



# BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2023

CANDIDATE  
NAME

REGISTER  
NUMBER

CLASS

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## ENGLISH LANGUAGE

**1128/01**

**1184/01**

Secondary Four Express & Five Normal Academic

**21 August 2023**

Paper 1 Writing

**1 hour 50 minutes**

INSERT

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### READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

Setter: Miss Tan Yok Siew

Parent's / Guardian's Signature: .....

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This document consists of **2** printed pages.

**[Turn over**

Here are two events you recently attended which celebrate Singapore's vibrancy, energy and spirit.

**Event 1 : All Things Singapore at National Library!**



Join local authors Lianne Ong and Janice Khoo for a storytelling session about one of Singaporeans' favourite pastimes – eating hawker food! Enjoy familiar nursery rhymes adapted to feature local hawker delights such as *roti prata* and *char kway teow*. **18 & 19 Aug 2023 7pm – 8pm Level 2 Discover Auditorium.**



Enjoy a creative night out at the National Library during the Singapore Night Festival. Dabble in craft making or explore arts and tech activities. Don't miss out on live performances by musicians! **18 & 19 Aug 2023 7.30pm – 10.30pm Level 1 The Plaza**

**Event 2 : National Day Celebrations at Heartland Locations**



**Celebrate Singapore's 58<sup>th</sup> birthday  
Onward as ONE**

This year's National Day celebrations will allow more Singaporeans to participate in the festivities. Singaporeans can look forward to a series of celebrations and community activities at five heartland locations over the **weekend of 5 and 6 August 2023**. On Wednesday, **9 August for National Day**.

Key highlights at the five heartland sites include:

- Sport try-outs: Athletics, basketball, floorball, football, hockey and table tennis
- Kampung Games: Life-sized fun for the young and young at heart
- Family fun activities: Bouncy castles, community mural painting, snack booths



# BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2023

CANDIDATE  
NAME

REGISTER  
NUMBER

CLASS

## ENGLISH LANGUAGE

1128/01

1184/01

Secondary Four Express and Five Normal Academic  
Paper 1 Writing

21 August 2023

1 hour 50 minutes

Additional Material: Insert

### READ THESE INSTRUCTIONS FIRST

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

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

The Insert contains the text for **Section B**

Write your answers in the spaces provided on the Question Booklet.  
At the end of the examination, fasten all your work securely together.

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

For Examiner's Use	
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70
% / Grade	/

Setter: Miss Tan Yok Siew

Parent's / Guardian's Signature: .....

This document consists of 12 printed pages.

[Turn over

**Section A [10 marks]****Question 1**

Carefully read the text below, consisting of 12 lines, about understanding mental struggles that athletes face. 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.

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.

.....

Terry Tay, 28, is a national gymnast who has had his fair share of  
struggle. When he started to represent Singapore 15 years ago, **1** .....  
being interview by local media, he experienced tremendous **2** .....  
pressure. Such pressure was compounded when he has to undergo **3** .....  
surgery for his wrist and shoulder and was unable to practice the **4** .....  
passion that has become part of his identity. Through the support **5** .....  
from coaches, family and friends, Tay was able to push by. The **6** .....  
gruelling process taught him the importance of mental well-being. **7** .....  
Often, we expect athletes to achieve miracles and triumph against **8** .....  
any adversity and they are human too. We need to understand the **9** .....  
mental struggles athletes often face and improves the landscape of **10** .....  
sports and mental health in Singapore.

Adapted from The Straits Times, August 15 2022



## Question 2

You recently attended two events – “All Things Singapore at National Library!” and “National Day Celebrations at Heartland Locations”. Your Form Teacher would like you to write an article about one of the special events you attended which celebrates Singapore’s vibrancy, energy and spirit with other Singaporeans. This article will be featured in the school newsletter.

- an interesting and appropriate headline
- information on the selected special event
- the enthusiasm and participation level of the attendees
- special mention of one memorable activity

You should use your own words as much as possible.

[illegible]







### Section C [30 marks]

Begin your answer on a fresh page.

**You are advised to write between 350 and 500 words on one of the following topics.**

At the head of the composition, write the number of the topic you have chosen.

- 3 Physical activity is important for creative intellectual activity. What are your views?
- 4 It is the duty of everyone to be concerned with environmental issues. Do you agree?
- 5 Write about a time when you made a tough decision. Explain why doing so was worth it.
6. Describe a cultural activity that you are familiar with. Why is it important to you?

Please write your chosen question number (3, 4, 5 or 6) here: .....

[illegible]

















## BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2023

CANDIDATE  
NAME

REGISTER  
NUMBER

CLASS

**English Language**  
**Secondary Four Express**

Paper 2 Comprehension  
INSERT

**1184/02**

**21 August 2023**  
**1 hour 50 minutes**

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### Information for Candidates

This insert contains Text 1, Text 2, Text 3 and Text 4.

Setter: Mr Tan Yew Hock

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This document consists of **6** printed pages.

**[Turn over**

## Section A

Study the online webpage (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

**Text 1** is taken from a webpage on food waste in Singapore.

### Food waste

#### Why is this a problem?

Food waste makes up about half of the average 1.5kg of waste disposed of by each household in Singapore daily. More than half of household food waste can be prevented, with rice, noodles and bread being the most commonly wasted food items.

Avoidable food waste refers to food items that could have been consumed if better managed. Examples of avoidable food waste are leftovers from a meal, expired food, stale food, and blemished fruits and vegetables. Avoidable food waste can be prevented by taking food wastage reduction actions such as buying, ordering and cooking only what is needed and adopting smart food storage and preparation practices.



In 2019 alone, 24% of households threw away spoilt or rotten food because they either bought too much food or did not realise that they had food hidden at the back of their fridge.

Adapted from <https://www.towardszerowaste.gov.sg/foodwaste/>

**Text 2** is an extract from a Facebook post to express the writer's view of food waste.

When food is wasted, more food has to be sourced to meet the food demand. This affects our food security since Singapore imports over 90% of our food supply.

An increasing amount of food waste puts pressure on our resources. We will need to build more waste disposal facilities, such as waste-to-energy plants and landfills for incineration ash. This is not sustainable for land-scarce Singapore. When food is wasted, the resources used to grow and deliver the food to our tables, as well as to dispose of it, are wasted too. This increases our carbon footprint, contributing to global warming and climate change.

To conserve precious resources, there is a need to minimise food wastage and recycle or treat unavoidable food waste. This starts with avoiding food wastage and excess food production. Where this is not possible, excess food should be re-distributed. Lastly, food waste should be segregated for recycling and treatment.

[Turn Over



## Section B

## Text 3

The text below is about Ariana Swenson's cycling journey across the Andes Mountains in South America.

Read the text carefully and answer Questions 5-15 in the Question Booklet.

- 1 OK. I admit it, we go looking for adventure. We had always wanted to visit the Manu region but it had seemed hopelessly expensive, so we had the idea of cycling there, seeing Peru's National Bird, the Cock of the Rock, and then going home. It was low season and although it was totally the wrong time of year to be crossing mountain passes, we set off, armed with an excess of wet weather gear, and brimming with enthusiasm. Two minutes after we had reached the top of a mountain pass, it was hailing and we were drenched. 5
- 2 Our descent would have been truly exhilarating in good conditions – when it is freezing, it is pure agony. Our hands, though gloved, were the first part to lose feeling – not good when you need to be able to feel your hands to apply the brakes on hairpin corners! Your lips go numb, and then your nose starts running and your knees begin to freeze up in the cold. An Andean village, that appeared to be warmly welcoming from above, was coldly abandoned and shut up as we passed by closed doors. 10
- 3 About three hours later, bedraggled and miserable, we arrived at Colquepata. There they told us it was only another forty minutes downhill to Paucartambo: it took us over two hours! At least the journey was downhill and at its best, there were smooth roads, good gradients and high speeds. We passed through pretty farmland, groups of eucalyptus trees and herds of cattle and sheep on their way home at the end of the day. 15
- 4 Paucartambo emerged around the corner, a charming place, with cobblestone streets, narrow alleys and whitewashed houses. People in skirts and draped in colourful blankets added an old world charm and we felt that we had stepped back centuries. Later, we arrived in San Pedro to see the Cock of the Rock birds doing their mating dance. We camped on a nice man's soccer pitch, and woke up at midnight to the sound of rain – incessant, heavy, continuous rain that pelted the tent with a somewhat dismaying regularity. We roused ourselves and trudged through the muddy quagmire to see the Cocks' dance again, wondering how many would look for a mate in this foul weather. We were right – very few! 25
- 5 Following a flat tyre, brake adjustments and load rearrangements, we were jolting our way downhill again, through ever more beautiful and warm jungle. Soon we were racing along through pampas luxuriant with grasses – the rich moist air of the jungle filled our lungs which felt as if they had been starved in the Andes. Great flocks of big, bright, buttercup-yellow butterflies were feeding on the road and when we passed, they fluttered up and surrounded us, so we were cycling in a haze of butterflies – utterly dreamlike! We continued to the village of Pilcopata. Then, we decided to travel further by local bus but had to wait. All the buses out of the region were full, and there was no more for two days. 30
- 6 In those long hours of waiting, we developed the art of conversation with complete strangers. In our time-oriented society, it is not something that we usually do. Everyone is far too busy or has lots of friends. However, in the heat of the jungle, people are not in a hurry and are happy to discuss things with strangers. I got into a conversation with an old woman who had lived all her life in the region. She exclaimed, 'Do you know how much tourists pay to visit Manu?' She added, without bitterness, 'Not a cent reaches our town. They come with all the food they need – even bread and water! All they leave is rubbish!' It struck me then just how important it is to buy locally, and be environmentally conscious in all our actions. I am glad that when we travel, we buy at small shops and eat in local restaurants. You cannot please everyone, but you can make a difference. 40

Adapted from *To the End of the Road* by Ariana Swenson

## Section C

### Text 4

In the article below, the authors explain the issue of water stress and its impact.

Read the text carefully and answer Questions 16-22 in the Question Booklet.

- 1 Billions of people around the world lack adequate access to one of the essential elements of life: clean water. Although governments and aid groups have helped many living in water-stressed regions gain access in recent years, the problem is projected to be exacerbated by global warming and population growth. Meanwhile, a paucity of international coordination on water security has slowed the search for solutions. 5
- 2 Water stress can differ dramatically from one place to another, in some cases causing wide-reaching damage, including to public health, economic development, and global trade. It can also drive mass migrations and spark conflict. Now, pressure is mounting on countries to implement more sustainable and innovative practices and to improve international cooperation on water management. Water stress or scarcity occurs when demand for safe, usable water in a given area exceeds the supply. On the demand side, the vast majority — roughly 70 percent — of the world's freshwater is used for agriculture, while the rest is divided between industrial (19 percent) and domestic uses (11 percent), including for drinking. On the supply side, sources include surface waters, such as rivers, lakes, and reservoirs, as well as groundwater, accessed through aquifers. 10 15
- 3 Prolonged water stress can have devastating effects on public health and economic development. More than two billion people worldwide lack access to safe drinking water; and nearly double that number — more than half the world's population — are without adequate sanitation services. These deprivations can spur the transmission of diseases such as cholera, typhoid, polio, hepatitis A, and diarrhoea. At the same time, because water scarcity makes agriculture much more difficult, it threatens a community's access to food. Food-insecure communities can face both acute and chronic hunger, where children are more at risk of conditions stemming from malnutrition, such as stunting and wasting, and chronic illnesses due to poor diet, such as diabetes. Even if a water-stressed community has stable access to potable water, people can travel great lengths or wait in long lines to get it — time that could otherwise be spent at work or at school. Economists note that all these will take a heavy toll on productivity and development. The COVID-19 pandemic heightened the need for safe water access. Handwashing is one of the most effective tools for combating the coronavirus, but health experts noted that three in ten individuals — 2.3 billion people globally — could not wash their hands at home at the pandemic's onset. 20 25 30
- 4 Many freshwater sources transcend international borders, and, for the most part, national governments have been able to manage these resources cooperatively. Roughly three hundred international water agreements have been signed since 1948. Finland and Russia, for example, have long cooperated on water-management challenges, including floods, fisheries, and pollution. 35
- 5 However, there are a handful of hot spots where transboundary waters are a source of tension between countries because there is no agreement in place. Another factor is that an existing water regime is disputed. One of these is the Nile Basin, where the White and Blue Nile Rivers flow from lakes in East Africa northward to the Mediterranean Sea. Egypt claims the rights to most of the Nile's water based on several treaties; but other states say they are not bound to the accords because they were never party to them. The dispute has flared in recent years after Ethiopia began construction of a massive hydroelectric dam that Egypt says drastically cuts its share of water. Transboundary 40

[Turn Over

water disputes can also fuel intrastate conflict. This has increased in recent years. For example, a new hydropower project could benefit elites but do little to improve the well-being of the communities who rely on those resources. 45

- 6 Moreover, water stress can affect global flows of goods. For instance, wildfires and drought in 2010 wiped out Russian crops, which resulted in a spike in commodities prices and food riots in Egypt and Tunisia at the start of the Arab uprisings. Climate stress is also pushing some to migrate across borders. The United Nations predicts that without interventions in climate change, water scarcity in arid and semi-arid regions will displace hundreds of millions of people by 2030. 50

Adapted from *Water Stress: A Global Problem That's Getting Worse* by Claire Klubucista and Kali Robinson



# BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2023

CANDIDATE  
NAME

REGISTER  
NUMBER

CLASS

## English Language

**1184/02**

Secondary Four Express

21 August 2023

Paper 2 Comprehension

1 hour 50 minutes

Additional Materials: Insert

### READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.

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

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

Answer **all** questions.

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

The Insert contains the texts for all the sections.

### Information for Candidates

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
% / Grade	/

Setter: Mr Tan Yew Hock

Parent's / Guardian's Signature: .....

This document consists of 8 printed pages.

**[Turn over**

**Section A [5 marks]**

Refer to the webpage (**Text 1**) and the social media post (**Text 2**) on Pages 2 and 3 of the Insert for Questions 1-4.

*For  
Examiner's  
Use*

- 1** Look at the images in Text 1. Tick (✓) the main aim of these images.

☐

To warn the public about the severity of food waste problem

☐

To highlight the different types of food waste

☐

To show the extent of food waste that can be minimised

[1]

- 2** In Text 1, which phrase refers to food with an unappealing appearance?

.....[1]

- 3** According to Text 2, what is the last resort to preserving our resources?

.....[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 texts.

Circle the answer you have chosen for each statement.

- (a)** Readers are reminded of the impact of food waste.

Text 1 / Text 2 / Both / Neither

- (b)** Food waste is a growing problem in Singapore.

Text 1 / Text 2 / Both / Neither

[2]

**[Turn over**

Section B [20 marks]

Refer to Text 3 on page 4 of the Insert for Questions 5–15.

For  
Examiner's  
Use

5 In Paragraph 1, what are the two reasons why the writer wanted to visit the Manu region?

(i) ..... [1]

(ii) ..... [1]

6 Which phrase in Paragraph 1 tells us that the writer and her friends prepared more than what was needed for the cycling expedition?

..... [1]

7 From Paragraph 2, give **one** way in which the writer emphasises their surprise upon reaching an Andean village.

.....  
..... [1]

8 In Paragraph 2, explain how the language used makes the downhill journey seem pure agony when it is too cold. Support your answer with **three** details from Paragraph 2.

.....  
.....  
.....  
.....  
..... [3]

9 In Paragraph 4, explain clearly why the writer felt that they 'had stepped back in centuries' (line 20).

.....  
.....  
.....  
..... [2]

[Turn over

10 Look at Paragraph 4.

- (a) What is suggested about the owner of the football pitch when the writer describes him as a 'nice' man?

..... [1]

- (b) **In your own words**, what does the writer mean when she writes that they 'trudged through the muddy quagmire' (line 24)?

.....  
..... [1]

11 In Paragraph 4, explain how the writer was feeling when she watched the Cocks' dance the second time.

.....  
..... [1]

12 In Paragraph 5, the team enjoyed the ride downhill. Explain why this is the case with reference to **two** pieces of evidence from this paragraph.

.....  
.....  
.....  
..... [2]

13 In Paragraph 5, what is the writer's intent of using the word 'jolting' to describe the journey downhill?

..... [1]

14 In Paragraph 6, the writer highlights that we should 'be environmentally conscious in all our actions' (lines 42-43).

What is suggested about the attitude we should have towards the natural world?

..... [1]

[Turn over

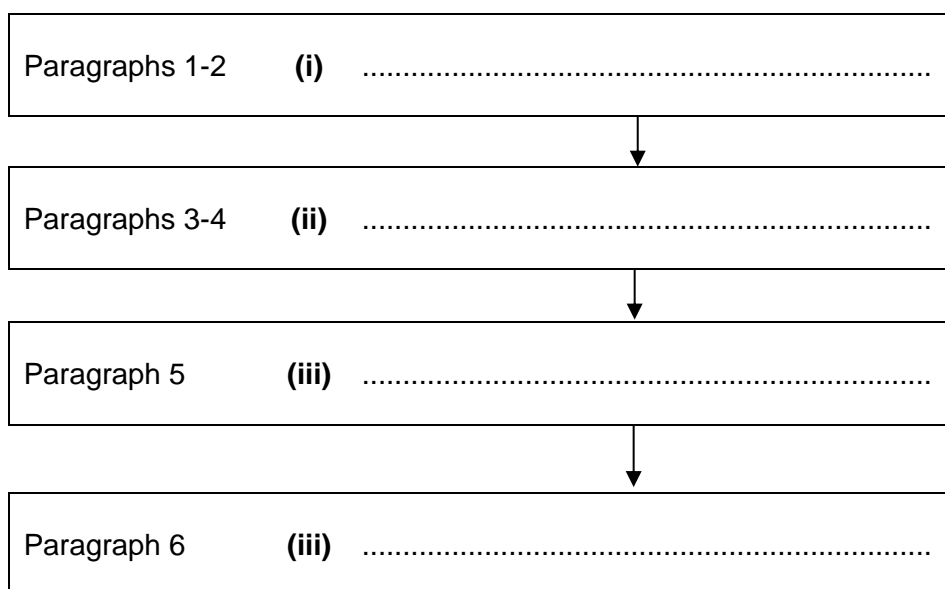


- 15 The structure of the text reflects the main stages of the cycling journey.  
Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of her journey. There are some extra phrases in the box that you do not need to use.

**Main focus**

Admiring beautiful sights amidst some unpleasant encounters	Unexpected discovery	Lessons learned
Feeling recharged	Mixed feelings of excitement and disappointment	A pleasant surprise

**Flow chart**



[4]

**[Turn over**

Section C [25 marks]

Refer to Text 4 on pages 5 and 6 of the Insert for Questions 16–22.

For  
Examiner's  
Use

16 Which word in Paragraph 1 tells us that the water stress issue is made worse?

..... [1]

17 In Paragraph 2, what are two key strategies proposed to address the problem of water stress?

.....  
.....  
.....  
..... [2]

18 Referring to Paragraph 3, what is the opinion of the writers when they state that people in water-stressed communities 'travel great lengths or wait in long lines to get' (lines 25-26)?

.....  
..... [1]

19 According to Paragraph 3, why is the need for safe water access heightened during the COVID-19 pandemic? **Answer in your own words.**

.....  
..... [2]

20 Here is part of a conversation between two students, Mindy and Sam, who have read the article.

For  
Examiner's  
Use

[Turn over



Mindy

Countries are working together to manage the issue of freshwater.

But, in some cases, things don't seem to work out.



Sam

(a) Give a piece of evidence from Paragraph 4 to support Mindy's view.

..... [1]

(b) From Paragraph 5, what two reasons can Sam use to support his view?

.....  
.....  
.....  
..... [2]

21 With reference to Paragraph 6, what is the tone of the writers when they state that 'without interventions in climate change, water scarcity in arid and semi-arid regions will displace hundreds of millions of people by 2030' (lines 51-53)?

.....  
..... [1]

22 **Using your own words as far as possible**, summarise the devastating effects and problems of water scarcity.

**Use only information from Paragraphs 3, 5 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).

Prolonged water scarcity affects public health when globally many people .....  
.....  
.....  
.....  
.....

[Turn over

**[Turn over**

d



## BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2023

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### ENGLISH LANGUAGE

Secondary Four Express and Five Normal Academic  
Paper 1 Writing

1128/01

1184/01

21 August 2023

1 hour 50 minutes

---

### ANSWER SCHEME

Setter: Miss Tan Yok Siew

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This document consists of 5 printed pages.

## Section A [10 marks]

### Question 1

Carefully read the text below, consisting of 12 lines, about understanding mental struggles that athletes face. 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.

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.

Terry Tay, 28, is a national gymnast who has had his fair share of struggle. When he started to represent Singapore 15 years ago,

1 struggles (plu)

being interview by local media, he experienced tremendous

2 interviewed (VF)

pressure. Such pressure was compounded when he has to undergo

3 had (T)

surgery for his wrist and shoulder and was unable to practice the

4 practise (WF)

passion that has become part of his identity. Through the support

5 ✓

from coaches, family and friends, Tay was able to push by. The

6 through/on (PV)

gruelling process taught him the importance of mental well-being.

7 ✓

Often, we expect athletes to achieve miracles and triumph against

8 over(pp)

any adversity and they are human too. We need to understand the

9 but (conj)

mental struggles athletes often face and improves the landscape of

10 improve (SVA)

sports and mental health in Singapore.

Adapted from The Straits Times, August 15 2022

### Section B Suggested Answer (Plan)

<p><b>Format</b></p> <p><b>Title:</b> <b>By:</b></p> <p><b>TR 1:</b> The title of the article must be concise, captivating and relevant. It cannot be dull, colourless or boring.</p>
<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Hook – Quote, Rhetorical Qtn to capture attention.</li> <li>• Some brief background information of the event selected, its purpose and objectives.</li> </ul>
<p><b>BODY</b></p> <p><b>First Paragraph: TR2 – Highlight 1 selected event</b>  <b>Either Event 1 National Library : Singalong Story telling Session and Plaza Party at the Library</b>  <b>OR Event 2 National Day Celebrations at Heartland Locations</b>          Article to transit to description of the activities student attended at the selected event and highlight the exciting aspects of the activities. Tone must be cheerful and light yet packed with informative descriptions of the activities at the event.</p> <p><b>Middle Paragraphs: TR3 – TR4</b></p> <ul style="list-style-type: none"> <li>• Description of the enthusiasm and participation level observed by the student at the event – students and other participants' enthusiasm and participation level.</li> <li>• Students should include factors that contributed to the enthusiasm and participation level.</li> <li>• The article ends with TR4 in which special mention is made of a memorable activity that captures the vibrancy, energy and spirit of the event.</li> <li>• Students are encouraged to describe this scene in such a way that the essence of the event is highlighted. Students may also use this special memory as a platform to express their feelings for Singapore.</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• End off the article with a reflection of the event or suggestions of possible future exciting events.</li> <li>• May include a suitable quote relevant to the purpose of the event.</li> </ul> <p><b>Tone throughout must be light-hearted, warm, inviting but not informal.</b></p>



### Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

3. Physical activity is important for creative intellectual activity. What are your views?

Discursive essay.

- Key words: “physical activity” “important” “intellectual activity”.
- Definition of the key words.
- Conventions of a discursive essay should be adhered to, thus students should not be writing an argumentative essay.
- Each paragraph should be organised and developed clearly (PEEL)
- Introduction could include a hook and the conclusion must provide closure e.g. give solutions or hopes for the future.
- Body of essay must discuss whether physical activity is important / contributes to creative intellectual activity – Why / Why not.
- **Examples** must be given to lend support to the views espoused.
- **Evidence** given would be a bonus.
- **Impact / Effects** of creative intellectual activity on the persons should be discussed.

4. It is the duty of everyone to be concerned with environmental issues. Do you agree?

Argumentative Essay.

- Students may adopt the following structure:
- >>>Thesis in the Introduction should agree or disagree with the statement and provide the reasons why it is the duty of everyone or not.
- >>>**Highlight the vital role of everyone (who “everyone” is) and define environmental issues with examples / evidence** without which the protection of the environment would be challenging.
- Each paragraph should be organised and developed clearly (PEEL), especially substantiated with strong arguments.
- Conclusion may include a quote, suggestions for possible plans to deal with environmental issues and potential crisis if not managed effectively.

5. Write about a time when you made a tough decision. Explain why doing so was worth it.

Hybrid essay [Personal Recount + Reflective].

- Key words: “a time”, “made a tough decision”, “why doing so was worth it.”
- Requires students to write about **one experience / incident** (singular) that led to making a tough decision and whether there were any changes that occurred as a result of that decision.
- Conventions of a recount should be adhered to so as to serve as an introduction in the essay. Literary techniques should be used to paint a vivid picture of the incident and draw the readers into the story.
- **Introduction could contain a hook and the conclusion must provide a satisfactory closure to the story so as to relate to the reflective part of the topic [why doing so was worth it].**
- There should be **clear discourse markers / signposting** to indicate that the recount is moving into reflection of the learning from the experience.
- Conventions of a descriptive essay should be adhered to **[in the Body paragraphs]**, thus students should not be writing a recount. Detailed descriptions using emotive words and the 5 senses should be present.
- Descriptions done should be arranged in a logical order and should flow smoothly from beginning to end.
- **Impact on student must be highlighted in at least one paragraph of the Body and not in the Conclusion.**
- Conclusion should be a distinct paragraph that reflects on the whole experience.

- 6 Describe a cultural activity that you are familiar with. Why is it important to you?

Hybrid essay [Descriptive + Discursive].

- Key words: “a cultural activity” “familiar with” “Why is it important to you”
- Conventions of a descriptive and discursive essay should be adhered to, thus students should not be writing a recount.
- Each paragraph should be organised and developed clearly (PEEL)
- Introduction should contain a hook and the conclusion must provide a positive tone / hope that the cultural activity will continue / evolve / be practised / participated.
- Body of essay must discuss the **value of the cultural activity and impact on you as well as why it is familiar and important.**
- **Vivid examples** must be given to lend support to the description and views espoused.





## BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2023

CANDIDATE  
NAME

REGISTER  
NUMBER

CLASS

**English Language**

**1184/02**

Secondary Four Express

21 August 2023

Paper 2 Comprehension

1 hour 50 minutes

Additional Materials: Insert

# ANSWERS

Setter: Mr Tan Yew Hock

This document consists of 9 printed pages.

[Turn over

## Section A [5 marks]

No	Question and Answer	SSAB
1	Look at the images in Text 1. Tick (✓) the main aim of these images.	LO2: Make inferences to draw conclusions
	<input checked="" type="checkbox"/> To warn the public about the severity of food waste problem <input type="checkbox"/> To highlight the different types of food waste <input type="checkbox"/> To show the extent of food waste that can be minimised	
2	In Text 1, which phrase refers to food with an unappealing appearance?	LO2: Use contextual cues Vocab LO2: Deduce the meaning of words from how they are used in context
	<b>'blemished fruits and vegetables' (1)</b>	
3	According to Text 2, what is the last resort to preserving our resources?	LO2: Scan for details
	<b>Excess food should be redistributed. (1)</b> <i>(X – Food waste should be segregated for recycling and treatment - this tells us that food waste happens and has to be treated)</i>	
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 texts.  Circle the answer you have chosen for each statement.	LO3: Compare and contrast texts
	<b>(a)</b> Readers are reminded of the impact of food waste.  Text 1 / Text 2 / Both / Neither  <i>(Text 2 – An increasing amount of food waste puts pressure on our resources.)</i>  <b>(b)</b> Food waste is a growing problem in Singapore.  Text 1 / Text 2 / Both / Neither  <i>(Text 2 – The increasing amount of food waste puts pressure on our resources)</i>	

## Section B [20 marks]

No	Question and Answer	SSAB
5	In Paragraph 1, what are the two reasons why the writer wanted to visit the Manu region?	LO2: Scan for details
	<p><b>For adventure (1)</b></p> <p><b>Seeing Peru's National Bird/the Cock of the Rock. (1)</b></p> <p><i>(X - Lifting of lines 1- 3 (we go looking for adventure. We had always wanted to visit the Manu region but it had seemed hopelessly expensive so we had the idea of cycling there, seeing Peru's National Bird, the Cock of the Rock) = 0</i></p>	
6	Which phrase in Paragraph 1 tells us that the writer and her friends prepared more than what was needed for the cycling expedition?	LO2: Scan for details
	<p><b>"armed with an excess of wet weather gear" (1)</b></p> <p><i>(X – "an excess of wet weather gear" – need to include "armed with" to show the idea of "prepared")</i></p>	
7	From Paragraph 2, give <b>one</b> way in which the writer emphasises their surprise upon reaching an Andean village.	LO2: Demonstrate understanding of how a writer's style can impact the readers'/ viewers' interpretation
	<p><b>The writer contrasts what the village appeared from above with what it was when they passed by it. (1)</b></p> <p><b>OR</b></p> <p><b>The writer contrasts the expectation of "warmly welcoming" and the reality of being "coldly abandoned and shut up" when reaching the village.</b></p> <p><i>(The question requires students to <u>identify the technique</u> used by the writer to emphasise their surprise)</i></p>	
8	In Paragraph 2, explain how the language used makes the downhill journey seem pure agony when it is too cold. Support your answer with <b>three</b> details from Paragraph 2.	LO2: Make inferences to draw conclusions Vocab LO2: Deduce the meaning of words from how they are used in context
	<b>"Our hands, though gloved, were the first part to lose feeling" suggests that the hands suffer from not having any sensation first such that they might lose control of the bicycles.</b>	

	<p><b>“your lips go numb” suggests that lips would no longer feel anything.</b></p> <p><b>“your nose starts running” tells us that fluid is flowing out of the nose, causing discomfort/breathing difficulty.</b></p> <p><b>“your knees begin to freeze up (in the cold)” tells us that the knees start to stop moving/functioning, making cycling difficulty.</b></p> <p><i>(Any 3 details of the above to show the idea of “pure agony”, i.e. physical or mental pain/suffering)</i></p>	
9	In Paragraph 4, explain clearly why the writer felt that they ‘had stepped back in centuries’ (line 20).	LO2: Make inferences to draw conclusions
	<p><b>1. The <u>appearance of the streets and houses</u> (1)</b>  <b>OR <u>The streets were cobbled, not tarred.</u></b></p> <p><b>2. The <u>clothes of the people</u> were like <u>those of an earlier time</u></b>  <b>OR <u>They were using blankets</u> instead of <u>jackets</u> to keep themselves warm (1)</b></p> <p><i>Answer must explain the idea of ‘stepping back to the past’.</i>  <i>‘Streets were not tarred’ and ‘alleys were very narrow’ suggest that little development had taken place.</i></p> <p><i>Lift without any clear explanation = 0</i></p>	
10	Look at Paragraph 4.	LO2: Demonstrate understanding of how a writer’s style can impact the readers’/ viewers’ interpretation
	(a) What is suggested about the owner of the football pitch when the writer describes him as a ‘nice’ man?	
	He is welcoming/kind/hospitable in allowing them to camp there. (1)	
	(b) In your own words, what does the writer mean when she writes that they ‘trudged through the muddy quagmire’ (line 24)?	LO2: Use of contextual clues Vocab LO2: Deduce the meaning of words from how they are used in context

	It means that they <u>walked laboriously/wearily/with effort // struggled to walk// walked with difficulty</u> through the <u>soggy/wet/sodden ground</u> . (1)	
11	In Paragraph 4, explain how the writer was feeling when she watched the Cocks' dance the second time.	LO2: Make inferences to draw conclusions
	She was <u>disappointed by the miserable/bad/wet weather</u> . OR She was <u>disappointed that very few birds were involved</u> . (1)  (need both the feeling and what she was disappointed about)	
12	In Paragraph 5, the team enjoyed the ride downhill. Explain why this is the case with reference to <b>two</b> pieces of evidence from this paragraph.	LO2: Make inferences to draw conclusions Vocab LO2: Deduce the meaning of words from how they are used in context
	<p>"racing along through pampas luxuriant with grasses" suggests that the open and green grassland gives them a peaceful feeling.</p> <p>"rich moist air of the jungle filled our lungs" tells us about the refreshing air from the natural surroundings.</p> <p>The part about butterflies "fluttered up and surrounded us"/cycling in haze of butterflies" gives the team the opportunity to get up close and admire a breathtaking sight/ gives them a magical feeling being up close with the butterflies.</p> <p>"ever more beautiful and warm jungle" tells us that the sight was pleasant and the temperature was a welcome change from the cold earlier.</p> <p>(Any 2 of the descriptions supported with relevant explanations. Relevant explanations should not repeat the words in the descriptions quoted.)</p>	
13	In Paragraph 5, what is the writer's intent of using the word 'jolting' to describe the journey downhill?	LO3: Recognise writer's intention through their choice of words
	To highlight that it was a <u>bumpy/rough</u> one. (1)  (X – To show that the journey downhill was fast)	
14	In Paragraph 6, the writer highlights that we should 'be environmentally conscious in all our actions' (lines 42-43).	LO2: Make inferences to draw conclusions



	What is suggested about the attitude we should have towards the natural world?			
	<p>One of respect / We need to respect the natural world / We need to save the earth / We should be appreciative of the natural world / we should be concerned about our natural environment / we have a sense of responsibility towards nature. (1)</p> <p><i>(X – we need to be aware of our surroundings)</i></p>			
15	<p>The structure of the text reflects the main stages of the cycling journey.</p> <p>Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of her journey. There are some extra phrases in the box that you do not need to use.</p>			LO4: Recognise the plot structure
	Admiring beautiful sights amidst some unpleasant encounters	Unexpected discovery	Lessons learned	
	Feeling recharged	Mixed feelings of excitement and disappointment	A pleasant surprise	
	<p><b>Paragraphs 1-2: Mixed feelings of excitement and disappointment</b></p> <p><b>Paragraphs 3-4: Admiring beautiful sights amidst some unpleasant encounters</b></p> <p><b>Paragraph 5: Feeling recharged</b></p> <p><b>Paragraph 6: Lessons learned</b></p>			

## Section C [25 marks]

No	Question and Answer	SSAB
16	'Which word in Paragraph 1 tells us that the water stress issue is made worse?	LO2: Deduce the meaning of words from how they are used in context
	<b>"exacerbated" (1)</b>	
17	In Paragraph 2, what are two key strategies proposed to address the problem of water stress?	LO2: Scan for details
	<b>To implement more sustainable and innovative practices (1)</b> <b>To improve international cooperation on water management (1)</b>	
18	Referring to Paragraph 3, what is the opinion of the writers when they state that people in water-stressed communities 'travel great lengths or wait in long lines to get' (lines 25-26)?	LO3: Make inferences to draw conclusions
	<b><u>Too much time is wasted on getting water instead of focusing on economic activities or education. (1)</u></b> <i>(need to show the comparison)</i>	
19	According to Paragraph 3, why is the need for safe water access heightened during the COVID-19 pandemic? <b>Answer in your own words.</b>	LO2: Scan for details Vocab LO2: Deduce the meaning of words from how they are used in context
	<b><u>Handwashing is one of the most efficacious ways/successful methods (1) to tackle/fight/battle with (1) the coronavirus.</u></b> <i>Recast "effective tools" and "combating"</i>	
20	Here is part of a conversation between two students, Mindy and Sam, who have read the article.  Mindy: Countries are working together to manage the issue of freshwater.  Sam: But, in some cases, things don't seem to work out.  (a) Give a piece of evidence from Paragraph 4 to support Mindy's view.  <b>Roughly three hundred international water agreements have been signed since 1948. (1)</b>	LO2: Scan for details

	<i>(X – National governments have managed freshwater sources cooperatively – this is a conclusion. You are required to give evidence to show that different countries are working together)</i>	
	<b>(b)</b> From Paragraph 5, what two reasons can Sam use to support his view?	LO2: Scan for details
	<p><b>There is no agreement in place in some hot spots/countries. (1)</b></p> <p><b>An existing water regime is disputed in some hot spots/countries. (1)</b></p> <p><b>Transboundary water disputes fuel intrastate conflicts. (1)</b></p> <p><i>(Any 2 of the three reasons why things are not working out when countries try to solve water issues)</i></p>	
<b>21</b>	With reference to Paragraph 6, what is the tone of the writers when they state that 'without interventions in climate change, water scarcity in arid and semi-arid regions will displace hundreds of millions of people by 2030' (lines 51-53)?	LO3: Make inferences to draw conclusions
	<p><b>Cautionary/warning/urgent/concerned/worried/foreboding/serious/stern. (1)</b></p> <p><i>(X – caring)</i></p>	

- 22 Using your own words as far as possible**, summarise the devastating effects and problems of water scarcity.

**Use only information from Paragraphs 3, 5 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).

Prolonged water scarcity affects public health when globally many people....

No.	Answer from Passage	Own Words
1	<u>lack access to safe drinking water</u>	<b>Do not have safe potable water</b>
2	are <u>without adequate sanitation services</u>	<b>And proper/sufficient hygiene services,</b>
3	<u>spur the transmission of diseases</u> such as cholera, typhoid, polio, hepatitis A, and diarrhoea	<b>Leading to the spread of many (contagious) illnesses.</b>
4	because water scarcity makes agriculture much more difficult, <u>it threatens a community's access to food</u>	<b>Lack of water leads to less food available to a community</b>
5	Food-insecure communities <u>can face both acute and chronic hunger</u>	<b><u>Very serious</u> and <u>long-term starvation</u> happens to food-insecure communities</b>
5a	<u>children are more at risk of conditions stemming from malnutrition</u> , such as stunting and wasting, and chronic illnesses due to poor diet, such as diabetes.	<b>Causing children to be prone to <u>health issues</u> linked to <u>malnutrition</u> and <u>chronic illnesses</u></b>
6	Even if a water-stressed community has stable access to potable water, <u>people can travel great lengths or wait in long lines to get it</u> — time that could otherwise be spent at work or at school. Economists note that all these will <u>take a heavy toll on productivity and development</u>	<b>When people spend too much time getting water, their productivity and development suffer.</b>
7	The COVID-19 pandemic heightened the need for safe water access. Handwashing is one of the most effective tools for combating the coronavirus, but health experts noted that three in ten individuals — 2.3 billion people globally — <u>could not wash their hands at home at the pandemic's onset.</u>	<b>At the start of the COVID-19 pandemic, many were unable to wash their hands</b>
8	there are a handful of hot spots where <u>transboundary waters are a source of tension between countries</u>	<b>Transboundary waters give rise to cross-border conflicts</b>
9	<u>Transboundary water disputes can also fuel intrastate conflict</u>	<b>And such disagreements can aggravate tension within the same state.</b>
10	Moreover, <u>water stress can affect global flows of goods</u>	<b>Water stress disrupts the movement of goods worldwide</b>
11	<u>Climate stress is also pushing some to migrate across borders.</u>	<b>And forces some to be displaced from their homeland.</b>