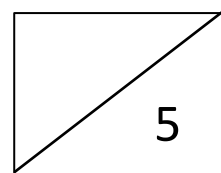


Name: _____ ()

Class: Sec 4 ____

**SECTION A [5 marks]**

Refer to the online poster (**Text 1**) and the blog (**Text 2**) on page 2 of the Insert for Questions 1– 4.

- 1 Look at Text 1. Tick (✓) the phrase that **best** describes the purpose of the poster.
- ☐ To raise commuters' awareness of World Car-Free Day
- ☐ To educate commuters about air pollution that cars cause
- ☒ To encourage commuters to use public transport instead of driving a car [1]

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- 2 How does the image in Text 1 support the overall message of the poster?

Answer must briefly describe or identify the images of at least 2 of the different modes of public transport + message of the poster to be awarded 1m.

The image shows people walking, cycling as well as an eco bus and train [AT LEAST TWO MODES OF PUBLIC TRANSPORT]

AND [MESSAGE] reinforces the message that these are eco friendly ways to move around / public transport helps reduce carbon footprints / public transport is more eco-friendly compared to private transport[1]

X - answers that reflect purpose instead of message eg. These different / alternative modes of transport encourage us to take public transport instead of driving a car

X – 'more eco-friendly' cannot be replaced by 'better' or 'more convenient'

- 3 Identify the expression in Text 2 which supports the idea in Text 1 that there is a 'growing transport network'.

The expression is '(provision of) sustainable transport infrastructure' [1]

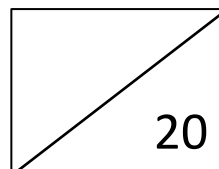
Excess denies: 'cheap public transport is available' (Reason: 'cheap' does not explain 'growing')

4

Look at Texts 1 and 2 and statements (a) and (b) below. Tick (✓) the correct answer for each statement.
(a) One purpose for both texts about using public transport is ... ☐ to encourage a change in behaviour (text 2 shares experiences – we cannot read into the purpose unless there are words to suggest the intent to encourage) ☐ to present an opposing idea ☒ to highlight the benefits
(b) The tone is persuasive in achieving its goal in ... ☒ Text 1 ☐ Text 2 ☐ Neither [2]

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**SECTION B [20 marks]**Refer to **Text 3** on pages 3 & 4 of the Insert for Questions 5–13.

- 5** In Paragraph 1, the writer describes the waters the boy is swimming in as forbidding. Explain how the language used in this paragraph shows that the waters are dangerous.

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UseSupport your ideas with **two** details from **lines 3 – 5**.

[2]

- 'fanged and angry boulders': the boulders are given animalistic traits. The adjective 'fanged' hints of the viciousness of an animal that has the capacity to tear one to bits / sharp-edged and can hurt
- 'But the salt burnt his eyes so fiercely': the salt water stung his eyes so painfully / immensely / excruciatingly (such that he was not able to open them and see where he was going)

X – stinging sensation (too mild – you need to choose words that reflect intensity of the sting)

- 6** "I want some swimming goggles," he panted, defiant and beseeching'. (lines 8 - 9)

What does the phrase 'defiant and beseeching' tell you about how the boy is feeling?

[1]

- (Very) anxious / desperate

X – nervous, demanding (not a feeling), conflicted (he knows what he wants), entitled, impatient, determined, exasperated, frustrated, agitated

- 7** From Paragraph 3, give **one** detail of the boy's actions that show his eagerness for the goggles.

[1]

- 'he grabbed them from her hand (as if she were going to claim them for herself)'

- 8** In Paragraph 4, Jerry realises that 'he must swim from the surface of the water down to the base of the rock' (lines 17-18). Explain **in your own words** why he needs to do that.

[2]

- 'The impact of the water broke the rubber-enclosed vacuum'
- The force of water on the goggles released the suction of the goggles on his face

'and the goggles came loose'

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- And dislodged the goggles / shifted / knocked or moved **out of place / off his face**

X – water would seep in, goggles fell out (wrong prep phrase), goggles came out

- 9 The writer says that the fish were behaving like they were in 'a water dance' (line 26). In what way was their movement like a dance. [1]

'He saw them nose toward each other, poise motionless, swim forward, swerve off, and come around again.'

Answers need to consider features of a dance.

- The two fish were partners that moved in tandem / in sync with each other
- There appeared to be a choreography / sequence / pattern, routine of movement
- The movements were graceful, moving to a rhythm

X – just quoting the lines does not answer the question

X – repetitive movement (not the same as a routine)

- 10 In Paragraph 5, Jerry has a fascinating underwater experience.

- a) Pick two distinct pieces of evidence from lines 26-29 that explain Jerry's fascination with the underwater world.

Any two of the three:

- 'water sparkled as if sequins were dropping through it'
- 'myriads of minute fish ... were drifting in the water'
- 'he could feel the innumerable tiny touches of them against his limbs' [2]

- b) 'It was like swimming in flaked silver.' (lines 29-30). In what way is the simile effective in describing Jerry's underwater experience? [1]

There are two parts to this answer. Unpack the simile and say what the effect on the reader is.

The simile 'flaked silver' helps the reader to imagine the numerous fish shining / shimmering in the water which creates a magical / unreal / surreal / fantastical / enchanting or once in a lifetime experience

X – silver is a rare metal and hence shares with us the valuable experience

X – fascinating, captivating, engrossing do not reflect the magical nature of the experience

- 11 The great rock the big boys had swum through rose sheer out of the white sand—black, tufted lightly with greenish weed. He could see no gap in it. (lines 30-32)

[2]

- (a) Explain how the writer creates a contrast between the two sentences.

- Long is descriptive, short is factual.

(b) The writer says 'black, tufted lightly with greenish weed'. What feeling is the writer intending to evoke in the reader?

- Anxiety, worry, fear, uncertainty, uneasiness, foreboding

X – suspense, awe, fascination, curiosity, confusion, disgust, intimidated, mysterious, discomfort (too mild)

- 12 He gained the surface, clambered about the stones that littered the barrier rock until he found a big one, and with this in his arms, let himself down over the side of the rock.' (lines 38-40). What did he need the big rock for? [1]

- (To weigh him down / keep him down) so he can reach the sandy floor / get to the bottom of the ocean / access the hole at the bottom of the ocean

X – heavy enough to sink downwards / to go further down / prevent him from floating up (all these answers are imprecise – he wants to get to the bottom)

- 13 In Paragraph 8, Jerry had enough of the underwater experience. Explain the difficulties that he encountered. Give three pieces of evidence from the paragraph to support your answer. [3]

Any three of the points below:

	Evidence	Explanation
(i)	his shoulders jammed (l 45)	His shoulders got stuck
(ii)	He could hardly see anything ahead. (l 46)	He could not perceive what was in front of him
(iii)	Suddenly something soft and clammy plastered against his face. (ll46-47)	He was unexpectedly confronted / smacked by a slimy / sticky object
(iv)	He saw a dark frond moving against the greyish rock (ll 47-48)	The could not make out what the dark frond was

X – you are not required to explain the reasons for the difficulty but to explain the difficulty itself.

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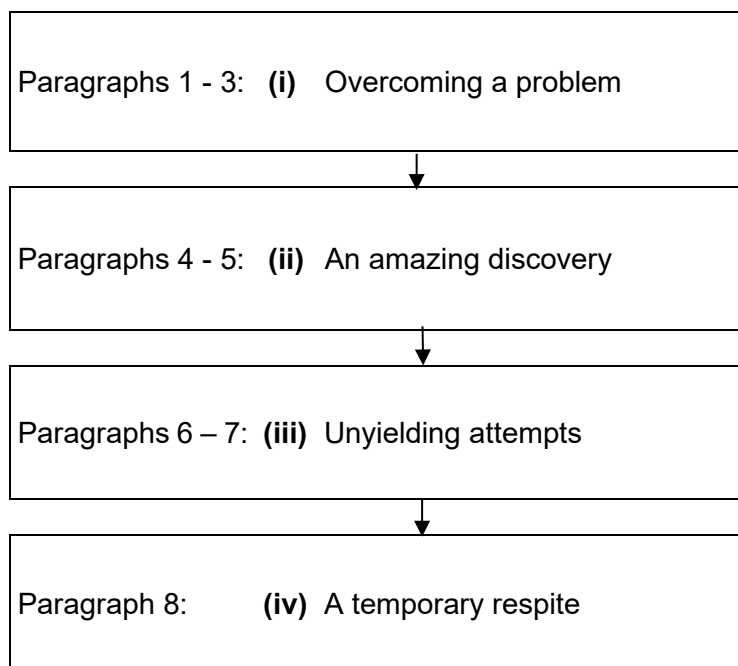
- 14** The structure of the text reflects the main stages in the narrative.
Complete the flowchart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are extra phrases in the box you do not need to use.

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Main focus

A temporary respite A brave venture Overcoming a problem An amazing discovery A sense of hope A fascinating detail Unyielding attempts

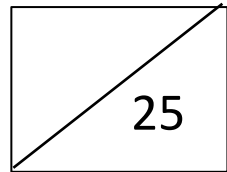
Flowchart



[4]

Name: _____ ()

Class: Sec 4 ____

**SECTION C [25 marks] ANSWERS**Refer to **Text 4** on pages 4 and 5 of the Insert for Questions **15 – 21**.

15	From Paragraph 1, coffee 'greases the wheels of our economies' (lines 1 – 2). How is this so? It is one of the most traded commodities (across the world) [1]	For Examiner's Use Literal
16	What does the word 'irrepressible' (line 3) suggest about our demand for coffee? Impossible to stop or hold back / uncontrollable / unrestrainable / unsquelchable / unquenchable / cannot be stifled / cannot be contained [1] X grow significantly (does not explain the meaning of the word)	Language Use (Rephrase)
17	The writer says that early drinkers firmly believed that coffee has medicinal properties (line 7). From Paragraph 2, which two diseases are connected to the risk reduction with regular coffee drinking? Diabetes and heart disease [1]	Literal
18	In Paragraph 3, we are told that 'coffee is a notoriously difficult crop to grow' (line 14). (a) Explain in your own words the two climatic conditions that coffee beans are sensitive to. From the text: 'they <u>thrive</u> in a <u>narrow</u> temperature band' AND ' <u>require plenty</u> of rainfall' (line 16) In own words (must replace the words in red/underlined): Coffee beans prosper / flourish / grow well in restrictive/ small temperature range, [1] AND They need an abundance of / a lot of rainwater / rainfall / water from the sky. [1] X sufficient / enough / adequate amount (inaccurate)	Language Use (Evaluative)
	(b) What impact does the growing conditions have on the coffee beans? The growing conditions shape the taste of each coffee blend. [1]	Literal

19

Here is part of a conversation between two people, Jenny and Lawrence, who have read the article.

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Jenny

I think coffee drinkers should get an espresso machine at home if they want stronger coffee.



Lawrence

Maybe. But I think nowadays, coffee drinking is not just about the flavour but also about the place.

(a) Give **one** reason from Paragraph 7 that Jenny can use to support her view.

Literal /
Justification

Expresso machines extract more flavour from grinds which results in a higher concentration drink. [1] (Must have higher concentration to show 'stronger'). [1]

(b) With reference to Paragraph 9, explain fully the **two reasons** for Lawrence's opinion.

Justification

Answer must link the coffee drinking to coffee bars to justify Lawrence's point about 'place'.

From the text:

- (i) There is a community within coffee bars where people could enjoy a luxurious snack while they gather and gossip. [must explain 'community', 'gather and gossip'.]

Explanation:

A group of people can come / get together in the coffee bars (to eat an expensive / sumptuous / extravagant snack) while they talk / chat . [1]

From the text:

- (ii) Coffee bar was a suitable meeting place at any time of the day, for any age group. [Answer must mention ANY time of day and ANY age group.]

Explanation:

Coffee bars were appropriate / proper places for anyone of any age to meet / gather at any time of the day. [1]

20	'Today, even countries such as China – which have traditionally favoured tea – are now coming to appreciate coffee's allure' (lines 51 – 52). What does the word 'even' suggest about the writer's reaction to the popularity of coffee? The writer is <u>surprised</u> at the popularity of coffee in China. OR The writer <u>did not expect</u> coffee to be popular in China. [1] X amazed / astonished [too strong] How about 'impressed'?	Language Use (Vocab)
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21	Using your own words as far as possible, summarise how coffee beans are grown and processed, to make them ready for transportation. Use only information from Paragraphs 4 to 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>When a farmer wants to grow coffee, he needs to</i>																																					
	<table border="1"> <thead> <tr> <th data-bbox="256 526 336 593">No.</th><th data-bbox="336 526 855 593">From the text</th><th data-bbox="855 526 1348 593">In own words</th></tr> </thead> <tbody> <tr> <td data-bbox="256 593 336 728">1</td><td data-bbox="336 593 855 728">The seeds are <u>first planted in bags</u> filled <u>with nutrient-rich manure and compost</u></td><td data-bbox="855 593 1348 728">The seeds are embedded in bags of nutritionally-dense manure and compost</td></tr> <tr> <td data-bbox="256 728 336 840">2</td><td data-bbox="336 728 855 840"><u>perfect wet and cool climate for seeds to germinate</u></td><td data-bbox="855 728 1348 840">The seeds will sprout / grow in damp/moist weather conditions X cold</td></tr> <tr> <td data-bbox="256 840 336 974">3</td><td data-bbox="336 840 855 974"><u>Young leaves</u> have to be kept <u>under shade</u> Reason: to avoid too much direct sunlight (not required)</td><td data-bbox="855 840 1348 974">Young leaves have to be stored in shade / sheltered from sunlight</td></tr> <tr> <td data-bbox="256 974 336 1075">4</td><td data-bbox="336 974 855 1075">After six months, the small trees are ready to be planted</td><td data-bbox="855 974 1348 1075">After six months, the young trees are ready for planting</td></tr> <tr> <td data-bbox="256 1075 336 1176">5</td><td data-bbox="336 1075 855 1176">They still require (meticulous care) to ensure they receive enough water</td><td data-bbox="855 1075 1348 1176">They need to get sufficient/adequate water</td></tr> <tr> <td data-bbox="256 1176 336 1310">6</td><td data-bbox="336 1176 855 1310">It takes two and a half years until the first crop can be harvested</td><td data-bbox="855 1176 1348 1310">After two and a half years, the first crop can be yielded / collected / reaped</td></tr> <tr> <td data-bbox="256 1310 336 1478">7</td><td data-bbox="336 1310 855 1478">The harvest only begins after a <u>quality control manager</u> has tasted the beans to ensure they are of optimum quality</td><td data-bbox="855 1310 1348 1478">The harvest commences only after a quality control manager has sampled the beans to verify their optimal quality.</td></tr> <tr> <td data-bbox="256 1478 336 1646">8</td><td data-bbox="336 1478 855 1646">Once they are taken from the trees, they are sorted, washed and graded (must have all 3 to be awarded 1m)</td><td data-bbox="855 1478 1348 1646">After being harvested from the trees, they undergo sorting, washing, and grading.</td></tr> <tr> <td data-bbox="256 1646 336 1713">9</td><td data-bbox="336 1646 855 1713">and <u>laid out</u> on a (vast) patio to <u>dry</u></td><td data-bbox="855 1646 1348 1713">and <u>spread out</u> on (an expansive) patio to <u>dry</u></td></tr> <tr> <td data-bbox="256 1713 336 1825">10</td><td data-bbox="336 1713 855 1825">They are then vacuum-packed</td><td data-bbox="855 1713 1348 1825">Afterward, they are vacuum-sealed</td></tr> <tr> <td data-bbox="256 1825 336 1888">11</td><td data-bbox="336 1825 855 1888">and loaded onto trucks, ready for transit</td><td data-bbox="855 1825 1348 1888">and loaded onto trucks for transportation</td></tr> </tbody> </table>	No.	From the text	In own words	1	The seeds are <u>first planted in bags</u> filled <u>with nutrient-rich manure and compost</u>	The seeds are embedded in bags of nutritionally-dense manure and compost	2	<u>perfect wet and cool climate for seeds to germinate</u>	The seeds will sprout / grow in damp/moist weather conditions X cold	3	<u>Young leaves</u> have to be kept <u>under shade</u> Reason: to avoid too much direct sunlight (not required)	Young leaves have to be stored in shade / sheltered from sunlight	4	After six months , the small trees are ready to be planted	After six months , the young trees are ready for planting	5	They still require (meticulous care) to ensure they receive enough water	They need to get sufficient/adequate water	6	It takes two and a half years until the first crop can be harvested	After two and a half years, the first crop can be yielded / collected / reaped	7	The harvest only begins after a <u>quality control manager</u> has tasted the beans to ensure they are of optimum quality	The harvest commences only after a quality control manager has sampled the beans to verify their optimal quality .	8	Once they are taken from the trees, they are sorted, washed and graded (must have all 3 to be awarded 1m)	After being harvested from the trees, they undergo sorting, washing, and grading .	9	and <u>laid out</u> on a (vast) patio to <u>dry</u>	and <u>spread out</u> on (an expansive) patio to <u>dry</u>	10	They are then vacuum-packed	Afterward, they are vacuum-sealed	11	and loaded onto trucks , ready for transit	and loaded onto trucks for transportation	
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