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KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 1 Writing
INSERT

1128/01

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 6 May 2019

1 hour 50 minutes

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Name: _____ () **Class: Sec** _____

READ THESE INSTRUCTIONS FIRST

This insert contains the text for **Section B**.

Write your answers in the spaces provided.

This Insert consists of **2** printed pages and **2** blank pages.

Setter: Ms Tan Peck Joon and Ms Tabitha Lee

[Turn over

BLANK PAGE

Section B

Read the printout of a webpage below and use the information to answer the question on page 3 of the Question Booklet.

REDUCE PLASTIC POLLUTION

Every effort counts. Act NOW!

YOU CAN PLAY YOUR PART



Reduce Use of Single-Use Plastics

Single-use plastics include plastic bags, water bottles, straws, cups, utensils, takeaway containers and any other plastic items that are discarded after one use.

- Refuse any single-use plastics such as utensils or straws
- Carry reusable grocery or tote bags, and bottles



Participate in Beach Cleaning

Volunteer to stand in the frontlines of the efforts to keep our coasts and its marine inhabitants safe from unused plastics.

- Collect waste with your friends or family members
- Spread the message of reducing usage of plastic to beachgoers



Recycle or Reuse Plastic

Recycling helps keep plastics out of the ocean and reduces the amount of “new” plastic in circulation.

- Place clean plastic items in proper recycle bins
- ‘Upcycle’ plastics by creating useful items from plastic waste



Spread the Word

Help others to be aware of the effects of plastic pollution.

- Tell others of the harmful effect of plastic on marine life and the environment.
- One is never too young to start living a greener lifestyle

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KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 1 Writing

1128/01

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 6 May 2019

1 hour 50 minutes

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Name: _____ () **Class: Sec** _____

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces at the top of this page and on page 7.

Write in dark blue or black pen on both sides of the paper.

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

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

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the text for **Section B**.

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

This Question Paper consists of **12** printed pages and **1** Insert

Setter: Ms Tan Peck Joon & Ms Tabitha Lee

[Turn over

Section A [10 marks]

Question 1

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

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

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

Examples:

I arrived^(to)my destination at 2 p.m. at
.....

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

For thousands of years, the nomadic Mongolians have lived a life herding
animals. Still untouched by mass tourism and steeped in their culture roots **1**

and traditions, these resilient people living on harsh, isolated conditions **2**

are the remnants of a disappearing culture. A Mongolian climate is so **3**

extreme and often unpredictable, with winter storms, droughts or **4**

desertification all threaten the nomads' existence and affecting their livelihood. **5**

Summer droughts have result in animals not gaining sufficient weight to **6**

withstand the ferocious of the freezing winters. Transportation and technology **7**

are some of the areas that has been changing for the remaining nomads. **8**

Their ancient traditional lifestyle has been impacted by technology, from **9**

mobile phones to iPads. Those who move to the cities often struggle to make **10**

a living as they have few skills or relevant work experience.

Adapted from 'Life Travel' The Sunday Times 30 Sept 2018

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Name: _____ ()

Class: _____

Section C [30 marks]

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

Questions 3-6

- 3 Schools conduct emergency drills every year. How far do you agree that these drills are effective in preparing students for an actual emergency?

- 4 Overseas volunteering activities benefit the volunteers more than those who receive the help. What are your views?

- 5 'Destiny is not the path given us, but the path we choose for ourselves.' Do you believe you are in control of your own destiny?

- 6 'You can't judge a book by its cover.' In your experience, how important is it to present a good first impression?

Please write your chosen question number (**3, 4, 5 or 6**) here:

.....

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KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 13 May 2019

1 hour 50 minutes

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Name: _____ () **Class: Sec** _____

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the work you hand in.

Write in dark blue or black ink on both sides of the paper.

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

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

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

This Question Booklet consists of **9** printed pages, including this page.

Setter: Mr Kevin Fonseka

[Turn over

SECTION A [5 marks]

Text 1

For
Examiner's
Use

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

1 What is the purpose of the entire webpage?

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

2 Refer to the picture and the section entitled **THE PROTECTORS**. State **one** way in which the picture reinforces the message in the text.

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

3 Refer to the section headed **WHO ARE WE LOOKING FOR** which describes some of the attributes that a police officer must have. Which word or phrase tells us that a police officer must be quick and resourceful?

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

4 Refer to the box headed **ENTRY REQUIREMENTS**. Which position is harder for a potential candidate to apply for and why?

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

SECTION B [20 marks]

*For
Examiner's
Use*

Refer to Text 2 on page 3 – 4 of the Insert for Questions 5 – 13.

5 At the beginning of the text, the earthquake strikes the city. Explain how the language used in Paragraph 1 shows the impact of the earthquake on the people and the city.

Support your answer with **three** details from Paragraph 1.

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

6 From Paragraph 1, what **two** things caused the writer to regain consciousness?

(i)[1]
(ii)[1]

7 In Paragraph 2, explain **in your own words** why the writer rushed home.

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

8 In Paragraph 3, we are told that the nearby hospital ‘had systematically spilled out into the street’ (line 15). What is (i) unusual but (ii) effective about this phrase?

It is unusual because.....
.....[1]
It is effective because.....
.....[1]

9 In Paragraph 4, the writer says 'We slept on and off, continually being rocked and pelted throughout the night. But we were safe' (lines 27 – 28).

(i) What was the writer continually being rocked and pelted by?

The writer was continually rocked by.....[1]

The writer was continually pelted by[1]

(ii) Despite being rocked and pelted throughout the night, explain why the writer felt safe.

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

10 In Paragraph 5, the writer says 'We were awoken by an alarm at about 5am – another **tumultuous** agitation. In the light of morning, we felt very **vulnerable**.'

With reference to the bolded words, explain the sensation felt.

Descriptions	Words from the passage
(i) Tumultuous	
(ii) Vulnerable	

[2]

11 In Paragraph 6, the writer says they consolidated their supplies and were then a big group. What do you think is one benefit of doing so?

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

12 Which **two** phrases in Paragraph 7 suggest that the writer felt devastated?

(i)[1]

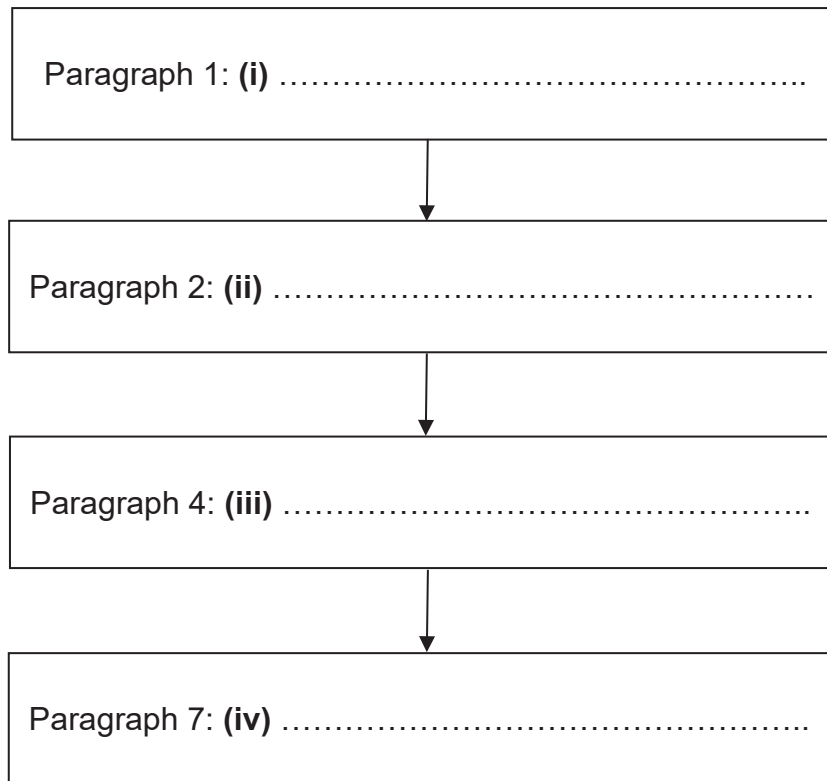
(ii) [1]

- 13 The structure of the text reflects the writer's feelings at different stages of the earthquake. Complete the flow chart by choosing one word to summarise his dominant feeling at each stage. There are some extra words you do not need to use.

The writer's feelings

uncertainty	sorrow	exasperation	trepidation
solace	regret	indifference	

Flow chart



[4]

Name: _____ ()

Sec _____

SECTION C [25 marks]

Refer to Text 3 on page 5 – 6 of the Insert for Questions 14 – 19.

14 Which word in Paragraph 1 tells us that boxing is a dreadful sport?

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

15 From Paragraph 1, give **two** ways that a young boxer can lose a match.

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

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

Andy: Boxing has its fair share of happy endings.

Bernice: However, boxing has lost its appeal to the fans.

(i) Give **two** examples from Paragraph 2 that Andy can give to support his view.

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

(ii) Give **one** evidence from the same paragraph that Bernice can use to support her view.

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

17 Paragraph 6 describes a boxer's contrasting statuses in any fight – 'a necessary delusion about one's invulnerability – a self-image that is part superhero where you are required to operate in a profession in which you sign a death waiver as a mortal man each time you take part.' (lines 45 – 47).

Give **one** characteristic that corresponds to each of the contrasting statuses of a boxer.

Status	Characteristic
Superhero	
Mortal man	

[2]

18 In Paragraph 7, we are told that boxing demands that boxers 'internalise a code' (line 49).

(i) What is this code?

.....[1]

(ii) What is the after-effect on fighters who have encountered death during a match?

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

Section A

Text 1

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



THE PROTECTORS

Every day, officers of the Singapore Police Force give their utmost to prevent, deter and detect crime. They are our protectors — outstanding men and women we can count on to keep us safe and secure. More than just a job, it is a career that makes a real difference by safeguarding us every day on the ground, on the roads and at sea.

WHO ARE WE LOOKING FOR?

The work of a Police Officer is not just to fight crime, but also to protect the vulnerable. You need to be tenacious and tough yet sensitive and empathetic when required. You must be able to think on your feet and remain calm in critical situations, but also be proactive and sincere when engaging the community.

ENTRY REQUIREMENTS	Sergeant	Inspector
Educational Requirements	Minimally 5 GCE 'O' Level Credits	A Pass Degree in any discipline
Work Experience	Not necessary but past relevant work experience would be taken into account	

BENEFITS

- * Annual Leave of 28 – 35 days
- * Class 3 driving licence

- * Subsidised medical and dental fees
- * Retirement Funds
- * Professional learning and development benefits

CONTACT US

For enquiries on joining SPF, please contact us at SPF_Career@spf.gov.sg.

Adapted from: <https://www.police.gov.sg/join-us/police-officer>

Section B

Text 2

The text below describes what happened during an earthquake. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

- 1** I was with a friend when the first tremor hit. We stumbled like drunkards into the middle of the street. The earth shook and nearby buildings swayed like coconut trees in a hurricane that I thought they might come down on us. I turned to run and take refuge against a fence, but the ground's movement caused me to run helter-skelter and I ran headlong into it, blacking out for a moment. Seconds later, I came around to the sounds of crashing cars and screaming people and a sharp pain in my hand. Sections of the wall had toppled, so my friend and I pressed on as a cloud of dust rolled over us. 5
- 2** The quake seemed to last forever, and when the earth stopped buckling, panic quickly set in. People were petrified. I thought of my family and rushed home to discover they were unscathed. As the tremors slowed, we knew we would have to collect what we could to make a shelter. We had taken cover on a school's grounds, open enough to ensure we would be safe even in the face of another big quake. 10
- 3** My hand suffered a contusion. I headed for a nearby hospital, which had systematically spilled out into the street due to the sudden increase in the number of patients and the fear of another quake – even those in the Intensive Care Unit (ICU) were out in the road. Victims increased by the minute, some of whom had been crushed and were too far gone to be helped. Exposed to the elements, people in the ICU were dying, too. I left without consulting a doctor; there were just too many who needed much more urgent care. I queued briefly at the triage area and left with a sling bandage. 15 20
- 4** As I returned to my family, I began to understand the enormity of the devastation. Stone and debris littered the streets, and foundations were ripped apart. I was able to find some food and water (enough to last us at least a day) and returned to the school. Huddled together with about fifty others with regular aftershocks, we spent the night in a shelter that had been partially crushed by bricks from a nearby building. We had no other alternative as it began pouring steadily. We slept on and off, continually being rocked and pelted throughout the night. But we felt safe. 25
- 5** We were awoken by an alarm at about 5am – another tumultuous agitation. In the light of morning, we felt very vulnerable. Mothers and children cried despondently for their lives. Rumour was it that there would be another large earthquake later in the day. Along with a few others, my family gathered what few belongings we were able to recover (a mattress, blankets, food and water) and looked for safer ground. 30
- 6** Hundreds of families took shelter in a field nearby – some with literally nothing at all while others tried to fashion makeshift tents. Because of my injury, I was not able to pitch my own so I asked people nearby for help. Everybody was still fearful and some more helpful than others. I finally met a friend whose family welcomed us in and we consolidated our supplies. We were now a big group – two grandmothers, three couples and five kids. 35

- 7 When mobile service resumed, I was able to connect with friends and family in the surrounding area. It was then that I learned that all of Nepal was in chaos and this made me overcome with grief. A great deal of the country had been destroyed. Thousands were dead. And again I felt helpless, with a lame hand and a family that was relying on me. Soon, it started to rain again, leaving me in tremendous distress. 40

Adapted from: <https://www.gadventures.com/blog/a-first-person-account-of-the-earthquake-in-nepal/>

Section C

Text 3

The text below is about boxing as a sport, and why people are prepared to sacrifice in the boxing ring. Read it carefully and answer Questions 14 – 19 in the Question Paper Booklet.

- 1 For those seeking vicarious thrills, boxing is a perennially disappointing, occasionally harrowing option. Leaving aside the commercial reasons – dodgy scorecards, promotional disputes keeping fighters apart – the longer one remains a committed witness, the less likely boxing is to deliver a happy ending. The seemingly unbeatable young challenger coddled in hyperbole will be found out. This can happen against the unlikely opponent, through undertraining, moving up one weight division too far or being caught by boxing's greatest danger: the punch you do not see. The underdogs will carry on to fight again, before they soon enough stop beating the odds and end up on their backs. However, most commonly, time – the only unconquerable adversary – will dull reflexes, calcify extremities and betray senses. 5 10
- 2 The sport supplies a distinct rarity of happy endings but no shortage of tragic ones. However poignant it is to see a once-great Joe Louis hanging over the canvas, knocked out by a young Rocky Marciano, or Muhammad Ali knocking out all-time favourite George Foreman to become heavyweight champion in the 'Rumble in the Jungle' in 1974, there are other, darker nights, which lead to calls for the sport to be outlawed. Compared to its boom years in the early 20th century, boxing is now a niche interest relegated to the newspapers' back pages, with the exception of rare 'crossover events' such as 2017's overblown Floyd Mayweather versus Conor McGregor 'money fight' in Nevada. 15
- 3 The sport's habit of destroying its competitors is not the only reason for this stagger towards the margins, it has also not helped in countering perennial charges of barbarism, or securing the terrestrial television platforms that boxing once commanded. 20
- 4 For all this modern stringency and trauma planning, chaos remains an inextricable element of boxing. In part, that is the nature of a sport where one of the chief ways for a fighter to win is by incapacitating his opponent. In a broader sense, it has to do with the pursuit of victory itself. Boxing is multi-tiered but at its root, two-sided: the left and the right of the card, prospect and opponent. While mismatches in ability carry risks, the more dangerous scenario involves a fighter meeting his mirror-self, someone of equal ambition, skill and courage. 25
- 5 Scarring occasions in which a fighter has lost his life are the impetus for Elliot Worsell's book *Dog Rounds*, a testament to the ways boxing implicates fighters and those who watch them in its darkest possibilities. Worsell frames the book as 'aversion therapy' for the licensed brutality to which he has been addicted since his teenage years. In one fight Worsell witnessed, a fighter named Blackwell began the night as champion and ended it in an induced coma. Another fighter, Eubank, left Michael Watson with life-threatening injuries in a match in 1991. Other incidents include the loss of standing when a renowned fighter loses to a relative newbie and mismanagement of finances. A fight broke out after the match between fans which further tarnished the name of the sport. 30 35

- 6 Those involved in ring deaths tend to display not only an absence of malice, but the wounded sense that the proficiency of their actions – because of the outcome – cannot be admired. This is what makes themselves vulnerable to the blows of an unconstrained opponent. This is what fighters are trained for: to dish out blows until the referee or their opponent’s corner intervenes. They cannot stop until they are stopped. In almost all cases, it is all they are qualified to do and, in more than one case in Worsell’s book, something they have said they are prepared to die for. A necessary delusion about one’s invulnerability – a self-image that is part superhero where you are required to operate in a profession in which you sign a death waiver as a mortal man each time you take part. 40 45
- 7 Like all martial arts, boxing feeds on the young – those who have not yet been brutalised by its workings – and demands they internalise a code that says you must be prepared to fight to a conclusion, even a fatal one. The worst harm comes when the fighter, having steeled himself to abide by this code, has to enact it and carry on afterwards. Almost every fighter involved in a death is unwilling to go all out for a knockout for fear of repeating the fatal ending. 50

Adapted from: <https://www.newstatesman.com/culture/books/2018/01/matter-life-and-death-why-people-are-prepared-die-and-kill-boxing-ring>

