



BOON LAY SECONDARY SCHOOL

PRELIMINARY EXAMINATION

2021

Name	()
Class	

Subject	: ENGLISH LANGUAGE
Paper No	: PAPER 2 – ANSWER SCHEME
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Date/Day	: 25 AUGUST 2021, WEDNESDAY
Time	: 1050 - 1240
Duration	: 1 HOUR 50 MINUTES

ANSWER SCHEME

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the insert for Questions 1-4.

- 1 The poster begins with the headline “Lucky for you, there’s nothing to do here.”
In what way is this headline effective?

The headline juxtaposes the idea of not having anything to do with the idea of being lucky creates an element of surprise for its readers because it is unusual for one to feel lucky when one is bored. This encourages them to read on and find out the reason why.

[1]

Qn requires students to examine the effect of the headline. Many students give the purpose which it isn’t enough.

Students who wrote ‘feel curious’ need to establish why they are curious.

- 2 Look at the photograph in the poster. With reference to the information on the right of the poster, which activity does the photograph illustrate?

The activity illustrates tanking, a floating livestock tank that visitors could use to meander down the river.

[1]

- 3 The poster provides a list of activities that visitors can do in Nebraska. Which type of visitors do these activities aim to attract?

(i) **Riding horseback on an honest-to-goodness ranch: Visitors who are adventurous / enjoy outdoor activities**

(ii) **Relaxing in state parks, recreation areas and golf courses with epic views: Visitors who enjoy the nature / nature lovers**

[2]

Not accepted: visitors who like horses - honest-to-goodness ranch suggests that the visitors are into horseback riding. Like horses doesn’t mean enjoying riding. Also, golfing isn’t sedentary. visitors who enjoy laid back activities / sedentary activities are not accepted. Sight-seeing and touring are not accepted too.

- 4 Which phrase is intended to give the impression that Nebraska is unique and appeals to a specific group of people?

“might not be everybody’s cup of tea”.

[1]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert to answer Questions 5-15.

5	At the beginning of the text, Nori arrived at her grandparents’ house in Kyoto, Japan. Explain how the language used emphasises the appearance of the house in Nori’s eyes.	[3]
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	Support your ideas with three details from paragraph 1.							
	<p>'imposing property that rested serenely between the crests of two green hills' suggests that the house had a commanding presence that stood out amidst the peaceful surroundings.</p> <p>'exuded magnificence at the height of its glory' suggests that the house still appeared grand and majestic to Nori.</p> <p>'a blend of mystery and formidability' suggests that the house appeared secretive and ominous, hiding many secrets, possibly dark and powerful secrets of its owners.</p> <p>Other accepted key words: Imposing: intimidating Magnificence: extravagant Mystery: suspense</p> <p>Depending on how students quoted the first phrase, they may or may not get the mark. The main focus is on 'imposing property'. If students quoted 'rested serenely between the crests of two hills', the idea is the house stands out amidst the nature/the house is a stark contrast to its peaceful surroundings. No mark awarded if only 'rested serenely' is quoted.</p> <p>Common unaccepted phrase: 'stunningly beautiful' - not a figurative phrase</p>							
6	Which one word in paragraph 2 suggests that Nori's mother encountered hardship after leaving her family home?	[1]						
	<p>The word is 'toll'.</p> <p>Most students got this right. Common wrong answer: stifled (when it is already in Q7).</p>							
7	In paragraph 2, what do the following phrases suggest about what Nori's mother felt about Nori's question?	[2]						
	<table><tr><th>Phrases</th><th>It suggests that Nori's mother felt...</th></tr><tr><td>let out a stifled sigh (line 10)</td><td>frustration/exasperation/resignation Answers not accepted: annoyed/angry/irritated - too strong Mother was not angry as shortly after, she 'let out a strangled giggle'.</td></tr><tr><td>would not meet her daughter's gaze (line 12)</td><td>guilt/discomfort Other accepted answers: ashamed/embarrassed</td></tr></table>	Phrases	It suggests that Nori's mother felt...	let out a stifled sigh (line 10)	frustration/exasperation/resignation Answers not accepted: annoyed/angry/irritated - too strong Mother was not angry as shortly after, she 'let out a strangled giggle'.	would not meet her daughter's gaze (line 12)	guilt/discomfort Other accepted answers: ashamed/embarrassed	
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8	In paragraph 4, what two things did Nori's mother do that were out of character?	[2]						

	<p>She spoke to Nori with such unusual affection.</p> <p>She made Nori promise to obey although Nori had never once disobeyed.</p>							
9	<p>'It didn't seem like something that needed to be requested.' (lines 33-34)</p> <p>What does this sentence suggest about how Nori had been brought up since young?</p>	[1]						
	<p>Her mother was very strict with her as obedience was expected and not needed to be requested of her.</p> <p>Many students understood the question to be how Nori became/turned out to be, when the question is about how she had been brought up.</p>							
10	<p>“Noriko,” she said, with an urgency Nori had never heard before. “Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this.” (lines 36-39)</p> <p>With reference to the sentences above, explain how the writer emphasises the insistence Nori’s mother had in getting Nori to make her promise.</p>	[1]						
	<p>The writer repeated ‘Promise me’ a few times to emphasise Nori’s mother’s exhortation of a promise to obey from Nori.</p> <p>OR</p> <p>The writer used imperatives ‘Do not...’ to emphasise how Nori’s mother instructed Nori not to commit certain acts.</p> <p>Students are expected to recognise the question requires them to ‘Explain how’, not just to give the ‘How’. They should identify the writer’s technique and explain how the technique emphasises Nori’s mother’s insistence, and not merely repeating what’s already in the question.</p>							
11	<p>In paragraph 5, the writer says Nori’s ‘heart fluttered against her chest, like a little bird trying to escape a cage.’ (lines 45-46)</p> <p>How are the following expressions particularly effective?</p>	[2]						
	<table><tr><th>Expression</th><th>It emphasises...</th></tr><tr><td>heart fluttered against her chest</td><td>how afraid Nori was who realised she could be abandoned by her mother.</td></tr><tr><td>like a little bird trying to escape a cage</td><td>how trapped/helpless she felt by her promise to her mother to obey and not question.</td></tr></table> <p>Students are required to explain the effect of each expression in its context. Many students had no context in their answers. Afraid of? Trapped by?</p>	Expression	It emphasises...	heart fluttered against her chest	how afraid Nori was who realised she could be abandoned by her mother.	like a little bird trying to escape a cage	how trapped/helpless she felt by her promise to her mother to obey and not question.	
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like a little bird trying to escape a cage	how trapped/helpless she felt by her promise to her mother to obey and not question.							

12	In paragraph 6, give an example of how Nori had been well-trained to follow all instructions.	[1]
	<p>Although she wanted to cry, her tears that had begun to well receded inside her eye sockets with frightening speed at her mother's command to stop crying.</p> <p>Many students can get this question right. Students should not quote as it will not answer the question sufficiently.</p>	
13	In paragraph 8, what made Nori appear pitiful as she watched her mother leave?	[1]
	She was whimpering, yet she could not run back to her mother/cry out for her.	
14	<p>'That something held her there, relentless and pitiless in the strength of its grasp. <i>It</i> did not let her move, nor breathe, nor cry out...' (lines 59-61)</p> <p>(a) What do you think 'that' and 'it' could be?</p>	[1]
	<p>Her obedience/promise to obey</p> <p>Some students interpreted 'that' and 'it' to be two separate things. 'Her mother's words/instructions' is not accepted as it was her promise to her mother to listen to instructions that was stopping her from moving or crying; it was not solely due to her mother's instructions.</p>	
	(b) What does it suggest about Nori's character?	[1]
	<p>She had strong self-control/willpower.</p> <p>'She is obedient/trustworthy' is not accepted because it does not capture the fear/desperation she felt having been left alone by her mother. Students need to consider the promise she had made as described in the above lines.</p>	
15	The structure of the text reflects the different stages of Nori's arrival at her grandparents' house. 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 that you do not need to use.	

Stages of Nori's arrival

a terrifying realisation	piling on the pressure
appealing for understanding	impending sense of doom
eagerness to find out	a display of strength
a quiet acceptance	

Flow chart

<p>Paragraph 1</p> <p>impending sense of doom [1]</p>
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Paragraphs 2-3
eagerness to find out [1]



Paragraphs 4-5
piling on the pressure [1]



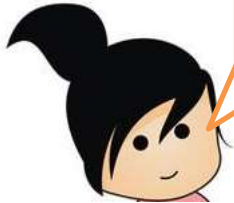

Paragraphs 6-8
a terrifying realisation [1]

Common error: a quiet acceptance/a display of strength.
Do ensure the phrase covers Paragraphs 6-8.

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-22.

16	In paragraph 1, give two reasons why temperatures in France topped 40°C for eight days.	
	<p>(i) <u><i>There is an area of high atmospheric pressure above the western and central Europe.</i></u> [1]</p> <p>(ii) <u><i>There is a giant swirling air mass that rebuffed incursions of cooler Atlantic air for several weeks.</i></u> [1]</p>	[2]
17	In paragraph 2, it mentioned that 'individual days will become hotter' (line 10). Which phrase in the paragraph supports this idea?	
	<u><i>"an uptick in heat waves"</i></u> .	[1]
18	<p>The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. (lines 11-12)</p> <p>What does the phrase 'of course' suggest about the writer's opinion of this solution?</p>	
	<p><u><i>It suggests that the writer thinks that the solution is an obvious solution / straightforward solution / widely recognised solution.</i></u></p> <p>Not accepted: logical - it doesnt mean obvious. known by everybody - doesn't mean widely recognised.</p> <p>Accepted: acknowledged</p>	[1]
19	With reference to paragraph 3, explain why reducing greenhouse gas emissions might not solve global warming. Answer in your own words. - adjective & Verbs must change [paraphrasing the main idea]	

	<p><u>Reduction in greenhouse gas emissions might not solve global warming because even if it is controlled / curbed / restrained, global temperatures will still rise for many years to come.</u></p> <p>Actual text: “And even if we do rein in emissions, the planet will continue to warm for decades.”</p> <p>Students didn't answer this well as they picked the wrong evidence from the text.</p> <p>Accepted answers: many years / more than 10 years. Not accepted: years / a long time (too vague & meaning is different from many decades)</p>	[2]
2)	<p>Here is a part of a conversation between two students, Abigail and Jimmy who have read the passage.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>I think extreme heat has a greater impact on children.</p> <p>Abigail</p> </div> <div style="text-align: center;">  <p>I don't think so. Adults are affected more severely by extreme heat.</p> <p>Jimmy</p> </div> </div>	
	<p>(a) With reference to Paragraph 4, identify two pieces of evidence that Abigail can use to support her stand.</p> <p>(i) <u>Extreme heat has a greater impact on children because it can cause infants to be born prematurely, infants to be underweight, or even deaths. [1]</u></p> <p>(ii) <u>Extreme heat has a greater impact on children because it can lower children's test scores and productivity, [1]</u></p>	[2]

	Students who lifted the full evidence from text are wrong as the second part of the sentence isn't about children.			
	<p>(b) With reference to paragraph 5, explain why Jimmy thinks that extreme heat has a more severe impact on adults?</p> <p><u>Extreme heat can cause a reduction in working hours which is equivalent to a loss of 80 million full-time jobs.</u></p> <p>Many students wrote loss of jobs. Loss of jobs isn't an <u>outcome</u>, it is a <u>comparison</u> used to highlight the severity of reduction in working hours.</p>	[1]		
21	What does the writer mean when he says that the problem of extreme heat is 'mortally entangled with larger social problems' (line 46)?			
	<p><u>The writer is suggesting that the problem of extreme heat is connected and worsened by societal issues, which cannot be easily resolved.</u></p> <p>Students are confused by the concept. Answer presents a chain reaction about how global warming is exacerbated by societal issues. Many wrote that global warming causes many societal issues which is conceptually wrong.</p> <p>Accepted answers: intertwined / related to</p>	[1]		
22	<p>Using your own words as far as possible, summarise the effectiveness and ineffectiveness of the measures people take to combat heat waves.</p> <p>Use only information from paragraphs 6 to 8.</p> <p>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).</p>			
	<table><tr><td>Text</td><td>Own words</td></tr></table>	Text	Own words	[15]
Text	Own words			

	migrate to cooler climates	relocate to colder countries.
	or stay and adapt.	Alternatively, one can remain and adjust
	Retreating inside air-conditioned spaces.	to the weather by hiding in air-conditioned areas.
	It contributes to warming the planet. X increase carbon emissions	However, air-conditioning not only makes the earth even hotter,
	residential air-conditioning has been considered a luxury, X especially frigid temperature signifying power.	it is seen as an indulgence and
	It's unaffordable to many of the people who need it most. (students need to indicate this)	is expensive for the needy. X air con is expensive
	people to stay inside and drink cool water	Remaining indoors and hydrating themselves is also a solution
	not helpful to the tens of millions whose homes are hotter inside than out, who lack electricity to	but ineffective for those whose houses lack electricity to reduce indoor temperatures and

<p>operate fans or misters (students need to indicate this)</p>	
<p>there's no water to even take a bath to clean the grime and dust and cool down." Her drinking water source is more than a mile away</p>	<p>have no access to clean water.</p>
<p>cope by placing mats on the sidewalks, to rest or even sleep</p>	<p>Resting on pathways becomes an option</p>
<p>"The passing cars create a bit of breeze," Afsana says. But the sidewalks often don't cool off until about 2 a.m</p>	<p>But these areas remain warm till late night.</p>
<p>One way to combat heat waves is <u>to relocate to colder countries. Alternatively, one can remain and adjust to the weather by hiding in air-conditioned areas. However, air-conditioning not only makes the earth even hotter, it is also seen as an indulgence and is expensive for the needy. Remaining indoors and hydrating themselves can be a solution but is ineffective for those who lack access to clean water and electricity to reduce indoor temperatures. Resting on pathways becomes an option but they remain warm till late night.</u></p>	
<p style="text-align: right;"><u>No. of words: 80</u></p>	
<p style="text-align: center;"><u>Summary descriptors</u></p>	
<p>Marks</p> <p>6-7</p>	<p>Descriptors</p> <ul style="list-style-type: none"> • There is a noticeable attempt to rephrase the text. • The summary is free from stretches of concentrated lifting. • Attempts to use synonyms to replace key ideas of the text are always successful. • Attempts to use connectors to join ideas together are always successful. • The language is almost always accurate. Serious errors are unnoticeable.

	4-5	<ul style="list-style-type: none"> Limited attempts to re-phrase the text detail. Groups of text expression are interlaced with own words. Attempts to use synonyms to replace key ideas of the text are mostly successful. Attempts to use connectors to join ideas together are mostly successful. Language is largely accurate, some slips in tense, verb form or subject verb agreement errors. 	
	3	<ul style="list-style-type: none"> Groups of text expression are interlaced with own words. Attempts to use synonyms to replace key ideas of the text are somewhat successful. Some attempts to use connectors to join ideas together. Noticeable errors in tense, verb form or subject verb agreement errors that do not mar communication. 	
	2	<ul style="list-style-type: none"> Wholesale copying of large areas of the text. Lack connectors to join ideas together Frequent errors in tense, verb form or subject verb agreement errors that mar communication. 	
	1	<ul style="list-style-type: none"> Heavy frequency of serious errors. Originality is barely noticeable. 	

End of paper