

## Marking Scheme

# CAMP CHALLENGE

## APPLICATION FORM (CAMP INSTRUCTOR)

N.B. This form must be completed in full. All sections must be filled in accurately and legibly.

Name of applicant (Underline Last Name): Any invented name but must be in FULL with last name underlined [1]	NRIC Number: T023xxxxxK [1] (Must begin with T03 to correspond to the age)
Date of Birth (dd/mm/yyyy): Any invented DOB with 2002 as year of birth and in the correct format	Gender: Male/Female* Cross out gender that does not apply
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div>	
Address: Any invented address [1]	
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div>	
Telephone number: Any invented telephone number	Email address: Any invented email

1.	Do you have any previous work experience?	Yes- / No* [1]
	If your answer to question 1 is 'Yes', please provide details below.	

2. Do you have any other relevant experience or/and active sporting or outdoor background?  
Put a tick in the appropriate box(es) and state the details in the space(s) provided.

No, I do not have relevant experience and active sporting/outdoor background.

Yes, I have relevant experience.

Details: I am a peer leader in secondary school. } [1]

Yes, I have an active sporting/outdoor background.

Details: I am an active member of a Cycling Club and I train regularly with the members at Bukit Timah Hill. } [1]

During the 2-day training course, meals will be provided. Give details of any dietary requirements below or write N/A if not applicable:

I am allergic to chocolate. [1]

I hereby declare that all information given on this form is accurate.

[1]

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date (dd/mm/yyyy)

**Any 1 item is omitted, award zero.**

**Yuan Ching Secondary School**  
**English Department**  
**Table of Specifications**

Level/Stream : ____4NT____ Paper : <b>One (1195)</b> Total Marks : __60____ Setter (s) : Kelly
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Section A : Functional Tasks (30marks)

Part 1 : Form Filling [10 m]

Part 2 : Functional Writing [20m]                      Task Type : Job Application/ Personal statement

Setter's notes on Task Fulfilment

**Situation**

Students to show understanding that they are writing a personal statement for a job application

**Purpose**

To persuade the reader to hire him/her as a camp instructor at Camp Challenge

**Audience**

Students to show awareness of audience → writing to the HR of Camp Challenge

**Tone**

Formal, polite and persuasive

**Elaboration**

Students to give details of the following and elaborate using information provided in the question paper and their own ideas (which must be relevant & logical):

- Reasons for wanting to be a camp instructor
  - Since you attended school camps in secondary two, you always felt that you have the flare for the job.
  - You have the desire to inspire youths, be a positive influence to them. You want to be a good role model while guiding them along the way and sharing your personal experiences.
- Personal qualities which would make you a good camp instructor
  - Having been a peer leader in school, you are good at relating to people, and many have described you as being approachable and understanding. Give examples of situations that demonstrate these qualities.

- Outgoing and social individual who enjoys outdoor activities and nature. You believe you will be able to energise the youths through your vibrancy and passion for the outdoors.
- Personal goals you have for yourself as a camp instructor
- Other than wanting to inspire youths, you also feel that this is a great platform for you to develop yourself, professionally as well as in your character.

**Given it is a personal statement, it should just be written in paragraphs.**

### **SPATE for Section B: Guided Writing**

#### **Section B: Guided Writing**

<b>SITUATION</b> Over the weekend, you sprained your ankle while playing basketball. When you got back to school, your teacher thought it would be a good opportunity/teachable moment for you to impart your first-aid knowledge to the rest of your schoolmates.		
<b>PURPOSE</b> Write a speech to the school, teaching the students the self-care for a sprained ankle through your personal account.		
<b>AUDIENCE</b> Your schoolmates		
<b>TONE</b> Formal, enthusiastic		
<b>ELABORATION</b>		
<b>Task Fulfilment</b>	<b>From the text</b>	<b>Own ideas/paraphrase</b>
How you sprained your ankle	while playing basketball	<ul style="list-style-type: none"> <li>- You met up with some friends to have a game as it is a part of your weekend routine.</li> <li>- You were distracted and you fell over yourself, clumsily.</li> </ul>
How you follow the PRICE procedure to treat your sprained ankle	<p>NCDCC member at school, so you applied first-aid to yourself.</p> <p><b>Protect</b> your injury from further damage. For example, use a support or splint.</p> <p><b>Rest</b> your injury for the first two to three days. You may need to use crutches if you have also injured your leg and</p>	<ul style="list-style-type: none"> <li>- You responded like it was your second nature in part due to the easy to remember acronym, "PRICE".</li> <li>- 'P and R' which stand for protect and rest respectively. The first thing to do is to ensure that your</li> </ul>

	<p>you want to remain mobile. Then reintroduce movement gradually so you do not delay your recovery by losing muscle strength.</p> <p><b>Ice</b> the painful area with a cold compress such as ice or a bag of frozen peas wrapped in a towel. This will help reduce swelling and bruising. Do this for 15 to 20 minutes every two to three hours. Do not apply ice directly to your skin as it can burn your skin.</p> <p><b>Compress</b> the injured area with an elastic bandage or elasticated tubular bandage to help limit swelling and movement. But do not leave the bandage on while you sleep.</p> <p><b>Elevate</b> your injury by resting it above the level of your heart and keep it supported. This could mean lying on the sofa with your foot on some cushions if you have injured your leg.</p>	<p>injury will not worsen and hence, do not put additional weight on the injury by using a support. Luckily for you, you had your very buffed friends to assist you that day. Take time to let the injury heal. You also try to minimise movement as far as possible but gradually introduce movement. Good opportunity to get your siblings to run errands for you.</p> <ul style="list-style-type: none"> <li>- 'I' stands for Ice Where you will ice the painful area. Since you did not have a cold compress, you used a frozen packet of peas wrapped in a towel instead. You do this for about 15 minutes each time with an interval of about 3 hours.</li> <li>- 'C' stands for compress. You bandaged your ankle to reduce swelling and bruising.</li> <li>- 'E' stands for Elevate your ankle and use pillows to support it.</li> </ul>
<p>What are the advantages of knowing this procedure</p>	<p>Useful Life skill (first advantage)</p>	<ul style="list-style-type: none"> <li>- Relatively easy to remember and apply, even if you are not medically certified.</li> <li>- Handy as applying this procedure in a similar and sudden situation would certainly reduce recovery time.</li> <li>- Especially important if you are active and play a lot of sports where injuries are a common place, unfortunately. Thus knowing some first-</li> </ul>

		aid would always be a plus.
<b>Proper layout of a speech is expected</b>		
Good morning!		
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Thank you for your kind attention!		



YUAN CHING SECONDARY SCHOOL  
MID-YEAR EXAMINATION 2019  
SECONDARY FOUR EXPRESS/ FIVE NORMAL ACADEMIC  
ENGLISH LANGUAGE (1128/02)  
PAPER TWO  
SUGGESTED MARKING SCHEME

Section A [5 marks]

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

1 Look at the photograph featuring the five people.

What characteristics of the PSA staff are being highlighted in the photograph? (INFERENCE)

- The staff are happy/ satisfied/ fulfilled/ confident working in PSA [1]
- The jobs in PSA are suitable for both genders [1] [2]
- The staff play different roles in PSA [1]

*Any TWO of the above.*

*Not accepted:*

- *The people are smiling = too vague (inference is needed)*
- *They look friendly/ professional/ approachable = trait must indicate some form of direct personal benefit/ fulfilment to choosing PSA to do an internship*

2 Give **one** phrase in the webpage which highlights the fact that being an intern at PSA will not be just a local experience. (VOCAB)

- **International internship** [1]

*Not accepted:*

- *World class international internship = 'World class' does not mean it's a global/ international experience.*

3 Explain how the webpage attempts to make the internship application process appear easy and convenient. (APPRECIATION)

- The process is divided/ split into three stages/ steps for the students to follow.

OR

- The process is explained in a flowchart of visual images/ pictures for students to follow.

[1]

*Not accepted:*

- *Students can apply online = the fact that the text is a webpage on the internet is understood as a convenient marketing tool. It's the design of the page that makes the difference.*

4 Study the sharing by PSA staff member, Wong Chi Chin, at the bottom of the webpage.

How does his sharing add value to the purpose of the webpage? (GENRE)

- It will help final year students to see how they can learn beyond the textbooks / get a taste of working life / through an internship at PSA.

OR

- It will help final year students see how they can learn real-life working situations through an authentic workplace.

[1]

OR

- It helps students to see how a structured programme can prepare final year students for final jobs.

*Not accepted:*

- *It brings engineers up to speed = direct lifting of this phrase with no elaboration will not be awarded the mark.*

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-16.

5 What surprised the writer during his first visit to the homes of the whites?  
(CONTENT)

- **With the number and nature of the questions the children asked (1) of their parents and their parents' unfailing willingness to answer them (1).**

[2]

6 Give a word in paragraph 1 that shows asking questions was unwelcomed by the adults in the writer's family. (VOCAB)

- **Nuisance**

[1]

7 'All of these beliefs seemed perfectly natural to me.' (lines 20-21)

**In your own words**, what do you think made the writer accept these beliefs willingly? (PARAPHRASE)

*Paraphrase from 'shaped by custom, ritual, and taboo...' (lines 8-9)*

- **He was influenced by these traditions/ beliefs since young.** (1)

*Paraphrase from '...went unquestioned.' (line 10)*

- **No one raised doubts about/ challenged these beliefs. / It was normal to follow these traditions/ beliefs.** (1)

[2]

*Not accepted:*

- *Afraid to follow because he will have bad fortune in life = it's not out of fear, but being unassuming that made him follow.*
- *Had to follow and listen to his parents = vague answer, i.e. he can be rebellious towards them and yet still blindly follow those beliefs out of his own will.*

8 'The local magistrate, of course, was white...' (lines 22-23)

What does this phrase suggest about the writer's perception about the whites? (INFERENCE)

He perceived/ viewed them as

- people who had power/ authority over the Xhosas/ were superior to the Xhosas.

[1]

*Not accepted:*

- *They had good jobs = vague answer that does not indicate the whites were better than the Xhosas in any way, i.e. anybody can have a good job.*

9 Give a reason as to why the whites must 'be treated with a mixture of fear and respect' by the Xhosas (lines 25-26). (INFERENCE)

*Infer from 'appeared as grand as gods' (line 25)*

- They were in charge/ in control of the law and daily provisions/necessities in the land.

*Infer from 'curious and remote figures' (line 28)*

- It is known that they are above/ better than the Xhosas in every aspect of life.

[2]

*Not accepted:*

- *They were afraid that the whites would harm them/ destroy their lives. = the textual clues in paragraph 3 point towards the power the whites had over the law, and control of the daily needs of the Xhosas, rather than any physical harm they can inflict.*
- *Policemen or travellers would pass by the area where the Xhosas lived = no inference is made, just a statement of fact.*

10 '...their role in my life was a distant one, and I thought little if at all about the white man in general...' (lines 26-27) (LANGUAGE USE)

Identify the word(s) or phrases in the lines above which suggest:

(i) detachment - **distant**

[1]

(ii) indifference - **thought little (if at all)**

[1]

11 When did the amaMfengu people arrive on the eastern Cape? (CONTENT)

- They arrived during the period of iMfecane.

*Not accepted:*

- Between 1820 and 1840 = lines 30-31 indicate clearly the period the amaMfengu people arrived was iMfecane, i.e. “AmaMfengu arrived on the eastern Cape after fleeing from Shaka Zulu’s armies in a period known as the iMfecane,” (lines 30-31).

[1]

12 What ‘jobs’ were the amaMfengu people doing that ‘no other African would do’ (line 37)? (SYNTAX)

- They worked as farmers and businessmen.

[1]

*Lifting is allowed from line 38, ‘They worked on white farms and in white businesses’*

13 In your own words, give reasons why the amaMfengu people turned out to be ‘the most advanced section of the community’ (lines 41-42)? (INFERENTIAL)

*Infer from ‘They worked on white farms and in white businesses....But amaMfengu were an industrious people, and because of their contact with Europeans, they were often more educated and “Western” than other Africans’ (lines 37-40):*

- They had more interactions with the whites  
OR
- They were more exposed to the cultural lifestyle/ habits/ practices of the whites  
OR
- They had access to the learning/ gaining knowledge the whites had

*1 mark for ONE of the points stated above*

- as they were hired as labourers by the whites. (1)

*Not accepted:*

- Zero if any of the following terms OR their inflected forms is mentioned: Europeans, Westerners, Africans, educated, worked, businesses, contact, industrious. (Strictly in your own words. The only exception would be ‘whites’, which would be the summarising term for Europeans and Westerners.)

[2]

- *They were amongst the first to become Christians, to build better houses, and to use scientific methods of agriculture. = these are the consequences of being advanced, not the reasons/ causes.*

14 Based on the way the writer described the amaMfengu people in paragraph 5, what was his impression of them? (GENRE)

- **Capable/ Intelligent/ Modern/ Advanced/ Well-educated/ Cultured/ Rich**

[1]

*Any answer that reflects a favourable impression the writer formed of them*

*Not accepted:*

*He respected/ admired them. = This is more of an attitude adopted towards the whites after knowing them at a deeper level, not so much of an impression.*

15 'This local form of tribalism that I observed as a boy was relatively harmless. At that stage, I did not witness nor even suspect the violent tribal rivalries that would subsequently be promoted by the white rulers of South Africa.' (lines 51-54)

How would you describe the writer's character, based on his sentiments about the amaMfengu people from the lines above? (APPRECIATION)

- **He was unassuming/ earnest/ unsuspecting/ innocent/ naïve in his thinking.** [1]

*Not accepted:*

- *Unaware, ignorant, impressionable, immature, oblivious = these traits do not reveal the innocent lack of wisdom and experience due to the young age of the writer, and it's not a fault of his.*

- 16 The structure of the text reflects the state of mind or attitude of the writer about his own people, the whites and the amaMfengu. Complete the flow chart by choosing one word from the box to reflect his general feeling or attitude in each of the paragraphs listed. There are some extra words in the box that you do not need to use. (EVALUATIVE)

**State of mind or attitude**

acceptance	bewilderment	inspired	astonishment
estrangement	nonchalance	admiration	

**Flow chart**

Paragraph 1:	(i) <b>astonishment</b>
	↓
Paragraph 2:	(ii) <b>acceptance</b>
	↓
Paragraph 3:	(iii) <b>nonchalance</b>
	↓
Paragraph 5:	(iv) <b>admiration</b>

[4]

### Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-24.

17 What feature of the cave makes it an attractive place for predators 'to devour any bat' (lines 3-4)? (CONTENT)

- **It is a nursery cave/ filled with mother and baby bats.** [1]

18 Which phrase in paragraph 1 tells us that the beetles have a huge appetite? (VOCABULARY)

- **eating machines** [1]

*Not accepted:*

- *feeding of carrions = feeding on decaying flesh does not refer to a big appetite.*
- *Boiling cushion of hungry jaws = figurative language is not the best answer to describe the beetles' huge appetite.*

19 Why was there a need for cave researchers to 'wear respirators and tightly fitting clothes' (lines 13-14) upon entering the cave? (INFERENTIAL)

- **Breathing would be difficult/hard in the cave due to the high temperatures and humidity (1)**
- **To reduce inhaling of the stench/ smell coming from the vapour of ammonia (1)**

**1 mark for ONE of the points stated above**

- **To reduce unnecessary direct contact with the excretion of the creatures/ animals in the cave (1)** [2]

*Infer from:*

*'Not only could they be showered with droppings from the bats overhead, there would be the thick layers of powdery guano, the crawling beetle larvae, the infernal heat, and the intense vapour of ammonia.'* (lines 14-16)

*Not accepted:*

- *To stop insects from crawling into the bodies = the insects can crawl out of one's body, but droppings stay stained on the human skin, and is hence a more pressing reason to wear tight-fitting clothing.*

20 Who do 'they' (line 21) refer to? (VOCABULARY)

- **The bats**

[1]

*Not accepted:*

- *Researchers = misinterpretation of text.*

21 What **two** physical characteristics of the bats give them an aggressive appearance? (CONTENT)

- **Open mouth and bared teeth**

[1]

*Note: Both characteristics must be stated to earn one mark.*

22 How does one know that the bats do not intentionally cause harm to humans? (CONTENT)

[1]

- **One could stand in the middle of twenty million wild bats and not get hit by any of them.**

*Not accepted:*

- *When caught, they will only attempt to escape and not bite or hurt you. = In a disadvantaged situation, it's priority for the bat to escape and they may accidentally hurt its captor. However, in a situation where they are not caught and are in full capacity to hurt and they don't, it's then a stronger indication that they have no motive/ intention to harm at all.*

23 Here is a part of the conversation between two students, Joshua and Isabel, who have read the article.



Joshua

Bats are amazing team players that demonstrate what it means to work towards a common goal!

Unfortunately, they are also at a high risk of being extinct.



Isabel

(i) With reference to paragraph 3, what evidence could be used to support Joshua's view? (EVALUATIVE)

- In order to leave the cave, bats must work together/ rely on each other to fly in a circular way to climb up, (1)
- by whisking around one another, wing to wing, in tight ranks. (1) [2]

*Answers must include the idea of the bats working together as a team to leave the cave.*

(ii) How would Isabel explain her view? (EVALUATIVE)

- **Bats are the slowest-reproducing mammal for their size.**
- **Mother bats usually only rear one pup a year.**
- **Bats form some of the world's largest concentrations of warm-blooded animals, and they could be destroyed in five minutes.**
- **There are records of people who have wiped out millions of bats in one day.** [1]

*Any ONE of the four answers above is accepted.*

- 24 Using your own words as far as possible**, summarise the facts that tell us that bats are actually harmless creatures that can be easily hurt and rapidly reduced in numbers.

**Use only information from paragraphs 4 and 5.**

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

*In reality, bats are actually harmless creatures because they are...*

	<b>Original points</b>	<b>Paraphrased points</b>
	<b>Bats are actually harmless creatures that can be easily hurt</b>	
<b>1</b>	they're just <u>trying not to bump into anything</u>	They just want to <u>avoid clashing into things</u>
<b>2</b>	You could <u>stand in the middle of twenty million wild bats and not get hit by any of them.</u>	One would be <u>unharmd when stationed in the midst of many bats.</u>
<b>3</b>	, the only way <u>you can get close to one is to try to catch one in mid-flight.</u> It is not difficult to do, however. All you have to do is <u>flail your hands around for a bit.</u>	A flying bat is <u>easily grasped by swinging your hands to catch it.</u>
<b>4</b>	<u>Do not grip onto it too hard or you may injure it.</u>	It <u>can be hurt</u> if you <u>hold it too tightly.</u>
<b>5</b>	<u>Its wings held closed by your grip, its small furry brown head sticking out, the little bat will look frightened and fragile.</u>	The <u>bat is fearful and weak when in captivity.</u>
<b>6</b>	It will use its chin as a pry bar to <u>try and escape, but it will make no attempt to bite.</u>	It will <u>only want to break free and not to hurt its captor.</u>
	<b>...rapidly reduced in numbers.</b>	
<b>7</b>	they're also the <u>slowest-reproducing mammal</u> for their size.	<u>Female bats take the longest time amongst mammals, to give birth to their young</u>

<b>8</b>	<u>Mother bats usually only rear one pup a year.</u>	, normally <u>one baby a year.</u>
<b>9</b>	And bats <u>cluster in large colonies in the most vulnerable places.</u>	Bats <u>gather in huge groups in areas that expose them to danger.</u>
<b>10</b>	Bats form some of the world's largest concentrations of warm-blooded animals, and <u>they could be destroyed in five minutes.</u>	Hence, they could <u>be eliminated in a short time.</u>
<b>11</b>	There are <u>records of people who have wiped out millions of bats in one day.</u>	The <u>mass killing of bats within a day has a long history.</u>

*In reality, bats are actually harmless creatures because they are...*  
just want to avoid clashing into things when flying. One would be unharmed when in the midst of many bats. A flying bat is easily grasped by swinging your hands to catch it. It can be hurt if you hold it too tightly. The bat is fearful and weak in captivity. It only wants to break free, and not to attack. Bats gather in huge groups in areas that expose them to danger and hence can be eliminated rapidly.

(79 words)

