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Clementi Town Secondary School  
Preliminary Examination 2021  
Secondary 4 Express / 5 Normal (Academic)



**ENGLISH LANGUAGE**  
**Paper 1 Writing**  
**INSERT**

**1128/01**  
**30 August 2021**  
**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

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

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New Tab  
 clemencitysec.moe.edu.sg/studentcouncil/yourvoice



# 55th Student Council

Serving with Passion and Heart



## Student Activity Centre Opening Soon!

Posted on 17 May 2021

Attention all fellow Clemencitizens! I'm sure all of you have seen the renovation work going on at our new Student Activity Centre! We are glad to share that renovation works are almost done, and we are now starting to furnish the centre to make it a cool and fun place to hang out after school!

### WE WANT YOUR VOICE!

We are holding a competition to get students' suggestions for what they want in the Activity Centre. We have shortlisted four ideas below. All you have to do is write about which idea is the most suitable for all our Clemencitizens and why! All articles will be posted on our website for voting. The winning entry will enjoy an afternoon of exclusive use of our new Student Activity Centre with food and drinks provided!



#### MUSIC JAMMING CORNER

**- Make music with your friends!**  
 Pick up an instrument - guitar, drums, keyboards, and make music with your friends!

Put up a musical performance for your peers!

Jamming classes after school for those who want to learn!



#### FOOSBALL TABLE ZONE

**- Timeless classic for fun with friends!**  
 Encourages face-to-face interactions!

Foosball league for our inter-house competitions!

Improves hand-eye coordination and promotes off-screen time!



#### VIDEO GAME ZONE

**- Multiplayer fun with the latest video games!**  
 Multi-sensory excitement awaits!

Multiplayer cooperative games help build teamwork and improve communication!

e-Sports leagues for inter-house competitions!



#### BARISTA ZONE

**- Learn a craft and chill with a cuppa!**  
 Learn how to make popular drinks and latte art!

Enjoy aromatic and refreshing beverages to perk you up after school!

Develop important life and social skills!

Name: \_\_\_\_\_

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Clementi Town Secondary School  
Preliminary Examination 2021  
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**ENGLISH LANGUAGE**  
**Paper 1 Writing**  
**QUESTION BOOKLET**  
**(Sections A & B)**

**1128/01**  
**30 August 2021**  
**1 hour 50 minutes**

Additional Materials: Insert, Question Booklet (Section C)

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Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, glue or correction fluid.  
**DO NOT WRITE ON ANY BARCODES.**

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

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This document consists of 6 printed pages.

[Turn over

**Section A [10 marks]**

Carefully read the text below, consisting of 12 lines, about a group of volunteers who stayed in isolation in an underground cave. 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 2pm.

at \_\_\_\_\_

My mother always wears sensible clothes.

✓  
\_\_\_\_\_

Fifteen people have emerged from a cave in south-west France after	
forty days underground in an experiment to see how the absent of	1 _____
clocks, daylight or external communications would affect their sense	2 _____
of time. Through big smiles on their pale faces, they left their voluntary	3 _____
isolation in the cave to a round of applause, and basking in the light	4 _____
while wearing special glasses to protect their eyes after so long in the	5 _____
dark. One of the seven women to take part in the experiment said that	6 _____
she did not felt any rush to do anything and wished she could have	7 _____
stayed in the cave a few days longer, but were happy to feel the wind	8 _____
and hear birdsong again. The group has lived in and explored the	9 _____
cave as part of the project to help scientists understand better how	10 _____
people adapt to drastic changes in living conditions and environments.	

Adapted from: <https://www.theguardian.com/world/2021/apr/25/deep-time-team-ends-40-days-underground-in-french-cave>









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**ENGLISH LANGUAGE**  
**Paper 1 Writing**  
**QUESTION BOOKLET**  
**(Section C)**

**1128/01**  
**30 August 2021**  
**1 hour 50 minutes**

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Answer **Section A**, **Section B** and one question from **Section C**.  
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The number of marks is given in brackets [ ] at the head of each section.

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This document consists of **6** printed pages.

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Name: \_\_\_\_\_

Index Number: \_\_\_\_\_

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

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Preliminary Examination 2021  
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**ENGLISH LANGUAGE**  
**Paper 2 Comprehension**  
**INSERT**

**1128/02**  
**30 August 2021**  
**1 hour 50 minutes**

Additional Materials provided: Question Booklet

CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL  
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**READ THESE INSTRUCTIONS FIRST**

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

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This Insert consists of 6 printed pages.

[Turn over

## Section A

## Text 1

Study the poster below and answer Questions 1–5 in the Question Booklet.



**PROTECT YOURSELF  
PROTECT  
OTHERS**

**ALONE OR TOGETHER, we can prevent the spread of COVID-19**

**YOU CAN HELP STOP THE SPREAD OF COVID-19.**




**ALONE OR TOGETHER, we can make a difference**

**COVID-19 can be spread**

- between people who are in close contact with one another
- through respiratory droplets produced when an infected person coughs, sneezes or talks (these droplets can land in the mouths or noses of people nearby or be inhaled into the lungs)
- by people who do not have symptoms and do not know they are infected.

**Your mask may protect others. Their masks may protect you.**

- Be polite. Show your community you care. Wear a mask or face covering in public.
- Cloth face coverings provide an extra layer to help prevent your respiratory droplets from travelling in the air and onto other people.
- A cloth face covering may not protect the wearer, but it may keep the wearer from spreading the virus to others.

 Wash hands with soap and water for 20 seconds	 Avoid crowding	 Do not touch your face with unwashed hands
 Use hand sanitiser when you can't wash	 Keep at least 6 feet (2 metres) away from others	 Wear a face mask in public

**Masks are not perfect barriers to transmission, but they do not need to be perfect if they are not used alone. Universal mask use should be accompanied by other public health measures such as physical distancing, testing, contact tracing and restrictions on large gatherings. Those measures are not perfect either, but when many imperfect measures are combined at a community level, they can be very effective at slowing transmission and reducing infections.**

Learn more about preventing the spread of COVID-19 at [www.nsf.org/consumer-resources](http://www.nsf.org/consumer-resources) 

Adapted from <https://www.globenewswire.com/news-release/2020/07/16/2063403/0/en/Educational-Posters-Available-to-Help-Prevent-the-Spread-of-COVID-19.html>

## Section B

## Text 2

*In the text below the writer and her guides went on an expedition in the Sahara Desert.*

*Read the text carefully and answer Questions 6–14 in the Question Booklet.*

- 1 We were two days' walk past Laayoune, a city in Western Sahara. Our little caravan of three Berber guides, one Scot and six camels had just entered the grand dunes, which glimmered surreptitiously under the lethal glare of the blistering sun, seemingly hinting at the perils lurking beneath the shifting golden sands. After endless days of walking on the flat, the undulating curves – a killer for the legs – were tiresome to trudge on. We skirted them, walking along the edge of a large sunken valley called a sabkha, which was deathly red in places, signifying the possibility of quicksand. "My legs have got a headache," said Addi, the youngest of my travelling companions at 24 and the son of a nomad. I knew exactly what he meant. 5
- 2 The Sahara Expedition was a three-month long crossing of the world's biggest hot desert. The expedition was a physical challenge as we crossed over 2,000 kilometres, walking around a half-marathon a day for 78 days, but the aim was exploration. I wanted to see what life was like there now, what traces history had left behind and also what impact climate change had on the wildlife in the region. 10
- 3 The days among the dunes were rich in discoveries. Every night the wind swept them clean and, with no people anywhere, the tracks of the wild animals were clearly etched. At first sight, you would swear that no life could exist in this barren landscape but then when you stopped and looked, the sands came alive. The long, dragging tails of the lizards, the delicate footprints of the mice, and the three-pronged forks of bird feet were drawn everywhere and I took pictures and made notes of all I saw. We were walking along early one morning when suddenly Brahim, the expedition leader, stopped short pulling up the camels with Hamish in the lead, protesting strongly. 15 20
- 4 "These tracks... they are showing something very rare."  
"Is it a fox?" I sprung and took a closer look at the paw marks.  
"No. It is that animal with very strong legs and a big head that laughs like Addi."  
A hyena! We had found hyena tracks and I was filled with excitement to have proof that they still existed in this land that had not seen good rainfall since 2014. Disappointingly, we did not meet any hyena so we resumed our trekking. 25
- 5 Water was our constant preoccupation. The camels could carry enough for our needs for around six days but we had to be able to refill en route as the next known well was over three weeks away. The camels could possibly survive, but we could not. That water stress was always with us. It was coming towards the end of our day's allotted walk when I saw something glinting up ahead. I assumed it was just a patch of particularly quartz-like sand that was catching the sun and kept on trudging towards it. As we got closer, though, it looked more and more like a little lagoon of water. "It's a miracle," said Brahim and it was. Sweet water in the middle of the sands. Do you remember that feeling when you were six and you woke up and it was finally Christmas day? Double it. 30 35
- 6 We took the halters off the camels and they slurped down litres, shaking their heads and showering us. We filled up all our containers, and I stuck my swollen hands and aching feet in the cool water, feeling as though life could never get better than this.
- 7 We continued on and about 15 minutes later, Addi discovered a set of fox tracks that led to a den! I was trembling with sheer excitement in spite of the torturously high temperature. With a scarf wrapped around our heads and a big jug of water to help us endure the searing heat, we waited, giving the den a wide berth, hardly daring to breathe for fear of disturbing its occupants. Then, after a seeming eternity, the sun sank over the dunes in a dramatic display of orange and pink, and three fennec foxes emerged in succession from the den – a mother with two young 40 45

kits. When I saw that first fennec coming out tentatively with its huge ears perked upright, my heart collapsed. I was crying. It was absolutely one of the most beautiful moments of my life.

- 8 That evening as we sat in our tent in the bivouac<sup>1</sup> at the foot of the dunes, Lhou, our oldest team member, a farmer and a very good tea maker, poured us a glass of hot, sweet tea. "This is the right water to make good tea," he said. "This rainwater makes the tea taste really delicious." He 50  
smacked his lips appreciatively. I took another swig, trying to get the image of Alasdair the camel taking a very long pee in the middle of the lake as we were filling up our containers out of my head.

Adapted from <https://www.wanderlust.co.uk/content/alice-morrison-sahara-expedition/>

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<sup>1</sup> A bivouac is a temporary camp.

## Section C

## Text 3

The article below is about regrowing rainforests using coffee pulp.

Read it carefully and answer Questions 15–20 in the Question Booklet.

- 1 Just like us, forests move faster with a little coffee in their system. A recent experiment tested whether coffee pulp, a leftover of the coffee growing process, could help bring Costa Rica's rainforests back to life. Researchers from a local university tested two plots to see how the coffee waste would affect deforested land, covering one parcel of grass with about 20 inches of the pulp and leaving the other untouched. At each site, land had been exploited for years, either to grow coffee or raise cattle, and was eventually abandoned. It was dominated by invasive grasses, primarily an African species called palisade grass, used to feed grazing livestock. The grass can reach 16 feet tall when not trimmed by grazing animals, preventing native rainforests from easily regrowing. 5
- 2 After two years, the plot of land given a boost from coffee showed a dramatic improvement. Eighty percent of the plot was covered by young tree canopy, some trees already 15 feet – including tropical species that can grow as tall as 60 feet – versus just 20 percent in the untreated plot. In the coffee-fuelled plot, trees were also four times taller on average and soil samples were more nutrient-rich. While the invasive grasses were still rampant on the untreated plot, it had been eliminated in the treated one. 10  
15
- 3 Coffee beans are the seeds of a fruit called coffee cherry that, when picked, looks like a bright red or yellow cherry. To get coffee beans, producers remove the fruit's skin, pulp, and other filmy bits. They then dry and roast the remains to make the grounds that end up in your morning cup. Approximately half the weight of a coffee harvest will end up as waste. In Costa Rica, coffee producers typically take all that leftover coffee residue to storage lots where it is left to decompose. Given the long time it takes to decompose, it is a major waste product that is expensive to process. With the success of the experiment, rather than paying rental fees for the waste to be stored and composted, the only cost for coffee producers will be renting dump trucks to shuttle the pulp. 20
- 4 The idea works like this: coffee pulp is piled on an area covered in grasses and the foliage underneath will smother and cook until it is asphyxiated, dies, and decomposes, essentially killing all the roots and rhizomes of the grasses. As the decomposed remains of the grasses mix with the coffee's nutrient-rich layer, it creates a fertile soil. That, in turn, attracts insects, which attract birds that then drop seeds into the plot, as does the wind. It looks like a mess for the first two or three years. Then comes the rebirth – the explosion of new plants. The key is to pile on the coffee pulp – using a thick enough layer of pulp in an area flat enough for it not to wash away, and in a climate with a dry period that allows the coffee to really bake – hot enough to smother the grass. This is considered a very successful compost heap. 25  
30
- 5 While the experiment with coffee pulp successfully jump-started forest growth, there are downsides. The stink of coffee pulp is putrid to the point of being offensive to most people. It also attracts a lot of flies and other insects that, despite attracting seed-dispersing birds, are pests for nearby humans. There is also some concern that it will have negative effects on watersheds. Coffee pulp contains nutrients like nitrogen and phosphorus that can cause excess algae growth in streams and lakes. The pulp may also contain traces of pesticides used during coffee production, leading to some contamination of the water. As the coffee pulp experiment was carried out away from water sources, future research will look at the potential impact on surrounding areas. 35  
40
- 6 In addition to investigating the long-term impact, researchers are interested in testing other agricultural by-products. They believe as long as the crop waste is rich in nutrients and safe for human health, similar results can be expected. Previous work using orange peels to regrow forests in Costa Rica was met with some backlash. When an orange juice maker began a 45

partnership with a local protected area to spread truckloads of peels on former cattle pasture, its local competitor alleged the programme was simply a way to dump waste. The programme was stopped by Costa Rican authorities, who sided with the competing juice company. However, some ecologists think coffee pulp may escape the same fate as the failed orange peel project, saying it is less tangled in thorny political issues and grown by more small producers rather than two large competing companies. 50

Adapted from <https://www.nationalgeographic.com/environment/article/forest-on-caffeine-how-coffee-helps-forests-grow-faster>

Name: \_\_\_\_\_

Index Number: \_\_\_\_\_

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Clementi Town Secondary School  
Preliminary Examination 2021  
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**ENGLISH LANGUAGE**  
**Paper 2 Comprehension**  
**QUESTION BOOKLET**

**1128/02**  
**30 August 2021**  
**1 hour 50 minutes**

Additional Materials provided: Insert

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**READ THESE INSTRUCTIONS FIRST**

Write your name, class and index number on the work you hand in.  
Write in dark blue or black pen.  
Do not use staples, paper clips, glue or correction fluid.  
**DO NOT WRITE ON ANY BARCODES.**

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.

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This Question Booklet consists of 8 printed pages.

[Turn over

## Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.

- 1 With reference to the heading 'PROTECT YOURSELF, PROTECT OTHERS', how does the photograph reinforce this message?

\_\_\_\_\_ [1]  
\_\_\_\_\_

- 2 Which **three** consecutive words in the poster suggest that everybody has a part to play in stopping the spread of COVID-19?

\_\_\_\_\_ [1]  
\_\_\_\_\_

- 3 How does the poster suggest the insidious manner in which COVID-19 infects people?

\_\_\_\_\_ [1]  
\_\_\_\_\_

- 4 Apart from sanitising your hands, which **two** other personal hygiene measures are recommended in the poster?

\_\_\_\_\_ [1]  
\_\_\_\_\_

- 5 Why are imperfect measurements still effective?

\_\_\_\_\_ [1]  
\_\_\_\_\_

## Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 6–14.

- 6 At the beginning of the text, the writer and her guides arrived at the desert. Explain how the language used in Paragraph 1 emphasises the potential threats they might face in the desert.

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

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[3]

- 7 One of the guides, Addi, lamented his 'legs have got a headache' (line 7). What is unusual and effective about this expression?

---



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[2]

- 8 In Paragraph 3, identify the words or phrases which tell us what the writer saw and discovered on the dunes.

Descriptions	Words or phrases from passage
(i) arid and unfertile terrain	
(ii) subtle traces	
(iii) branched feet	

[3]

- 9 In Paragraph 4, what is the tone of the writer's question in line 23?

---



---

[1]

10 In Paragraph 5, the writer states that water was their 'constant preoccupation' (line 28).

(i) Explain what she means by 'constant preoccupation'.

\_\_\_\_\_  
\_\_\_\_\_ [1]

(ii) From the same paragraph, quote an expression that has a similar meaning.

\_\_\_\_\_  
\_\_\_\_\_ [1]

11 From Paragraph 6, which expression tells us that the writer was contented in spite of her circumstances?

\_\_\_\_\_  
\_\_\_\_\_ [1]

12 According to Paragraph 7, what **two** things did the writer and her companions do to prepare their wait for the foxes to appear?

\_\_\_\_\_  
\_\_\_\_\_ [2]

13 In Paragraph 7, the writer cried and gushed that it was 'one of the most beautiful moments' (line 47) of her life. What **two** things could have contributed to the beauty of the moment? **Answer in your own words.**

(i) \_\_\_\_\_

\_\_\_\_\_

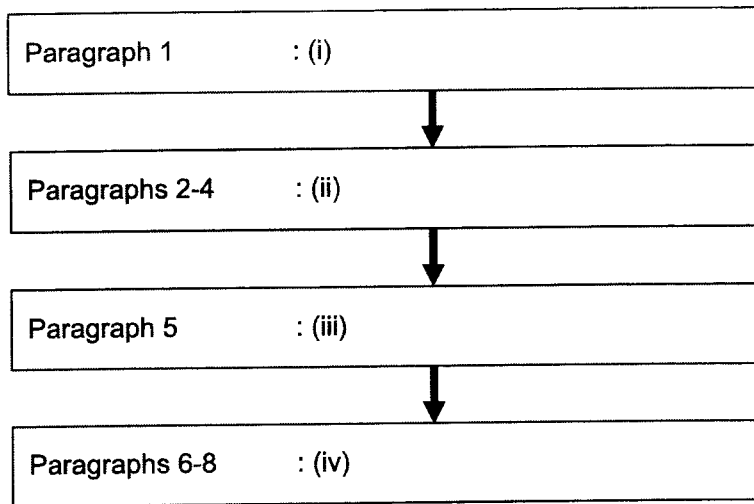
(ii) \_\_\_\_\_

\_\_\_\_\_ [2]

- 14 The structure of the text reflects the stages in the writer's expedition. Complete the flowchart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box you do not need to use.

**The writer's expedition**

survival concerns	immense suffering	wonderment and contentment
disappointing discovery	unadulterated happiness	exploration and discoveries
exhilarating encounters		



[4]

## Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15–20.

15 Which word in Paragraph 1 suggests aggressiveness?

---



---

[1]

16 Paragraph 2 describes the result of the coffee pulp experiment. Compare the results on the treated and untreated plots of land.

Land treated by coffee pulp	Land untreated
(i)	
(ii)	

[2]

17 With reference to Paragraph 3, explain why coffee residue is a major waste product that is costly to process in Costa Rica.

---



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[2]

18 According to Paragraph 6, researchers believe that **two** qualities of agricultural by-products to regrow rainforests are important. What are these qualities? **Answer in your own words.**

---



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[2]

19 Here is part of a conversation between two students, Yvonne and Zackery, who have read the article.



(i) With reference to Paragraph 6, state **one** piece of evidence to justify Yvonne's position.

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[1]

(ii) Identify **two** ideas from Paragraph 6 that Zackery can use to support his view.

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[2]





Name: \_\_\_\_\_

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**[ANSWER SCHEME DO NOT PRINT]**

**ENGLISH LANGUAGE**

**1128/01**

**Paper 1 Writing**

**30 August 2021**

**QUESTION BOOKLET**

**1 hour 50 minutes**

**(Sections A & B)**

Additional Materials: Insert, Question Booklet (Section C)

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[Turn over

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a group of volunteers who stayed in isolation in an underground cave. 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.

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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.

✓ \_\_\_\_\_

Fifteen people have emerged from a cave in south-west France after	
forty days underground in an experiment to see how the <b>absent</b> of	1 <b>absence</b> (word form)
clocks, daylight <b>or</b> external communications would affect their sense	2 <b>and</b> (conjunction)
of time. <b>Through</b> big smiles on their pale faces, they left their voluntary	3 <b>With</b> (preposition)
isolation in the cave to a round of applause, and <b>basking</b> in the light	4 <b>basked</b> (verb form)
while wearing special glasses to protect their eyes after so long in the	5 ✓
dark. One of the seven women to take part in the experiment said that	6 ✓
she did not <b>felt</b> any rush to do anything and wished she could have	7 <b>feel</b> (verb form)
stayed in the cave a few days longer, but <b>were</b> happy to feel the wind	8 <b>was</b> (SVA)
and hear birdsong again. The group <b>has</b> lived in and explored the	9 <b>had</b> (tenses)
cave as part of <b>the</b> project to help scientists understand better how	10 <b>a</b> (article use)
people adapt to drastic changes in living conditions and environments.	

Adapted from: <https://www.theguardian.com/world/2021/apr/25/deep-time-team-ends-40-days-underground-in-french-cave>

**Section B [30 marks]**

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

You should look at the printout of a webpage in the Insert. Study the information carefully and plan your answer before beginning to write.

You have seen a post for a writing competition on your school's Student Council webpage, and you decide to enter the competition. In your article, you should explain the reasons for your choice of idea for the Student Activity Centre.

Your article for the website must include the following content:

- a title to attract readers' attention
- why the idea appeals to you
- how your fellow schoolmates can make use of the facility
- what benefits will be brought to the student population.

You may add any other details you think will be helpful.

Write your article in clear, accurate English, and in a lively, engaging tone to encourage readers to vote for the idea you have chosen.

You should **use your own words** as much as possible.

**Marking Guide:****Task Fulfilment (10m)**

- Students should show clear awareness of purpose – to convince the readers (fellow students) to vote for their choice of idea for the Student Activity Centre.
- Students should show clear awareness of audience – fellow schoolmates
- Students should show clear awareness of context – they are writing an article that is to be published on the Student Council webpage, and it is for a writing competition to choose the most popular idea for what students want in the Student Activity Centre. They should use an appropriate format for an article (Title, Main Body, Sign off) and the tone should be lively and engaging.
- Amplification of points:
  - o Why the idea appeals to you – students should know that they have to choose one out of the four ideas and explain why the idea appeals to them (PERSONAL APPEAL). Students can elaborate on their own reaction to the idea, and how they imagine themselves making use of the facility. Purpose of this paragraph is to engage the reader through use of personal voice.
  - o How your fellow schoolmates can make use of the facility – Here, the shift is for the writer to expand on the ideas in the earlier paragraph to persuade the schoolmates that they can enjoy the use of the facility as well. Students should not just provide a list of activities that can be carried out, but should make an appeal to the emotions through the use of vivid descriptions.
  - o What benefits will be brought to the student population – Here, students should pivot to the bigger picture of how the idea will help to shape student experience and student life in the school, and extol the benefits it will bring to the school population. A good mix of appeal to emotions and logic will be required.
  - o Conclusion – Students have to remember to reach out to the readers and appeal for their votes.

**Language (20m)**

- – grade as per O level Situational Writing rubrics

Headline / Title	<u>Gamers' Zone in Student Activity Centre</u>
Intro Paragraph (State choice of idea)	Are you as excited as I am about the new Student Activity Centre? We can finally have a place of our own to chill out after school, and I cannot wait to check out what it has to offer! The Student Council has asked us for feedback on what we want in the Activity Centre. I am sure all of you will agree with me that what we all want is a place where we can gather and play video games!
Body Paragraph (why idea appeals to you)	Wouldn't it be awesome to have the state-of-the-art Playstation 5 in our Activity Centre? I can imagine all of us playing the latest video games on a huge high-definition television screen in the air-conditioned comfort of the centre. My parents will never buy me a video game console, so this will be a great opportunity for me, and many others I am sure, to get the chance to play the latest video games.
Body Paragraph (how your fellow schoolmates can)	There is a huge variety of games out there to cater to different interests, so I'm sure any one of us can find something to our liking. What is important is that the games will allow us to take our minds off school work after a long day in class. We can destress and

make use of the facility)	immerse ourselves in a virtual world where we can have fun and challenge ourselves in friendly competition against one another. E-sports is becoming a mainstay as well, so we can also organise e-sports inter-house competitions to add more excitement to the school year!
Body Paragraph (what benefits will be brought to the student population)	I am certain that with the addition of a video games zone, the Student Activity Centre will become a popular spot with our students. It will be a safe haven for us all to recharge, and a place where fond memories are forged.
Conclusion	So please cast your vote for this idea. Together, we can make the Student Activity Centre a place that is the envy of other schools! Thank you!
Closing	Written By: Asher Chia

Name: \_\_\_\_\_

Register Number: \_\_\_\_\_

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

Clementi Town Secondary School  
Preliminary Examination 2021  
Secondary 4 Express / 5 Normal (Academic)

**[ANSWER SCHEME DO NOT PRINT]**

**ENGLISH LANGUAGE**

**Paper 1 Writing**

**QUESTION BOOKLET**

**(Section C)**

**1128/01**

**XX Sep 2021**

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

Write your name, register number and class in the spaces at the top of this page.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, glue or correction fluid.  
**DO NOT WRITE ON ANY BARCODES.**

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

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This document consists of **6** printed pages.

**[Turn over**

### Section C [30 marks]

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

#### Questions 3–6

3. Write about a time when a lost opportunity brought about greater gains.
4. Describe a fictional character whom you admire. Explain what is relatable and admirable about this character.
5. A person's age is not an indication of maturity. What is your opinion?
6. "Just because something is common sense does not mean it is common practice."  
How true is this for you?

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

#### Marking rubrics – follow O Level Continuous Writing rubrics (30m)

**Q3.** Students should demonstrate the ability to either recount an occasion in the first person, or write a third person narrative story using various narrative techniques to capture the reader's attention. At the very least, proper organisation (chronological order) would help reader to follow the series of events in the story from providing context of how an opportunity was lost, and how that lead to the greater gains. Better writers will use other organisation structures such as the use of flashbacks, and will include a coda that brings across the reflection and learning from this experience. Possible writing ideas include missing out on a coveted internship opportunity that lead to another better offer, or missing out on a chance to watch a concert performance but later getting the chance to go backstage and meet the performers in person. However, students should not write about avoiding disaster as a result of missing the opportunity (e.g. did not get on board a plane and avoiding death due to plane crash). Students who only write about one aspect and not the other (i.e. focus only on the lost opportunity and did not explain the greater gains adequately) will not be able to fulfil the requirements of the question.

**Q4.** This question requires students to describe a fictional character whom they admire. They can choose any fictional character from books that they have read, or shows or movies that they have watched. They should provide context about where this character came about, describe the traits of this character in vivid details, and explain why they admire this character. Students could talk about how the character overcame challenges, or uphold certain values that they relate with. Good writing should reflect a good command of vocabulary and idiomatic expressions that help to bring the character alive in the reader's mind. It is important students do not just describe the character and fail to provide a clear explanation of why they find the character admirable and relatable.

**Q5.** This question requires students to evaluate whether a person's maturity is related to a person's age. Students can tap on their own personal experiences and observations to present the various points in their writing. A good response will be well-organised using paragraphs and topic sentences to clearly introduce different points to the reader, and well supported with explanations and elaboration. In the conclusion, the student should provide an opinion whether using age as an indicator of maturity is relevant or appropriate in current society. Weaker responses will tend to repeat the question phrase and lack personal response.

**Q6.** To address this topic, students need to clearly articulate their definition of "common sense", and whether they feel this is enacted in the people around them. Students need to express their stand clearly, and support their stand with personal anecdotes and examples that are widely-known and

reported in the news (e.g. people refusing to wear face masks during the COVID-19 pandemic). In the conclusion, students can suggest how "common sense" can be better instilled in people (e.g. through education and public outreach efforts) if they agree with the statement, or how we should be more tolerant and reach out to the minority who do not display "common sense" instead of shaming them (online vigilantism, doxing). Weaker responses will tend to repeat the question phrase and lack personal response.

Name: \_\_\_\_\_

Index Number: \_\_\_\_\_

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

Clementi Town Secondary School  
Preliminary Examination 2021  
Secondary 4 Express / 5 Normal (Academic)

**ENGLISH LANGUAGE**  
**Paper 2 Comprehension**  
**ANSWER SCHEME – DO NOT PRINT**

**1128/02**  
**30 August 2021**  
**1 hour 50 minutes**

Additional Materials provided: Insert

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**READ THESE INSTRUCTIONS FIRST**

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

Write in dark blue or black pen.

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

**DO NOT WRITE ON ANY BARCODES.**

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.

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This Question Booklet consists of 9 printed pages.

[Turn over

## Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.

- 1 With reference to the heading 'PROTECT YOURSELF, PROTECT OTHERS', how does the photograph reinforce this message? [Visual]

The photograph shows **an adult and a child donning masks to guard themselves** against the virus / **prevent the spread** of the virus. [1]

X Not enough to simply observe that the subjects of the photograph are wearing masks.

Many students who got this wrong did not understand that the question asks **how** the picture reinforces the message and ended up trying to explain the benefits of mask-wearing without referring to the picture at all.

- 2 Which **three** consecutive words in the poster suggest that everybody has a part to play in stopping the spread of COVID-19? [Quotation]

“Alone or together” [1]

X you can help / at community level / we can prevent / show your community / not used alone

- 3 How does the poster suggest the insidious manner in which COVID-19 infects people? [Factual]

**The poster states that** COVID-19 can be spread by people who do not have symptoms / do not know they are infected. [1]

When presenting their answer, students need to make explicit reference to what the poster says. To state facts about COVID-19 without making it clear that the poster presents these facts is missing the point of this question.

Some students were not sensitive to the word 'insidious' and ended up listing irrelevant (and therefore excess) ideas about how COVID is spread. Other students simply stated that the poster showed how COVID is spread without zooming in on the specific information.

- 4 Apart from sanitising your hands, which **two** other personal hygiene measures are recommended in the poster? [Factual]

1. Wash hands with soap and water for 20 seconds
2. Do not touch your face with unwashed hands [1m for both correct answers]

A sizeable number of students failed to read the question carefully and presented answers pertaining to mask-wearing and maintaining of safe distance which are **not** personal hygiene measures.

In more serious instances, some students mention the use of hand sanitiser even though it had already been eliminated as a possible answer in the question phrasing.

5 Why are imperfect measurements still effective? [Factual]

When many imperfect measures are **combined at a community level**, they can be very effective at **slowing transmission and reducing infections**. [1]

To gain the mark for this, students must demonstrate understanding in how various imperfect methods come together (**combine**) on a large scale (**community level**) to **slow transmission** and **reduce infections**.

It is not accurate to say that there are other measures or that these imperfect measures are used in conjunction with other measures since the phrase 'imperfect measures' in the visual text already refers to the **entire** range of measures already in place.

## Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 6–14.

- 6 At the beginning of the text, the writer and her guides arrived at the desert. Explain how the language used in Paragraph 1 emphasises the potential threats they might face in the desert.

Support your ideas with **three** details from Paragraph 1. [Factual-Language Use]

1. “(under the) **lethal** glare of the blistering sun” shows that the weather in the desert was extremely **hot** which could be **life-threatening/deadly**. [1]

Must convey the idea of deadly danger from the sun

X The rays of the sun were strong/bright.

X The hot sun was dangerous. – Too vague

2. “perils **lurking** beneath (the shifting golden sands)” shows that there were **hidden** dangers under the sand / dangers **underground** lying in wait for the writer and her guides. [1]

(Must convey the idea of hidden or unknown dangers underground)

There is no specific mention of a particular predator waiting here, nor is this a reference to dangerous creatures somewhere out there in the desert. It refers narrowly to unknown threats hidden beneath the sand.

For students who mentioned the quicksand for this point, they were too early as specific reference to quicksand is only made in the subsequent detail.

3. “**Deathly red** in places” shows how **ominous/sinister/dangerous** the colour was in warning the writer and her guides of the **possible locations of quicksand** / **signifies the possibility of quicksand** [1]

Many students did not get this right because they quote in excess. This often led them to focus on the dangers of quicksand (based on their general knowledge) rather than focusing on what the quote actually says.

It is important to mention the ominous nature of the red colour as it indicated the possible location of quicksand. Several students literally thought that the red was from the blood of previous victims of quicksand.

- 7 One of the guides, Addi, lamented his 'legs have got a headache' (line 7). What is unusual and effective about this expression? [Language Use-Unusual/Effective]

It is unusual because legs are a different part of the body from the head and cannot have a headache. / It is unusual as headaches should occur in the head and not the legs. [1]

X Legs cannot have headaches. – Why not?

X It is a personification. – How so?

It is effective because it highlights Addi's **extreme/great/immense pain/agony** from all the walking. [1]

(Answer should convey the idea that the expression **emphasises** the **degree** of pain that Addi was experiencing.)

X Legs were as painful as a headache / Legs had pain like a headache.

X Effective as it shows Addi was in pain. (Emphasis on **degree** of pain needs to be mentioned)

X It shows that Addi's feet were tired/weak/fatigued.

Students are reminded to signpost which part of their answers deal with the i) unusual and ii) effective components respectively.

- 8 In Paragraph 3, identify the words or phrases which tell us what the writer saw and discovered on the dunes. [Quotation]

Descriptions	Words or phrases from passage
(i) arid and unfertile terrain	"barren landscape" X no life could exist in this barren landscape' - Excess X barren – does not account for 'terrain'
(ii) subtle tracks	"delicate tracks" (of the mice) X clearly-etched – Obviously the opposite of subtle X tracks of wild animals – Leads on from the expression 'clearly-etched' X sands came alive – Does not deal with subtlety
(iii) branched tracks	"three-pronged tracks" (of bird feet)"

[3]

- 9 In Paragraph 4, what is the tone of the writer's question in line 23? [Language Use-Tone]

Hopeful / expectant / anticipatory / eager / excited / thrilled

X curious / shock / surprise / teasing / mocking / questioning all fail to accurately demonstrate the writer's **excitement** at the tracks possibly belonging to a fox which she hoped to catch a glimpse of. [1]

Students are reminded **not to hedge** their answers. They should not give markers a list of tones / traits / qualities (especially if they are of varying meaning) to choose from. *E.g. It was a hopeful, curious and surprising tone.*

Some students had trouble differentiating - exciting vs excited, exhilarating vs exhilarated, thrilling vs thrilled etc.

10 In Paragraph 5, the writer states that water was their 'constant preoccupation' (line 28).

(i) Explain what she means by 'constant preoccupation'. [Language Use]

It means that the writer and her guides were **always** worrying/thinking about water.

**OR** Water was **always** their focus / on their minds

**OR** They were **always** searching for water. [1]

X Constant is not the same as 'a lot', 'often' or 'frequent'

X They always needed / wanted water. (While this is true in common-sensical way, it does not address the use of the quoted words.)

Answers should not reuse 'constant' or 'preoccupation' (or its derivatives – constantly, occupied).

(ii) From the same paragraph, quote an expression that has a similar meaning. [Quotation]

"water stress (that was always with us)" [1]

11 From Paragraph 6, which expression tells us that the writer was contented in spite of her circumstances? [Quotation]

"(feeling as though) life could never get better than this"

Some students inexplicably did not quote but chose to paraphrase instead. [1]

Other omitted 'than this' which was an important reference to the writer's circumstances.

A number of students copied the quote inaccurately e.g. 'not vs never or get **any** better'

12 According to Paragraph 7, what **two** things did the writer and her companions do to prepare their wait for the foxes to appear? [Factual]

1. They wrapped their heads with a scarf. [1]

2. They brought along a big jug of water (to help them endure the searing heat). [1] [2]

There were some inaccuracies in presenting ideas (i.e. scarf around **neck** / bring along **several** jugs/jars)

This question focused on the preparations made but some students focused on what the writer did **while waiting** (giving the den a wide berth and hardly daring to breathe) and this frequently led to excess information being provided.

13 In Paragraph 7, the writer cried and gushed that it was 'one of the most beautiful moments' (line 47) of her life. What **two** things could have contributed to the beauty of the moment? **Answer in your own words.** [Factual-Use Own Words]

(i) **FP:** the sun ~~sank~~ over the dunes in a ~~dramatic~~ display of orange and pink

The **sunset** was **majestic/gorgeous/spectacular/vivid/striking/stunning/magical.** [1]

(ii) **FP:** first fennec ~~coming out tentatively~~

The **first** fennec stepped out **cautiously/hesitantly.** [1] [2]

Close reading of the text will reveal that 'one of the most beautiful moments' refers to the precise point at which **i) the first fennec appears ii) against the backdrop of a stunning sunset.**

The description of the fennec's ears is therefore an elaboration of this event and does not qualify as a point by itself.

Meanwhile, the subsequent appearance of all three fennecs occurs after the beautiful moment alluded to in the quote.

X The writer had waited a very long time for the foxes to appear.

X The weather was hot and uncomfortable, so the wait was worth it.

X Three foxes appeared in all.

X The foxes were cute / had cute ears.

X Beautiful sunset (do not repeat the words from the question, especially for language use questions)

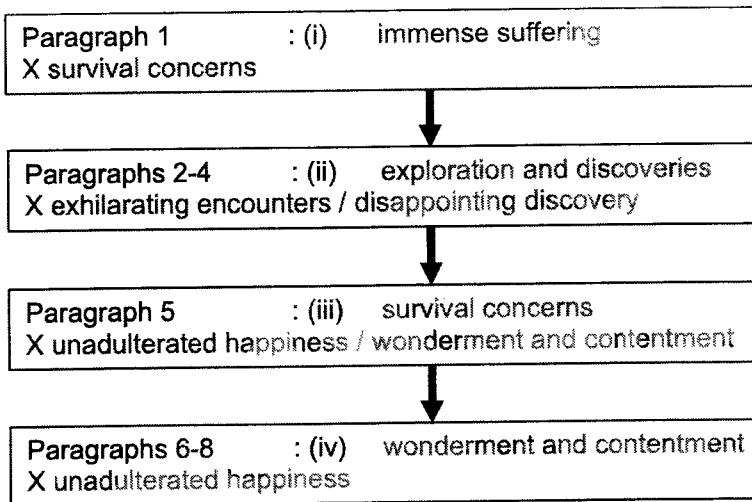
X Tentative not the same as "slowly/temporarily/innocently"

X No credit if students merely mentioned the colours or stated that the sunset was colourful without included a positive adjective to suggest the overall grandeur of the scene.

14 The structure of the text reflects the stages in the writer's expedition. Complete the flowchart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box you do not need to use. [Global]

**The writer's expedition**

survival concerns	immense suffering	wonderment and contentment
disappointing discovery	unadulterated happiness	exploration and discoveries
exhilarating encounters		



[4]

**Evidence**

Para. 1	We were two days' walk past Laayoune, a city in Western Sahara. Our little caravan of three Berber guides, one Scot and six camels had just entered the grand dunes, which glimmered surreptitiously under the lethal glare of the blistering sun, seemingly hinting at the perils lurking beneath the shifting golden sands. After endless days of walking on the flat, the undulating curves – a killer for the legs – were tiresome to trudge on. We skirted them, walking the edge of a large sunken valley called a sabkha, which was deathly red in places, signifying the possibility of quicksand. "My legs have got a headache," said Addi, the youngest of my travelling companions at 24 and the son of a nomad. I knew exactly what he meant.
Para. 2-4	The Sahara Expedition was a three-month long crossing of the world's biggest hot desert. The expedition was a physical challenge as we crossed over 2,000 kilometres, walking around a half-marathon a day for 78 days, but the aim was exploration. I wanted to see what life was like there now, what traces history had left behind and also what impact climate change had on the wildlife in the region.  The days among the dunes were rich in discoveries. Every night the wind sweeps them clean and, with no people anywhere, the tracks of the wild animals were clearly etched. At first sight, you would swear that no life could exist in this barren landscape but then when you stopped and looked, the sands came alive. The long, dragging tails of the lizards, the delicate footprints of the mice, and the three-pronged forks of bird feet were drawn everywhere and I took pictures and made notes of all I saw. We were walking along early one morning when suddenly Brahim, the expedition leader, stopped short pulling up the camels with Hamish in the lead protesting strongly.  "These tracks, it's something very rare." "Is it a fox?" I sprung and took a closer look at the paw marks. "No. It is that animal with very strong legs and a big head that laughs like Addi." A hyena! We had found hyena tracks and I was filled with excitement to have proof that they still exist in this land that has not seen good rainfall since 2014. Disappointingly, we did not meet any hyena so we resumed our trekking.
Para. 5	Water was our constant preoccupation. The camels could carry enough for our needs for around six days but we had to be able to refill en route as the next known well was over three weeks away. The camels could possibly survive, but we could not. That water stress was always with us. It was coming towards the end of our day's allotted walk when I saw something glinting up ahead. I assumed it was just a patch of particularly quartz-like sand that was catching the sun and kept on trudging towards it. As we got closer, though, it looked more and more like a little lagoon of water. "It's a miracle," said Brahim and it was. Sweet water in the middle of the sands. Do you remember that feeling when you were six and you woke up and it was finally Christmas day? Double it.

Para. 6-8	<p>We took the halters off the camels and they slurped down litres, shaking their heads and showering us. We filled up all our containers and I stuck my swollen hands in up to the wrists and then my aching feet and sat there feeling as though life could never get better than this.</p> <p>We continued on and within about 15 minutes, Addi discovered a set of fox tracks that led to a den! I was trembling with sheer excitement in spite of the torturously high temperature. With a scarf wrapped around our heads and a big jug of water to help us endure the searing heat, we waited, giving the den a wide berth, hardly daring to breathe for fear of disturbing its occupants. Then, after a seeming eternity, the sun sank over the dunes in a dramatic display of orange and pink, and three fennec foxes emerged in succession from the den – a mother with two young kits. When I saw that first fennec coming out tentatively with its huge ears perked upright, my heart collapsed. I was crying. It was absolutely one of the most beautiful moments of my life.</p> <p>That evening as we sat in our tent in the bivouac at the foot of the dunes, Lhou, our oldest team member, a farmer and a very good tea maker, poured us out a glass of hot, sweet tea. "This is the right water to make good tea," he said. "This rainwater makes the tea taste really delicious." He smacked his lips appreciatively. I took another swig trying to get the image of Alasdair the camel taking a very long pee in the middle of the lake as we were filling up our containers out of my head.</p>
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## Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15–20.

15 Which word in Paragraph 1 suggests aggressiveness? [Quotation]

“invasive”

X “dominated” (in this context, it means “being taken over” – use of Passive Voice)

X grazing / exploited

[1]

16 Paragraph 2 describes the result of the coffee pulp experiment. Compare the results on the treated and untreated plots of land. [Factual]

Land treated by coffee pulp	Land untreated
(i) Eighty percent of the plot was covered by young tree <b>canopy</b> . (line 11) X include 'some trees already 15 feet - including species that can grow as tall as 60 feet' = Excess	Only 20 percent of the plot was covered by young tree canopy. (lines 12-13) [1]  X There is a difference between trees and tree canopy. Students need to be specific. X Some students did not mention the percentage of coverage by tree canopy.
(ii) <b>Invasive</b> grasses had been <b>eliminated</b> . (line 15)  X Mention of nutrient rich soil = Excess	<b>Invasive</b> grasses were still <b>rampant</b> . (lines 14-15) [1]  X Not rampant vs rampant X Nutrient rich soil vs rampant invasive grasses (not comparing the same thing)

[2]

17 With reference to Paragraph 3, explain why coffee residue is a major waste product that is costly to process in Costa Rica. [Factual]

Given the **long time** coffee residue takes to decompose [1], it is thus **expensive to store** and **compost** it [1].

Students must either point out that the costs of storage and composting can be **high** OR show the correlation between **long** periods of decomposition and **high** costs.

X Simply stating that existence or the need to pay rental fees is not enough.

X Producers will have to rent dump trucks to shuttle the pulp. – This refers to the improvement **after** the successful experiment aimed to cut costs.

X Approximately half the weight of a coffee harvest will end up as waste – This is true of **all** coffee crops, not just Costa Rica.

- 18 According to Paragraph 6, researchers believe that **two** qualities of agricultural by-products to regrow rainforests are important. What are these qualities? **Answer in your own words.** [Factual-Use Own Words]

**FP:** the crop waste is ~~rich in nutrients~~ and ~~safe for human health~~

1. The crop waste is **filled/packed with nourishment/food/minerals** for rainforests/plants (Emphasis on the amount of nutrition available) [1]
  - X Has sufficient minerals - Sufficient not the same as rich (while common-sensical, this is not what the passage suggests)
  - X Has a lot of enrichment / supplement / beneficial or useful substances – All too imprecise
2. The crop waste is **not dangerous/hazardous/harmful to man.** [1] (Need to show that by-products are not harmful *to humans*)
  - X Can be consumed by humans – This is not supported by the passage
  - X Is suitable/healthy/beneficial - Not the same as safe
  - X Does not affect humans - Too vague as it can also refer to positive outcomes

[2]

- 19 Here is part of a conversation between two students, Yvonne and Zackery, who have read the article.



- (i) With reference to Paragraph 6, state **one** piece of evidence to justify Yvonne's position. [Factual in Conversation]

a) **In a previous project** (involving orange peel) a competitor **alleged** it **was simply an excuse to dump waste.**

**OR**

b) The programme **may cause quarrels/disagreement** amongst competitors. **OR** The programme **may be seen as simply a way/excuse to dump waste.** [1]

Student should either point out the fact that a) the previous project involving orange peels failed because of one of the above reasons, or b) present one of those reasons as a potential failure point for using coffee pulp. **The use of tense is crucial here as it signals whether the student is trying for a) or b).**

X – Simple way to dump waste not the same as 'simply a way to dump waste'

X – There was backlash from a previous project. (What kind?)

X – A competitor of an orange juice company alleged that the project was simply an excuse to dump waste (No clear context – which project is being referred to here?)

- (ii) Identify **two** ideas from Paragraph 6 that Zackery can use to support his view. [Factual in Conversation]

(Some ecologists think coffee pulp may escape the same fate as the failed orange project as . . .)

1. Coffee has less **thorny political** issues. [1]
2. Coffee is grown by (more) **small** producers rather than (two) **large competing** companies. [1]

Students need to understand that the issues mention for the first point are undesirable ones. For the second point, students must demonstrate understanding that the situation is one of small companies versus large competitors.

- 20 **Using your own words as far as possible**, summarise the process of using coffee pulp to bring forests back to life and the possible drawbacks.

**Use only information from Paragraphs 4 to 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 order to bring rainforests back to life, coffee pulp...***

*Words in **bold** are suggested for rephrasing.*

*Words highlighted in yellow denote key ideas*

Line/s	From Passage	Own Words
25	1. coffee pulp is <b>piled</b> on an area covered in <b>grasses</b>	is <b>heaped</b> on a grassy area, (6 words)
25-26	2. the foliage underneath will <b>smother and cook</b> until it is asphyxiated, <b>dies</b> ,	<b>suffocating and cooking</b> the vegetation beneath until it <b>dies</b> (9 words)
26	3. and <b>decomposes</b> , ...	and <b>decays/rots/composts</b> . (2 words)
27-28	4. As the <b>decomposed remains</b> of the grasses <b>mix</b> with the coffee's nutrient-rich layer, it creates a <b>fertile soil</b> .	The decay and coffee's nutrient-rich pulp <b>combine/amalgamate</b> , forming a fertile soil. (11 words)
28-29	5. (a) That, in turn, <b>attracts insects</b> , which <b>attract birds</b> that then <b>drop seeds</b> into the plot,	It <b>draws</b> insects, which <b>attract</b> birds that <b>scatter</b> seeds into the soil, (12 words)
28-30	(b) It looks like a mess for the first two or three years. Then comes the <b>rebirth</b> – the <b>explosion</b> of new plants. <b>No mark for (b) if (a) is not mentioned.</b>	bringing about a <b>dramatic growth</b> of new plants. (8 words)
<b>Students are reminded to signal when they are transitioning from one part of the summary question to the other. (E.g. <i>However, the stench of coffee pulp is often repulsive...</i>)</b>		
33-34	6. there are downsides. The <b>stink</b> of coffee pulp is <b>putrid</b> to the point of being <b>offensive</b> to most people.	<b>One drawback of using coffee pulp</b> is its <b>offensive stench</b> . (10 words)
34-36	7. It also <b>attracts</b> a lot of flies and other insects that... are <b>pests</b> for nearby humans.	The flies and insects it attracts are also <b>pests</b> to humans. (11 words)
37-38	8. Coffee pulp contains <b>nutrients</b> like nitrogen and phosphorus that can cause <b>excess algae growth</b> in streams and lakes.	Nutrients in the pulp may cause <b>excess algae growth</b> in watersheds. (11 words)

38-39	9. The pulp may also contain traces of <b>pesticides</b> used during coffee production, leading to some <b>contamination of the water</b> .	Pesticide residues in the pulp may also cause <b>water contamination</b> . (10 words)
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**In prose:**

*In order to bring rainforests back to life, coffee pulp is heaped on a grassy area, suffocating and cooking the vegetation beneath until it dies and decays/rots/composts. The decay and coffee's nutrient-rich pulp combine/amalgamate, forming a fertile soil. It draws insects, which attract birds that scatter seeds into the soil, bringing about a dramatic growth of new plants. One drawback of using coffee pulp is its offensive stench. The flies and insects it attracts are also pests to humans. Nutrients in the pulp may cause excess algae growth in watersheds.*

(80 words for 9 points; Points 1-8)

For Marker's Use		
Content	/ 8	See table above
Language	/ 7	O Level rubric for summary writing
Total	/ 15	

**Comments on Summary Points:**

<b>Point 1</b>	Some students simply stated 'placed' which doesn't have the same meaning as 'piled'. Some neglected to mention that the pulp was put <b>on top</b> of grass, stating instead that the pulp was buried with or under foliage.
<b>Point 2</b>	Although many students understood the role played by heat in smothering and cooking, they were not always clear in what exactly was being cooked – the pulp or the grass/foliage (which the most confused of students saw as separate things)
<b>Point 3</b>	Students must show that decomposition comes about <b>after</b> the foliage is buried by coffee pulp. Simply stating 'decomposed remains' (from Point 4) will not qualify them for Point 3.
<b>Point 4</b>	Students who simply stated remains without prior reference to decomposition (or even to grass) would have failed to gain credit for this point. There needs to be mention of the two components <b>mixing</b> together to form fertile soil.
<b>Point 5a</b>	Students must recognize the order here. Insects come first, <b>which then</b> attracts birds which drop seeds. There is a chain of events here.
<b>Point 5b</b>	Most of students did not qualify for this mark because they were either unsuccessful in conveying the preceding idea or failed to recognize the <b>dramatic rebirth</b> as part of the process.
<b>Point 6</b>	Need to show that the stench is <b>offensive/repulsive/disgusting to people</b> (not enough to say that the pulp is smelly). Some students thought that people were offended by the smell or found it rude, which does not adequately convey the problem with the stench.
<b>Point 7</b>	Most students got this point though some missed out on the idea of pests being <b>drawn</b> to the coffee pulp.
<b>Point 8</b>	Students need to show that <b>excess</b> (not merely higher) algae growth / algae bloom occurs as a result of <b>nutrients</b> in the pulp
<b>Point 9</b>	Most students were able to convey the idea of water being contaminated by pesticides though some used vague terms like 'dirtied'. Also, as most students placed this point last, some failed to gain credit due to excess words.

