



# KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

**ENGLISH LANGUAGE**  
**Paper 1 Writing**  
**Section A**

1128/01

**SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)**

**Monday 6 May 2019**

**1 hour 50 minutes**

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Name: \_\_\_\_\_ ( ) Class: Sec \_\_\_\_\_

**ANSWER KEY**

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This Insert consists of 2 printed pages.

Setter: Ms Tan Peck Joon & Ms Tabitha Lee

[Turn over

## Section A [10 marks]

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 2p.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 cultural (Adj)

and traditions, these resilient people living (on) harsh, isolated conditions

2 in (Prep)

are the remnants of a disappearing culture. (A) Mongolian climate is so

3 The (Def. Art.)

extreme and often unpredictable, with winter storms, droughts (or)

4 and (Conj)

desertification all (threaten) the nomads' existence and affecting their livelihood.

5 threatening (Pres Part)

Summer droughts have (result) in animals not gaining sufficient weight to

6 resulted (Pres Perf)

withstand the (ferocious) of the freezing winters. Transportation and technology

7 ferocity (noun)

are some of the areas that (has) been changing for the remaining nomads.

8 have

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*



# 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** \_\_\_\_\_

**ANSWER SCHEME**

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

Setter: Mr Kevin Fonseka

**[Turn over**

## Section A [5 marks]

- 1 What is the purpose of the entire webpage? [1]

To **recruit/encourage** people to **join the police** (force).

- 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]

The picture shows (young) **police officers** who **look smart/prim and proper/ready (to defend)/vigilant/serious**. [1] This reinforces the idea that they are **outstanding/we can count on them/they can keep us safe and secure**. [1]

**OR**

The picture shows **police officers clad in different attire [1]** (representing the different roles they play). This reinforces the message that our police officers **safeguard us in many different ways/avenues / on the ground, on the roads and at sea**[1].

- 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 resourceful? [1]

**'(able to) think on your feet'**

Quotation marks are necessary

- 4 Refer to the box headed **ENTRY REQUIREMENTS**. Which position is harder for a potential candidate to apply for and why? [1]

**Inspector**. The candidate must (at least) have a (pass) degree as compared to just O Level credits for the sergeant post.

(Both parts must be present to score 1 mark each)

**Section B [20 marks]**

- 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]

**'We stumbled like drunkards (into the middle of the street)'** suggests that the **people lost their balance/footing / were not steady**

**'Nearby buildings swayed like coconut trees in a hurricane'** suggests that the **buildings were in danger of collapsing / going to collapse / people did not feel safe in the buildings.**

(Those who mention buildings actually collapsing are wrong as this is not mentioned in this paragraph)

**'The ground's movement caused me to run helter-skelter'** suggests that the **author lost his sense of direction / did not know where he was heading.**

Answers without supporting details / wrong details or associated language features explained will be given 0 marks.

Multiple similar supporting details used will score a maximum of 1 mark.

Multiple similar explanation for language features used will score a maximum of 1 mark.

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

[2]

(i) The **sounds of crashing cars and screaming people.** [1]

(ii) The **sharp pain in his hand.** [1]

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

[1]

He wanted to **ensure the safety of his family/loved ones / know if his family members were still alive / okay.**

(He wanted to know if they were unscathed) -- X (used in the passage; not own words)

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? [2]

(i) It is unusual because **systematically suggests it is done in an orderly manner but spilled out suggests it is not orderly.**[1]

(ii) It is effective because **due to the earthquake, the hospital had to be vacated quickly.** [1] OR

**...due to the earthquake, a large number of people streamed out quickly.**

(Words in parentheses are not required as the reason is not asked in the question.)

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

(i) What was the writer continually being rocked and pelted by? [2]

The writer was continually being rocked by **aftershocks.** [1]

The writer was continually being pelted by **(pouring) rain.** [1]

(ii) Despite being rocked and pelted throughout the night, explain why the writer felt safe. [1]

The writer spent the night in a **shelter, which was a safe place** from the earthquake/aftershocks.

**OR**

The writer was **huddled together with about fifty other people.**

- 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.

[2]

Descriptions	Words from the passage
(i) Tumultuous	The disturbance was rocky / wild / turbulent / unrestrained  Agitated (X)
(ii) Vulnerable	The people felt susceptible / weak / defenceless / helpless / exposed / in danger / at risk

- 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]

One benefit is that **they can better fend for themselves / they can share resources/food/supplies / they can help the injured members in their group / they can console/comfort/help one another / looters will less likely steal from them.**

- 12 Which **two** phrases in Paragraph 7 suggest that the writer felt devastated? [2]

(i) **‘(was) overcome by grief’** [1]

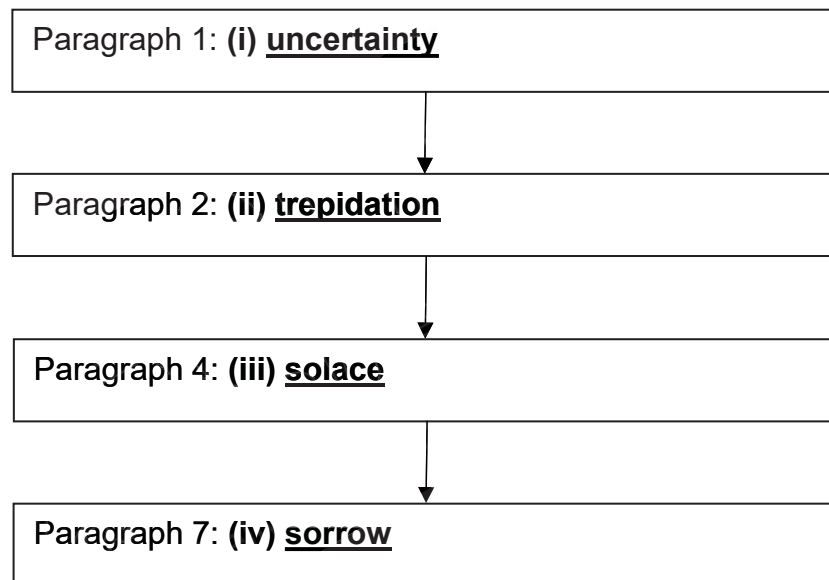
(ii) **‘(leaving me in) tremendous distress’** [1]

- 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]

**Section C [25 marks]**

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

**'harrowing'**

Quotation marks are necessary.

- 15 From Paragraph 1, give **two** ways that a young boxer can lose a match. [2]

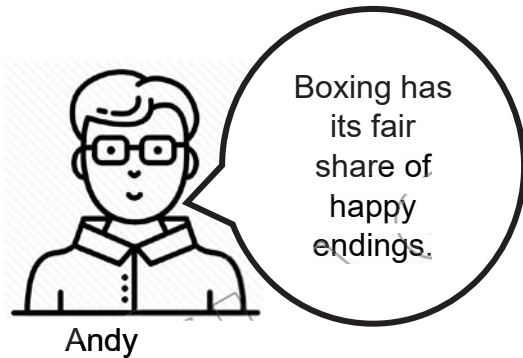
**Undertraining / Being undertrained**

**Moving up / Being moved up one division too far**

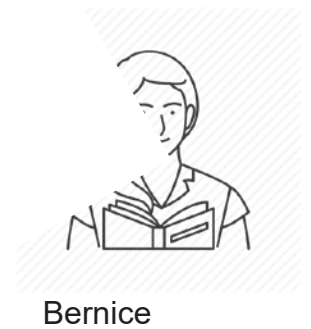
**Not seeing the/a punch**

Any 2 of 3. Excess Denies

- 16 Here is a conversation between two students, Andy and Bernice, who have read the article.



However, boxing has lost its appeal to the fans.



- (a) Give **two** examples from Paragraph 2 that Andy can give to support his view. [2]

(i) The **younger Rocky Marciano knocking out the once-great Joe Louis** [1]  
OR  
The once-great Joe Louis being knocked out by the younger Rocky Marciano

(ii) **Muhammad Ali knocking out all-time favourite George Foreman** (to become heavyweight champion) [1]  
OR  
The all-time favourite George Foreman being knocked out by Muhammad Ali (who then became heavyweight champion)

- (b) Give **one** evidence from the same paragraph that Bernice can use to support her view. [1]

**Boxing is now a niche interest relegated to the newspapers' back pages.**

Boxing, now, relegated, back pages – important keywords

- 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	Invincible, unstoppable, immortal [1]
Mortal man	Can die/get hurt/be defeated [1]

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

- (a) What is this code? [1]

You/**The boxer must be prepared to fight to a conclusion**, (even a fatal one).

- (b) What is the after-effect on fighters who have encountered death during a match? [1]

Fighters are/will be **unwilling to go all out for a knockout** (for fear of repeating the fatal ending) / will **make themselves vulnerable to the blows of an unconstrained opponent**.

Only 1 answer is necessary. No excess.

- 19 **Using your own words as far as possible**, summarise the negative outcomes that could possibly arise from boxing. [15]

**Use information only from Paragraphs 5 to 6.**

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.

*Boxing is known to have several negative outcomes because boxers.....*

No	From the Passage	Line No.	Own Words
1	Fighter has <u>lost his life</u>	30	could <u>die</u> ,
2	Ended it in an <u>induced coma</u>	35	<u>become unconscious</u>
3	With <u>life-threatening injuries</u>	36	or be <u>critically hurt</u> .
4	<u>Loss of standing</u> when a renowned fighter loses to a relative newbie and	36 - 37	<u>Famous boxers</u> can also <u>lose their position/ranking</u> when losing to a newcomer/amateur
5	<u>Mismanagement of finances.</u>	37 – 38	and can <u>burst their budgets / are poor in finances.</u>
6	A <u>fight broke out</u> after the match between fans...	38	<u>Followers</u> could <u>brawl against one another</u>
7	Which further <u>tarnished the name of the sport.</u>	38	and <u>disrepute boxing</u> even more.
8a	<u>Those involved in ring deaths</u> tend to <u>display not only an absence of malice</u> but the wounded <u>sense that the proficiency of their actions</u> – because of the outcome – <u>cannot be admired.</u>	39	<u>Boxers who face ring deaths</u> are gentler / <u>less violent</u>
8b	This is what <u>makes themselves vulnerable to the blows of an unconstrained opponent.</u>	41	causing them to be <u>defenceless against other fighters.</u>
9	This is what <u>fighters are trained for: to dish out blows until the referee or their opponent's corner intervenes.</u>	42 - 43	<u>Boxing trains fighters/boxers to pummel their opponents</u> till the referee or opponent's corner intervenes
10	<u>They cannot stop until they are stopped.</u>	43	and they are usually <u>unstoppable.</u>
11	Something they have said <u>they are prepared to die for.</u>	45	Boxers are ready to die for the sport / in the ring.

\* **Underlined words** are key to candidates obtaining the mark for each point.

\*\* (a) points are independent while (b) points are dependent on (a). Answers with both (a) and (b) points will score 2 marks. Answers with only (a) point will score 1 mark. Answers with (b) point only will score 0 marks.

\*\*\* The 81<sup>st</sup> word onwards will be struck off and not regarded for assessment.

*Boxing is known to have several negative outcomes because boxers ... could die, become unconscious or be critically hurt. Famous boxers can also lose their position when losing to a newcomer and are poor in finances. Followers could brawl against one another and disrepute boxing even more. Boxers who face ring deaths are gentler causing them to be defenceless against other fighters. Boxing trains fighters to pummel their opponents till the referee or opponent's corner intervenes and they are usually unstoppable. Boxers are ready to die for the sport. (12 points, 78 words)*

