

## SECONDARY 4 PRELIMINARY EXAMINATION

ENGLISH LANGUAGE

Paper 2

**ANSWER SCHEME**

1128/02

30 August 2021 (Monday)

1 hour 50 minutes

CANDIDATE  
NAME

CLASS

INDEX  
NUMBER

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### ADDITIONAL MATERIALS PROVIDED:

Insert

### READ THESE INSTRUCTIONS FIRST

Write your index number and name in the spaces provided on 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.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	<div>50</div>

## Section A [5 marks]

### Text 1

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

- 1 The poster begins with the title ‘A CAREER THAT **GROWS WITH YOU**’. What effect is this intended to have on the reader?

Readers will feel encouraged/ motivated to *join NParks* because it is an **opportunity to develop both themselves and the work that they do/ for personal and professional growth/ for continuous progression professionally and personally**

[1]

[Note: idea of continuous progression/ growth/ development, both personal and professional, must be present]

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- 2 Look at photographs on the left of the poster. With reference to the information under the sub-headings **Vision of Nparks** and **Apply for NParks Scholarships and Awards**, what are **two** things that potential scholars can look forward to when they join NParks?

- (i) **Vision of Nparks:** achieving a close integration of greenery into the urban living environment [1]
- 

- (ii) **Apply for NParks Scholarships and Awards:** inspiring communities to co-create and be stewards of nature [1]
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- 3 “When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore’s future.”

Explain how scholars are the “seeds of Singapore’s future”.

Just like seeds which can grow into plants when they are nurtured, scholars are developed/ be groomed to contribute to Singapore. [1]

[1]

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- 4 Look at the box at the bottom right corner of the poster. Which phrase in Kathleen’s comment would encourage students to apply for the scholarship if they find fulfilment in seeing a positive impact from their work?

**“I see communities from all walks of life enjoying and connecting with nature around them”** [1]

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## Section B [20 marks]

### Text 2

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–14.

- 5 In Paragraph 1, the writer says that ‘a serious drought hit the country.’ (line 1)

Identify 2 phrases that describe the **severe** effects of the drought.

Springs dried up [1]

trees shrivelled [1]

crops burned in the fields [1]

Reject: the usually sweet water from **our scullery pump** turned brown and tasted of nails [does not reflect severity/ impact as it is only 1 family that is affected]

[Note: Any **two** of the four points = 2 marks]

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- 6 In Paragraph 2, the writer says ‘when I heard their dry volleys, I knew our long armistice was over.’ (lines 10-11)

What is (i) unusual and (ii) effective about this expression paying special attention to the underlined word?

- (i) It is unusual because we would usually describe an armistice as a truce between two sides during a war and not between weather and humans [1]

- (ii) It is effective because it shows/ emphasises/ highlights how hell broke loose for the family/ the family suffered great chaos after the soldiers fired shots at the sky [1]

[Note: Response must show awareness of war imagery]

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- 7 “Terror, the old terror, had come again, and as always in the middle of the night.” (lines 15-16)

- (i) What is the ‘old terror’ referring to?

It is referring to the recurring flood [1]

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[Turn over

- (ii) What impression of the 'old terror' is created by the phrase 'in the middle of the night'?

It always comes when they are caught unaware / least prepared

[Possible literal answer] they are sleeping

[1]

[Note: this questions requires the reader to explain the expression 'in the middle of the night' to demonstrate understanding of its connotative meaning, rather than the literal meaning.]

- 8 'Get up!' cried Mother.' It's coming in! Get up or we'll all be drowned!' I heard her banging about and beating the walls in accents of final doom. (lines 17-18)

What does this tell us about the sort of person the writer's Mother is?

Hysterical/ Dramatic/ Frantic/ Histrionic/ Exaggerated

[1]

- 9 In Paragraph 4, the writer described the situation that his family faced in the midst of the storm.

Explain what the language used tells the reader about each of the loud sounds he can hear. Support your ideas with **three** details from the text.

Quote from text	Explanation	
the rain drowned our cries and whimpers	showed how the rain was <u>so deafening that it was difficult to hear</u> the cries and whimpers of the writer and his family/ could not be heard/ they were muffled (drowned - word choice)	[1]
trumpet-calls murdering sleep	highlighted how the shouts/ screams of the writer's mother were <u>piercing/ blaring</u> , causing them to wake up/ be unable to go back to sleep. (trumpet-calls - word choice)	[1]
trees roaring, clouds bursting, thunder crashing	<u>repetition</u> of structure/ phrases <u>emphasised</u> how there was a <u>cacophony of sounds to be heard/ a variety of different sounds to be heard/ combination of sounds from the elements</u> all around them/ surrounding them	[1]

- 10 From Paragraph 5, what are the two things that caused the writer and his family to be "overwhelmed by gigantic fears"?

The flood is rapidly rising to their knees/ rapidly rising water

and

The candles are extinguished by the falling rain/ they couldn't see [1]

Both answers for 1 mark

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- 11** "I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with...." (lines 40-41)

What is the tone of the writer's mother's comment about the situation?

Frustration/ Bitterness/ Aggrievement/ Resentment/ Disgruntlement [1]

Note: Accept reasonable alternative

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- 12** In Paragraph 7, we were told that the rain would 'claw the window' and the wind would 'slap the walls'. (line 47)

- (i) What is the writer comparing the storm with?

A wild beast/ animal/ monster/ fiend [1]

- (ii) Why is this comparison effective?

Emphasizes the fearsome power/ strength of the storm [1]

[Note: idea of evoking fear in the writer and his family must be present.  
From Text: and imagining the family, the house, and all the furniture, being  
sucked down the drain.]

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- 13** (i) From paragraph 8, what did the writer realise about the floods as an adult?

He realised that all these fears were unfounded. [1]

- (ii) What is one detail that showed that he was still bothered?

he would feel a sense of uneasiness upon hearing thunder or smelling rain

and/ or

he would start looking for brooms [1]

[Note: 1 mark for either answer]

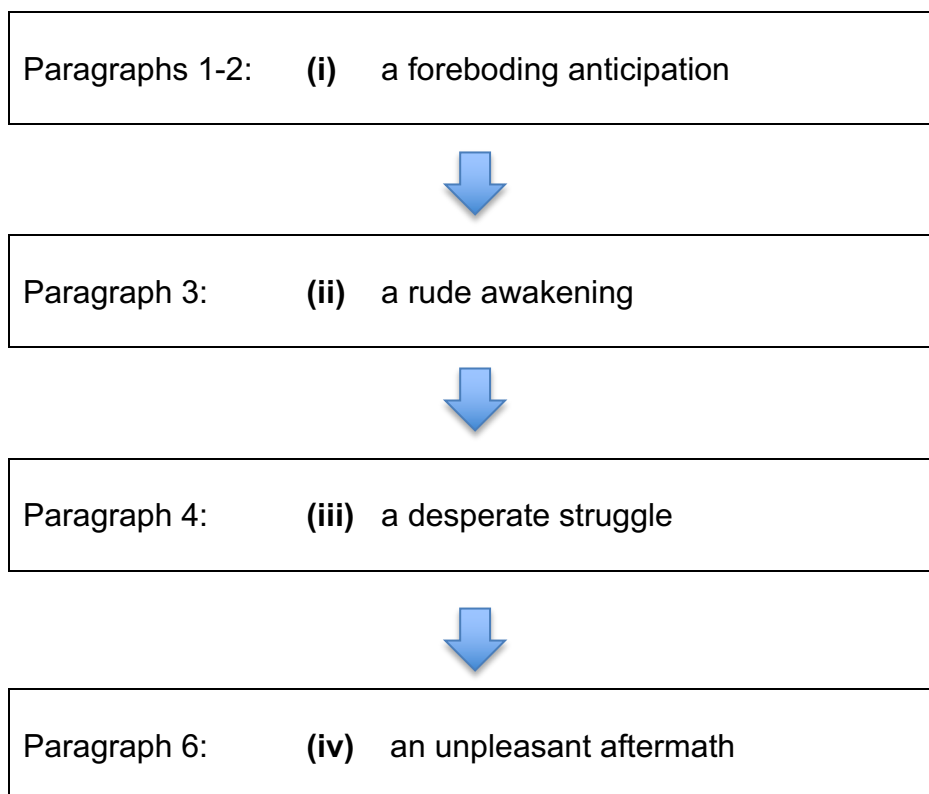
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- 14 The structure of the text reflects **the feelings and situation** the writer's family faced at different stages in the narrative. Complete the flow chart by choosing one expression from the box to summarise the different situation at each part of the narrative. There are some extra words in the box that you do not need to use.

**The feelings and situation the writer's family faced at different stages**

an unfortunate situation	an imminent defeat
a growing frustration	an unpleasant aftermath
a desperate struggle	a foreboding anticipation
a rude awakening	

**Flow chart**



[4]

### Section C [25 marks]

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

- 15 According to Paragraph 1, what were the two types of travel options Thomas Cook offered?

offer cheap day trips to the working classes, **and** grander expeditions to the emerging middle classes [1]

[Note: both types of trips for 1 mark]

- (ii) Why did Thomas Cook offer the two different options?

He wanted to ensure that **his trips are priced to fit all types of budgets/ cater different budgets/ both the middle class and the working class can afford the trips he offers** [1]

- 16 What does the phrase 'exploiting the possibilities opened up by the rapidly expanding train networks' (lines 8-9) tell us about Thomas Cook?

Opportunistic/ entrepreneurial/ seizes opportunities [1]

- 17 Here is part of a conversation between two students Charlie and Delphine who have read the article.



Charlie

Wealthy recreational travellers in the past travel for very different reasons from recreational

Even so, recreational travellers of today must have some of resources before they can travel.



Delphine

- (i) Identify **two** reasons from Paragraph 2 to explain why the wealthy travelled.

1. they travelled to network make contact (do not need to paraphrase) with influential people of the same social class/ networking with fellow aristocrats

[1]

2. they travel to purchase/ acquire cultural artefacts/ relics to highlight their status/ show off / impress others

[1]

- (ii) From Paragraph 3, identify one resource that Delphine is referring to?

Recreational travellers must still have leave days/ free time

or

Recreational travellers must still possess sufficient disposable income/ financial means [1]

Note: Either answer would receive be awarded 1 mark

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- 18 From Paragraph 3, **in your own words** state **one** reason why the modern tourist travels.

From Text	Paraphrase
<i>escape from the <u>rigours and routines of work</u></i>	They want a <u>break/ respite</u> from <u>the demands and monotony</u> of work
<i><u>seek thrills in the unfamiliar</u></i>	They look forward to <u>exciting</u> experiences that are <u>new/ novel</u> to them.

- 19 Explain why being 'a 'must-see' destination is now a double-edged sword' (line 62)?

The 'must-see' destination brings about an increased number of visitors due to its popularity yet at the same time gets destroyed by the sheer number of people flocking to see it.

[2]

The 'must-see' destination brings about economic benefits yet at the same time it runs the risk of being destroyed/ damaged which will reduce/ eliminate future economic benefits.

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Note: 0-2m Question

Answer must demonstrate awareness of how the contradictions co-exist.

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- 20 **Using your own words as far as possible**, summarise the positive and negative effects that tourism has on the destinations visited.

**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.

*For better or worse, tourism has impacted various destinations as...*

### Positive Effects

From the passage	Paraphrase
(line 28) <u>all destinations gain financially</u> from tourism	<u>benefits every tourist attraction monetarily/ economically/ financially</u>
(line 29-30) Tourism can <u>benefit local communities</u> by <u>providing employment</u> , even if it is only seasonal	through <u>creating different forms of work</u>
(lines 30-31) Tourism also <u>revitalizes communities</u> through <u>economic investments</u> which <u>reverse declining traditional industries</u>	and <u>stimulating/ revitalising local businesses</u> <b>or</b> and <u>revive local businesses which are dying</u>
(lines 32-33) <u>Cultural assets, heritage and crafts</u> can be <u>preserved</u> when the community appreciates their economic benefits	thus <u>conserving traditional arts and cultures</u> .
(lines 33-34) These economic benefits may also <u>motivate locals</u> to work to <u>preserve the natural environment</u> along with <u>protecting endangered wildlife</u> .	<u>Natives are encouraged to protect threatened flora and fauna</u>
(lines 35-36) Furthermore, when the <u>profile of a destination</u> is <u>raised</u> , <u>community pride can</u> also be <u>rekindled</u> .	while <u>fame instils self-identity/ community pride</u> of the destination's <u>inhabitants</u> .

## Negative Effects

From the passage	Paraphrase
(lines 37-39) Problems arise from <u>over-reliance</u> on tourism as it is <u>vulnerable</u> to <u>political upheaval</u> , <u>economic uncertainty</u> or <u>natural disaster</u> .	However, <u>over-reliance on tourism is undesirable</u> because it is <u>susceptible</u> to political (instability), economic (situations) and natural disasters/ calamities.
(lines 39-41) tourists often <u>visit only famous or iconic sites</u> , thereby <u>concentrating</u> the economic <u>benefits</u> of their visits <u>in the hands of</u> only <u>a few</u> businesses.	Often, tourists <u>focus on only must-see destinations</u> , <u>greatly limiting economic benefits</u>
(lines 42-45) Instead of broadening their minds, these <u>tourists cling to preconceived notions</u> of their destinations, and <u>are ignorant</u> – or what is worse – <u>indifferent</u> to local <u>customs and sensitivities</u> .	Some <u>stubbornly believe stereotypes</u> / thus are <u>oblivious to local culture</u>
(line 45) Such tourists often <u>offend</u> the <u>local inhabitants</u> .	and thus may <u>upset/ annoy/ insult the natives</u>
(lines 45-46) creating <u>misunderstandings</u> and <u>cultural strife</u> .	<u>causing cultural conflicts/ misunderstandings</u> .
(lines 48-50) By keeping the natives at arm's length, they <u>highlighted</u> the <u>differences</u> between them and the locals, the <u>haves</u> and the <u>have-nots</u> .	By limiting interactions with the locals, they <u>emphasize</u> the <u>gulf/ gap</u> in their <u>socio-economic status</u> .

## *For better or worse, tourism has impacted various destinations as...*

it benefits every tourist attraction economically **through** creating different forms of work **and** stimulating local businesses **thus** conserving traditional arts and cultures. Natives are also encouraged to protect threatened flora and fauna. **Finally**, fame can instil the community pride of the destination's inhabitants. **However**, over-reliance on tourism is undesirable because it is susceptible to political, economic and natural instabilities. Often, tourists focus on only must-see destinations, greatly limiting economic benefits. Some stubbornly believe stereotypes **and thus** may insult the natives causing cultural conflicts. **By** limiting interactions with the locals, they emphasize the gulf in their socio-economic status.