

Name: _____ ()

Class: _____



MONTFORT SECONDARY SCHOOL

MID-YEAR EXAMINATION 2022

SECONDARY 4 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 1 Writing [Section A]

1190/01

06 May 2022 (Friday)

8.15 am

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer **Section A** in the spaces provided.

At the end of the examination, fasten your work securely together and submit the **Section A**, **Section B** and **Section C** separately.

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

The total mark for this section is 10.

The total mark for this paper is 70.

FOR EXAMINERS' USE ONLY	
SECTION A	10

This document consists of 2 printed pages.

Setters: Mrs Leong and Ms Kumari

Section A [10 marks]**Question 1**

Carefully read the text below, consisting of 12 lines, about the Korean fermented vegetable dish – kimchi. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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.

Example:

I arrived (to) my destination at 2 pm.

at

When Dr Manjo Kim told her chemistry professor that she wanted to pursue research on kimchi, he scoffed. Undeterred, she applies unsuccessfully to several university to do her research, before she was finally accepted into Leeds University where she wrote her dissertation on a fermented vegetable. Her interest on the fermented vegetable was piqued after she put his trousers, which had been stained with kimchi juice, under the microscope. Most Koreans treasures kimchi made in winter because it is fermentation for about 6 months and hence, has a more mature and intense flavour. Winter kimchi making starts in November where neighbours gather together to brining and wash cabbages and prepare the seasoning mix. The season cabbage is then placed in large earthenware pots and buried in the soil. "Kimchi is not just a dish, it is also a way of life, a tradition".

1

2

3

4

5

6

7

8

9

10.....

Name: _____ ()

Class: _____



MONTFORT SECONDARY SCHOOL

MID-YEAR EXAMINATION 2022

SECONDARY 4 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 1 Writing [Section A]

1190/01

06 May 2022 (Friday)

8.15 am

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer **Section B**. Write your answers in the spaces provided.

At the end of the examination, fasten your work securely together and submit the **Section A**, **Section B** and **Section C** separately.

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

The total mark for this section is 30.

The total mark for this paper is 70.

FOR EXAMINERS' USE ONLY		
SECTION B	TASK FULFILMENT	10
	LANGUAGE	20
	TOTAL	30

This document consists of 6 printed pages.

Setters: Mrs Leong and Ms Kumari

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

Activity 1

High Elements

- Stimulating activity in which participants confront their fears when they find themselves 10 meters above the ground.
- Creates opportunities for observing human reaction in negotiating challenges.
- A chance for participants to extend support and encouragement to their teammates.
- Safety is ensured without compromising fun as our top priority.
- All equipment and procedures adhere closely to International Safety Standards.



Activity 2

Social etiquette and fine dining workshop

- Young people will learn how to project themselves well with good manners and proper social etiquette.
- Goes beyond teaching how to use the proper silverware at the dining table.
- Learning how to communicate and interact with other people especially in social occasions.
- Enhances leadership skills by empowering your personality and increasing your self-confidence.



Activity 3

Public Speaking and Presentation Workshop

- Learning how to develop a clear, confident, and expressive voice no matter the situation.
- Learning how to improve and take your public speaking skills and presentation skills to a whole new level.
- Designed to help you learn how to prepare for any type of presentation.
- Learn how to connect with your body and voice and leave the right impression – every time!



[illegible]

END OF SECTION B

Name: _____ ()

Class: _____



MONTFORT SECONDARY SCHOOL

MID-YEAR EXAMINATION 2022

SECONDARY 4 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 1 Writing [Section A]

1190/01

06 May 2022 (Friday)

8.15 am

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer one question from **Section C**. Write your answers in the spaces provided.

At the end of the examination, fasten your work securely together and submit **Section A**, **Section B** and **Section C** separately.

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

The total mark for this section is 30.

The total mark for this paper is 70.

FOR EXAMINERS' USE ONLY	
SECTION C	30

This document consists of 6 printed pages.

Setters: Mrs Leong and Ms Kumari

Section C [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

Questions 3-6

- 3 'Childhood is the happiest time of your life.' Do you agree?
- 4 Discuss the advantages and disadvantages of students working part-time.
- 5 Write about some ways your teachers have made learning interesting for your class.
- 6 Describe some of your experiences in school. Why are these experiences important in your life?

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

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines, evenly spaced across the entire page. These lines are designed to help children learn letter formation and alignment by providing a guide for the height and placement of their writing. The background is plain white, and there are no other markings or text present.

Copyright Acknowledgements:

Section B: adapted from <https://www.cookingclass-singapore.com/etiquette-class-for-teens/http://www.focusadventure.com/videoshe1.asp#:~:text=High%20Elements%20provide%20a%20stimulating,encouragement%20to%20their%20team%20>

<https://vocalpower.ca/publicspeaking/>

ANS to EDITING

When Dr Manjo Kim told her chemistry professor that she wanted to pursue	
research on kimchi, he scoffed. Undeterred, she applies unsuccessfully to	1 applied (Tense)
several university to do her research, before she was finally accepted into	2 universities (PN)
Leeds University where she wrote her dissertation on a fermented	3 the (Articles)
vegetable. Her interest on the fermented vegetable was piqued after she	4 in (Preposition)
put his trousers, which had been stained with kimchi juice, under the	5 her (Pronoun)
microscope. Most Koreans treasures kimchi made in winter because it is	6 treasure (SVA)
fermentation for about 6 months and hence, has a more mature and intense	7 fermented (VF)
flavour. Winter kimchi making starts in November where neighbours gather	8 when (Pronoun)
together to brining and wash cabbages, and prepare the seasoning mix.	9 brine (to-inf)
The season cabbage is then placed in large earthenware pots and buried	10 seasoned (WF)
in the soil. "Kimchi is not just a dish, it is also a way of life, a tradition"	

Section B [30marks]

Format	<ul style="list-style-type: none"> • Formal Letter • Persuasive Language • Polite and Enthusiastic tone
PAC (Students to elaborate with PAC in mind)	<ul style="list-style-type: none"> • Purpose: To propose one of the programmes to be organised [ONLY ONE] • Audience: Year Head who is running this Cohort programme • Context: Your school has organised 3-day level camps annually for the graduating cohort with the 3 activities shown but due to the Covid situation, this year, only one activity will be organised for the cohort.
Task Fulfilment	<ol style="list-style-type: none"> 1. which one of the three activities you have chosen 2. how will the activity be organised and carried out 3. what skills make this programme suitable for the graduating students 4. why you think this experience will be enjoyed by your classmates
Introduction	<ul style="list-style-type: none"> • Introduce context • State the purpose of writing the letter
Task 1	<ul style="list-style-type: none"> - which one of the three activities you have chosen <p>Students to explain the reason why they chose the activity using the information given</p>
Task 2	<ul style="list-style-type: none"> - how will the activity be organised and carried out <p>Students to provide descriptions on how the activity will be organised and carried out – the 5Ws and 1H. Basic details like time, duration, venue to be given. If student is able to give more details, TF marks can be awarded for bringing in own ideas.</p>
Task 3	<ul style="list-style-type: none"> - what skills make this programme suitable for the graduating students <p>Students to make the inference on the kind of skills that can be learned from the activity they chose and how it will help them in the future (in further education or jobs) E.g. Communication, problem-solving, inventive thinking, creativity etc</p>
Task 4	<ul style="list-style-type: none"> - why you think this experience will be enjoyed by your classmates <p>Students to explain on why their classmates would particularly enjoy the activity they have chosen. Is there anything the class likes particularly or wants to learn. To bring in their own ideas.</p>
Conclusion	<p>Thank the Year Head for the opportunity to propose Reiterate the purpose</p>

Section C [30 marks]**Qns 3: 'Childhood is the happiest time of your life.' Do you agree?**

Agree	Disagree
<ol style="list-style-type: none"> 1. A period of time you have no responsibility: No concern about class assignments, shopping, paying bills. In fact, the only duty a child primarily thinks of is playing. 2. People tend to show love and affection to small kids: so naturally you feel very loved by everyone around you 3. Amazing dreams in your mind and you do not know anything about the world outside: you have your parents as your protectors. So you feel carefree to try out everything and even if you make mistakes, people are forgiving. 	<ol style="list-style-type: none"> 1. Less freedom than adults: considered young, naïve and innocent so adults are more protective 2. Less personal autonomy: adults expect us to be told what to do. Considered disrespectful to have your own opinion. 3. Being fearful of everything around you: the uncertainty of the world, of bullies, of teachers, of not meeting parents expectations etc

Qns 4: Discuss the advantages and disadvantages of students working part-time.

Advantages	Disadvantages
1. You can earn extra money during term time and holidays: gives you more spending power	1. You might have less free time to spend with your friends and family
2. You will find more opportunities to network with people: these networks could be useful when trying to seek employment opportunities in future.	2. Extra work can be tiring: can tire you out and this might as a result affect your studies.
3. You can gain work experience and develop course-relevant skills (that might be needed for further education)	3. Less time for homework; higher rates of absenteeism; lower grades in schools
4. You learn how to manage your money and time from a young age	4. Exposure to drugs and alcohol at a younger age

Qns 5: Write about some ways your teachers have made learning interesting for your class.

- Using technology
- Creating classroom games
- giving me choices in the classroom for my learning
 - offering students the ability to make their own choices when it comes to learning. Choice can be a powerful motivator because it helps to foster student interest and independence.
- making the lessons interactive
 - Make learning interactive by creating hands-on lessons that involve students every step of the way.
- relating learning to students' lives
 - Try to create a real-world connection to what your students are learning. This will give them a better understanding of why they need to learn what you're teaching.
- incorporating mystery into the lessons
 - Students do not know what to expect. Teacher incorporates a sense of surprise and mystery into his/her lessons. When the teacher is about to unveil a new lesson, she/he gives the students a new clue each day up until the last day before the start of the lesson.

Qns 6: Describe some of your experiences in school. Why are these experiences important in your life?

Experience 1: My first presentation in the class.

Something students can learn from the experience is that we have to overcome our fears and not let them control ourselves because we will not know our capabilities if we are afraid. Establish confidence and develop self-esteem

Experience 2: Doing science experiments in school

Fun and interesting and allows one to explore their interest

Experience 3: Doing class projects

Taught me teamwork, how to work with others, patience. Life skills that can be used for the future.

Section A [20 marks]

Text 1

Study the visual text and answer Questions 1 to 4.

Nominate Your
ENGLISH
TEACHER

I  **ENGLISH**
TEACHER

Jointly presented by
THE STRAITS TIMES

Speak Good English Movement 

Supported by

Ministry of Education
SINGAPORE

We are **looking for
teachers who:**

- Exemplify** the use of good spoken and written English
- Promote** learning during English lessons
- Teach** according to learners' readiness and

If this sounds like a teacher* you know, now it's the time to acknowledge him or her!

All students, their parents and fellow teachers are invited to send in nominations. Nominations are open on 16 February 2022 and all forms must reach the Speak Good English Movement by 5pm on 9 April 2022. The forms can be downloaded from www.goodenglish.org.sg.

Winners will receive a cash award and a trophy. All endorsed nominees will receive a Singapore Association for Applied Linguistics membership.

Inspiring Teacher of English Award
A national award for teachers of English in Singapore schools

Section B [20 marks]

Text 2

The text is about Odin's encounter with a woman at the train station. Read it carefully and answer Questions 5 to 13 in the Question Booklet.

- 1 It was after 5 p.m. when Odin stepped onto the platform at a train station. A biting wind beat about Odin while fallen leaves ran chaotically through the platform. The whole of New York City appeared to be indoors behind drawn curtains. He rarely looked around but by the purest chance, he saw another lone figure staring at him. Quickly he looked away. Is the woman someone he knows or has known? 5
- 2 A startled expression took hold of the woman's face although she wavered between smiling and frowning. She took a few tottering steps towards Odin but stopped short at his surprised look. She was just as astonished to see him but was not bold enough to call out to him. At that moment, he turned away casually without acknowledging her.
- 3 Odin rarely lost his poise in such circumstances. Though sometimes it did happen in a museum, that a stranger would stare at him as if trying to recall they had met. If the stranger were friendly, he might smile, and even shake hands. *I'm an admirer of your writing* — these words he had heard many times, deflected with a murmur of thanks and a modest smile. Still he would rather not be known. 10
- 4 The train was arriving at the depot, which was just as well since the woman was not of interest anyway. 15
- 5 Odin stepped inside and took his usual seat near the front of the Quiet Car and laid his raincoat beside him to discourage another passenger from sitting there. He had not been thinking of the woman, but suddenly he remembered her: Cressida Youko! That boring, generic name! She had impressed him initially with an essay she submitted, but when he realised it was her, he became bored. A young woman with red hair, almost a beauty except for wide nostrils and a sharp nose, Cressida Youko, was clearly in awe of Odin. During lectures, she took diligent notes and was always eager to clarify. "Well, Miss Youko, what do you think?" he would ask, half-yawning and examining his nails 20
- 6 At Penn Station, the journey ended abruptly. Darkness gave way to dimness, then to muted, underground lights. Odin was lost in a daze. He had been thinking so intensely of the woman that he found himself looking for her when he left the train. Hordes of strangers hurried past him. Then he saw her through a gap in the crowd: on her way to the escalator, but pausing to stare at him. 25
- 7 Letting out a yelp before soaking in his presence, she said, H-hello! Professor —" her hand instinctively running over her gaping mouth "I...I'm sorry, but I was surprised." She paused, embarrassed. "I'm sorry, Professor but I'd heard you had died..." 30
- 8 "Died. Really." He was shocked. He wanted to turn away and stride off without a glance. Yet there was something in the woman's expression that held him back, the look of confusion. With a smile, Odin said, "Well! What did you feel, when you heard that I'd died?" Smiling at the silly woman through a haze of pain, a headache throbbed. Yet it was crucial to put up a front as if nothing was wrong. 35
- 10 "What did I feel?" — the woman paused as if seriously thinking. "To be frank, I guess I didn't feel anything much." Adding on, "I'd never known you well, Professor even when you were alive."

Section C [25 marks]

Text 3

The text is about the history of toothbrushes. Read it carefully and answer Questions 14 to 18.

- 1 It turns out people really love having clean teeth. In MIT's 2003 Lemelson Innovation Index survey, the toothbrush rated higher than cars, personal computers, or cellphones as the innovation respondents could not live without it. The automobile ranked a close second
- 2 It seems that humans have apparently felt this way for a very long time. Archaeologists have found "tooth sticks" in Egyptian tombs. The Buddha chewed sticks into fluffy-ended scrubbers to clean his teeth. The Roman poet Ovid proclaimed that it was a good idea to wash the teeth each morning. Tooth care even occupied the mind of the reigning Chinese emperor Hongzhi in the late 1400s, who designed something that looked a lot like the brush we know today. It featured a short, dense pack of boar bristles, set into a bone. 5
- 3 In the 19th century, the concept of tooth care became widespread for everyone. One of the drivers of that transition was war. During the American Civil War, guns were loaded one shot at a time, with powder and bullets that had been pre-wrapped in twists of heavy paper. Soldiers needed to tear the twists open with their teeth, but many lacked even the six well-anchored opposing teeth to rip the paper apart. Dentists serving the army despaired at the situation, but dental care failed to take hold as a priority then. By World War II, soldiers were instructed in dental care; dentists were put in battalions and toothbrushes were handed out to troops. And when the fighters came home, they brought their tooth-brushing habits with them. 10 15
- 4 At the same time, across the country, cultural expectations around teeth were changing. Bad teeth, dentists believed, could be signs of disease, poor nutrition, and general disregard for personal hygiene. Dentists now saw themselves as the ministers of the health-care process and not just guardians of the mouth. 20
- 5 Dental experts made dental care a social, moral, and even patriotic issue. Public campaigns promoting the benefits of healthy teeth spread across the country. "If bad teeth could be prevented, the gain to the state and individual would be of tremendous value, as it is wonderful how many diseases can be traced indirectly to bad teeth," said a dentist. In many cases, those campaigns were targeted at poor and marginalised populations. Dental hygiene was often used as a way to "Americanise" communities that were still not fully integrated into the culture. 25
- 6 As demand for toothbrushes soared, production followed, aided by the development of new materials called plastics. Chemists discovered that they could make a strong and modable material from a mixture of nitrocellulose and camphor. The material, called "celluloid," could be made into shapes practical and cheap, perfect for toothbrush handles. 30
- 7 Soon, bristles also were replaced by synthetics when the DuPont company rolled out its own smooth, thin-fibered material: nylon. The silky, sturdy yet flexible material turned out to be a perfect substitute for expensive and brittle boar bristles. In 1938, a company called Dr. West's started packing their toothbrushes with nylon threads. The synthetic material was "100 percent waterproof with greater cleansing and longer life" than the old brushes. It sold for 50 cents apiece. Since then, new types of plastic replaced celluloid in the handle, and bristle designs became more complicated, but the basic plastic-packed design has proved as durable as the material itself. 35

<https://www.nationalgeographic.com/environment/article/story-of-plastic-toothbrushes>

Section C [25 marks]

Text 3

The text is about the history of toothbrushes. Read it carefully and answer Questions 14 to 18.

- 1 It turns out people really love having clean teeth. In MIT's 2003 Lemelson Innovation Index survey, the toothbrush rated higher than cars, personal computers, or cellphones as the innovation respondents could not live without it.
- 2 It seems that humans have apparently felt this way for a very long time. Archaeologists have found "tooth sticks" in Egyptian tombs. The Buddha chewed sticks into fluffy-ended scrubbers to clean his teeth. The Roman poet Ovid proclaimed that it was a good idea to wash the teeth each morning. Tooth care even occupied the mind of the reigning Chinese emperor Hongzhi in the late 1400s, who designed something that looked a lot like the brush we know today. It featured a short, dense pack of boar bristles, set into a bone. 5
- 3 In the 19th century, the concept of tooth care became widespread for everyone. One of the drivers of that transition was war. During the American Civil War, guns were loaded one shot at a time, with powder and bullets that had been pre-wrapped in twists of heavy paper. Soldiers needed to tear the twists open with their teeth, but many lacked even the six well-anchored opposing teeth to rip the paper apart. Dentists serving the army despaired at the situation, but dental care failed to take hold as a priority then. By World War II, soldiers were instructed in dental care; dentists were put in battalions and toothbrushes were handed out to troops. And when the fighters came home, they brought their tooth-brushing habits with them. 10 15
- 4 At the same time, across the country, cultural expectations around teeth were changing. Bad teeth, dentists believed, could be signs of disease, poor nutrition, and general disregard for personal hygiene. Dentists now saw themselves as the ministers of the health-care process and not just guardians of the mouth. 20
- 5 Dental experts made dental care a social, moral, and even patriotic issue. Public campaigns promoting the benefits of healthy teeth spread across the country. "If bad teeth could be prevented, the gain to the state and individual would be of tremendous value, as it is wonderful how many diseases can be traced indirectly to bad teeth," said a dentist. In many cases, those campaigns were targeted at poor and marginalised populations. Dental hygiene was often used as a way to "Americanise" communities that were still not fully integrated into the culture. 25
- 6 As demand for toothbrushes soared, production followed, aided by the development of new materials called plastics. Chemists discovered that they could make a strong and modable material from a mixture of nitrocellulose and camphor. The material, called "celluloid," could be made into shapes practical and cheap, perfect for toothbrush handles. 30
- 7 Soon, bristles also were replaced by synthetics when the DuPont company rolled out its own smooth, thin-fibered material: nylon. The silky, sturdy yet flexible material turned out to be a perfect substitute for expensive and brittle boar bristles. In 1938, a company called Dr. West's started packing their toothbrushes with nylon threads. The synthetic material was "100 percent waterproof with greater cleansing and longer life" than the old brushes. It sold for 50 cents apiece. Since then, new types of plastic replaced celluloid in the handle, and bristle designs became more complicated, but the basic plastic-packed design has proved as durable as the material itself. 35

<https://www.nationalgeographic.com/environment/article/story-of-plastic-toothbrushes>

Name: _____ ()

Class: _____



MONTFORT SECONDARY SCHOOL

MID-YEAR EXAMINATION 2022

SECONDARY 4 NORMAL (ACADEMIC)

ENGLISH LANGUAGE SYLLABUS A

Paper 2 Comprehension [QUESTION BOOKLET]

6 May 2022 (Friday)

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your full name, class and registration number on all the work you hand in.

Write in dark blue or black pen.

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

Answer **all** questions.

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

The Insert contains the texts for all the sections.

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

The total mark for the paper is 50.

For Examiner's Use	
Section A	5
Section B	20
Section C	25
Total	50

Parent's signature: _____

This document consists of **8** printed pages.

Setter: Ms Tey Ser Ling

Section A [5 marks]

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

1 Who is the target audience?

.....

.....

[1]

2 What is the main purpose of the poster? (Tick **one** box only.)

To promote the love for English in students

☐

To recognise English teachers in their efforts

☐

To raise awareness about the importance of a good English teacher

☐

To encourage readers to appreciate their teachers

☐

[1]

3 Besides encouraging learning and adapting lessons to the needs of students, what other criteria must a nominee fulfil?

.....

.....

[1]

4 The poster aims to encourage readers to vote for their English teacher by using two of the following features. (Tick **two** boxes only.)

The scale: 'A national award for teachers...'

☐

The typography: Capitalised heading '...ENGLISH TEACHER'

☐

The organisers: The Straits Times and Speak Good English Movement

☐

The prize: 'Winners will receive a cash award...'

☐

The criteria: 'promote learning-focused interaction...'

☐

[2]

Section B [20 marks]

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

5 What is Odin's job?

..... [1]

6 'A *biting wind* beat about Odin while *fallen leaves ran chaotically*.' (lines 1 – 2) What do the words in italics suggest about the weather?

.....
 [2]

7 (i) In Paragraph 1, which sentence suggests that the train station was empty of people?

.....
 [1]

(ii) Find another piece of evidence later on in the same paragraph which supports this idea.

..... [1]

8 'A startled expression flickered across the woman's face although she wavered between smiling and frowning. She took a few tottering steps towards Odin but stopped short at his surprised look. She was just as astonished to see him but was not bold enough to call out to him.'

Identify word or phrases from the sentences given above which correspond with the reactions of the woman when she saw Odin.

Their reactions	Matching descriptions from the given sentences
froze	
flashed	
walked unsteadily	
hesitated	

[4]

- 9 Which of the following extracts from Paragraph 3 best support the idea that Odin is shy?
(Tick **two** boxes only.)

‘he might smile, and even shake hands’

‘deflected with a murmur of thanks and a modest smile’

‘would rather not be known’

‘rarely lost his poise’

‘words he had heard many times’

[2]

- 10 What do the following words in italics from Paragraph 5 suggest about Odin’s personality?

Based on the following phrases	Odin is...
‘stepped inside and <i>took his usual seat</i> near the front of the Quiet Car’	
‘laid his raincoat beside him to <i>discourage another passenger</i> from sitting there’	

[2]

- 11 Which two pieces of evidence in Paragraph 7 show that the woman was shocked to see Odin?

(i)

(ii) [2]

- 12 In Paragraph 8, what is it that stopped Odin from leaving?

.....

..... [1]

13



Oden

Odin is obviously
affected by the woman.

I think he really couldn't
care less about her.



Owen

Which student do you agree with? Give four pieces of evidence from the text to support your opinion.

I agree with because

.....

.....

.....

.....

.....[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14 – 19.

- 14** Read the text and match the paragraph with the headings.
Write the correct letter (**A–G**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1	<u> B </u>
Paragraph 2	<u> </u>
Paragraph 3	<u> </u>
Paragraph 4	<u> </u>
Paragraph 5	<u> </u>
Paragraphs 6 – 7	<u> </u>

- A** Challenges faced in promoting dental care
- B** One of the best inventions
- C** History of toothbrushes
- D** Measures taken to educate
- E** Events that sparked the change
- F** Changing attitudes about dental care
- G** Improvements in hardware

[5]

- 15** What does 'close second' (line 6) tell you about the Americans' perception of automobile compared to toothbrush?

.....

[1]

- 16** Quote a phrase from Paragraph 1 which suggests that toothbrushes are indispensable.

.....

[1]

- 17** According to Paragraph 3, why were the army dentists unable to do anything about ‘the situation’ (line 17)?

.....

[1]

- 18** In Paragraph 4, how has the role of dentists changed over time?

```

graph LR
    A[Role of dentists] --- B[Past]
    A --- C[Present]
  
```

[2]

- 19** Using your own words as far as possible, summarise the reasons why dental care became important and how toothbrushes developed subsequently.

Use information only from Paragraphs 3 to 7 of Text 3.

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).

The concept of dental care started during the war when.....

No of words: [15]