

NAME: _____ ()

CLASS: _____



FAIRFIELD METHODIST SCHOOL (SECONDARY)

**PRELIMINARY EXAMINATION 2024
SECONDARY 4 NORMAL (ACADEMIC)**

ENGLISH LANGUAGE (SYLLABUS A)

1190/02

Paper 2 Comprehension

Date: 17 July 2024

Duration: 1 hour 50 minutes

ANSWER SCHEME

Setter: Mr Joseph Guo

This answer scheme consists of 8 printed pages including the cover page.

[Turn over

Section A [5 marks]

Refer to the newspaper advertisement (**Text 1**) and the extract from a blog (**Text 2**) on page 2 of the Insert for Questions 1-4.

- 1 Look at Text 1. Which feature of the workshop is shown in the photograph?

Participate in field trips to practise your skills in real-world settings. [1]

- 2 Look at Text 2. Tick (✓) the statement which best summarises the main purpose of Text 2.

☐

to encourage enrolment in the workshop

☐

to outline the components of the workshop

☒

to assess the effectiveness of the workshop

☐

to investigate the affordability of the photography workshop

[1]

- 3 Give **one** way in which the tone of Text 1 is different from the tone of Text 2.

The tone in Text 1 is enthusiastic/inviting/assertive while the tone in Text 2 is reflective. [1]

- 4 Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

(a) The text suggests the relevance of collaboration with photography experts.

Text 1 / Text 2 / **Both** / Neither [1]

(b) The text suggests the value of self-directed learning in photography.

Text 1 / **Text 2** / Both / Neither [1]

Section B [20 marks]

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

- 5 With reference to Paragraph 1, identify two pieces of evidence that tell us that ‘The journey was supposed to be straightforward.’ (line 2).

- (i) **The weather forecast predicted clear skies.**
 (ii) **The route was very familiar to the pilot, Hampton.**

[2]

- 6 Some readers might say that Brian felt very anxious in Paragraph 1. With reference to Paragraph 1, find evidence that supports this view.

Identify **three** quotations from Paragraph 1, and explain how each quotation provides evidence for this view.

Quotation	How each quotation shows that Brian felt very anxious
‘Brian’s heart pounded frantically ’ (line 5)	Brian’s heart throbbed / beat wildly / furiously [1]
‘His palms grew moist with perspiration ’ (line 5)	His palms/hands became wet / damp with sweat . [1]
‘ Desperate for assurance, Brian started scrutinising Hampton’ (lines 6-7)	Deeply/Intensely/urgently yearning/longing for confidence, Brian began looking at Hampton carefully / scanning Hampton. [1]

[3]

- 7 In Paragraph 2, the writer mentions that ‘...Brian realised something was terribly wrong with Hampton.’ (lines 9-10).

- (a) What medical condition did Hampton suffer from?

Hampton suffered from a heart attack.

[1]

- (b) State two pieces of evidence that indicate Hampton suffered from the above medical condition.

- (i) **Hampton clutched his chest.**

- (ii) **Hampton’s breath became shallow and strained.**

[2]

- 8 Which **two** of the following extracts from Paragraph 2 tell us that Brian was very frightened? Tick **two** boxes only.

☒

'...his face contorted in terror...'

☐

'...the airplane began to veer off course.'

☐

'...the instinct to survive propelled him to act.'

☒

'With short, ragged gasps and trembling hands...'

☐

'...scrambling to recall any first-aid techniques...'

[2]

- 9 What do the following words in *italics* from Paragraph 3 suggest about what happened to the airplane?

Based on the following word / phrase in italics,	the airplane ...
'Without warning, the airplane <i>plummeted</i> towards the dense forest below.' (line 16)	<u>fell / descended / went down rapidly / very quickly and suddenly / plunged</u> towards the dense forest below
'...the airplane <i>slammed into</i> the trees with a resounding thud.' (lines 19-20)	<u>crashed / smacked / smashed into / hit /struck forcefully against</u> the trees

[2]

- 10 'The wreckage of the plane littered the forest floor. The dense forest loomed around him — a wall of green that seemed to stretch on forever. The air that was thick with the scent of pine and earth, was a stark contrast to the sterile smell of the plane. The silence of the forest was only broken by occasional rustlings, as if nature itself was assessing the aftermath of the plane's violent intrusion.' (lines 22-27).

Identify the words or phrases from the extract given above that correspond with the writer's description of Brian's environment.

Description of Brian's environment	Matching words or phrases from the given extract
debris	'wreckage'
scattered	'littered'
obvious difference	'stark contrast'
evaluating the consequences	'assessing the aftermath'

[4]

- 11 In Paragraph 4, the writer mentions that 'Each step he took was slow and laborious. His limbs were heavy and uncooperative.' (lines 28-29). Which word in Paragraph 5 conveys the same idea?

'trudged'

[1]

- 12 In Paragraph 5, what does the word 'unflustered' (line 35) suggest about how Brian felt?

Brian felt calm.

[1]

- 13 With reference to Paragraph 6, how did Brian demonstrate his resourcefulness to survive in the wilderness?

He learned to fish and hunt, using a crude spear he fashioned from a stick.

[1]

- 14 What does the use of an exclamation mark in Paragraph 6 (line 41) suggest about Brian's attitude towards his current situation?

Brian's attitude towards his current situation is one of optimism/hope.

OR

Brian adopts an optimistic/hopeful attitude toward his current situation.

[1]

Section C [25 marks]

Refer to **Text 4** on page 4 of the Insert for Questions 15–19.

- 15** Read the text and match the paragraphs with the appropriate 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**F**.....

Paragraph 2 **B**

Paragraph 3 **D**

Paragraph 4 **A**

Paragraph 5 **G**

Paragraph 6 **C**

A How voles affect productivity

B Dietary habits of voles

C Difficulties faced by voles

D Important roles voles play in their habitats

E Measures to protect voles

F Physical characteristics of voles

G Versatility demonstrated by voles

[5]

- 16** According to Paragraph 1, how do the following body parts of voles contribute to their ability to survive?

(i) ears - detect environmental sounds that are vital for identifying predators. [1]

(ii) fur - The variety of / variation in shades from brown to grey aid camouflage in diverse environments. [1]

- 17 From Paragraph 2, state **two** ways in which the voles' tunnel networks help them to stay alive.

(i) **Their tunnel networks serve as pathways for hunting.**

(ii) **Their tunnel networks serve as protective shelters from predators and environmental challenges.**

[2]

- 18 From Paragraph 6, the writer says, 'It is a disgrace that farmers have resorted to the conversion of natural landscapes to agricultural fields for their self-serving interests, which caused the disruption of the habitats of voles and hence their population.' (lines 35-37).

What does this sentence suggest about the writer's tone?

The writer's tone is critical / disapproving.

[1]

- 19 **Using your own words as far as possible**, summarise the ways voles positively and negatively impact the environment, as outlined in the text.

Use only information from Paragraphs 3 to 5 of Text 4.

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

Voles positively impact the environment by ...

[15]

No.	Benefits (B) / Negative impacts (N) (from passage)	Line(s)	Benefits (B) / Negative impacts (N) (own words)
B1	their burrowing activities, which enhance nutrient mixing	12-13	improving nutrient mixing
B2	and promote robust growth of plant roots.	13	and encouraging strong development of plant roots by burrowing.
B3	voles facilitate water infiltration, which ... reduces soil erosion.	14-15	Voles also aid water infiltration, decreasing soil erosion.
B4	They also aid in seed dispersal by transporting and storing seeds in their burrows.	15-16	They scatter seeds by moving and keeping seeds in their burrows.
B5	by consuming a wide range of vegetation, voles control the number of invasive plant species to protect native flora.	18-19	Through an extensive herbivorous diet, they limit non-native / harmful plants to safeguard native vegetation.

NAME: _____ ()

CLASS: _____

N1	voles can cause extensive damage to crops by consuming the roots of various plants.	20-21	However, voles significantly harm crops by eating different plant roots.
N2	Their extensive burrowing can displace soil,	21	Their large-scale burrowing shifts soil which
N3	causing damage to ... roads.	21-22	wrecks roads.
N4	voles can carry ...hantavirus, posing significant health risks to a large number of animals living in close proximity to them.	26-28	Voles with hantavirus endanger numerous neighbouring animals.
N5	dense vole populations can outcompete native small mammals for food and shelter, potentially resulting in declines in native species populations.	31-33	Concentrated vole communities displace local small mammals for food and shelter, decreasing their population.

10 points in total

Voles positively impact the environment by improving nutrient mixing and encouraging strong development of plant roots by burrowing. Voles also aid water infiltration, decreasing soil erosion. They scatter seeds by moving and keeping seeds in their burrows. Through an extensive herbivorous diet, they limit non-native plants to safeguard native vegetation. However, voles significantly harm crops by eating different plant roots. Their large-scale burrowing shifts soil which wrecks roads. **(63 words in first 8 points)**

~ End of Answer Scheme ~