

ST. MARGARET'S SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2022

CANDIDATE
NAME

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CLASS

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REGISTER NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

INSERT

15 August 2022

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Additional Materials: Question Booklet

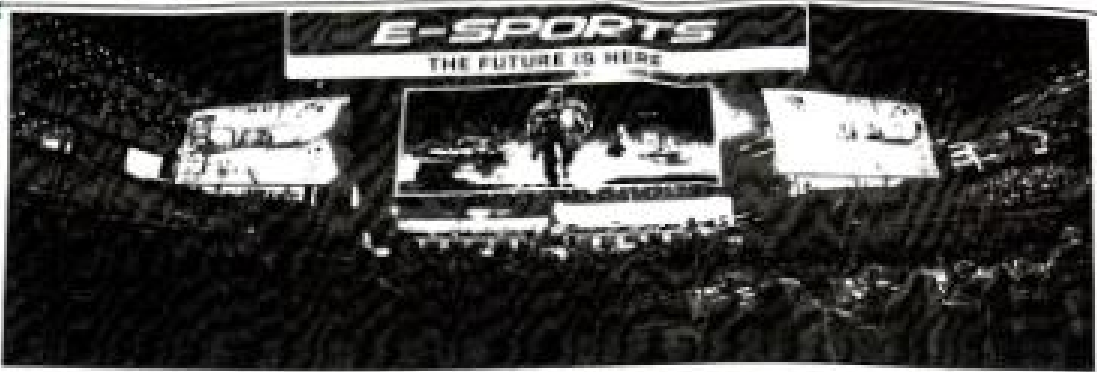
READ THESE INSTRUCTIONS FIRST

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

Section A





Text 1

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



An Introduction to Jobs in the eSports Industry

If you are looking for a new job, you might consider joining the eSports industry. eSports has come a long way, developing from a collection of small, casual tournaments to an empire that is worth millions of dollars. Today's eSports tournaments are world-class events that attract the biggest brands to sponsor teams from around the world. These eSports teams have huge fan followings across the globe, with millions of viewers tuning in to watch. The jobs available in the eSports industry are coveted ones. From social media marketing to event planning and management, any new entrant will find a plethora of options to choose from. Read about some of the jobs below!

<p>SOCIAL MEDIA ASSOCIATE/MANAGER Job role: Content development for all social platforms Requirements: Content development for all social platforms Salary: \$50,000+</p> 	<p>ESPORTS REPORTER/COMMENTATOR Job role: Coverage of e-Sports industry including gaming, culture and business aspects Requirements: 2-3 years' experience in writing for news publications Salary: \$55,000+</p> 
<p>BOOTH PLANNER/VISUALIZATION ARTIST Job role: Booth and stage planning for events in 2D and 3D Requirements: Experience in using CAD, Adobe Photoshop and Cinema 4D Salary: \$35,000+</p> 	<p>GAMES TRANSLATOR/LOCALISATION COORDINATOR Job role: Translation and interpretation services within gaming community Requirements: Fluent language ability in a non-English language Salary: \$35,000+</p> 

Section B

Text 2

The text below is about an elderly woman who embarks on a journey and the experiences she goes through.

Read the text carefully and answer Questions 5-16 in the Question Booklet.

1. Mrs Taylor swiftly arose very early that morning, an hour ahead of her usual time. She moved around her attic room with the stealth of a burglar as she did not want to disturb her landlady on the floor below. She washed up, got changed and made herself her morning cup of tea. When she was ready to go, she saw that she still had nearly two hours before the train time. She then decided to unclasp her suitcase and in an unhurried manner, checked its contents once again. Subsequently, she sat down on the edge of the bed and let the wonderful events of the day take over her thoughts. 5
2. The idea for the trip had come to her a week before, on the day she had received her old-age pension cheque. Seeing all the holiday crowds hurrying into the station had prompted her to go in and inquire about the train times. The excitement of the place had brought back memories of those happier times when she, Bert and Johnnie - yes, young Bert too who was killed in Italy during the war - had gone away sometimes in the summer. There had been the warm feeling of going on a picnic and the awareness that she was part of the crowds around her. That was what she had missed the most during the past few years. 10 15
3. Her striving to live on her old-age pension made mere existence a hardship. She could have gone to live with Johnnie and his wife in Montreal. "Come and live with us, Ma," he had said but she had sensed the reluctance behind his words. She did not want to be a babysitter for her grandchildren. She was an independent woman but sometimes her independence melted under her silent tears and she wished that just once, somebody would need her again. 20
4. She cast aside all thoughts and hurried down the street. When she reached the streetcar stop, she put the suitcase down and searched in her purse for a car ticket. There was very little money left from the pension but by doing without a few things to eat over the past week, she had managed to save the expenses for the trip. When the streetcar came along, she climbed aboard and sat near the front. There was something friendly in the glances she received from the other commuters. There was a camaraderie of sorts among them as she once again saw herself as a young woman going to work as they were. As they neared a station, several people carrying pieces of luggage boarded the car. Mrs Taylor smiled at them as if they were partners in a conspiracy. 25 30
5. When the streetcar reached the train station, she alighted and a young man in army uniform took the suitcase from her. Holding her by the arm, he led her across the street. He told her that he was on a forty-eight hour pass from camp and should have been back the previous night. "I hope you don't get into trouble," she said. She felt sorry for the young man. She wanted to tell him about how young Bert had been killed in the war overseas. As they entered the station concourse, she thanked the young soldier and said she would be taking the Montreal train. He wished her a good holiday and as he walked away, she felt a dread for what might be before him 35 40

6. The crowd at the station was a good-natured one and she spent several minutes taking stock of the other travellers. The knowledge that they all shared a sense of immediacy seemed to bring them closer together and they were united in their impatience to be going. Suddenly, there was the sound of a scuffle behind her and a young woman's tired voice said, "Gary, stop that right now!" Mrs Taylor turned and saw a young woman trying vainly to manage a baby in her arms and a little boy who was trying to swing at the end of a harness and break away. Mrs Taylor took it upon herself to help the young woman whom she learnt was Mrs Rawlinson. The young woman was more than happy with the additional help from Mrs Taylor who felt important and needed. 45 50
7. As the train left the platform, Mrs Taylor moved close to the window and pointed out to the little boy the buildings and streets they passed as well as all the inconsequential people they saw. Soon the industrial areas were left behind and they began rushing through the residential districts. Mrs Taylor was enthralled with the sight of the rows of houses and the strangers who belonged to these houses. They were a race apart; an earth-bound race separated from those on the train by movement. She only recognised some of the familiar streets after the train had passed them. They looked so different when seen from her hurtling point of vantage. 55 60
8. Soon the train reached an outlying station. When the conductor came along, Mrs Taylor handed him her ticket. "Are you getting off here, madam? " he asked. She replied that she was. "Have you any luggage?" She pointed to the suitcase at her feet, ashamed to face the stares of those who were facing her. The conductor helped her with her luggage. As she stood up, she said goodbye to Mrs Rawlinson and explained how she had wanted to take a trip for so long and this was sort of pretending to. And it was wonderful! While all the others in the train would get bored and tired after a few hours of travel, she could go back to her room and rest, remembering only the excitement and thrill of going away on her day trip. 65 70

Adapted from

'A Trip for Mrs Taylor' by Hugh Garner

Section C

Text 3

The article below is about the cormorant, a bird native to North America.

Read it carefully and answer Questions 17-25 in the Question Booklet.

1. Popping up in mythical tales, cormorants are medium to large-sized predominantly dark seabirds. Many cultures consider cormorants a symbol of nobility. Scandinavian seafarers considered them good omens. But in John Milton's 'Paradise Lost', the bird was associated with greed and deception. In China and Japan, a snare was tied to the bird's throat before being sent to sea. The snare prevented the bird from swallowing fish, ensuring that it would be humans who ate the catch 5
2. The cormorant is comfortably at home in both town and country: a metal handrail works as well as a branch for a perch, a pylon does as a tree, fish in a reservoir are just as desirable as those from a river. Cormorants seem to be nature's posers. Studies show that members of the cormorant family spend up to 90% of their time roosting for hours. Some can even be seen loitering on a sandbank, indifferent to their surroundings. However, most of us probably do not understand the essential duality of the bird - the periods of inactivity while the bird rests and recuperates interspersed with short bouts of intense exhausting effort looking for food. 10 15
3. The cormorant is a fish hunter without equal. The bird makes two to three hunting trips a day. It can eat a quarter of its own weight in fish a day! This has got it into deep trouble with humans. Historically cormorants were endangered in much of North America. Now, they are so abundant and destructive that wildlife managers have blasted tens of thousands with shotguns and destroyed nests. Jack Davoile, a fisheries management advisor, was employed by the Angling Trust to find non-lethal ways to reduce predation. Manikins that looked like angry water bailiffs and the judicious use of laser pens which scared off the birds but did not harm them were just two of the techniques Davoile applied. 20 25
4. The birds are very social. They nest in colonies, gather in flocks and often hunt together in groups which sometimes number up to 4000 birds. Cormorants are monogamous. The male chooses the nesting site and advertises himself by standing in a "wing-waving display". Invariably, the male's display is accompanied by guttural cries. In this courting period, bedlam reigns in a 30 cormorant colony, with brief skirmishes taking place between too near neighbours. Still, the male is persistent and performs elaborate courtship dances. 30
5. Flightless cormorants have a charm of their own that will fascinate one on his visit to Galapagos. In fact, the flightless cormorant is endemic to the Galapagos and is often simply called the "Galapagos cormorant". They are not just heavier than the other 39 species of cormorants, but are also the biggest cormorant alive. They live to being They live up to their name of being flightless. They have scruffy little wings but the bird's keel, an extension of the breastbone, is smaller than it needs to be for flight, so fewer of the large muscles necessary for flight are connected to it. But the wings still have a purpose. They are used for balance when the bird jumps from one rock to another. These wings do not produce very much oil, so they are not waterproof like many birds' wings. After a dive in the ocean, the birds need to sit on the rocks with their wings out to dry them in the sun. When they do this, they look like they are trying to be majestic but not quite getting there. They look quite funny with their shrimpy little wings held out and glowing in the sunlight. The wing-drying does not really make sense for an avian that is going to jump right back in the water. Occurring July through October, the flightless cormorants courtship ritual appears to humans as tender and gentle. A male brings gifts like sticks and grass to a female until she responds to his advances. After the mating ritual, the pair selects a spot on which to reconstruct a nest. The nest building project is undertaken by the male and female together. Once the nest is built, the female lays her eggs. Then, together, the pair incubates the eggs. 35 40 45 50
6. The birds have thicker feathers than the flying cormorant. These feathers help the birds 55

because air gets trapped in them and keeps the birds warm and gives them buoyancy. They use their strong hind legs to move forwards through the water, hunting for their favourite food. However, fearless of humans, they could get caught in fishing nets and die. Not being able to fly and not dispersing also means that the species is vulnerable to human disturbance in the form of oil 60

Adapted from

BBC Earth Asia Edition Vol 9 Issue 12

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CANDIDATE
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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

15 August 2022

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Candidates answer in the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer all questions.

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

The Insert contains the texts for all the sections.

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

This document consists of **8** printed pages and 1 insert.

[Turn over

Section A [5 marks]

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

1. Look at the photograph at the top of the webpage. With reference to the paragraph with the heading **An Introduction to Jobs in the eSports Industry**, what does it tell you about eSports tournaments?

 [1]

2. Look at the paragraph with the heading **An Introduction to Jobs in the eSports Industry**. Quote two separate words which suggest that there is a spread of desirable jobs to choose from in the industry.

(i) _____

(ii) _____ [1]

3. Look at the information about the jobs offered in the eSports industry. Which would be the most suitable job for a job-seeker who has experience working in the field of journalism?

 [1]

4. State two ways in which the webpage communicates the idea that the eSports industry is a lucrative one.

(i) _____

(ii) _____

_____ [2]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-16.

5. At the beginning of the text, Mrs Taylor is preparing to leave on her journey. Explain how the language used in Paragraph 1 shows her contrasting movements.

Support your ideas with **two** details from Paragraph 1.

[2]

6. In Paragraph 2, how was Mrs Taylor feeling when she recalled good times spent with family?

[1]

7. In Paragraph 3, we are told that Mrs Taylor did not want to live with her son and his wife in Montreal.

Explain **in your own words** the **two** reasons for this.

[2]

8. In Paragraph 4, what did Mrs Taylor do which showed that the trip meant a lot to her?

[1]

9. In Paragraph 4, identify two phrases which show that Mrs Taylor had the feeling of being one with those around her.

(i) _____

(ii) _____ [2]

10. In Paragraph 5, give two reasons to explain why Mrs Taylor was worried for the young soldier.

[2]

11. In Paragraph 6, what two characteristics of the travellers could Mrs Taylor identify with?

[2]

12. In Paragraph 6, which phrase suggests to us that the young Mrs Rawlinson was having problems looking after her children?

[1]

13. '... all the inconsequential people they saw.' (line 57). Which word used later in Paragraph 7 explains why those whom they passed while they were on the train were 'inconsequential'?

[1]

14. In Paragraph 7, what does the word 'hurtling' suggest about the moving train?

[1]

15. In Paragraph 8, why did the passengers seem puzzled as Mrs Taylor got ready to alight from the train?

[1]

16. The structure of the text reflects the different stages as Mrs Taylor embarks on her journey. Complete the flow chart by choosing one phrase from the box to summarise each stage. There are some extra words in the box you do not need to use.

Mrs Taylor's journey

A gratifying outcome welcome interactions eagerly preparing for the trip	connecting with people and places a secret journey	managing expectations desire for a sense of belonging
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Flow Chart

Paragraph 1: **(i)** _____

Paragraph 2-3: **(ii)** _____

Paragraph 4-7: **(iii)** _____

Paragraph 8: **(iv)** _____

10. In Paragraph 5, give two reasons to explain why Mrs Taylor was worried for the young soldier.

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Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-25.

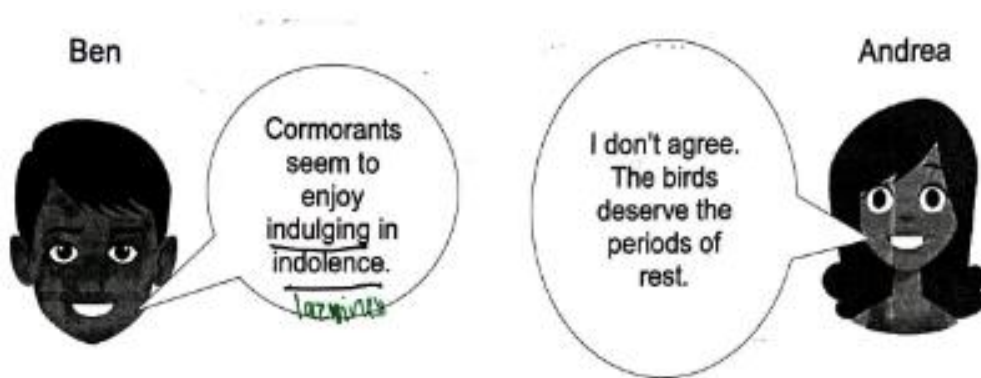
17. From Paragraph 1, explain how the fishing skills of the cormorant were exploited.

 [1]

18. With reference to Paragraph 2, how is the cormorant seen as an adaptable bird?
Answer in your own words.

 [1]

19. Here is part of a conversation between two students, Ben and Andrea, who have read the article.



- (a) From Paragraph 2, what evidence can Ben cite in support of his view?

 [1]

- (b) With reference to Paragraph 2, how would Andrea explain her position?

 [1]

20. With reference to Paragraph 3, how do we know that the cormorant has a voracious appetite?

 [1]

21. In Paragraph 3, explain the irony behind the existence of the bird

[2]

22. With reference to Paragraph 3, how did Jack Davoile's methods focus on deterrence?

[2]

23. According to Paragraph 4, how are cormorants gregarious in nature?

[1]

24. With reference to Paragraph 4, in what two ways does the male cormorant lure a mate?

[1]

25. **Using your own words as far as possible**, summarise the unique characteristics of the flightless Galapagos cormorant, including its behaviour and the threats it faces.

Use only information from Paragraphs 5 and 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).

One of the special features of the flightless Galapagos cormorant

[illegible]