



南 华 中 学

NAN HUA HIGH SCHOOL

PRELIMINARY EXAMINATION 2023

Subject : English Language
Paper : 1184/02
Level : Secondary Four Express
Date : 14 August 2023
Duration : 1 hour 50 minutes

Name:

Class:

Index Number:

ANSWERS

Dear Markers, please mark a few scripts, and key in any queries you may have under their respective questions.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	

Section A [5 marks]

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

- 1 Look at Text 1. Tick (✓) the most effective title for the image in this poster.

☐ Play by ear

☐ Music to your ears

☒ **Cultivate your ears** **Cannot ignore the watering of the ear/plant* [1]

- 2 The poster states that 'Music will expand your mind!'

What does the phrase 'expand your mind' **suggest** about music?

Music will broaden/ open up/ widen/ increase/ enlarge/ learn/ gain new insights/ knowledge/ what we know about the world (as we learn about music and how it is associated with other aspects of our lives/world such as politics, culture and science.)

X can also impact politics, shapes culture and influences our understanding of science (cannot copy. must show understanding)

X improve

*** Not In Your Own Words question, so candidates cannot simply change the words. They need to show understanding of this knowledge, e.g. about the world. The clue is in 'politics, culture and science.'**

- 3 Identify the word in Text 2 which reflects the idea that IMDA has the power to give permission.

"granting" [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 text.

Circle the answer you have chosen for each statement.

- (a) Readers are expected to take action upon reading the text.

Text 1 (*doesn't ask the reader to 'join us'*) / Text 2 / Both / **Neither**

- (b) The tone suggests the writer is of a lower status than the reader.

Text 1 / Text 2 / Both / **Neither**

[2]

Section B [20 marks]

- 5 At the beginning of the text, Kambili imagines her father's reaction to her results. Explain how the language used in Paragraph 1 tells us her opinion of Papa. Support your ideas with **three** details from Paragraph 1.

<How Language Achieves Impact>

1. 'he did not send us to school just so that other children could come first' suggests that Kambili perceives Papa to have high expectations/is demanding of his children *to be the best/ always be at the top. [1]

X ONLY High expectations

X ambitious - defined as having or showing a strong desire and determination to succeed. Papa himself is not ambitious to come first in class

X values results ('come first' is rank, the mark itself ie result is not what he values)

Must mention comparative element ('**other** children could come **first**') in explanation.

2. 'unlike his uncaring father, he paid for our education' shows that Kambili sees Papa as a person who is self-righteous/believes himself to be superior to his own father (for funding his children's education). [1]

X entitled (no mention of whether he deserves paid-for education)

X thought **too** highly of himself (no indication that Kambili feels Papa does not deserve to think highly of himself)

X prideful (assumption that he is proud of the fact that he is superior; Papa could be matter-of-fact)

X Bitter (assumption that he is upset about this)

X loving/ caring ('unlike his uncaring father' is Papa's OWN opinion of himself as caring. Question asks for Kambili's opinion of Papa)

Answers should focus on the attitude of superiority.

3. '(yet he had always come first. Therefore,) if he could do it, why not his children?' emphasises how in Kambili's eyes, Papa is a presumptuous/unsympathetic parent who holds his children to the same(, if not higher) standard he sets for himself. [1]

X unfair/ unrealistic (assumptions)

X unreasonable (assumption, Papa provided reasons for his opinion)

Answers should focus on the comparison Papa makes between himself and his children's performance through the rhetorical question.

4. "He would conclude by stressing that nobody had spent money on Papa's schooling, yet he had always come first" emphasises that she thinks Papa is a proud man as he brags about how he is able to do well despite his poor circumstances.

X She thinks he is a high achiever despite his background (Papa's opinion of himself, no evidence that Kambili thinks of Papa as a high achiever)

5. “He invariably said the same thing” emphasises that she thinks Papa is consistent in articulating his expectations/ has a fixed viewpoint/ stands by what he says strictly as he always repeats identical comments over and over again.

X Papa is naggy (non-word) /repetitive (inappropriate adjective to describe a person)

6. “I was second in class. I knew Papa would not be proud” emphasises that she thinks Papa has high expectations of her/ is demanding as he expects only the highest achievement from her / only accepts when she is first/ is uncompromising.

‘strict’ accepted only if they explain ‘first or nothing’. Explanation must be in context, strict in terms of having high academic standards for his daughter.

X prideful/proud/ unreasonable (assumptions)

**Answers should focus on her PERCEPTION of Papa, not who he is.*

***Explanation should not be repeated (e.g. if sts have used ‘demanding’ to describe Papa, they cannot use ‘demanding’ again)*

- 6 In Paragraph 2, Kambili says, ‘I needed him to smile at me, the rays of his beaming face banishing any shadow of self-doubt inside me, making my heart glow’ (lines 9-11).

(a) What is the writer comparing Papa’s smiling face to?

<Inferential>

sun/ star/ fire/ flame/ lighted lightbulb/ lighted torchlight/ lighted candle. [1]

X Sunshine/ Sunlight/ light/ light rays (do not use words from the question) focus on an OBJECT that emits rays rather than the beams themselves.

X God (??)

X Moon has no rays! Reflects sunlight - Moon does not transfer glow/light, not intense DEFINITION of ‘glow’: (especially of something hot or warm) to produce a steady light that is not very bright

Any answer referring to a light source is accepted.

Artificial sources of light would require ‘lighted’

(b) Why is this comparison effective?

<How Language Achieves Impact>

(The light source produces warmth just like) It emphasises/shows how Papa’s smile makes her feel safe/treasured/loved/happy [1]**

✓ **No double penalty for question. Previous answer God → makes you feel comforted (Must be a logical explanation between obj and effect)**

X gives her a sense of hope/ feel hopeful/ acknowledgement for her efforts (refers to earlier line, not the “heart glow”, banishing self-doubt X = hope)

X brighten the writer up and let her feel warm (vague)

X clears her self-doubt like how light causes shadows to disappear (copying “shadow”, “self-doubt” from quote)

X feel better (vague)

Answer must:

- *highlight how Papa’s smile makes impacts Kambili. This is a 2 part question: 1. mention similarity in both 2. effects*
- **MUST HAVE PRECISE VERB (**show is accepted but not ideal)**

- 7 In Paragraph 3, we are told that Kambili's mind 'whirred into overdrive' (line 12). What does this description suggest about her emotions in this moment?

<Inferential>

She is feeling afraid/ scared/ anxious/ fearful/ distressed/ panicked.

OR

Her emotions were overwhelming/excessive/out of control/ in turmoil

Both ways of answering accepted

Overdrive - a state of great or excessive activity. excessive - more than is necessary, normal, or desirable; immoderate.

X discouraged/ helpless/ confused/ petrified/ resentment/ resigned/ disturbed [words from Q13

X turmoil - a state of great disturbance, confusion, or uncertainty.

X nervous - easily agitated or alarmed (degree)

X She was feeling a myriad/ mix of emotions such that she was unsure of her own emotional state (assumption - **multiple** emotions.)

- 8 'He lumbered upstairs, each heavy step creating turbulence in my head. His shadow slipped underneath my door momentarily as he made his way to Jaja's room. I was caught in a complete nightmare. Papa's immense form merged with the dark, ambiguous shapes dancing on my walls in the dimming twilight, enveloping my world in pitch black.' (lines 17-21)

Which phrases in the given sentences show the three things which together created 'a complete nightmare' for Kambili?

<Quotation>

Descriptions	Phrases from the passage
(i) surrounded by complete darkness	"enveloping my world in pitch black" [1]
(ii) the shadows were moving around the room	" dark , ambiguous shapes dancing on my walls" [1]
(iii) the sound of footsteps was frightening	"each heavy step creating turbulence in my head" [1]

Answers must have quotation marks and cannot be a complete sentence.

- 9 (a) In Paragraph 5, what scared Kambili when she came out of the toilet?

<Inferential Comprehension>

Papa (already) in her room . [1]

X Papa [] The reference to him being in her location must be clear.

- (b) Give **two** ways in which the writer emphasises Kambili's fear.

<How Language Achieves Impact>

(i) The writer lists/states/names out the multiple body parts that constricted painfully. [1]

X Hyperbole/ exaggeration (assumption, all statements of fact.)

(ii) The writer uses a metaphor/comparison to ***compare** Kambili to a lamb that was frozen/motionless in fright. [1]

Subject must be writer + technique is clear

...frozen lamb (accepted - in context)

X describe her as (describing is not a device)

If device identified wrongly, it is WRONG even if purpose is correct.

'Give two ways' → Candidates just need to state device, no need explanation of how device works

No pure quotations accepted, 'ways' = writing techniques

All answers must (1) state the way + (2) show the fear.

- 10 Papa says, 'Jidize? The girl who came second last term?' (line 35) What does this suggest about Papa's mood?

<Inferential Comprehension>

He was in disbelief/ annoyed / dissatisfied / frustrated (that Kambili now came second to a classmate she had beaten before.) [1]

Answers must convey a sense of unbelievability ('what even?' tone)

X He was confused/unsure/ curious who Kambili lost to.

X He was clarifying who Kambili lost to

X surprised/ unhappy / sour mood / angry (vague - could be positive)

X bitter/ disappointed (assumption)

Second question is challenging/ conveys reluctance to accept the fact

- 11 From Paragraph 6, give **two** consecutive and contrasting details that show that Kambili was less in control of herself than Papa was of himself.

<Quotation/ Literal Comprehension>

(i) Kambili	(")My stomach was making sounds, hollow rumbling sounds that seemed too loud, that would not stop even when I sucked in my belly.(")
(ii) Papa	(")Papa deliberately looked at my report card for a while longer.(")

1 mark per correct part, not 2 or 0

Definition of detail - a single piece of information or fact about something

Quotations are accepted, however, they must be accurately lifted with no changes.

Students who paraphrase must clearly indicate the subject accurately (e.g. Her stomach was grumbling so much that it would not stop even when she sucked in her belly")

- 12 In Paragraph 7, Kambili 'knew that it was time to face the music'. Explain **in your own words** what this means.

<Use Your Own Words>

Kambili had to accept/ bear with/ suffer/ deal with/confront the consequences/repercussions/**punishments (of not meeting her father's expectations/ upsetting Papa). [1]

***Punishment accepted but is not an ideal term, some inference is made about what Papa will do.*

X Scolding/ beating/ caning (Assuming that the consequence is scolding)

Identifying the question type is important. Candidates cannot answer by inferring the punishment and reason for punishment as this is not an inference question.

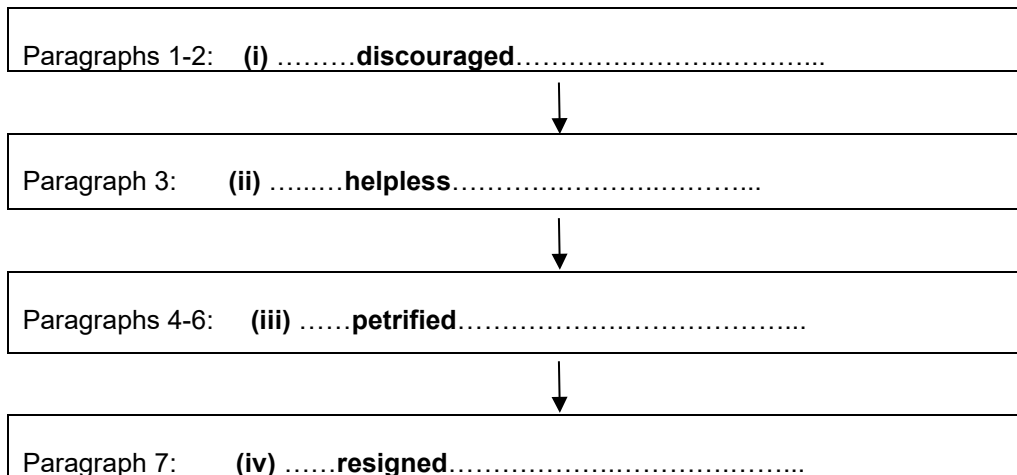
X she would be punished/scolded for getting second place (instead of first) (inference)

X see through her punishment (focus is mistakenly placed on the process of enduring consequence rather than confronting consequence)

- 13 The structure of the text reflects how Kambili's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise how Kambili was feeling in each part of the text. There are some extra words in the box you do not need to use.

Kambili's feelings

discouraged	helpless	confused	petrified	resentment	resigned
disturbed					



[4]

Section C [25 marks]

- 14 With reference to Paragraph 1, why was it necessary for researchers to develop ‘pre-bunking’?

<Literal Comprehension>

Falsehoods crop up fast and spread at the speed of electrons, and there is a lag period before fact checkers can debunk them. [1]

2 points = 1 m

No ED, as long as info does not contradict answer.

- 15 In Paragraph 1, the writer mentions ‘psychologically “inoculating” internet users against lies and conspiracy theories’ (lines 5-6). **How** is the writer’s use of “inoculating” effective in this scenario?

<HLAI>

It’s effective in showing that like inoculations, which means providing protection/ immunization against illnesses or diseases, sharing videos about misinformation tactics will also protect internet users from falling into the traps of believing in falsehoods. [1]

HOW - Answers must 1) show understanding of ‘inoculate’ (medical reference) and then 2) apply its meaning into the scenario.

X Vaccinate (acting of obtaining a vaccine)

Inoculate = immunize = process of developing immunity through vaccination

* Must have protection **against** something

- 16 With reference to Paragraph 2, why is it important for social media platforms to make their attempts to pre-bunk ‘detailed – or as entertaining’ (line 11)?

<Inferential Comprehension>

(a) detailed: Viewers will have as much/ ample/ more/ enough/ sufficient information as possible/ know more (to be convinced). [1]

X just enough

(b) entertaining: Viewers will be (more) drawn to/ enticed/ interested/ attracted/ engaged/ inclined to watch on/ appealing to viewers/ capture viewers attention/ watching without skipping

OK but double negation not encouraged - not be bored/ disinterested to watch on.

- 17 From Paragraph 2, give **one** detail which suggests that certain manipulation techniques have not been used for some time.

<Literal Comprehension>

‘reviving pop-up warnings’. [1]

Reviving alone not ok. There is no manipulation technique mentioned.

- 18 Referring to Paragraph 3, explain the deliberate incoherence tactic **in your own words**.
<In Your Own Words>

Use of clashing/ opposite/contradictory/ incongruous/ contrasting/ antithetical [1]
 explanations to prove/ establish/ justify/ argue/ insist that something is accurate/ correct/ factual/legitimate/valid/ factually right [1].

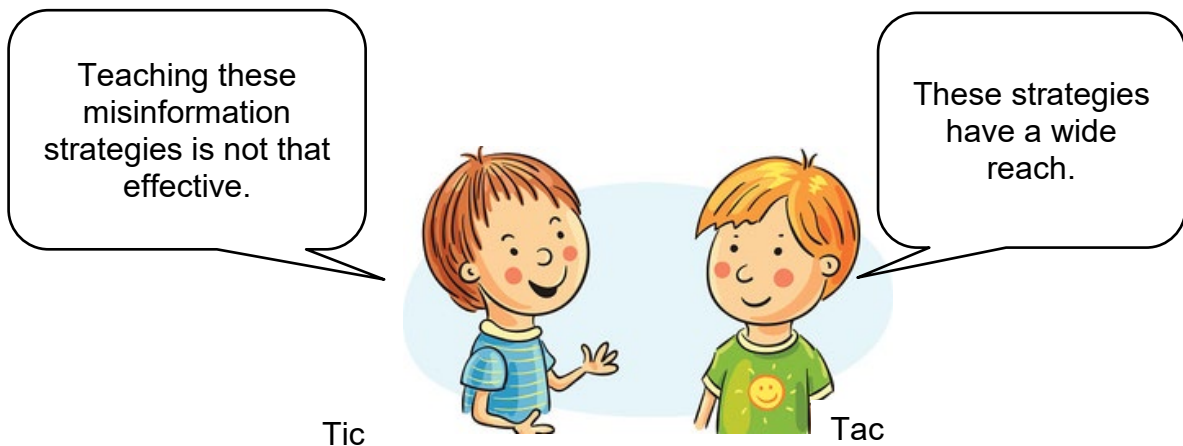
From 'use of conflicting (1) explanations to assert that something is true (1)'

OK assert (must have idea of forcefulness) = claim/ convince (object) / posit/ say/ state ± forcefully

X assert = reinforce/ explain/ emphasise

X true = real/ reliable

- 19 Here is part of a conversation between two students, Tic and Tac, who have read the article.



- (a) Give **two** pieces of evidence from Paragraph 7 to support Tic's view.

- (i) (Tech companies, academics and non-governmental organisations fighting misinformation) never know what lie will spread next. [1]
- (ii) Fact checkers can only rebut a fraction of the falsehoods. [1]

* If quoted, please check for accuracy

- (b) Give **one** piece of evidence from Paragraph 3 to support Tac's view.

<Literal Comprehension>

A million adults watched one of the ads (for 30 seconds or longer.) [1]

X 'million adults' alone

* If quoted, please check for accuracy

- 20 Using your own words as far as possible**, summarise the various strategies used to tackle misinformation, and the pros and cons of these strategies, as outlined in the text.

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).

One of the varied strategies used to tackle misinformation is...

**Award 1 mark for each correct point up to a maximum of 8 marks.*

	From the passage	Paraphrased points
1 (S)	Pre-bunking	Pre-bunking
2 (P)	leaned into people's innate desire to not be duped	people tend to not want to be tricked
3 (P)	worked not just across the conspiratorial spectrum but across the political spectrum	successful on both conspiratorial and political grounds X spectrum = range (doesn't fit context)
4 (S)	pre-bunking ad campaign across social media platforms	pre-bunking commercial campaign on social media platforms
5 (S)	in concert with local fact checkers, academics and disinformation experts	In collaboration with local fact investigators, scholars and misinformation specialists
6 (S)	warning labels	cautionary tags X label = indicator
7 (S)	portals with vetted explainers	portals with verified clarifiers
8 (S)	post removal	post deletion
9 (S)	user bans	consumer bans
10 (C)	not effective on people with extreme views	Unsuccessful on people with drastic beliefs X extreme = strong OK very strong/ radical
11 (C)	people had such entrenched beliefs	People with fixed ideals X entrenched = strong
12 (C)	effects of pre-bunking last for only between a few days and a month	Pre-bunking results last for short time
13 (S)	misinformation-identifying curriculum delivered over two weeks of texts	Disinformation-recognition syllabus enacted over two weeks of texts X curriculum = lesson
14 (S)	lists of bullet points with tips	Lists of points with tips OK tips = recommendations
15 (S)	Online games (that) try to build players' cognitive resistance (to bot armies, emotional manipulation, science denial and vaccine falsehoods)	Online games that increase gamers' mental resistance to bot militaries, emotional manipulation, science rejection and vaccine fallacy OK resistance = fortitude

** Reward students for using their own words. As long as the words changed are not obviously wrong, give them benefit of doubt and award content mark.*

**** This is a two-pronged question, and the content points in the text overlap, so it does matter that the points are sorted into the correct halves, and that something in what the candidate has written makes the distinction between the prongs. The order of the points within the two halves doesn't matter.**

***** No marks if students do not clearly state if it is a strategy, pro or con. Marker shouldn't have to guess. Be clear what pronouns are referring to.**

Summary Style Band Descriptors	
Marks	
7	- Sustained and successful use of own words and structures - Consistently well organised ideas which convey the meaning of the text clearly and precisely
5–6	- Frequent and usually appropriate use of own words and structures - Mostly well organised ideas which convey the meaning of the text clearly
3–4	- Some use of own words and structures - Some attempts at organising ideas to convey the meaning of the text
1–2	- Occasional attempts at use of own words and/or structures - Attempts at conveying the meaning of the text
0	No creditable response.

Sample Summary

One of the strategies people use to tackle misinformation is a pre-bunking commercial campaign on social media platforms. These platforms also use cautionary tags, portals with verified clarifiers, post deletion and consumer bans. Furthermore, people use lists of points with tips. Some pros are that people tend to not want to be tricked and the strategies are successful on conspiratorial and political grounds. Cons include being unsuccessful on people with drastic beliefs and those with fixed ideals. Moreover, Pre-bunking results only last for a short period.

(76 words – 12 points)