

**ANGLICAN HIGH SCHOOL**  
**PRELIMINARY EXAMINATION 2022**  
**SECONDARY FOUR**

**SUGGESTED ANSWERS**

<b>Qns No.</b>	<b>Question Type</b>	<b>HA</b>	<b>MA</b>	<b>LA</b>
	<b>Section A</b>			
<b>1</b>	Quotation			1
<b>2</b>	Inferential		1	
<b>3</b>	Literal		2	
<b>4</b>	Quotation			1
	<b>Section B</b>			
<b>5</b>	Lang use for impact	1	1	1
<b>6</b>	Vocabulary		1	
<b>7</b>	Lang use for impact	1	1	
<b>8</b>	Lang use for impact	2		
<b>9</b>	Vocabulary			1
<b>10</b>	Inferential		2	
<b>11</b>	Literal			2
<b>12</b>	Inferential / Own words	1	1	
<b>13</b>	Lang use for impact	1		
<b>14</b>	Evaluative	1	2	1
	<b>Section C</b>			
<b>15</b>	Vocabulary			1
<b>16a</b>	Literal		1	
<b>16b</b>	Literal			1
<b>17</b>	Own words	2		
<b>18</b>	Lang use for impact	1		
<b>19a</b>	Literal / Inferential		2	
<b>19b</b>	Literal			1
<b>20</b>	Lang use for impact	1		
		11/35 marks 31.5%	14/35 40%	10/35 28.5%

## Section A [5 marks]

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

**1** Look at the heading and sub-heading at the top of the webpage. Which **two** words or phrases support the claim that this diploma course is much **sought after** by applicants?

[LA]

(i) 'hot'

(ii) 'most popular' **both answers must be correct to get [1]**

**NOT Accepted : New and hot (Excess denied)  
popular**

**2** Look at the **photograph** at the top of the webpage. With reference to the section **In A Nutshell**, **what quality** of applicants does the photograph convey?

Inferential

[MA]

The photograph depicts people going on a trip in a big group / with many people. This shows that applicants are outgoing or group of students with smiling faces enjoying the outdoors/overseas learning journey shows they are outgoing

OR

The photograph depicts people making new friends. It shows that the applicants are sociable. [1] or large group of people together with smiling faces shows they are sociable.

**NOT ACCEPTED: organised and clear-headed (not evident in the picture)**

**large group of people smiling shows that they are outgoing**

**If students mention more than ONE quality**

**group of students standing together shows they are sociable / outgoing**

**group of students standing together in Switzerland shows they are outgoing**

**3** From the section **Course Curriculum**, state **two** skills that the Diploma in Hotel and Leisure Facilities Management offer its applicants. Give an example for each from this section.

Literal

[MA]

Skill	Example of the skill
Soft skills	<u>Working</u> with people [1]
Technical skills	<u>Developing</u> organisational skills [1]

[MA]

**4** Quote **a sentence** that gives the main message of the webpage.

Quotation

[LA]

'Discover a whole new world of opportunities!' [1]

**NOT ACCEPTED: Without correct punctuation ! / Any part of the quote not lifted accurately / Starts with small letter d in Discover**



<b>5</b> Lang use for impact	At the beginning of the text, the writer went out for a swim. Explain how the language used in Paragraph 1 indicates the challenging ocean conditions on that morning.  Support your ideas with <b>three</b> details from Paragraph 1.
[HA]	'and sea were <u>inky black</u> , so black I could not see my hands pulling water in front of my face' suggests that the water was <u>extremely dark</u> that there was <u>no visibility</u> at all. [1] • <b>must explain inky black and the lack of visibility</b>  <b>X: no light</b> <b>X: low/poor/limited visibility, cannot see anything (from the text), she was blinded by the dark</b> <b>X: restricting / obstructing his vision, she lost her vision</b> <b>VISION - the ability to see / eyesight - there is nothing wrong with her eyesight!</b>
[LA]	'the water was chilly and as frigid as ice' suggests that the ocean was <u>freezing cold / extremely cold</u> . [1]
[MA]	'vast and silent forces swirling' suggests that there was a <u>powerful / unpredictable current</u> in the water. OR 'these currents were wrapping around me like long braids of soft black liquorice' suggests that there were <u>powerful / strong currents</u> in the water. OR 'pulling arduously with my arms, trying to slice through them' suggests it required <u>a lot of effort/energy</u> to swim through the <u>powerful current</u> . [1]  <b>X: a lot of resistance, trapping / enveloping, a force, aggressive/violent</b>
<b>6</b> Quotation / Vocabulary	Quote <b>two</b> phrases in Paragraph 2 which suggest that the writer was quite <u>accustomed</u> to swimming in the ocean.
[MA]	(i) ' <u>typical</u> rhythm (of my hands)' (ii) '(slid into) my <u>usual</u> pace' <b>Both phrases must be correct to get [1]</b>
<b>7</b> Lang use for impact	In Paragraph 3, the writer says 'In my mind, I silently screamed a list of the ocean sounds I knew and compared them with what I was hearing.'  What is unusual and effective about the phrase 'silently screamed'?
[MA]	It is unusual because a scream is <u>normally to cry/say something loudly</u> and <u>usually</u> on a high note <b>BUT</b> it was done <u>without any sound / quietly / it was inaudible</u> . [1] <b>X: softly</b>
[HA]	It is effective to <u>highlight the fear/terror</u> that the writer could not express at that moment OR to emphasise how fearful/terrified the writer was. [1]  <b>X: panic, frantic, anxious (any others which are not FEAR)</b>

<b>8</b> Lang use for impact	The writer describes the ocean as 'buzzing like angry bumblebees' (lines 26 – 27). What does this description suggest about the writer's impression of the ocean?						
[HA]  [HA]	<table border="1"> <thead> <tr> <th>Description</th><th>Writer's impression</th></tr> </thead> <tbody> <tr> <td>buzzing</td><td>           She believed that the ocean was producing <u>continuous noise</u> / sound [1]            Other acceptable answers: <u>repetitive, incessant, constant</u>  <b>X: constant energy</b>  <b>X: consistent (behaving in a <u>similar</u> way) / irritating / sound</b>  <b>X: the ocean was vibrating / shaking</b> </td></tr> <tr> <td>angry bumblebees</td><td>           She felt that there might be <u>danger</u> lurking in the ocean. The ocean might be a <u>threat</u> / threatening / <u>intimidating</u> / <u>treacherous</u> / The ocean might want to <u>harm</u> her. [1]   <b>X: The ocean is scary. / The ocean wants to attack her.</b> </td></tr> </tbody> </table>	Description	Writer's impression	buzzing	She believed that the ocean was producing <u>continuous noise</u> / sound [1] Other acceptable answers: <u>repetitive, incessant, constant</u> <b>X: constant energy</b> <b>X: consistent (behaving in a <u>similar</u> way) / irritating / sound</b> <b>X: the ocean was vibrating / shaking</b>	angry bumblebees	She felt that there might be <u>danger</u> lurking in the ocean. The ocean might be a <u>threat</u> / threatening / <u>intimidating</u> / <u>treacherous</u> / The ocean might want to <u>harm</u> her. [1]  <b>X: The ocean is scary. / The ocean wants to attack her.</b>
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<b>9</b> Vocabulary	What does the word 'rocketed' (line 28) suggest about the movement of the tuna?						
[LA]	Extremely quick / rapid / swift [1] <b>the answer must show intensity</b> <b>X: speed synonyms <u>without</u> intensity; catapulted (more of force)</b>						
<b>10</b> Inferential	Explain fully <b>in your own words</b> why the writer 'decided to move closer to shore' (line 32).						
[MA] [MA]	The presence of tuna (i) <u>might lure/draw</u> sharks [1] and the writer wanted to get away from them to (ii) <u>avoid being a prey</u> . [1]  <b>*FROM THE TEXT:</b> <i>It occurred to me that these tuna <u>would probably attract</u> larger fish and the only larger fish I could think of were sharks. Hence, I decided to move closer to shore, away from the feeding throngs. (lines 31 – 33)</i>  <b>X (i):</b> <ul style="list-style-type: none"> <li>• <b>alert (connotation of warning instead of attracting)</b></li> <li>• <b>lead sharks to the writer (suggests deliberate action / agency)</b></li> <li>• <b>cause sharks to draw nearer (vague)</b></li> </ul> <b>X (ii):</b> <ul style="list-style-type: none"> <li>• <b>to escape from the sharks (vague)</b></li> <li>• <b>to avoid danger (vague)</b></li> </ul>						
<b>11</b> Literal	From Paragraph 4, what <b>two</b> things caused the writer to become aware that something was swimming with her?						
[LA]	(i) The ocean was charged with energy. [1]						
[LA]	(ii) Thousands of baby anchovy moved as if trying to evade something larger. [1]						

<b>12</b> Own words	In Paragraph 5, the writer needed to find the mother whale. Give two reasons why this was necessary. <b>Answer in your own words.</b>
[HA]    [MA]	<p>(i) The baby whale would have to be <u>supported / transported</u> by its mother through the <u>extremely long</u> trek / distance / journey. [1]</p> <p>(ii) The baby whale had to <u>rely on</u> its mother for milk/food in order <u>to survive</u>. [1]</p> <p><b>*FROM THE TEXT:</b>  <i>It would have to be <u>carried on its mother's back</u> for <u>much of that distance</u> (a 13,000km-journey) (lines 42 – 43).</i>  <b>AND</b>  <i>Was <u>dependent</u> on its mother's milk for food <u>so as not to starve to death</u> (lines 43 – 44)</i></p> <p><b>X (i): unable to complete the journey without the mother (vague); repetition of 13, 000 km or 'carried'</b>  <b>X (ii): repetition of 'dependent', 'starve' in different forms</b></p>
<b>13</b> Lang use for impact	<p>'Something so majestic and enormous – the mother whale was fifteen metres long – suddenly seemed very small and insignificant in the vast Pacific Ocean. How could I possibly find her?' (lines 45 – 47)</p> <p>What effect does the writer create by using a long sentence followed by a short one?</p>
[HA]	<p>To emphasise a sense of helplessness /trepidation / apprehension.          OR          To highlight the magnitude of the task / how seemingly impossible the task was          OR          To highlight the <u>stark contrast that underscores the challenge</u> in finding the mother whale. [1]</p> <p><b>X</b></p> <ul style="list-style-type: none"> <li><b>inaccurate emotions e.g. hopeless, unsure OR To highlight how grim / unpleasant / depressing the task was</b></li> <li><b>to build suspense</b></li> <li><b>To contrast between the size of the mother whale and the Pacific Ocean</b></li> </ul>
<p><b>14</b></p> <p>The structure of the text reflects the stages in the writer's time in the ocean that morning. Complete the flow chart by choosing one phrase from the box to summarise the <b>main</b> event in each part of the text. There are some extra phrases in the box you do not need to use.</p> <p><b>The writer's time in the ocean</b></p> <div data-bbox="183 1686 1361 1895" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <span>Looking out for answers</span> <span>Chasing the fear</span> <span>Facing an incredible task</span> </div> <div style="text-align: center; margin-bottom: 10px;">       Undergoing an unfamiliar situation     </div> <div style="display: flex; justify-content: space-between;"> <span>Admitting defeat</span> <span>Discovering new experiences</span> <span>Hesitating a bold move</span> </div> </div>	
<b>Flow chart</b>	

Paragraph 1 : **Admiring nature**

Paragraph 2: (i) Undergoing an unfamiliar situation [LA]

'but this time I felt the water below me shudder' (lines 12 – 13)

'It felt like something else.' (line 13)

'for the very first time' (lines 14 – 15)

'trying to figure out' (line 18)

Paragraph 3: (ii) Looking out for answers [HA]

Distractor: Chasing the fear

'list of the ocean sounds I knew and compared them with what I was hearing' (line 20)

'I checked the sky' (line 22)

'I lifted my head to see (lines 23 – 24)

'There was no sign of a storm' (line 25)

Paragraph 4: (iii) Discovering new experiences [MA] Distractor: Hesitating a bold move

'It was raining tuna! What a weird, wild, and wonderful thing.' (lines 30 – 32)

'Imagine my relief...it was a baby gray whale' (lines 37 – 38)

Paragraph 5: (iv) Facing an incredible task [MA]

Distractor: Admitting defeat

'starve to death' (line 44)

'I needed to find the mother whale.' (line 45)

'How could I possibly find her?' (line 47)

[4]

### Section C [25 marks]

Refer to Text 3 on Page 4 of the Insert for Questions 15 – 21.

- 15** Which phrase in Paragraph 1 suggests that there is a close relation between the invention of paper and mankind?
- Quotation / Vocabulary [LA] 'inextricably linked' / 'inextricably linked with' [1]

### EXCESS DENIES

**Most students answered this correctly. However, there were a few who copied the entire sentence - 'History of paper is .....science'..**

16

Literal  
[MA]

(a) From Paragraph 1, what in particular led to the invention of paper?

An urgent need to communicate to each other in written form. [1]**KEY WORD ‘ need’****X Humans needed to communicate to each other in written form.  
Many students lost the mark here as they omitted the key word.**

Literal

(b) What **three** features of paper made this possible?

[LA]

(i) lightweight

(ii) durable

(iii) easily transportable **ALL three answers must be correct to get [1]**

(iv)

**It was disappointing to note that quite a number of students lost the mark here because they failed to identify the three specific features. Some combined the features and added ‘ paper was cheaper to make’ which is not a feature.**

17

Own words

From Paragraph 1, what made paper a cheaper option compared to papyrus and parchment? **Answer in your own words.****FROM THE TEXT:** the advent of new production techniques

[HA]

Advent : The emergence / arrival / appearance [1] of

[HA]

**NOT ACCEPTED: invention/ discovery/ advancements/ developments/ introduction**

new: novel

**NOT ACCEPTED: fresh/ not used before/ recently discovered / modern/ latest**

production: manufacturing / making

techniques: methods/ procedures / processes/ ways [1]

**NOT ACCEPTED; skills**Students were awarded 1 mark for any two successful recast of **‘new production techniques’****Only a few students were able to score full marks in this question. Students found it difficult to recast ‘advent’ successfully. There were many students who failed to read the question closely and hence repeated the wording from the text.**



18  
Lang use for  
impact  
[HA]

What does the phrase 'obscured the fundamental role' (line 7) tell us about the writer's attitude towards the arrival of digital media?

Disapproves / in disagreement [1]

**NOT ACCEPTED:**

*critical (most gave this word)*

*unsupportive/ not supportive*

*unhappy/not happy*

*indifferent/ pessimistic/ negative/ mocking/ sceptical/ disdainful*

*cannot be too strong in degree (hatred)*

**Only a few students were able to score full marks for this question.**

19

Here is part of conversation between two students, Jack and Jill, who have read the article.



Jack

*I think in the past,  
paper was mostly  
used for publication.*

*I am not so sure.  
I feel it was also  
heavily used for  
other purposes.*



Jill

(a) With reference to Paragraph 5, how would Jack explain his view?

[MA] The expansion of mass circulation of newspapers **and** the first best-selling novels [1]  
required huge quantities of cheap paper. [1]

[MA] **EXCESS DENIES ( mention of Industrial revolution etc.... )**

**MERE LIFTING DOES NOT EARN THE MARK. STUDENTS SHOULD TAKE NOTE  
OF THE WORD 'EXPLAIN' IN THE QUESTION AND AT LEAST REPHRASE THE**

**ANSWER TO FIT THE REQUIREMENTS OF THE QUESTION.**

Quite a number of students lost one mark for writing in excess. There were also a number who missed the idea of paper being used for publication and wrote about the spread of literacy instead.

(b) With reference to Paragraph 5, give **two** examples which support Jill's opinion.

[LA]

Toilet paper / wrapping paper / toys / interior decorations

**ANY TWO for [1]**

**Excess denies**

**Sadly, a good number of students lost the mark here by listing all the uses of paper.**

**20**

Lang use for  
impact

[HA]

What does the word 'explosion' (line 41) tell us about the spread of literacy among the middle classes?

Extremely **quick** and **high/large** increase/ sharp increase/ rapid and widespread/ sudden and extensive/ sudden and scale of impact was large/ quick and impacted many people/ [1]

**Both qualities must be present to get the mark.**

**NOT ACCEPTED:**

'rampant'/ powerful/ extremely popular/  
'suddenly increased' ( extent unclear)

**A CHALLENGING QUESTION: Only a few students scored full marks for this question. While most of the students were able to understand the idea of 'speed', very few were able to mention the extent of the spread.**

- 21** **Using your own words as far as possible**, summarise how the production of paper evolved over time in different parts of the world.

**Use only the information from Paragraphs 3 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 to begin.

*Paper was first produced in China in AD 105 using .....*

No.	From the text	Paraphrased
1 LA	(Scraps) of <u>old rag</u> , <u>tree bark</u> and <u>fishing nets</u>	<u>Fragments/pieces/bits</u> of old rag, tree bark and fishing nets(all 3)
2 LA	In the <b>6th century</b> , <u>Japanese</u> used pulp derived from <u>mulberry bark</u>	in the 6th century, Japanese <u>utilized</u> pulp <u>obtained</u> from mulberry bark (omission of bark - not accepted)
3 LA	In <b>AD 751</b> , the Arabs used <u>hemp</u> and <u>linen</u>	In AD 751, the Arabs <u>utilized</u> hemp and linen
4 LA	(aided by an abundance of hemp and linen) production <u>spread</u> to <u>other cities</u> in <u>Asia</u>	papermaking <u>reached</u> other cities in Asia
5 MA	(in the <b>Arab world</b> ) Process involved <u>soaking rags in water</u> (to obtain a homogenous pulp)	The <u>method/technique</u> included <u>immersing</u> rags in water (omission of water - not accepted)
6 MA	which was <u>then sifted</u> (to separate the macerated fibres from the water)	Which was then <u>separated/ put through a sift/ sieved/ filtered</u>
7 MA	(sheets thus obtained were) subsequently <u>pressed</u> , <u>dried</u>	Sheets thus obtained were <u>then squeezed</u> and dried (must have both pressed and dried)
8 MA	finally <u>covered with a layer of rice starch</u>	Finally covered with a layer of rice starch (layered in rice/ starch - not accepted)
9 HA	In the <b>same period</b> , <u>Egypt and North Africa</u> also started to <u>make paper</u> using the same techniques employed in the <u>Arab world</u> .	<u>Concurrently</u> , Egypt and N Africa <u>began</u> to produce paper using <u>similar methods</u> <u>used</u> in the Arab world (no indication of being in the same period - not accepted)
10 LA	<u>paper makers of Italy</u> , started producing paper <u>using linen and hemp</u> in the <b>12th century</b> .	Paper makers of Italy, <u>began making</u> paper using linen and hemp in the 12 <sup>th</sup> Century
11 MA	these papermakers introduced important innovations <u>by mechanising rag grinding</u>	These paper makers <u>brought in/started</u> using important <u>new/novel techniques</u> by mechanizing rag grinding.

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**Feedback from markers:**

Majority of students made a reasonably good attempt at the summary question which asked about how the production of paper evolved over time in different parts of the world. Candidates needed to take note of key words like 'how', 'evolved', 'over time' and 'different parts of the world'. Specific references to time and place needed to be present in their content points. Stronger candidates showed awareness of this and extracted key details of time and place as references.

The difficulty in this question was to identify the paper-making process that evolved over time. The lead words should have cued the candidates to include details of various products and raw materials used like 'hemp and linen' in the production. These details were omitted in weaker answers. Some candidates merged points 4 and 9 but omitted key details (underlined) in their bid to recast. Candidates should be wary of recasting technical terms.

Most students were able to extract at least 6 to 8 content points quite successfully.

**Area for improvement:**

**Specific meanings of points must be retained. For eg., 'covered with a layer of rice starch' is different from 'covered with a layer of starch'.**

**The objectives of using certain methods, for example 'to make them more receptive to ink' or 'reducing the time it took to produce pulp' need not be presented for this summary question.**

Do present your answers neatly. Poor penmanship and presentation will affect your final score.

Count the number of words accurately. Every summary is counted.

Hyphenated words must be used in the passage. (counted as one word)

751 (one word)

AD (one word)

12th century (2 words)

**Do not omit the article 'the' in order to reduce the number of words. Sentences become ungrammatical without article 'the' : 'In AD 751, Arabs used hemp and linen.' ; 'Italy started producing paper using linen and hemp in 12th century.'**