



**JURONG SECONDARY SCHOOL  
2023 GRADUATION EXAMINATION  
SECONDARY 4 EXPRESS**

<b>CANDIDATE NAME</b>	
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<b>CLASS</b>	
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<b>INDEX NUMBER</b>	
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**ENGLISH LANGUAGE**  
PAPER 2 COMPREHENSION

**1184/02**  
15 August 2023

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional materials: Insert

**READ THESE INSTRUCTIONS FIRST**

Write your name, index number and class on all the work you hand in.  
Write in dark blue or black ballpoint pen.  
Do not use staples, paper clips, highlighters, 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	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

This document consists of **9** printed pages including this page.

[Turn over]

**Section A [5 marks]**

Refer to the online advertisement (**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 advertisement.

The fight against poverty.

☐

Empowering girls for a better future.

☒

Girls have the power to change the world.

☐

[1]

- 2 Identify the phrase in Text 2 that highlights how the aim in Text 1 of making ‘a difference today’ can be done.

‘(start to) **shift the system now.**’

..... [1]

- 3 Look at Text 2. Why would helping girls make a significant difference?

**Women form 50 percent of the world's population** [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 is addressing volunteers.

Text 1 / Text 2 / Both / Neither

- (b) The tone suggests the writer and the reader are **not** of the same status.

Text 1 / Text 2 / Both / Neither

[2]

### Section B [20 marks]

Refer to **Text 3** on page 3 – 4 of the Insert for Questions 5 – 12.

- 5 In Paragraph 1, (a) **what** did the writer find difficult about fulfilling the requirement of Scout Craft?

(b) Identify a phrase from the paragraph to support your answer.

(a) The writer would have to go on an overnight hike in the countryside.

X he was afraid of hiking overnight

(b) 'a thought I grappled with (for a long while)'

[2]

- 6 In Paragraph 2, the writer describes the city that he lives in. Explain how the language used in this paragraph makes the city seem **complex to him then**. Support your answer with **three** details from Paragraph 2.

**MAIN PROBLEM:** Students tend to describe the quote W/O explaining why it makes the situation or the city seem complex to the writer. **QEL.** While it is not compulsory to find synonyms for the word 'complex', failing to illustrate how the quote shows that the city is complex will not get you the needed marks. For example:

"Discovering a new building or road was practically a daily affair" shows that the city always has new things so it is complex to him."

Therefore, it is advisable to look for synonyms of the word so as to show that you understand what the question requires.

COMPLEX = confusing, complicated, intricate, sophisticated, disorienting

Q: 'endless maze of asphalt roads' shows that there were many roads that were continuously intersecting in a confusing manner thus making the city appear complicated/intricate.

"Endless" = continuous, no end, on and on (good to show this)

"Maze" = roads that are interconnected, intersecting roads, a network of roads and routes, overlapping roads, crisscrossing roads (good to show this)

X ...shows that there were lots of roads such that it was hard to navigate the area

Q: 'skies of towering buildings' shows that the buildings are so **big and tall**, **obstructing his vision of the sky** thus making the city seem disorienting when all he sees are tall buildings.

X ...the city was full of big and tall buildings (so what? How does this show that it made the city appear complex to the writer?)

Q: 'Discovering a new building or road was practically a daily affair' shows that the **city always had something new made/ had so many buildings**, making it difficult for him to remember everything about the city, thus making the city seemed confusing.

'discovering a new building or road' means.

X ...the city always has new things so it is complex to him      how so? Need to make the link.

**Distractor: 'my world was made of meticulously laid slate pavements'**

X does not show that the place is complex, merely organised or neat, well-planned

- 7 With reference to Paragraph 3, how does the writer highlight the contrasting qualities of Mr Brenkman? → WRITER'S TECHNIQUE + EXAMPLE

**MAIN PROBLEM:** Students tend to pick out quotes or merely explain what was mentioned in this paragraph. This is a writer's technique question so students need to pick out the techniques used first before going on to explaining what was meant by the technique.

Use of different colours or outfits because Mr Brenkman wears either church black or Scout khaki.

Use of diction/word 'fire' to show the contrasting qualities of Mr Brenkman where it

is either to highlight a negative connotation (hellfire) or something constructive (fire for camping).

**Use of different content of speech** where Mr Brenkman would either be preaching about hellfire or teaching others about how to create fires based on his role of either a pastor or scout master.

X "When he wore black, he would warn us against hellfire. When he wore khaki, he would teach us how to build fires." (Direct quoting, no mention of the **technique used**)

[2m]

- 8 (a) In Paragraph 4, what was the writer thinking of doing when he asked, "How would **they** know I went?" (line 21)

**MAIN PROBLEM:** Answers are either too general or missing the point of the story completely. At this point, it is well established that the writer only asked around about going camping because he needed to fulfil the Scouts Craft requirement. When he asked this question, the 'they' that he had in mind would most likely be the Scouts Masters and other scouts, because this would directly affect his chance of achieving the camp craft requirement. Hence, answers must reflect the reason why the writer even asked this question in Paragraph 4.

He was **thinking of lying about going on the camping trip** to get the Scout Craft requirement. [1]

**OR**

He **wanted to lie** to the Scouts **about going camping** in the countryside.  
OR

He was thinking of not going camping.

X He wanted to lie to his parents about going camping.

X He was going to lie. (Not sufficient)

- (b) Referring to Paragraph 4, give **two** **reasons why Mr Brenkman** was caught by surprise at the writer's query about having to prove that he did go camping.

**MAIN PROBLEM:** Many students failed to link their answers back to evidence found in the text (lines 22 - 23). Students have to give reasons why Mr Brenkman might ask these two rhetorical questions.

- (i) Mr Brenkman **did not expect the writer to even think about such questions** because **he himself enjoyed camping while he was a boy** (as evident in his passionate response in line 18)

- (ii) Mr Brenkman **expected the writer to uphold the Scouts Honour** which is to be always honest. / He expected a scout to always be honest/ Mr. Brenkman did not expect the writer to have **forgotten the Scouts Honour**

[2]

- 9 In Paragraphs 5, the writer describes his best friends and how he feels that they “were rivals too” (line 32). **In what ways** does the writer feel that his best friends were better than him?

**MAIN PROBLEM:** This is another ‘how’ question (refer to Qn 7). Some students merely copied the relevant quotes from the text to be written here and did not evaluate HOW the writer’s friends were deemed better than him. **Students need to identify the aspects** in which the friends are better than the writer e.g. in the aspect of being brave or being strong.

Best friend	<b>How</b> the writer thinks his friend is <b>better</b> than him (In this case sufficient to highlight the areas in which the friends are better than the writer)
Philip Hossfender (Horse)	Horse is <b>more threatening/ fiercer/ braver/ feisty</b> than the writer.  OR  Horse is a <b>bold person</b> who did not back down X harder to challenge, more competitive
Richard Macht (Max)	Max is <b>stronger</b> and <b>more confident/ more quick-witted</b> than the writer.  OR  Max looked <b>strong AND confident/ better speaker</b> .  X fitter (you can be fit but not strong enough to lift someone with just one arm), X smarter (what is the measure of intelligence?)

[2]

- 10 (a) “Oh, that,” Horse said with a shrug. (line 37)

What does this comment suggest about Horse’s response towards camping?

He does not think camping was anything special/difficult/ He thinks it is easy  
He has thought about camping before and did not think much about it . [1]

X he does not care not specific enough to the context of the conversation.

- (b) Pick out **one** evidence from the same paragraph to support the claim in (a).

Finally, Horse said, “Yeah, well I was going to do that, but I didn’t think you guys were ready for it.” [1]

(must quote the whole line because if students missed out the first part, it doesn’t show Horse’s initial consideration of camping.)

Some students did not quote but paraphrased this evidence.



- 11 (a) With reference to Paragraph 8, **how** did the writer try to convince himself that they were still good Boy Scouts despite lying about going camping with Mr Brenkman?

The writer **listed down the other values or Scouts law that they uphold**. [1]

✓ They may not be honest but they still follow the rest of the scouts law, which still makes them good as they follow most of the law.

X nothing else mentioned except for 'follow scouts law'

- (b) Identify **one** word in Paragraph 8 which suggest that the writer was reluctant to go on with his camping plan.

'trudged' [1]

- 12 The structure of the text reflects the writer's intention in events at different stages leading up to the overnight camping trip. Complete the flow chart by choosing one phrase from the box to summarise his intention at each stage. There are some extra phrases in the box you do not need to use.

**The writer's intention at different stages**

Keeping the competition close Seeking clarity Unburdened from worry Self-discovery	Putting up a tough front Baiting for a response Holding self-deprecating thoughts
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Paragraph 1 – 2      Feeling small

Paragraph 3 – 4      (i)      Seeking clarity

Paragraph 5      (ii)      Keeping the competition close

Paragraph 6      (iii)      Baiting for a response

Paragraph 7 – 8      (iv)      Putting up a tough front

[4]

**[Turn over**



### Section C [25 marks]

Refer to **Text 4** on page 5 and 6 of the Insert for questions 13 – 18.

- 13** In Paragraph 1, the writer describes tea as a 'much-loved beverage' (lines 3 – 4).

Why does he describe tea as such?

After water, tea is the most widely consumed beverage of choice in the world. [1]

X hundreds of thousands of cups of tea will have been drunk globally illustrates the reason which is that it is widely consumed, number is relative to the time given

- 14 (a)** Paragraph 4 states that in the 17<sup>th</sup> century, 'British merchants had been exporting goods to the East, but their ships returned empty'. (lines 28 – 29). Why do you think the ships returned empty?

They returned empty because there were no demands by the people in Britain for imports/products from the East.

>> any idea that alludes to no need/ no interest in products from the East [1]

- (b)** With reference to Paragraph 4, explain **in your own words** why the solution of importing tea as a 'profitable return cargo' (line 30) to Britain did not really work.

From text: 'To evade taxes, it was frequently smuggled into Britain instead;'

Tea ended up being illegally/unlawfully imported/brought into Britain to avoid tariffs or taxes./ sneak/ bring in stealthily

>> idea of illegal

>>idea of bringing into the country

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



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

Transportation and storage may be problematic if the true flavour of the tea is adversely affected by other goods. [1]

- (b) Give **two** pieces of evidence from Paragraph 5 to support Lily's view.

- (i) (ability of tea leaves to absorb other aromas) **allows for an almost endless range of scented and flavoured teas**
- (ii) it is helpful to use tea as a **natural deodoriser in the homes and areas with offensive odours**. [2]

- 16 (a) From Paragraph 5, give **two** reasons why the cost of tea can be kept low for consumers, thus ensuring its popularity.

- (i) The ability of tea to **replenish their leaves every week** during the growing season means that there is always plenty available.
- (ii) **Invention of tea bags** and the fact that they are small makes it cheaper for consumers.

OR

**Small size of tea bags** make it cheap and popular

OR

**tea bags contain waste products of high quality tea** so they are cheaper

- (b) Pick out a phrase in Paragraph 5 to show that there are people who looked down on the invention of tea bags.

(connoisseurs of tea) **turn their noses up** (at tea bags)

- 17 With reference to Paragraph 6, what is contradicting about the nature of tea?

Tea is used as a stimulant but it also has a relaxing effect on people who drink it. [1]

- 18 **Using your own words as far as possible**, summarise how myths contributed to the popularity of tea and reasons for the subsequent spread of tea drinking in the East, as outlined in the text.

**Use only information from Paragraphs 2 to 3 of Text 4.**

*From text:*

1. **Emperor Shennong**: taking a sip from a bowl of boiling **water** into which some **leaves** from a nearby bush had been blown, he was pleasantly surprised by its flavour. OR **E.S discovered tea** (must mention the name)
2. This delicious drink began to be drunk as a stimulant **because of its restorative powers** ... / **medicinal** properties
3. **a prince** had the habit of **chewing leaves** from the tea shrub **to keep himself awake** for prayer. OR a **prince using tea as a stimulant**
4. Tea drinking spread when tea leaves were formed into **the shape of bricks because they were easy to** trade and **transport.**
5. They were even **used as a form of currency** instead of metal coins.
6. **A book entitled 'The Tea Classic'**, written by scholar Lu Yu, was the single greatest influence in **developing the popularity of tea in China.** (Must mention either the title of book OR author's name)
7. (fascinating to read, describing the weather conditions in which tea should be picked and even the best water)= **the best ways to be used to make the tea.**
8. By the 6<sup>th</sup> century, tea had spread to **Japan**, where at first **it was the drink of the aristocracy**/ rich people
9. before **becoming widely accessible to ordinary people when production grew.**

10. **Tea in Japan took on religious significance with the Tea Ceremony**  
which increased the importance and popularity of tea.
11. **Link between tea and religion** increased the importance & popularity of tea  
**in Japan.**
12. Through **time, tea drinking extended to other Asian countries.**

Summary marks	
Content	8
Style	7
Total	15

Sample summary:

*The popularity of tea in the past began with Emperor Shennong enjoying the flavour of leave-infused water (1). People started drinking tea as a stimulant and its healing properties (2). One prince chewed tea leaves to remain awake for prayers (3). Moulded tea leaves facilitated trade and transport (4), and were even used as money (5). 'The Tea Classic', which described the best ways to make tea (7), promoted tea's popularity in China (6). In Japan, tea became popular with aristocrats before production growth made it widely available to the masses (8). Its importance increased with its religious association (9).*

(80 words)

*\*\*Special nouns considered as 1 word count e.g. The Tea Classic and Emperor Shennong*