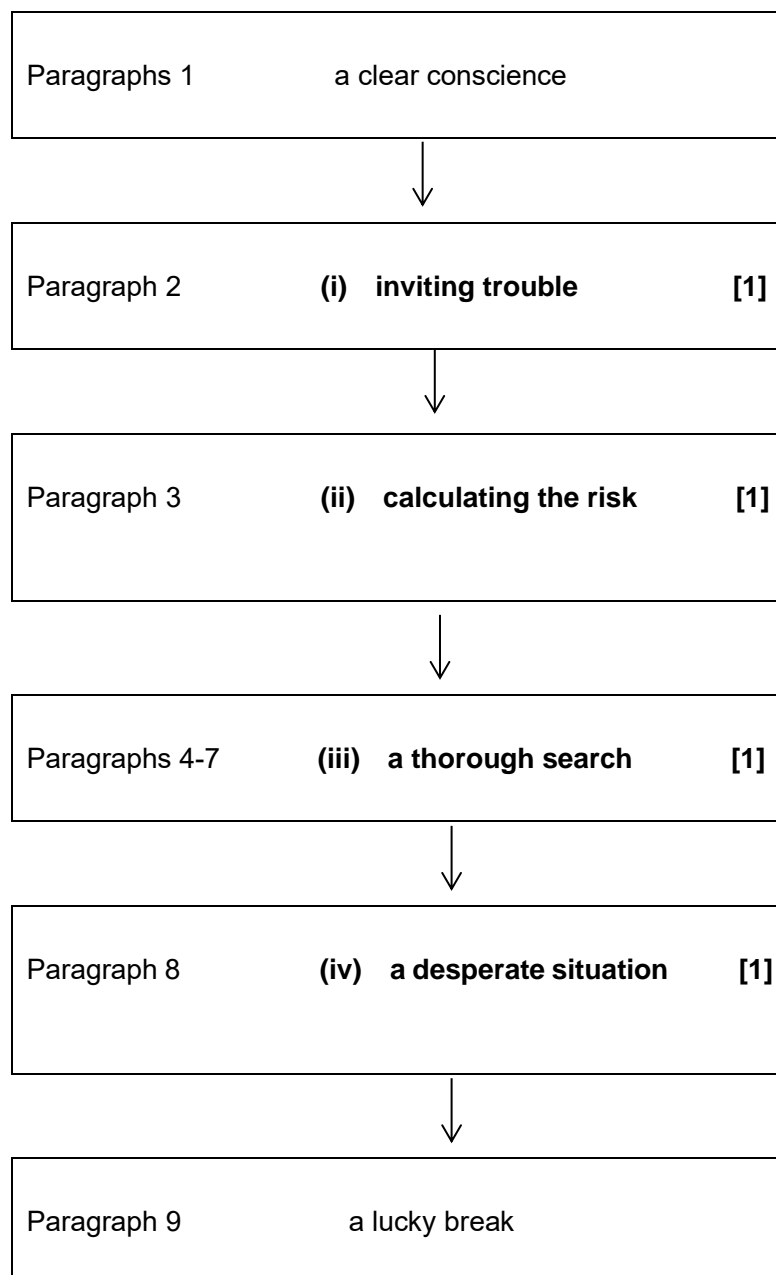
Also accepted: He would be sent back to prison/spend ten days in a prison cell.

- 15 The structure of the text reflects the different stages of Shukhov's eventful day. Complete the flowchart by choosing one phrase from the box to summarise the main focus of each stage described in each part of the text. There are some extra phrases in the box you do not need to use.

**Main focus**

a thorough search	unpleasant experience	a desperate situation
inviting trouble	breaking the rules	working at building-site
	calculating the risk	

**Flow chart**



Penalise for language error if students misspelled or left out any words

[4]

## Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 – 22.

- 16 Pick out a phrase from paragraph 1 which hints that some selfies reveal flirtatious behaviour.

The phrase is 'coily suggestive (close-up)' [1]

(1 mark total)

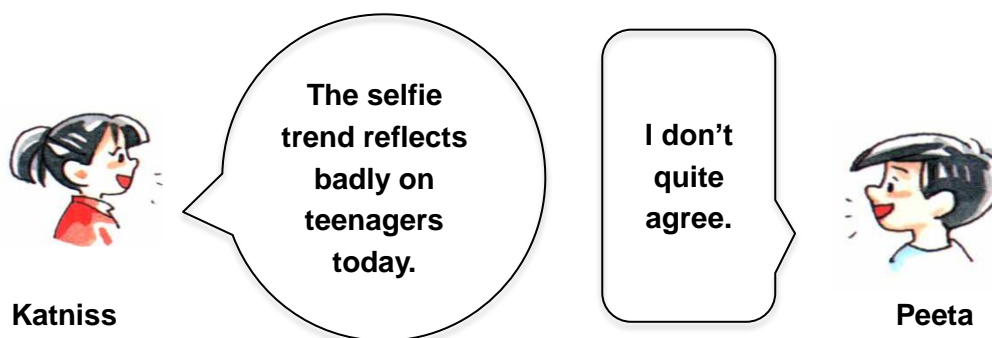
- 17 What does the phrase 'wringing their hands' in paragraph 1 suggest about the feelings of parents and psychologists?

It suggests that they are frustrated/anxious/helpless. [1]

DNA: worried

(1 mark total)

- 18 Here is a part of a conversation between two friends, Katniss and Peeta, who have read the article.



- (i) Give **two** pieces of evidence from Paragraph 2 to support Katniss's view.

The selfie trend is associated with the larger narcissism that is prevalent among today's preteens and adolescents [1] and the self-portraits are an extension of their self-absorption. [1]

(1 mark for EACH point, 2 marks total)

- (ii) How would Peeta explain his position with reference to lines 7-9?

It is nothing more than an outlet for self-expression. [1]

(1 mark total)

- 19 What does the sentence 'Do they appreciate that with their likenesses, they are often sending strong visual messages – some even suggestive – that they might not want conveyed?' (lines 11-13) suggest about the writer's attitude towards people taking selfies?

It suggests that the writer is very concerned about people not being mindful of their behavior in taking selfies/potential consequences or dangers of taking selfies. [1]

(1 mark total)

- 20 (i) According to paragraph 5, what is the **most** constructive way to stop children from posting suggestive selfies?

The most constructive way is for **parents** to discuss / explain with their children on what types of selfies are appropriate or inappropriate. [1]

(1 mark total)

- (ii) Why is it the most constructive way?

It is a long term solution/it targets the root issue as children are able to understand/learn/know the reasons behind inappropriate selfies/to stop posting inappropriate selfies. [1]

(1 mark total)

- 21 Explain what the writer means by the phrase 'selfies can also be a window into deeper adolescent issues' (lines 32-33)? **Answer in your own words.**

From the text: '**open up about issues**'

Selfies offer a way to see/understand/ gain insight [1] to teenage problems/troubles [1] that are difficult to understand.

(1 mark for EACH point, 2 marks total)

**22 Using your own words as far as possible,** summarise the advantages and disadvantages of selfies, as outlined in the passage.

**Use only information from paragraphs 4 to 7.**

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).

*One of the advantages of taking selfies is.....*

no	From the passage	Paraphrased
1	selfies are simply reflections of their self-exploration (line 15)	that it enables youths' self-discovery.
2	Self-captured images allow young adults and teens to express their mood states (lines 15-16)	Selfies allow them to articulate emotions,
3	share important experiences (lines 16-17)	share memorable experiences
4	to form their identity (line 18)	and establish their identity.
5	Since they live in a digital world, self-portraits provide a way of participating and affiliating with that world. (lines 20-21)	Also, selfies provide avenues for youths to engage with the digital world they inhabit.
6	Selfies can also be a window into deeper adolescent issues (lines 32-33)	In addition, selfies can provide insight into youths' problems
7	In cases where the patients find it hard to open up about issues, selfies could be a way for therapists to break the ice and start a dialogue about what the teen was feeling (lines 33-35)  OR  To inform emotional or behavioral problems	and allow patients to open up to their therapists on the problems they are facing.
8	Some may be perceived as suggestive or too indulgent. (lines 25-26)	One disadvantage is that some selfies may be seen as flirtatious or overly permissive.
9	Explaining to a child what "questionable" selfies are – why it is not acceptable to send out a sexually suggestive picture (lines 29-30)	Youths may not understand why these are potentially dangerous.
10	Adults make emotional connections to what they see posted online, and that their behaviours and decisions are influenced by how peers in their social network are interacting. (lines 38-40)	In addition, the emotional impact of selfies on adults can influence their actions and decisions.

11	People often feel envy, loneliness and generally worse about themselves after perusing their friend's party pictures (lines 40-41)	They may feel worse about themselves after viewing their friend's selfies.
12	Teenagers are more likely to engage in risky activities if they see their friends doing it in photographs (lines 43-44)	Lastly, youths may be encouraged to become involved in dangerous activities when they see these on their friends' selfies.

One of the advantages of taking selfies is that it enables youths' self-discovery. Selfies allow them to articulate emotions, share memorable experiences and establish their identity. Also, selfies provide avenues for youths to engage with the digital world they inhabit. One disadvantage is that some selfies may be seen as flirtatious or overly permissive. Youths may not understand why these are potentially dangerous. In addition, the emotional impact of selfies on adults can influence their actions and decisions. They may feel worse about themselves after viewing their friend's selfies. **[9 points: 80 words]** Lastly, youths may be encouraged to become involved in dangerous activities when they see these on their friends' selfies. In addition, selfies can provide insight into youths' problems and allow patients to open up to their therapists on the problems they are facing. [3 extra points; 2 on advantages and 1 on disadvantage]