



**ST JOSEPH'S INSTITUTION
PRELIMINARY EXAMINATION 2026
(YEAR 4)**

ENGLISH LANGUAGE

1184/02

Paper 2 Comprehension

14 August 2026

ANSWER SCHEME

**1 hour 50 minutes
(11:00 – 12:50)**

Candidates answer on the Question Paper.

Additional Materials: Insert

This document consists of 10 printed pages and 1 blank page.

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Section A [5 marks]	
Refer to the poster (Text 1) and the online review (Text 2) for Questions 1—4.	
1	Look at the poster (Text 1). Tick (✓) the most suitable label for header 2. [1]
	☐ Curious About Life as a BeatLab Student? (not the best vague) ☒ Why Is BeatLab the Right Place for You? (strengths of the studio listed) ☐ Aspiring to Perform as Part of a Band? (distractor due to image)
2	How do the three smaller images reinforce the overall message of the poster?
	The three smaller images show people of <u>different age groups</u> learning drums, supporting the idea the reader of the poster/<u>everyone/anyone can be a drummer/age or experience do not matter</u>. [1] <u>Do Not Accept</u> - If only 'different gender' is mentioned without the idea of diverse age groups, because main text specifies 'age' - No excess denies if answer includes different age groups and genders
3	Which phrase in Text 2 suggests that the lessons at BeatLab Drum Studio are "customised", as described in Text 1?
	The phrase is 'taught at a pace that suited her needs'. [1]
4	Look at Texts 1 and 2 and statements (a) and (b) below. Tick (✓) the correct answer for each statement.
	(a) What do both Text 1 and Text 2 suggest about taking lessons at BeatLab Drum Studio? [1] ☐ Students are encouraged to work towards certification programmes. (Certification programmes are available, but does not mean encouraged) ☐ Students can enjoy premium equipment and facilities. (Not mentioned in Text 2) ☒ Students can experience personal growth through learning music. (Text 1: 'grow in confidence' Text 2: 'blossom through music')

	(b) The best word to describe the tone of the writer in Text 2 is... ☐ appreciative. ('we feel fortunate' 'it has been wonderful' 'looks forward to each week') ☐ informative. (though it provides info of the price per lesson, this occupies less of the whole review, than the appreciation) ☐ persuasive. (nothing to suggest this)	
		[1]

Section B [20 marks]

Refer to **Text 3** for Questions 5—14.

5	In Paragraph 1, what does the phrase “almost suspicious generosity” (lines 5 – 6) suggest about the weather the team had been experiencing? [1]
	It was too good to be true. OR They did not expect the weather to be so fair. OR The fair weather was not usual. Clue: “finally broke” (line 7)
6	In Paragraph 2, the wind became an obstacle for the climbers. Explain how the use of language conveys the ferocity of the wind. Support your ideas with two details from the paragraph. [2]
	The wind ‘screamed across the exposed ridge’ suggests the loud and howling quality of the wind, showing the aggression of the wind. ‘flinging ice crystals that stung any patch of unprotected skin’ suggests the intensity/power of the wind, that it was so great it hurled the ice crystals at the climbers and hurt them. It hints at the violence of the wind.
7	In Paragraph 3, what does the phrase “each one a lifeline away from the others” (line 15) suggest about the situation the climbers were in? [1]
	They were in a precarious/ perilous/ very dangerous situation.
8	In Paragraph 4, Nora and her team were navigating their ascent in the storm.
(a)	Why was Nora unable to rely on her GPS device during the storm? [1]
	The satellite signal flickered erratically. <u>Do Not Accept</u> - Defeated by the storm.

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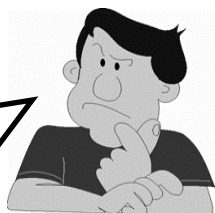
	(b)	In what two ways was this climb different from her previous climb on a smaller mountain [2]
		(i) She could rely on more tools/equipment/resources to navigate this climb. <u>Clue:</u> She <u>had navigated by less</u> , once, on a smaller mountain
		(ii) She had three other lives depending on the accuracy of her judgement in this climb. <u>Clue:</u> <u>but never with</u> three other lives depending on the accuracy of her judgement.
9		In Paragraph 5, Yerlan alerted Nora and the team to the danger of the crevasse.
	(a)	What alarmed Yerlan just before the crevasse gave way? [1]
		The change in the snow's texture beneath his boots. OR There was a hint of hollowness beneath his boots where solid ground should have been.
	(b)	Give two ways in which the writer emphasises Yerlan's alarm. [2]
		(i) The use of the short sentence, "Something was wrong." conveys Yerlan's sudden realisation/detection/sensing of the danger.
		(ii) The use of his inner thought/imperative/italics, "Don't move. Warn them." conveys urgency of the acting immediately.
		<u>Alternative:</u> The use of fragmented sentence, "He had felt this before, once, on another mountain." conveys the instinctive and instantaneous nature of his detection.
10		In Paragraph 6, explain in your own words why the climbers were unaware of the crevasse. [1]
		It was <u>hidden under/covered by</u> snow that <u>looked compact/dense</u> <u>Clue:</u> From passage: ' <u>concealed beneath</u> a bridge of <u>wind-packed snow</u> '.

Section C [20 marks]

Refer to **Text 4** for Questions 15—21.

15	According to the writer, in Paragraph 1, how does paying attention ensure a baby's survival? [1]
	A touch against the cheek triggers the rooting reflex, causing the infant to turn their head to the source to nurse and receive nourishment.
16	Give one reason why "the research method has changed" (line 17). [1]
	Work in the early 2000s involved use of computers. OR Work has become digitised. <u>Do Not Accept:</u> Entered the digital age in the early 2000s (this is an observation, not reason)
17	The writer describes the finding as "staggering" (line 22).
	(a) What does this word suggest about the writer's tone? [1]
	The word conveys a tone of disbelief/astonishment/alarm. <u>Do Not Accept:</u> Surprise/concern
	(b) What effect does the use of the word have on the reader?
	It makes the reader feel the urgency to take necessary actions OR It makes the reader feel/understand the severity of the issue.
18	According to Paragraph 2, explain in your own words why it is more accurate to measure focalised attention than automatic attention. [2]
	- Automatic attention is beyond a person's control - <i>Clue from text: Attention that is automatic happens when we <u>react involuntarily</u> to a loud noise or a jarringly bright light</i> - Whereas focalised attention involves deliberate focus on a specific task (1m) - <i>Clue from text: is the ability to <u>intentionally concentrate</u> on a specific task.</i>

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19	Explain what the writer means when he describes attention residues as mental remnants that “linger in the background” (line 27). [1]
	The writer means that thoughts/ mental engagement from a previous task persist at the edges of conscious thought OR People are still subconsciously thinking about the task they were doing before. OR Thoughts from the previous task are not fully/completely removed from one’s mind. <u>Do Not Accept:</u> If answer includes the words “linger”
20	Here is part of a conversation between two students, Susan and Rizal, who have read the article.  Susan Multitasking is not efficient. No, this is not always true.  Rizal
(a)	From Paragraph 5, give two reasons which explain Susan’s view.
	1. The brain cannot process everything it encounters 2. Multitasking is merely rapid task-switching where each task only receives superficial processing. (Complete idea comprises 2 parts. No marks if only the second part of the answer is written) <u>Do Not Accept:</u> In many studies, multitaskers often used a longer time to complete the assigned tasks compared with those doing the same tasks separately (Does not explain the reason behind the inefficiency. It is just evidence stating it is inefficient to multitask.) Note: Wrong spelling: Separately Correct spelling: Separately
(b)	Give one piece of evidence from Paragraph 5 to support Rizal’s view.

		When a task is fully automatic, (such as walking), pairing it with another cognitively laden task, (utilises different neural pathways), allowing the brain's associative thinking to flow freely (which increases productivity) This question is answered correctly by majority of the students, whether it is by using quotation or otherwise. There is a very small number of incomplete answers.
21		Using your own words as far as possible, summarise the ways in which rapid attention switching negatively affects our brain and performance, and the methods to strengthen our ability to focus. Use only information from Paragraphs 3 and 6 of Text 4. Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not including the words given to help you begin.) <i>Rapid attention switching negatively affects our brain as it creates extra work for the brain, draining our finite cognitive capacity. As a result, our performance is slowed and more mistakes are made while executing tasks. To enhance our focus, we can allocate priority tasks when our concentration is at its peak. Furthermore, taking intentional breaks regularly and maintaining consistent hydration are vital. We can cultivate our minds to concentrate on the present and be unhindered by distractions. Finally, we can incorporate the habit of single-tasking in our daily life. (80 words).</i>
	1	Negatively affecting our brain: 1. Imposes an additional cognitive processing burden on the brain (lines 27-28) 2. Consuming and depleting our already limited supply of cognitive resources in that process. (lines 32-33) 3. Reduce the overall speed of performance. (lines 34-35) Speed of performance is not the same as - Human performance - 4. Lead to an increase in the number of errors made during task performance. (lines 36-37) Strengthen our ability to focus: 5. Schedule important tasks around peak focus. (line 59) 6. Just as vital are breaks that are consciously and deliberately built into one's daily routines at intervals throughout the day. (lines 61-62)

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| | <ol style="list-style-type: none">7. Making it important to avoid allowing one's water intake to become inconsistent over the course of the day. (line 66)8. Deliberately training the mind to stay focused on the present moment instead of wandering to distractions. (lines 69-70)9. Making the disciplined practice of working on only one task at a time an established feature of one's daily life (lines 71-72) |
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