

## MARK SCHEME

### SECTION A [5 marks]

Refer to Text 1 on page 2 of the Insert for Questions 1-4.

- 1 Look at the photographs below the section heading **Boot Camps**. With reference to the information given at the bottom of the webpage, which **two** features of the boot camp do the photographs illustrate?

(i) **(Programme is conducted at) a fully equipped kitchen**

(ii) **Practical / Experiential approach to learning**

[2]

Not accepted: Unforgettable memories  
Lifelong skills

Note: These answers are not accepted as they cannot be concretely shown or proven through the images.

Candidates need to read question and the text carefully. This has been reminded during MYE. The answer should be obtained from this part of the visual text, 'With reference to the information given at the bottom of the webpage'. There were a number of candidates who found their answers from other parts of the visual text. The other evidence of candidates practising skimming is when they spelled 'experiential' as 'experimental'.

- 2 The webpage begins with the questions 'Tired of wasting away the holidays at home? Feeling unproductive and bored?'. What effect is this intended to have on the readers?

**It is intended for readers to reflect on / consider / think about how they spend their time.** [1]

Note: Response should consider the effect on reader's FEELINGS and what kind of ACTION they will take.

Many candidates were unable to get this question right. The first point candidates need to take note of is to refer to only the two questions (this) and explain the effects the two questions (this) have on readers. These two questions would not lead to the ultimate purpose / final intended outcome.

Candidates should also not give a general answer such as "It is for readers to relate to the question."

- 3 Refer to the section heading **Learning Objectives**. Which two learning objectives suggest that participants will learn more than just culinary skills?

(i) **Learn how to manage time and work under pressure.**

(ii) **Learn to work in teams and develop empathy.**

[1]

Not accepted: Understand food hygiene and food preparation basics  
Learn to prepare and cook authentic recipes from scratch  
Learn how to incorporate healthier ingredients in recipes

Note: Both answers need to be accurate for students to attend the mark.

- 4 In what way does the webpage suggest the credibility of the organisation?

**It shows how Food Playground is accredited as the Number 1 Cooking school in Singapore by TripAdvisor.**

[1]

Note: Answers should not blindly quote '#1 Cooking School in Singapore on Trip Advisor'

Candidates need to be mindful of the way this question is asked. 'In what way' suggests a process with action verbs to be used. Some candidates simply copied '#1 Cooking School in Singapore on Trip Advisor' as their answer. This is reminder to candidates to answer questions in complete sentences.

**SECTION B [20 marks]****Refer to Text 2 on page 3 of the Insert for Questions 5-15.**

- 5 Give two words in paragraph 1, which suggest that it is physically draining for Aoife to climb the stairs?

**Toil and haul****[1]**

Not accepted:

-daily toil (This is a phrase)

-gripping (Although the word tells us that she is holding the handrail firmly, it does not address her act of climbing up the stairs)

- 6 In paragraph 1, Aoife says, 'I guess this is how my life will always be...' What is the tone of Aoife's comment above?

**Resigned tone/ Tone of resignation/ Tone of acceptance****[1]**

Accept: She had learned to live with it/ Accepted it

Not accepted:

-helplessness, exasperated, hopeless, defeated, sad, depressed (Inaccurate. Response fails to consider the total context)

- 7 In paragraph 2, Aoife describes her experience with reading. Explain how the language used emphasises her fear of the written word.

Support your answer with three details from the paragraph.

- 1) **She could not read the words as the letters were moving/jumbled up as shown in the phrase 'possessed a life of their own, dancing before her'.**  
(Infer 'possessed a life' and 'dancing')

Accept: If quote was either 'possessed a life of their own' or 'dancing before her'.

Not accepted:

-They words came to life/ were alive/ became animate objects (Vague. Which aspect of coming to life? Sound? Movement?)

**[3]**

- 2) **She felt that the letters were mocking her/ making fun of her/ ridiculed her inability as supported by 'they were taunting her'.** (Paraphrase 'taunting')

Not accepted:

- She was afraid to be mocked about her inability (Inaccurate phrasing. Mocked by who? To be?)
- The letters were intimidating her/ provoking her/ haunting/ humouring/ traumatizing (Inaccurate)
- The letters were like bullies/ bullying her (Vague. In what way? Physically?)

- 3) **'Like a deer caught in the headlights she stood' suggests that Aoife was so afraid she stood frozen in fear.**

(Infer from simile 'deer caught in the headlights')

Accept: stunned/ stunned in fear

Not accepted:

- She had to focus very hard to not be stunned by them (Wrong focus on the effort she has to put in to overcome the fear instead of the fear itself)
- Motionless (Inaccurate. Only conveys lack of movement but no element of shock and/or fear)

- 8 'Because of it, she had to lead a double life. But nobody knew. Not a soul. Not her friends, not her colleagues and certainly not her family. She had kept it from all of them, feeling herself brimming with the secret of it her whole life' (lines 10-13)

- (a) Explain what is the 'double life' Aoife led.

**Aoife had to pretend that she could read when she actually could not / She was guarding the secret that she could not read.**

Note: Answer must show the idea of 'double' ie. reality and lie/ pretence/ secrecy  
Answer must mention her inability to read or her dyslexia

[1]

Not accepted:

- Her life as a person with dyslexia. (no idea of a double life)
- She had to hide her true self and be somebody else. (Vague. Merely explaining phrase 'double life')
- She had to pretend that she is doing fine/ that she was okay. (Vague. No mention of her condition)
- That she could see perfectly when actually she could not read. (Inaccurate. Her condition is not due to her eyesight)

- (b) With reference to the lines above, how does the writer show Aoife's determination to lead her double life?

**The writer uses repetition of the word 'not'.**

Note:

- Not enough to mention the technique of repetition alone.
- Repetition inherently emphasizes and shows determination. If listing is cited as a technique, it must be accompanied with an accurate explanation that brings across determination.

[1]

Not accepted:

- She emphasized on the word 'not' (How? Technique not mentioned)
- Use of long sentence followed by short sentence with repetition of the word 'not' (ED)
- Listing of groups of people (Insufficient. Must be accompanied with accurate explanation of these people coming from every aspect of her life.
- She did not even tell her own family about it. (This was a common wrong answer. It explains content and does not give the technique)

- 9 In paragraph 3, we are told that Aoife developed 'a cunning...out of necessity'. What two things did Aoife do that clearly shows this?

(i) **She spotted people who were happy to show off how well they could read.** [1]

Not accepted:

- She said she was short-sighted
  - She said she had forgotten her glasses.
  - She said that her eyes were tired.
  - She would shut her menu and get someone to order for her.
  - She would pass a page to someone next to her, asking for it to be read to her.
- (These are all the acts she perfected from the 1<sup>st</sup> part of paragraph.)
- She asked people who wanted to show off. (Insufficient. How did she know who to ask? What skill did she develop in order to do this?)

[1]

(ii) **She listened carefully/with great concentration/ She memorized the content so she could repeat what she heard flawlessly if anyone questioned her about the content of the text.**

Note: There are 2 parts to this answer and both parts must be included.

Not accepted:

- She listened carefully and with great concentration (Insufficient)
- She remembered things well (Insufficient)

- 10 In paragraph 3, why did Aoife ensure that she never shut a menu 'too fast'?

**She wanted to make it seem like she was still reading the menu/ was in the process of reading/choosing/deciding.** [1]

Note: Answer must being across the idea of her in the act of reading.

Not accepted:

- That she had read the menu. (Inaccurate)
- To hide the fact that she could not read/ that she is dyslexic (Vague. All her other actions are also done for this purpose)
- If she shut it too fast, it would seem like she has not read it (Inaccurate focus. Answering the opposite of what is given in the question)

- 11 What do the following phrases suggest about Aoife's attitude towards Evelyn?

(i) 'as if she were just another member of the human race' (lines 24-25)

**She was in awe/ admired/idolised/worshipped/ adored Evelyn. / She found Evelyn to be very special.** [1]

Not accepted:

- She respected/looked up to her/interested in (Insufficient degree)
- She couldn't believe she was seeing her. (Inaccurate focus on just her surprise)
- She was amazed to see her (doesn't convey idea of her adoration)

[1]

- She was God-like (Vague. Don't answer with figurative language)

- (ii) 'beaming sunshine with her smile' (line 26)

**She was friendly/warm/welcoming.**

Note: Answer must convey Aoife's behavior towards Evelyn.

Not accepted:

- She was happy/ enthusiastic/excited/cheerful. (Inaccurate focus on Aoife alone)
- She liked Evelyn very much.
- She was polite (Inaccurate)

- 12(a) In paragraph 5, what does 'like lines of ants crawling over the page' suggest about how the letters in the contract looked to Aoife?

**They were small/tiny and moving.**

[1]

Note: Infer 'ants' and paraphrase 'crawling'. Both parts must be addressed.

Not accepted:

look identical (no reference to individual ants in description to deduce this)

- (b) Which other phrase in paragraph 5 conveys this same idea of the letters? [1]

**undulating strings of letters whose size tested the eyes**

Note: the size and movement are both addressed

Not accepted:

Undulating strings of letters (insufficient)  
impossibly miniscule text  
clustered and rearranged themselves  
moving from horizontal lines going from left to right, until they gradually regrouped themselves into long vertical columns  
like grasses swaying in the wind

All these phrases address either size or movement and are insufficient.

- 13 In paragraph 6, Aoife felt that the contract 'radiated toxic material'. What did Aoife do which shows her feeling this way?

**She lifted the contract with the tips of her fingers.**

[1]

Not accepted:

She lifted the contract with only the tips of her fingers, masking her emotions with a nod and smile (Excess denies)

- 14 In paragraph 7, the writer tells us that the blue folder 'had grown'. Identify two words used later in the paragraph which describe the blue folder in the same manner.

**Swelling and bulging**

[1]

Not accepted: threatening, spill

15	The structure of the text reflects the stages of Aoife's responses to her situation at different parts of the narrative. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box you do not need to use.		
Aoife's responses			
overcoming the odds	an impending outcome	managing a regular struggle	
beyond belief	ending a pretence	establishing routines	facing the unexpected

Paragraphs 1-3: (i) **managing a regular struggle**

From passage:

daily toil, constant reminder (line 1)

I guess this is how my life will always be (line 3)

What fate had dealt her (line 4)

Haul herself up (line 5)

brimming with the secret of it her whole life (lines 12-13)

over the years, perfected a number of implausible acts (line 14)

cunning she honed out of necessity (line 18)

Not accepted:

overcoming the odds (Suitable only for parts of para 3)

Establishing routines (Suitable only for para 3 but not for the other 2. For para 1 and 2, these are not actions which she established but what she did in reaction to the situation)

Paragraph 4: (ii) **beyond belief**

From passage:

...as if she were just another member of the human race. Not wanting to miss the opportunity of a lifetime (lines 24-25)

was not what Aoife could ever imagine (line 27)

Aoife was feeling incredibly lucky (lines 29-30)

Use of exclamation marks

Not accepted:  
Facing the unexpected (Negative connotation)

Paragraph 5: (iii) **facing the unexpected**

From passage:  
However....(line 31)  
Her hopes were dashed and as reality sank in (lines 32-33)  
Her ideal job was a short-lived fantasy. (lines 39-40)  
Descriptions of Aoife's reaction to the situation (throughout para 5)

Not accepted:  
Ending a pretence (she was not ending the act)  
An impending outcome (line 'knowing that it was over, that this job was doomed like many other jobs before it' may suggest this)

Paragraphs 6-7: (iv) **an impending outcome**

From passage:  
Her mind screamed the two choices: continue her charade and face the music later or end it all now. Delaying the inevitable aftermath seemed more favourable. (lines 44-45)  
Since that day, over the many months she had worked for Evelyn, the blue folder in the box on the top of the filing cabinet had grown. (lines 51-52)  
a swelling lie threatening to spill at any moment (line 54)

Not accepted:  
Ending a pretence (She was not ending the act. She wanted to prolong it as long as she could)  
Facing the unexpected (It was something she had expected since the day Evelyn got her to look into the contract)



### SECTION C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 16-22.

- 16 From Paragraph 1, what does the writer find most disturbing about scientists' desire to play God?

**The writer finds their desire / hunger for money / profit as the most disturbing aspect.**

[1]

Key words: 'desire to play God', 'most disturbing'

From text: 'and even worst, to satiate the appalling yet predictable hunger for money.'

Students should not blindly list the phrase and should write response in a complete sentence.

Accepted: It is disturbing that the children are seen as possessions  
projects of human's will  
vehicles for humans rather than gifts

- 17 In Paragraph 1, the writer mentions two groups of parents who would be interested in cloning their own children.

What are the two types of parents and why are they interested in human cloning?

Type of parents	Reason
i) <b><u>eccentric narcissists / narcissistic parents</u></b>	<b><u>Create genetic replicas of themselves</u></b> <b><u>(line 5)</u></b>
ii) <b><u>ambitious parents</u></b>	<b><u>produce children with genetic traits superior to</u></b> <b><u>their own (line 6)</u></b>

[2]

Not accepted: Parents – Laymen. Reason – Create children of a certain breed (lines 3 – 4)  
Focus of this line is not on laymen parents, but rather what makes reproductive cloning morally troubling for laymen in general.

- 18 With reference to paragraph 1, which **two** words suggest that children are seen as “possessions” (line 8 )?

**The words are ‘projects’ and ‘vehicles’.**

[1]

- 19 With reference to paragraph 2, give, **in your own words**, the two reasons why human cloning will be risky.

(i) **There is a risk of the child having abnormal physical traits (‘hideously malformed’)** [1]

(ii) **The child may have critical diseases / sickness. (‘born with life-threatening illnesses’)** [1]

Accepted: (i) Child may be born ugly and abnormal/deformed/ born with physical defects/ born with deformities/ may not have a fully-developed body (must have the word ‘body’ because the quote refers to physical development).

(ii) Child may have diseases that may lead to death/ that endanger lives/ fatal diseases/ lethal diseases/ terminal illness.

Not accepted: (i) Child will be born ugly (the idea of deformities must be reflected.)

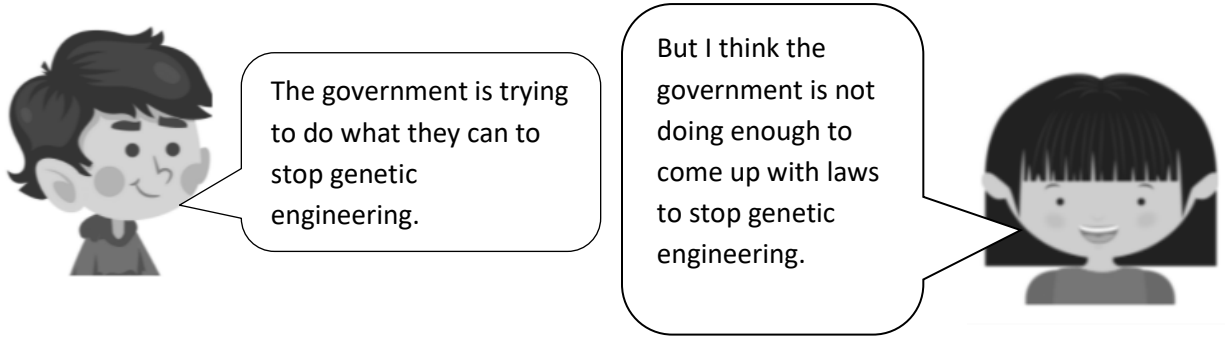
Child may be disfigured/disabled

Child may be badly developed./ Child may not have proper development (vague – is it referring to mental, physical or behavioural aspect?)

Child does not look normal (doesn’t reflect degree of abnormality)

(ii) Chronic/serious/incurable (does not necessarily mean the illness is life-threatening eg diabetes)

- 20 Here is a part of a conversation between two students, Hisyam and Xiang Lin, who have read the article.



Hisyam

Xiang Lin

[1]

(a) How would Hisyam explain his position with reference to paragraph 3?

**President Bill Clinton launched an immediate 90 day report into the implications of human cloning (as soon as the news of Dolly became public).** [2]

(b) Identify **two** examples from paragraph 3 that Xiang Lin can give to support her view.

- (i) **Governments do not stop private companies from funding these clinical trials under the radar.**
- (ii) **Some political leaders take a permissive stand and continue to buy into the argument that cloning is done in the name of research.**

Not accepted: most nations of the world had little or no legislation covering genetic engineering (repetition of what Xiang Lin said)

- 21 From paragraph 5, 'Dr Seed declared that he cannot be stopped from human cloning'. What does the phrase 'cannot be stopped' suggest about Dr Seed?

**He is determined / persistent.**

[1]

Accepted: Dr Seed is uncontrollable / relentless / perseverant. (The notion of an action must be evident.)

Dr Seed is adamant about / stubborn about / insistent on continuing with cloning experiments.

Not accepted: He is adamant / stubborn / insistent.

- 22 Using your own words as far as possible, describe the reasons why human cloning is still able to continue in today's world.

**Use only information from Paragraphs 4 to 6.**

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).

Points	Paraphrased Points
1. governments are unable to come up with solid decisions regarding cloning laws. (line 26)	there are no clear/firm regulations about cloning.
2. proposed ban was only for 5 years. (line 28)	Some countries impose short term/temporary legislations that have no real impact to ban cloning.
3. UK Parliament in January 2001 made experimental creation of human clones legal, so long as the embryos were made for medical research and destroyed before implantation. (line 30 to 33)	while other legalise cloning for medical research.
4. Scientists further their human cloning projects by purposely keeping truth from the public. (line 33)	Information about cloning is <u>withheld from the public</u> . (Must state who it is withheld from.)
5. The people involved in cloning are largely interested in profit. (line 36)	Money continues to drive scientists to keep cloning.
6. He had attracted money and people. He had been followed by Clonaid, a new human cloning organisation with cash and 300 couples ready to start. (line 38 to 39) / influence of corporations (line 44)	There are many willing / influential parties to invest and be part of the research.
7&8. that he cannot be stopped from human cloning under current US law, and if human cloning laws are changed he will move the work to Mexico. He has announced a human cloning lab for Japan with purchase of land and \$15 million backing. (line 40 to 43)	7. The regulations are inconsistent worldwide
	8. resulting in opportunities for scientists to clone in different parts of the world.
9. Lax legislation and influence of corporations will ensure that it is politically acceptable for scientists to come out of the woodwork and talk about these things. (line 44-45)	Weak laws and powerful corporations also enable scientists to discuss human cloning openly.

[15]

*Human cloning can still take place today because of unclear regulations about cloning. Legislations are often short-term and cloning is still allowed for medical research. Additionally, information about cloning experiments are withheld from the public. The lure of money continues to drive scientists to keep cloning. Furthermore, many parties are willing to invest in the research. The inconsistent regulations worldwide also create opportunities for scientists to clone in different parts of the world. Weak laws and powerful corporations also enable scientists to discuss human cloning openly.*

78 words