

| | | | | | |
|------|--|--------------|--|-------|--|
| NAME | | INDEX No. | | CLASS | |
|------|--|--------------|--|-------|--|

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Mid Year Examination 2020
Secondary 4 Express/5 Normal Academic

ENGLISH LANGUAGE

Paper 1 Writing

Setter: Mrs Florence

Additional Materials: Insert



1128/01

27 April 2022

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black ink on both sides of the paper.

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

Answer Section A, Section B and one question from Section C.

Write your answers in the spaces provided in the Question Booklet

The Insert contains the text for Section B

The number of marks is given in brackets [] at the head of each section.

| | |
|---------------------|--|
| Section A | |
| Section B | |
| Section C | |
| Total | |
| Parent's Signature: | |

This document consists of 12 printed pages including the cover page and 1 insert.

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines about Aquaculture. 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 tick (✓) 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 arrived to my destination at 2 pm.

at

My mother always wears sensible clothes.

| | |
|--|----------|
| Away from the hustle and bustle of the mainland, everything around Pulau Ubin | |
| Is exceptionally quiet while Timothy Ng's fish farm gentle bobs up and down as | 1 _____ |
| Each wave passes. Mr Ng's off- shore farm feature a traditional set-comprising | 2 _____ |
| Wooden boards and a open-net cage system. It is one of the 110 licensed sea- | 3 _____ |
| Based fish farms. Here, about 10 tonnes of sea bass, snapper and grouper are | 4 _____ |
| Produced each year and supplied for the local market. But behind the tranquility, | 5 _____ |
| Storm clouds have been brewed. Over the past two years, supply disruptions and | 6 _____ |
| Manpower constraints have increased the cost of producing fish, making it hard now | 7 _____ |
| For small farmers to compete with the low prices of fish imports oy neighbouring | 8 _____ |
| Countries like Malaysia. More recently, the Russian invasion in Ukraine has pushed | 9 _____ |
| Up prices of corn and wheat, which are important ingredients for fish feed. The | 10 _____ |
| Worsening impact of climate change is also putting a strain on aquaculture. | |



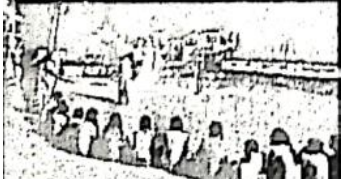

Section B

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

Class of 2022



WHAT YOU CAN DO

| OUT DOOR FUN | | INDOOR FUN |
|---|----|---|
|  | |  |
| <p>Activity 1: Team games</p> <ul style="list-style-type: none"> • Nothing shouts ‘team spirit’ more than working towards a common goal – winning • Baton relay • Fastest runners • 8 runners per class • Amazing race • Race against other teams • Solve clues at “pit stops” • 2 teams per class <p>And</p> <p>Activity 2: Campfire</p> <ul style="list-style-type: none"> • End a day of friendly completion with songs, fun and laughter • Sing –a-ling for all • Skit by each class • Special guest performance by a teacher | OR | <p>Activity 1: Project Runway</p> <ul style="list-style-type: none"> • Is there a future top model in our midst? Work as a class to come up with the most creative creations • Choice of a movie theme • 1 team per class • 8 members per team • 6 hours of preparation before showeasing • Judged by Year Heads • Prizes for top 3 teams <p>And</p> <p>Activity 2: Movie Makers</p> <ul style="list-style-type: none"> • Don’t we all want to be Tik Tok stars ? See if your class has what it takes • Photo –op with friends • Create a Tik Tok video with friends • Upload Video for cohort sharing later |
|  | |  |

Section B [30 marks]

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

Question 2

You should look at the flyer as stated in the Insert, study the information carefully and plan your answer before beginning to write.

This year, a special afternoon after the Preliminary Examinations is set aside to let the graduating cohort have a fun-filled day to cherish the friendships and create memories of the time they have spent in school. The student Council has named it ‘The Longest Day’ and have come up with two suggestions for commemorating this day.

As Head of Projects in the Student Council, write an email to the Principal stating clearly,

- Your recommendation for ONE event: Outdoor Fun or Indoor Fun
- Where and how the two activities in your chosen event will be carried out
- Why you think your chosen event will be enjoyable and memorable
- Why having ‘The longest Day’ is an important milestone for the graduating cohort

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

Write your email in clear, accurate English. Your tone should be polite and enthusiastic showing that your recommendation would be a meaningful way for students to remember their time spent in school.

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

| | |
|----------|-----|
| TASK | /10 |
| LANGUAGE | /20 |
| TOTAL | /30 |

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

St. Anthony's Canossian Secondary School
English Language 200- Continuous Writing Feedback From (EX)

Name: _____

Class: _____

| | | 25-30 | | 21-24 | | 18-20 | | 14-17 | | 11-13 | |
|----|--|---|--|--|--|---|--|--|--|---|--|
| | Language | | | | | | | | | | |
| 1 | Spelling Punctuation | Wide and accurate and helpful to reader | | Accurate; generally helpful, spelling nearly always accurate | | Generally accurate; errors for more difficult tasks and/or ambillons words | | Some errors in simple spelling and punctuation | | Errors in simple spelling and punctuation | |
| 2 | Grammar (Tenses. SVA. Verb Forms) | Accurate; very occasional slips | | Accurate; occasional errors are slips from attempts to use ambitious structures | | Mostly accurate; errors will not mar clarity of communication | | Patches of accurate language with simple vocabulary and structures | | Errors are frequent; hamper precision, slows roading | |
| 3 | Sentence structure | Skillfully varied for particular effects | | Samo variation of length and typo; confident use of complex sentences to create natural fluency | | Some variety; tendency to repeat sentence types and 'shapes' producing monotonous effect | | Some variety of sentence length but structural errors are visible. Some run on sentences | | Large patches of inaccurate / run on sentences. Sentences are like an Internal monologue | |
| 4 | Vocabulary Idioms and Literary Devices | Wide and precise. Good use of literary devices and idiomatic expressions | | Wide enough to convey shades of meaning with some precision some use of literary devices and interesting expressions | | Simple vocabulary and idioms; mistakes occur when more sophistication is attempted | | Usually adequate to convey intended meaning; insufficiently developed for precision. Idiom many be uncertain at times. | | Limited; too simple to convey precise meaning or more ambitious but imperfectly understood. Idiomatic errors likely. | |
| 5 | Tone | Tone and register entirely appropriate | | Tone and register appropriate | | Tone usually appropriate, although there are some slips | | Tome may be uneven | | Tone may be inconsistent | |
| | Content | | | | | | | | | | |
| 6a | Exposition (Discursive, Argumentative) | Very good use PEEL structure, clear stand. Parameters define good connectors | | Good use PEEL structure generally clear stand, generally convincing | | Uses the PEEL structure but points are not very convincing. | | Attempts to use PEEL structure. Arguments are unclear / weak, not much attempt to convince. | | No clear PEEL structure, no convincing points-weak arguments not well supported | |
| 6b | Narrative Personal Recount | We'll – developed characters, situation setting, conflict and resolution. Provide rich descriptions of thoughts and feelings | | Good development of characters situation, setting, conflict and resolution. Provide descriptions of thoughts and feelings | | Develops characters, situation, setting, conflict and resolution. Description shows some details of thoughts and feelings | | Some attempt to develop characters, situation, setting conflict and resolution. Description may be sketchy. | | Lacks the development of characters, situation, setting, conflict and resolution . Lacks descriptions of thoughts and feelings. | |
| 7 | Reflection | Consistently relevant and interest aroused and interest aroused and sustained. | | Described detailed links between examples and impact on self | | Draw links between examples and some impact on self. | | Draws some links between examples and some impact on self | | Brief elaboration on personal feelings about examples and impact on self | |
| 8 | Relevance Interest | Consistently relevant and interest aroused and sustained. | | Relevant and interest was aroused | | Relevant but may show lack of planning hence interest not sustained | | Genuine attempt to address topic but may be digressions or failures of logic | | Not addressing topic | |
| | Structure | | | | | | | | | | |
| 9 | Paragraph Organisation | Have unity; linked; show evidence of planning. Well sequenced with good linked word and connectors | | Some evidence of planning ; have unity and usually appropriately linked with some connectors | | Paragraphs show some unity though links may be absent or inappropriate | | May be used but lack unity and coherence. Disconnected | | May lack unity or be used haphazardly | |

| Student's Reflection | Corrections |
|--|--------------------------|
| What was especially satisfying/ frustrating to you about either the process or the finished product? | |
| As you look at this piece, what would you change if you had a chance to do this piece over again? | |
| Name 1-2 parts / skills that you want more help with. | Teacher's Final Remarks: |

Section A

Text 1

Study the webpage below and answer Questions 1-4 in the Question Paper Booklet.

IS YOUR CHILD LOOKING FOR A FUN SUMMER CAMP?



Details:

Venue: Coney Island Outward Bound School.

Duration: 11-19 June 2000

Who is it for? Children in Primary 1 to 5

Registration Fees: \$250 per child.

What to expect:

- Your child to be engaged and excited throughout the camp
- An exciting mix of indoor challenges and outdoor games.
- Myriad competitions designed to make this a fun and unforgettable time for your child.
- Many prizes, medals and trophies to be won!
- Trainers who will mentor and guide your child through the activities.



EARLY BIRD SPECIAL!!

Sign up before

1st May 2022 to enjoy special camp

Prices! Mystery camp fun pack for the first 50 early bird sign ups!

Early Bird Price: \$190 per child.



FOR MORE INFORMATION, PLEASE VISIT
WWW.SUMMERCAMPSG2022.COM

Section B

Text 2

The text below is about Mrs Sommers' shopping spree. Read it carefully and answer Questions 5-14 in the Question Paper Booklet.

- 1 Mrs. Sommers rested her hand aimlessly upon the counter. Gloveless, she soon grew aware that her hand had encountered something very soothing and gentle to the skin. She looked down to see that her hand lay upon a pile of silk stockings. A placard nearby announced that they had been reduced in price from two dollars to one; and a young girl who stood behind the counter asked her if she wished to examine their line of silk hosiery. She smiled, and continued feeling the soft and sheeny things- with both hands now, and to feel them glide serpent – like through her fingers Two hectic blotches came suddenly into her pale cheeks. She looked up at the girl. “Do you think there are any size eights among these?” There were. In fact, there were more of that size than any other, Mrs. Sommers selected a black pair and looked at them very long and closely. She pretended to be examining their texture, which the clerk assured her was made from the finest silk. “A dollar,” she mused aloud. “Well, I’ll take this pair,” she handed the girl a five-dollar bill and waited for her change and for her parcel. What a very small parcel it was! It seemed lost in the depths of her shabby old shopping-bag. 5
- 2 Mrs. Sommers after that did not move in the direction of the bargain counter. She took the elevator, which carried her to an upper floor to the ladies’ waiting – rooms. Here, in a retired corner, she exchanged her cotton stockings for the new silk ones. She set aside her old pattern of decision- making, and stopped striving to explain to her own satisfaction, the motive of her action; she was not thinking at all. She seemed for the time to be taking a rest from that laborious and fatiguing decision and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility. How good was the touch of the raw silk to her flesh! She felt like laying back in the cushioned chair and reveling in the luxury of it, but only for a little while. Then she replaced her shoes, rolled the cotton stockings together and thrust them into her bag. 10
- 3 On impulse, she crossed to the shoe department and took her seat to be fitted. She was very fussy. She carefully held back her skirts and turned her feet one way and her head another way as she glanced down at the polished, pointed- tipped boots. She removed herself to a brightly lit area and scrutinized the leather. She wanted an excellent and stylish fit, she told the young fellow who served her, and she did not mind the difference of a dollar or two more in the price so long as she got what she desired. 15
- 4 After the shoes, Mrs. Sommers decided to be fitted with gloves. On rare occasions when she had bought a pair they were always “bargains,” so cheap that it would have been unreasonable to have expected them to fit well as there would not have been many pairs left. Now she rested her elbow on the cushion of the glove counter, and a young creature, delicate and deft of touch, attended to her. She smoothed it down over the wrist and buttoned it neatly, and both lost themselves for a second or two in admiring contemplation of the little symmetrical gloved hand. 20
- 5 Her stockings and boots and well-fitting gloves had left her with a feeling of assurance, and feeling very hungry. Another time she would have stilled the cravings for food until reaching her own home, where she would have taken a snack of anything that was available. But the impulse that was guiding her would not suffer her to entertain any such thought. There was a restaurant at the corner. She has never 25
- 30
35
40
45

entered its doors; from the outside she had sometimes caught glimpses of spotless damask and shining crystal, and soft-stepping waiters serving people of fashion. When she entered her appearance created no consternation, as she had half-feared it might. She seated herself at a small table alone, and an attentive waiter at once approached to take her order. She did not want a profusion; she craved a nice and 50
tasty bite- a plump chop with carrots, and a glass of Rhine wine.

6 In the restaurant, there were quiet ladies and gentlemen, who thankfully, did not notice her, lunching at the small tables like her own. A soft, pleasing strain of music could be heard, and a gentle breeze was blowing through the window. She tasted a bite, and she read a word or two, and she sipped the amber wine and wiggled her toes 55
in the silk stockings. The price of it made no difference. She counted the money out to the waiter and left an extra coin on his tray, whereupon he bowed before her as before a princess of royal blood. Priceless, and yet worth every penny.

Adapted from A Pair of Silk Stockings by Kate Chopin

Section C

Text 3

The article below is about live streaming. Read it carefully and answer Questions 15-20 in the Question Paper Booklet.

- 1 In a diverse entertainment ecosystem where platforms jockey for a competitive edge, one area has seen impressive growth: live streaming. Live streaming has been around for years, quietly building momentum in the background. Today, the medium is poised to explode on a global scale. This will lead to effects that will be felt throughout the entertainment landscape. 5
- 2 The success of live streaming is due, in part, to the unexpected events of 2020. As social distancing requirements curbed traditionally physical experiences, live streams gave audiences the ability to connect virtually. This live streaming boom follows in the footsteps of Eastern social media. Since tech giants like Alibaba joined the influencer marketing game, the industry has grown rapidly, Alibaba, in particular, has demonstrated the huge potential for e-commerce via live streams. Its streaming platform, Taobao Live, drove billions in sales over the 2021 holiday shopping season. Other companies are taking note and believe that 2022 and 2023 will be pivotal years where these trends, with millions of dollars being passed through individual live streams, will become prominent in the west. 10 15
- 3 We are already seeing the beginnings of this: live stream platform Twitch saw 1.7 billion hours of content watched in November 2020 alone. This growth along with new and expanded live streaming capabilities across social platforms allows brands to capitalize on endless monetization opportunities. From live stream shopping – where users can sell products in real-time – to social media, music, TV and gaming integrations, live streaming offers brands numerous ways to drive awareness and sales. 20
- 4 Live streaming is not just popular on social media platforms like Twitch, Tik Tok, Instagram and Facebook. Fitness platforms like iFit and Peloton now offer live streamed workout classes, helping users exercise at home and on their own schedule. Meanwhile, music streaming platform Spotify has been live streaming virtual concerts in an attempt to bring audiences together. All in all, live streaming offers individuals a chance to connect with others safely and without many of the costs that go into travelling to in-person events. 25
- 5 The volatility of 2020 has been a catalyst for live streaming in more than just our digital lives. Traditional organisations are slowly also transitioning to live streamed experiences reaching massive audiences and opening the door for a wealth of opportunities for brands. Many music artists have turned their attention to live streaming on platforms like Instagram to play virtual concerts. These streams, like Coldplay's Chris Martin playing simple versions of the band's classics at the start of the pandemic, tap into Instagram's existing audience while also bringing non –users to the platform. 30 35
- 6 This trend has continued on through the new year, and with an expanded audience at their disposal, brands have ample room to experiment with campaigns. The opportunities run the gamut from partnerships between brands and these artists sponsorship of certain events with a ticket fee, or featuring products during an artist's stream. 40
- 7 It is clear from the limitless options for virtual events and the successes of the influencer backed initiatives across platforms that live streaming has become an integral piece of the entertainment landscape. As platforms continue to refine and 45

expand their live stream offerings, the opportunities for brands will continue to grow. If brands are equipped with the information needed to navigate the landscape, and if they can react to the ever- changing environment fast enough, they will be able to execute impactful campaigns that cultivate a sense of community and authenticity.

*Adapted from Forbes.com: "Going Live Online: The State of Live Streaming
and the Opportunities For Brands*

| | | | | | |
|------|--|--------------|--|-------|--|
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ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Mid Year Examination 2020
Secondary 4 Express/5 Normal Academic

ENGLISH LANGUAGE

Paper 1 Comprehension

Setter: Ms Valerie Ong

Additional Materials: Insert



1128/02

27 April 2022

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black ink on both sides of the paper.

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

Answer Section A, Section B and one question from Section C.

Write your answers in the spaces provided in the Question Booklet

The Insert contains the text for Section B

The number of marks is given in brackets [] at the head of each section.

| | |
|---------------------|--|
| Section A | |
| Section B | |
| Section C | |
| Total | |
| Parent's Signature: | |

Section A [5 marks]

Text 1

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

- 1 Who is the poster aimed at?

_____ [1]
- 2 In the poster, how does the writer involve the reader?

_____ [1]
- 3 Look at the photographs on the left of the poster and refer to the text under the section what to expect. What two features of the camp described in this section does the photograph illustrate?

_____ [2]
- 4 Refer to the section headed Early Bird Special!! What are the two benefits of signing up early?

_____ [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-14

- 5 In the beginning of this text, Mrs Sommers is looking at silk stockings. Explain how language used in Paragraph 1 shows the luxurious nature of these stockings. Support your ideas with three details from Paragraph 1.
- _____
- _____
- _____
- _____ [3]
- 6 Identify one reason stated in Paragraph 1, for Mrs Sommers finally deciding to purchase the silk stockings
- _____
- _____ [1]
- 7 (i) Give a phrase in Paragraph 2 which indicates that Mrs Sommers was acting on impulse.
- _____
- _____ [1]
- (ii) Why do you think she was behaving in this manner?
- _____
- _____ [1]
- 8 In Paragraph 2, the writer describes Mrs Sommers 'difficulty in making up the mind. which two separate words used later in this Paragraph also describes this?
- _____
- _____ [1]
- 9 In Paragraph 3, Mrs Sommers was described as 'very fussy'. What two things does she do to earn her that description?
- _____
- _____
- _____
- _____ [2]

- 10 In Paragraph 4, explain fully why it would have been 'unreasonable' to expect bargains to fit well?

[2]

- 11 In Paragraph 5, the writer describes a change in Mrs Sommers' attitude after her purchases. Explain in your own words what this change was.

[1]

- 12 From Paragraph 5, identify the changes in Mrs Sommers' behavior and choice of food before and after her shopping spree.

| Changes | Before | After |
|----------------|---|--|
| Behaviour | | Since she was hungry, she entered and ate at a restaurant. |
| Choice of food | She would have taken a snack of anything that was available | |

[2]




- 13 Paragraph 6 ends with the sentence ‘Priceless, and yet worth every penny,’ Explain how is this sentence effective in describing Mrs Sommers’ experience?

[2]

- 14 The structure of the text sums up Mrs Sommers shopping experience throughout the course of the day. Complete the flow chart by choosing one phrase from the box to summarise her feelings described in each part of the text. There are some extra phrases in the box that you do not need to use.
Mrs Sommers’ shopping experience

| | | |
|-----------------------|----------------------------|------------------------|
| Unexpected indulgence | being at odds with herself | surreal experience |
| Unexpected find | a new encounter | luxurious surroundings |

Flow Chart

| | |
|---|-------------|
| Paragraphs 1: | (i) _____ |
|  | |
| Paragraphs 2: | (ii) _____ |
|  | |
| Paragraphs 3-4: | (iii) _____ |
|  | |
| Paragraphs 5-6: | (iv) _____ |

[4]

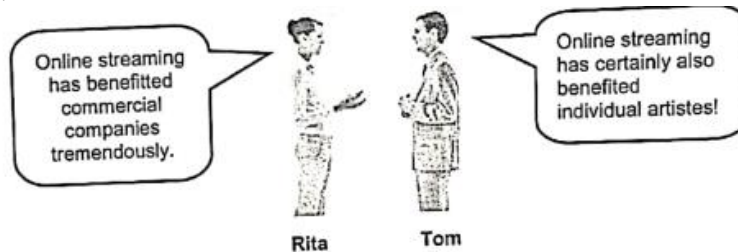
Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 15-20

- 15 According to Paragraph 1, what does the writer think is going to happen in the growth of live streaming? Answer in your own words.

[2]

- 16 Here is a part of a conversation between two students, Rita and Tom, who have read the article.



- (i) Give two examples from Paragraph 5 that Rita can give to support her view.

[2]

- (ii) With reference to Paragraph 5, explain how John can support his view.

[1]

- 17 'The volatility of 2020 has been a catalyst for live streaming In more than Just our digital lives.' (lines 27-28)
(i) The writer describes 2020 as 'volatile' (lines 27). What does this description suggest about that year?
-
-
- [1]
- (ii) Why does the writer use the word 'catalyst' (lines 27) to describe the impact of the events of 2020 on live streaming?
-
-
- [1]
- 18 In Paragraph 7, which word tells us that live streaming plays an important role in entertainment?
-
-
- [1]
- 19 According to Paragraph 7, what are two factors needed for brands to continue benefitting from live streaming?
-
-
-
-
- [2]

20

Using your own words as far as possible, summarise the reasons for the rise of live streaming and its benefits.

Use only information from Paragraph 2 to 4.

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).

Live streaming became popular in part because _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

| | |
|------------------|--|
| CONTENT | |
| SUMMARY STYLE | |
| TOTAL | |

| | | | | | |
|------|--|--------------|--|-------|--|
| NAME | | INDEX No. | | CLASS | |
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ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Mid Year Examination 2020
Secondary 4 Express/5 Normal Academic

ENGLISH LANGUAGE

Paper 3 Listening

Setter: Mr Amos Ghui



1128/03

12 May 2022

Approximately 45 minutes

Candidates answer on the Question Booklet
 No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all writing papers you hand in.
 Write in dark blue or black ink on both sides of the paper.
 Do not use staples, paper clips, highlighters, glue or correction fluid / tape.

Answer all questions

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

You may take notes as you listen to the recording

The number of marks is given in brackets [] at the end of each question or part question

| For Examiner's Use | |
|--------------------|--|
| Qn 1-6 | |
| Qn 7-12 | |
| Qn 13 | |
| Qn 14-21 | |
| Qn 22 | |
| Total | |

This document consists of 9 printed pages including the cover page and 1 blank page.