



Geylang Methodist School (Secondary)

Preliminary Examination 2022

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

4 Express
5 Normal (A)

1 hour 50 minutes

ANSWER KEY

Section A [5 marks]

Text 1

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

1.	What is the effect of putting the awards and accolades at the top of the page?	
	<p>To <u>entice</u> visitors to the webpage to sign up for the special program. ✓ To <u>inspire</u> confidence that the programme on offer is of quality. ✓</p> <p>(Note: “to show” is not an effect on the reader. Answers must explain what the readers would be doing.)</p> <hr/> <p>Not accepted: To attract visitors to the webpage ✗ To show it is credible To show the programme is effective To grab attention</p>	[1]
2.	What is the intended message of the photo on the right?	
	<p>It shows an adult looking over the shoulder of a student using the computer [1], which suggests that students will be closely guided by instructors. [1] (both parts must be present to award the mark)</p> <p>Note: Answers must present the idea that the instructors guide the students. Not just teach.</p>	[2]
3.	In the section under “What You’ll Learn”, which phrase tells you that the programme is suitable for students who are concerned with security?	
	<p>The phrase is “how you can better protect your own digital information”.</p> <p>Note: A few students wrote the entire sentence. Some didn’t write ‘digital information’.</p>	[1]
4.	<p>The bottom of the page includes a photo of a student who has gone through the programme as well as a quote from her.</p> <p>Suggest a reason why these two elements were included.</p>	
	<p>The photo proves that <u>a real person</u> benefited from the programme. [1]</p> <p>OR</p> <p>The testimony conveys that <u>the program is inclusive and any one can try coding</u>. (both ideas must be presented) [1]</p>	[1]

	Note: Students need to show understanding that a real person's testimonial is important here.	

Section B [20 marks]**Refer to Text 2 on Pages 3 and 4 of the Insert for Questions 5 to 16.**

5	<p>At the beginning of the text, the author describes the lack of space in the airplane. Explain how the language used in Paragraph 1 conveys the tight space. Support your ideas with three details from Paragraph 1. (ANY 3)</p> <p>“the narrow row of six canvas seats on the port side” suggests the row of seats were packed close to one another on one side suggesting a lack of space</p> <p>“was clambering over the seats in front of me” suggests they didn’t have enough space to move around comfortably.</p> <p>“positioned in the small space like hurdles in a tunnel”—suggests many seats crammed back to back in a confined space.</p> <p>“step awkwardly over each one until we found our spots.”— suggests the need to climb over one another as space is tight. [3]</p> <p>“his six-and-a-half-foot frame scrunched by the small fuselage and the wall of canoes”—suggests that he was limited by the space in the plane because of his size.</p> <p>Note: Many students couldn’t get the full score because the explanation was not precise/enough to show how the language use describe the idea of ‘tight space’. In addition, students have to identify the entire phrase/detail and should not randomly choose words.</p>
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6	<p>From Paragraph 1, what is the other name for the plane?</p> <p>A: the Twin Otter turboprop [1]</p>
7	<p>From Paragraph 1 and 2, why were Dan and the author “having trouble traversing the seats”? (line 13-14)</p> <p>A: They <u>were both very tall</u> and the <u>space in the plane was too tight</u>/plane was too cramped [1]</p> <p>(Note: both must be present to get the mark)</p>
8.	<p>Quote a phrase from Paragraph 3 that conveys the same idea as ‘They, too, would land somewhere deep in the wilderness and paddle great rivers and lakes.’ (Line 25-26)</p> <p>A: making a counterpart trip to ours. [1]</p>
9	<p>What does the expression ‘we knew the words’(line 32) suggest about the boys’ experience as campers?</p> <p>A: seasoned campers OR they have many camping experiences (1)</p> <p>Accepted: Very experienced, lots of experience, Not accepted: wasn’t first time camping. (this doesn’t not describe the experience)</p>
10	<p>What does “their ungainly boat” (line 36) refer to?</p> <p>A: The plane the writer was on. (1)</p>
11	<p>From Paragraph 5 and 6, which two things did the pilots do which showed that they were skilful and friendly?</p> <p>i) dropped in for a smooth landing on the first lake of our trip (1)</p> <p>ii) helped us pull the enormous canoes out of the tiny plane, (1)</p>
12	<p>In Paragraph 6, we are told ‘Without them, we’d be in a mess: hikers with canoe gear’</p> <p>i) What is the writer comparing the canoe gear with?</p> <p>A: lifelines (1)</p> <p>ii) Why is this comparison effective?</p> <p>A: lifeline is crucial and something that a person depends on. Similarly the boys solely depend on the canoes for their trip. (1)</p> <p>Note: Only a few students manage to do well for this question. Answers require to state the function of a lifeline and how that is compared to the canoes.</p>

13	<p>From Paragraph 7, explain in your words how dangerous the blackflies are.</p> <p>A: (From Text) They came <u>silently</u>, tiny malicious dots that attacked exposed skin at the wrist, waist, and hairline, burrowing their heads and <u>leaving hot welts and weeping trickles of blood on our skin.</u></p> <p>Own words:</p> <ul style="list-style-type: none"> - The blackflies attack without anyone's notice especially their hands and face. (1) - The outbreak is severe as blood oozes from the attacked body part. (1)
14	<p>In Paragraph 7, the writer says 'By the end of the day, they would probably be back at some camp, some town, maybe even in their own bed but we were in a strange, foreign place for another month and a half' (lines 48-50)</p> <p>What does this suggest about the writer's feeling? A: envious/isolated/resigned/jealous (1)</p> <p>OR He was rethinking whether he should have come on this canoeing expedition at all.</p>
15	<p>What is the writer's intended effect in Paragraph 8? A: To make the reader feel shocked/surprised that the writer is so young to undertake such a dangerous/adventurous challenging activity.</p> <p>Not accepted: To show To emphasise</p>
16	<p>i) Challenges in navigating the limited area Para 2: Description of the struggles faced by the boys in the limited space.</p> <p>ii) Bidding Farewell Para 4: Out the porthole I watched as the smiling group lined up shoulder to shoulder to start the Camp Menogyn traditional line-dance send-off. (lines 29-31)</p> <p>iii) Unpacking equipment on the new island Para 6: It had felt odd to disassemble our canoes before the flight, so they would nest and all three would fit. Now the pilots helped us pull the enormous canoes out of the tiny plane (lines 39-41)</p> <p>iv) Awaiting an adventurous trip Para 7: This was the beginning of something life-changing for my fellow paddlers and me (line 50)</p>

Paper 2 Section C [25 marks]

ANSWERS

17	<p>With reference to Paragraph 2, explain in your own words what automaticity means. [2]</p> <p><i>From the passage: That is when you have <u>perfected</u> a task, granting you <u>extra bandwidth</u> to <u>think about or do</u> other things while you are doing the task.</i></p> <p>Automaticity is when one can complete a task accurately [1], providing additional capacity to consider or perform other things while doing the task [1].</p> <p>Accepted:</p> <ul style="list-style-type: none"> - Mastered a task - Used to doing something <u>well</u> without much effort (must have the adverb 'well' to show perfection) - Extra time to perform other actions simultaneously - Opportunity to multi-task <p>Not accepted:</p> <ul style="list-style-type: none"> - Can do a task by instinct - Can do a task unconsciously?? - Extra <u>space</u> to multi-task <p><i>Most students could only score 1 mark for getting the first half correct. The phrase 'extra bandwidth' was missing in most of the answers for the second half. There were also many students who didn't use their own words and merely change the word form (e.g. 'perfection') or changed words that weren't keywords.</i></p>
18	<p>In Paragraph 3, what does Trubek think about the fate of handwriting? [1]</p> <p>She feels that there is a <u>very low possibility</u> that handwriting will die out. [1]</p> <p><i>Do not accept: She believe that handwriting will continue for a very long time. (doesn't show understanding, just paraphrasing the opposite)</i></p> <p><i>Many students did not understand what this question was asking for and merely stated the sentence in line 9 that 'it will not die out for a long time' without explaining the possibility of it.</i></p>
19	<p>From Paragraph 3, state two pieces of evidence that students learn automaticity faster with keyboards than handwriting. [2]</p> <p>Students are learning how to type without looking at the keys at earlier ages [1], and to type faster than they could write [1].</p> <p><i>Quite a few students missed out 'at earlier ages' and were not awarded a mark.</i></p>
20	<p>"while the latter refers to the warm association..." (line 19). What does "the latter" refer to? [1]</p> <p>Loss of personal touch [1]</p>

	Only about half the students understood what 'latter' meant with many giving the rest of the sentence as the answer ('warm associations we give to handwritten personal notes'). A handful of students also gave a very longwinded answer of 'the argument that a decline in handwriting will result in a loss of personal touch' but were still awarded the mark.
21	Here is part of a conversation between two students, Alethea and Max, who have read the article.
	<div> <div> <p>The decline of handwriting will cause us to lose personal touch.</p>  <p>Alethea</p> </div> <div> <p>Thankfully, there won't be a loss of history.</p>  <p>Max</p> </div> </div>
(i)	<p>Identify one example from Paragraph 4 that Alethea can give to support her view. [1]</p> <p>Handwritten notes represents meaningful communication as it reflects someone's <u>time and effort</u>. So without handwritten notes, the personal touch is lost.</p>
(ii)	<p>With reference to Paragraph 4, how would Max explain his position? [1]</p> <p>History will not be lost as there are paleographers who study the ancient styles of writing [1].</p> <p>A handful of students were vague and wrote 'people who study handwritten manuscripts'.</p> <p>There were also some students who only mentioned that handwritten manuscripts cannot be read by the average person.</p>
22	<p>What evidence is there to support the view that the value of cursive handwriting 'cannot be understated' (line 48)? [1]</p> <p>The invention of the phone, typewriter, computer keyboard and email have all failed to extinguish penmanship from daily life.</p> <p>Quite a few students wrote 'it is entirely <u>possible</u> that cursive handwriting <u>could</u> live on as the preserve of design enthusiasts and hobbyists' which only shows the possibility and is not a piece of evidence as the question requires.</p> <p>Answers that generalized 'phone, type writer, computer keyboard and email' as technology, electronics or modern devices were also not accepted.</p>
23	What is the overall tone of the writer towards handwriting? [1]

	<p>She is optimistic/hopeful of the future of handwriting.</p> <p>Not accepted:</p> <ul style="list-style-type: none"> - positive - supportive <p>Many students still struggled with giving the correct tone and some answers were not even about tone but what the writer was thinking or feeling.</p>
24	<p>Using your own words as far as possible, summarise the benefits of handwriting. [15]</p> <p>Use only information from Paragraphs 6 to 10.</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> <p><i>One benefit of handwriting is.....</i></p>

Point	From Text	Own words
1	Handwriting may <u>boost fine motor skills</u> in your hands and fingers (line 24)	<p><i>One benefit of handwriting is...</i> it improves fine motor skills.</p> <p>Some students missed out the word 'fine'.</p> <p>Accepted: dexterity</p>
2	Brain imaging studies show that cursive activates areas of the brain that do not participate in keyboarding. (lines 29 – 31) / writing and typing utilized different brain functions (line 26)	<p>Writing cursive activates parts of the brain that is not involved when using a keyboard.</p> <p>Some students missed out the comparison with using a keyboard.</p>
3	handwriting can stimulate visual recognition (line 32)	Handwriting can encourage visual recognition
4	...and memory retention (line 33)	<p>and the ability to recall.</p> <p>Accepted: retaining memory</p> <p>Not accepted: better memory / memorizing / remember memories</p>
5	...handwriting could be <u>crucial</u> for helping <u>children learn the alphabet</u> (line 34)	<p>Handwriting could be pivotal for children's learning of the alphabet.</p> <p>Some students missed out the keyword 'crucial'.</p>
6	handwriting might aid in <u>mastering reading and writing in children</u> . (lines 40 – 41)	<p>Handwriting might help children to master reading and writing.</p> <p>Not accepted: help in reading and writing</p>
7	...when people want to interact with a pen and paper for a <u>more sensual experience</u> (lines 42 – 43)	Handwriting is for those who want a physical experience

8	using age-old handwriting skills to carefully craft and express more <u>meaningful sentiments</u> (lines 43 – 44)	to convey more purposeful thoughts.
9	... <u>convenient</u> for times when <u>speaking</u> is <u>not appropriate</u> (line 45)	Handwriting is useful when speaking is not suitable Not accepted: speaking is prohibited
10	or a <u>keyboard</u> is not at hand (line 46)	or a keyboard is unavailable. Not accepted: typing is unavailable

One benefit of handwriting is it improves fine motor skills. Writing cursive activates parts of the brain that is not involved when using a keyboard. It also encourages visual recognition and the ability to recall. Handwriting could be pivotal for children’s learning of the alphabet and might help children to master reading and writing. Handwriting is for those who want a physical experience to convey more purposeful thoughts. Handwriting is useful when it is not suitable to speak or a keyboard is unavailable. (78 words)

Generally, most students were able to find 6-8 points easily if they chose not to paraphrase the words as the original meaning was kept. Students who fared badly were those who paraphrased inaccurately, causing them to lose both content and language marks. A handful of students could also identify the correct points but left out key words or phrases.