

Name:	Class: Sec _____	Index No.: _____
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**MERIDIAN SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2023**

ENGLISH LANGUAGE

Paper 1

1184/01 and 1128/01

14 August 2023

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

Hand in **Section A** separately.

For Examiner's Use

Total Marks

This Insert consists of **2** printed pages, including this page.

[Turn over

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

Carefully read the text below, consisting of 12 lines, about Apple's latest product. 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 (✓) 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 travelled to Kuala Lumpur on train.by.....

My sister loves adventure films.✓.....

Apple is getting into a new product category with a virtual reality and	
augmented reality headset calling the Apple Vision Pro. With a price tag of	1
USD 3,500, the new device isn't meant for most people – and when we saw	2
the Vision Pro on person at Apple Park in California, we were intrigued by its	3
potentials. Mixed reality combines augmented reality, in which digital objects	4
is overlaid on the real world, and virtual reality, in which the world around	5
you was replaced by a digital one. Most of the headsets released in the past	6
decade have been virtual reality headsets that include a few cameras	7
capable of offering the low-quality augmented reality experience. If the	8
Vision Pro actually works like they did in the demo video shown during	9
Apple's Worldwide Developers Conference in June, it would represent a	10
significant improvement over the current generation of the technology.	

Adapted from "Apple's Vision Pro AR/VR Headset: Bold, Innovative, and Ridiculously Expensive"

Answer Key

Apple is getting into a new product category with a virtual reality and	
augmented reality headset calling the Apple Vision Pro. With a price tag of	1 <u>called (VF)</u>
USD 3,500, the new device isn't meant for most people – and when we saw	2 <u>but (conn)</u>
the Vision Pro on person at Apple Park in California, we were intrigued by its	3 <u>in (prep)</u>
potentials . Mixed reality combines augmented reality, in which digital objects	4 <u>potential (NA)</u>
is overlaid on the real world, and virtual reality, in which the world around	5 <u>are (SVA)</u>
you was replaced by a digital one. Most of the headsets released in the past	6 <u>is (T)</u>
decade have been virtual reality headsets that include a few cameras	7 <u>✓</u>
capable of offering the low-quality augmented reality experience. If the	8 <u>a (art)</u>
Vision Pro actually works like they did in the demo video shown during	9 <u>it (pn/NA)</u>
Apple's Worldwide Developers Conference in June, it would represent a	10 <u>✓</u>
significant improvement over the current generation of the technology.	

Section B [30 marks]

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

Question 2

You should look at the printout of a webpage on page 3, read the information carefully and plan your answer before you begin to write.

As the Head of Events in the Student Council, you are tasked to organise an activity to raise awareness on the importance of preserving and protecting Singapore's marine environment with your fellow student councillors. The Student Council has shortlisted three possible activities from a website for students to carry out as an advocate and has asked which one you would prefer to carry out. You write an email to your teacher in-charge of Student Council stating your first choice and giving reasons.

Write an email to your teacher saying:




- which activity you would prefer to carry out **and** why
- how you think the Student Council would benefit from carrying out this activity
- what factors your teacher will consider in approving your choice.

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

Write your email in clear, accurate English and in persuasive, enthusiastic tone to explain your choice to your teacher.

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

Read the printout of a webpage below and use the information to answer the question on page 3 of the Question Paper.

Let's be an Advocate to Preserve and Protect Singapore's Marine Environment!	
	<p>Guided Coastal Walks</p> <ul style="list-style-type: none"> Go on free guided coastal walks cum workshops where our expert guides educate participants on environmental sustainability. Learn about the different dangers our marine ecosystem face daily and discover the various marine creatures that can be found on our beaches and in the sea, especially those that can only be seen before sunrise! To ensure high engagement level with every participant, it is highly recommended for groups to consist of 6 to 10 participants only.
	<p>Green-ers Assemble!</p> <ul style="list-style-type: none"> Start a #GreenChallenge in school by rallying your schoolmates and their family members. It could be anything under the sun (no pun intended!), as long as everyone is playing a part in making Singapore a greener and more liveable home together. The possibility is endless, especially so with so many hands on deck – be creative!
	<p>Learning Journeys</p> <ul style="list-style-type: none"> Organise learning journeys to Maritime and Port Authority of Singapore (MPA) to get insider's insights on the Maritime Singapore Green Initiative. The MPA seeks to reduce the environmental impact of shipping and related activities and to promote clean and green shipping in Singapore. You will get the opportunity to tour the main building and don on the MPA's helmet and vest to go on the docks if the weather permits.

Section C [30 marks]

Begin your answer on a fresh page.

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

At the head of your composition, write the number of the topic you have chosen.

Questions 3–6

- 3** Describe the three qualities that are most essential for you in a good teacher.
- 4** 'Teenagers care too much about what others think of them.' Do you agree? Why or why not?
- 5** Do you think e-books are more popular today than a decade ago? Why or why not?
- 6** Write about a time when you decided it was more important to be innovative than to stick to the usual way in completing something.

End-of-Paper

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**MERIDIAN SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2023**

ENGLISH LANGUAGE

1184/02

SECONDARY 4 EXPRESS

Paper 2

15 August 2023

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2, Text 3 and Text 4.

This Insert consists of 6 printed pages, including this page.

[Turn over

Section A

Study the online article (Text 1) and the social media post (Text 2) and answer Questions 1–4 in the Question Paper.

Text 1 is taken from an online article for World Environment Day.



Adapted from www.republicworld.com

Text 2 is taken from a social media post on World Environment Day.

The seeds of change are sown in the fertile ground of education. That's why on this World Environment Day, let's make a commitment to learn more about our environment and how to protect it. Plant the seeds of change, one book at a time. #WorldEnvironmentDay

Adapted from www.republicworld.com

Section B

Text 3

This text below is an account of a young girl, who recounts an exhilarating adventure she had in an exotic wildlife park during a summer vacation when she was just eight years old.

Read the text carefully and answer Questions 5–16 in the Question Paper.

- 1 'Please ranger, just a little more,' begged the blue-eyed eight-year-olds in Group A. The park ranger gazed at my fellow young explorers, perched on the edge of their jeep seats. Ordinarily, this would spark curiosity. Today, however, was exceptional. The ranger disdained defiance. She briskly walked down the gravel road, her hand gripping the radio, her tall figure battling the gusty winds. Impatience flickered in her hazel eyes. I was eager to observe what awaited my fellow explorers. 5
- 2 The ranger commanded, 'Stay!' No one stirred. They were trembling, their eyes wide open in anticipation. More explorers stopped their jeeps. The ranger glanced at the passing giraffe, then at her wrist compass, contemplating her next move. She announced, 'Alright. We'll make an early camp instead.' My fellow explorers jumped out of their jeeps, scurried across the road, grabbed their gear, and headed to the campsite. 10
- 3 I loathed setting camp with the group. Usually, we pitched tents after the safari: preparing food, setting up sleeping bags and mosquito nets (all under the watchful eyes of our park ranger). The ranger would supervise, and we had to keep pace with her. Between each task, she allowed us a five-minute break, but if anyone lagged behind or didn't follow the instructions correctly, she made us start all over again. I wasn't averse to working hard; I relished the challenge of keeping pace, but I abhorred being penalised for someone else's negligence. 15
- 4 When I asked the ranger if I could continue the safari, she stared at me in disbelief. I assured her I'd manage, desperate to persuade her. Because I kept exploring, I was constantly discovering, and thus stayed thrilled. Before she could retort, the ranger, diverted by loud singing, rushed towards the campsite. I was ecstatic. I cherished exploring at my own pace, alone in my jeep, with no one disturbing the animals, and no one behind rushing me. It was a feeling of autonomous adventure. 25
- 5 Exploring during a storm was even more exhilarating; trees were swaying around me, their leaves rustling, and branches shaking side to side. I felt the tremors of the thunderous roar pass through me, resonating against the metal fence, mimicking the ringing of alarm sirens. It was akin to an encroaching cyclone, only without the spiralling cloud. I briefly wondered if I should return to the campsite. But I brushed that thought aside – I was so engrossed in raw power and otherworldly beauty. My world narrowed down to the blur of the jeep's wheels spinning as a sudden downpour started. The raindrops that hit my face were refreshing; I revelled in the sensations. I wanted to see what would transpire next. Massive raindrops pelted my hands, neck, and shoulders. I gasped and tried to huddle under the jeep's cover, hoping it would cease soon. The heavy rain transformed into a drizzle. As I continued driving through the park, it struck me that the park was like a giant, drenched paradise. 35
- 6 That day, by putting myself in a situation distinct from everyone else's, I had experienced something unique. As I watched the storm intensify, the formidable power and fearsome beauty of nature became evident to me. Being in the jeep during that storm made me feel a part of the vibrant world, somehow 40

interconnected to it. I saw my dad waiting near the campsite. I stepped out of the jeep and sauntered towards him. He swaddled me in the warmth of a big towel; I surrendered to the comfort of his arms as he asked, 'How long have you been out in this storm?' 45

7 'The whole time,' I said in a daze. 'It was the best safari ever.'

While patting my back softly, he whispered, 'Someday, you're going to become a park ranger.' My heart fluttered.

Adapted from *A Park Ranger's Day* by Lili Carlson

*A park ranger is responsible for protecting and preserving parklands. The park ranger ensures that wildlife and ecosystems are protected, historical and cultural artifacts are preserved, and the public can safely and respectfully enjoy the park.

Section C

Text 4

In the article below, experts discuss the accuracy of historical events as portrayed in the movie 'Titanic'.

Read the article carefully and answer Questions 17–23 in the Question Paper.

- 1 Released in 1997, James Cameron's *Titanic* is etched in our minds as a moving portrait of the tragic ocean liner disaster. The film captivated audiences worldwide with its human drama and visual spectacle, but many of its historical elements are far from factual. Historians have expressed particular concern with the depiction of certain characters and events. It's true that in the filmmakers' defense, some facts surrounding the *Titanic* were murky and disputed. Yet, in the decades since the film's release, underwater research and new historical documents have painted a more accurate picture of what likely happened that fateful night. 5
- 2 For instance, the film shows the ship's architect, Thomas Andrews, gazing at a painting as the ship sinks, resigned to his fate. However, survivor accounts suggest that Andrews was actually quite active during the disaster, helping with the lifeboats and providing guidance to passengers. The film's depiction of the ship's officer William Murdoch accepting a bribe, then shooting a passenger before taking his own life is also historically inaccurate. Records indicate that Murdoch was working diligently to launch the lifeboats, and there's no evidence of any wrongdoing on his part. Despite these factual inaccuracies, subsequent films about the *Titanic* have followed the narrative set by Cameron's version, favouring continuity over accuracy. 10 15
- 3 Another contentious aspect of the film is the portrayal of the lower-class passengers. The film shows third-class passengers being forcibly kept below decks, locked behind gates while the first-class passengers escape. In actuality, historical accounts suggest that this did not happen. The gates were indeed real but were intended to enforce immigration laws, not as a means of segregation during emergencies. The filmmakers reasoned that these changes added to the dramatic tension, but they also distorted public understanding of the tragedy. 20
- 4 So how do historians piece together the actual events of the *Titanic* disaster? They rely on several sources, including survivors' accounts, logs kept by the ship's officers, and the ship's blueprints. They've also gained invaluable information from exploring the ship's underwater wreckage. Despite advancements in research methods, there are still many unsolved mysteries surrounding the *Titanic*. For example, the exact sequence of events during the ship's final moments is still unknown. Additionally, while we have a good understanding of the layout and design of the *Titanic*, we can only speculate about certain details of the ship's interior design. 25 30
- 5 Experts agree that the *Titanic*'s distress calls were accurately depicted in the film. Survivors' accounts and radio logs confirm that the ship sent out a series of SOS signals as it sank. Also, the film correctly depicted the ship's band playing on deck to calm passengers as the disaster unfolded. There is ongoing debate about what song the band was playing in their final moments, but several survivors reported hearing the hymn "Nearer, My God, to Thee." 35
- 6 In the end, the fictional love story of Jack and Rose might be the most accurate part of *Titanic*, as it accurately captures the human drama and intense emotions that were undoubtedly present on the ship that night. While the film may not be a 40

historically accurate account of the Titanic's sinking, its impact on popular culture and its role in raising public interest in the Titanic cannot be underestimated.

Adapted from *Undercover History: Titanic*

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**MERIDIAN SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2023**

ENGLISH LANGUAGE

1184/02

SECONDARY 4 EXPRESS

Paper 2

15 August 2023

1 hour 50 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces at the top of this page.

Write in dark blue or black ballpoint pen.

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

Answer **all** questions.

Write your answers in the spaces provided on the Question Paper.

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	Marks Obtained	
A		5
B		20
C		25
Total Marks		50

This Question Paper consists of **8** printed pages, including this page.

[Turn over

Section A [5 marks]

Refer to the online article (**Text 1**) and the social media post (**Text 2**) on page 2 of the Insert for Questions 1– 4.

- 1** Look at Text 1. Tick (✓) the most effective title for the image in this article.

☐

Growing knowledge for our planet

☐

Knowledge takes root

☐

The tree of wisdom

[1]

- 2** The article states 'Let's Nurture Our Minds & Nature'.
What does the word 'nurture' suggest?

..... [1]

- 3** Identify the phrase in Text 2 which reflects the aim in Text 1 of 'nourishing minds'.

..... [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)** Readers are encouraged to educate themselves.

Text 1 / Text 2 / Both / Neither

- (b)** The text suggests a call to action.

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

Section B [20 marks]

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

- 5** How is the weather described in paragraph 1?

.....
 [1]

- 6** What might the sentences 'Ordinarily, this would spark curiosity. Today, however, was exceptional.' in paragraph 1 suggest about the usual behaviour of the park ranger and the situation on that day?"

.....

 [2]

- 7** In paragraph 2, the writer's 'fellow explorers jumped out of their jeeps, scurried across the road, grabbed their gear'. What does this description suggest about how the explorers felt in this moment?

.....
 [1]

- 8** In paragraph 3, the writer describes the camping arrangements. Explain why the writer perceives the camping arrangements as unfair. Use **two** details from the text to support your answer.

.....

 [2]

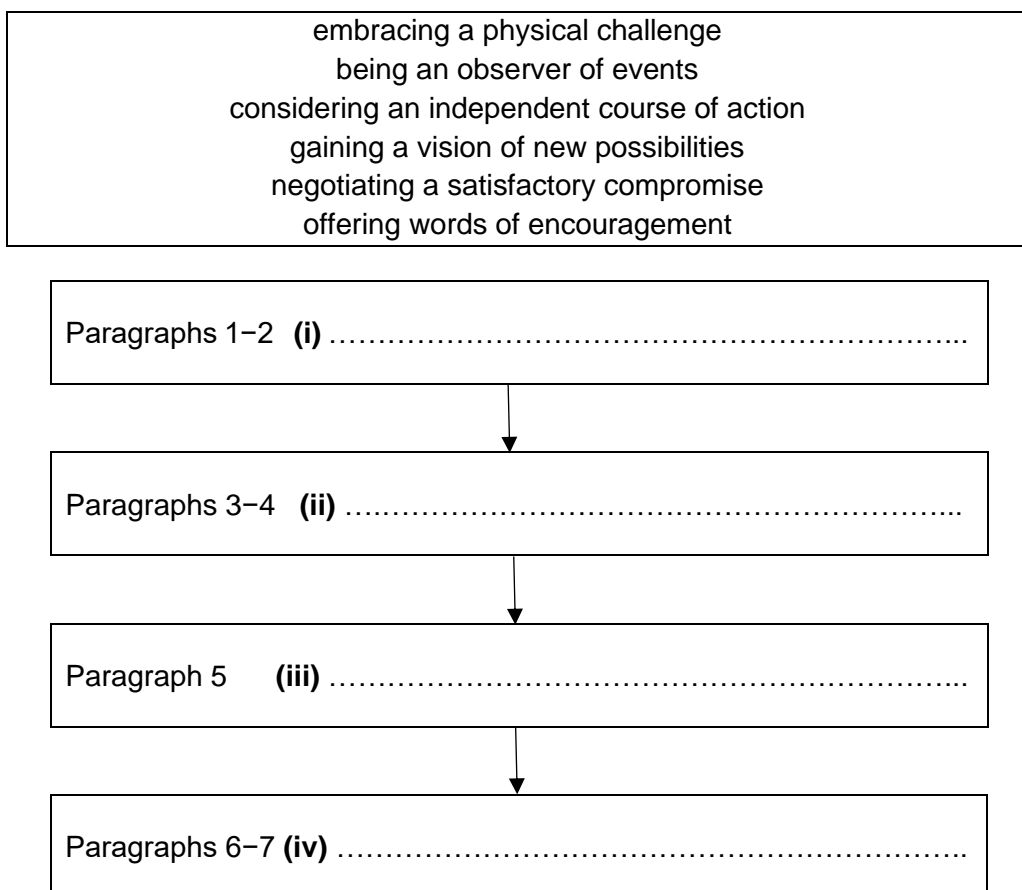
- 9** Identify **one** word in paragraph 4 which suggests that the ranger is surprised that the writer wants to continue the safari.

.....
 [1]

- 10** In paragraph 4, the writer uses the term 'autonomous adventure.' Using the context of the paragraph, what does she mean by this phrase?
-
- [1]
- 11** In paragraph 5, the writer conveys her exhilaration and love for exploration, even in adverse weather conditions. Explain how the language used in paragraph 5 supports this. Provide **three** details from the paragraph to support your answer.
-
-
-
- [3]
- 12** Why did the writer consider returning to the campsite during the storm in paragraph 5?
-
- [1]
- 13** In paragraph 5, what does the phrase 'the park was like a giant, drenched paradise' suggest about the writer's perspective towards the park in the rain?
-
- [1]
- 14** What **two** feelings did the writer express about her experience of the storm in paragraph 6?
-
- [2]
- 15** In paragraph 7, what does the term "fluttered" imply about the writer's reaction to her father's comment?
-
- [1]

- 16** The structure of the text reflects the writer's role in events at different stages during the safari. Complete the flow chart by choosing one phrase from the box to summarise her role at each stage during the safari. There are some extra phrases in the box you do not need to use.

The writer's role in events



[4]

Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 17–23.

- 17** According to paragraph 1, what developments have contributed to a more accurate understanding of the Titanic disaster since the film's release?

.....
 [1]

- 18a** From paragraph 2, give **two** features of the actual characters, Thomas Andrews and William Murdoch, which were incorrect in the film.

.....

 [2]

- 18b** Explain what the phrase "favouring continuity over accuracy" means in paragraph 2.

.....
 [1]

- 19** According to paragraph 3, what was the actual purpose of the gates that were present on the Titanic?

.....
 [1]

- 20** From paragraph 4, what is one source historians use to piece together the actual events of the Titanic disaster?

.....
 [1]

- 21** According to paragraph 5, what action did the ship's band take as the Titanic sank?

.....
 [1]

- 22 Here is a part of a conversation between two students, Lily and Ken, who have read the article.



Lily

The Titanic film sometimes portrayed historical events inaccurately.



Ken

But the film also managed to accurately represent some key elements of the disaster.

- (a) Give **two** pieces of evidence from paragraph 4 to support Lily's view.

- (i) [1]
- (ii) [1]

- (b) Give **one** piece of evidence from Paragraph 5 to support Ken's view.

..... [1]

- 23 **Using your own words as far as possible**, summarise the methods used by historians to investigate the Titanic disaster and the aspects that remain speculative, as outlined in the text.

Use only information from Paragraphs 4 and 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).

To research the Titanic disaster, historians

.....

.....

.....

.....

.....

.....

.....

MSS 4E Preliminary Examination 2023
English Language (1184/02)