

Text 1 – Visual Text

Before you attempt the question, identify the following:

Purpose: To encourage the reader to turn off your lights for 1 hour on a certain day and also to do 2 practical things to protect the environment

Audience: youth who live in Singapore

Context: webpage to encourage everyone to do their part to protect the environment

1. In which **two ways** does the **illustration** below the heading **Earth Hour** highlight the **writer's message** in the first paragraph of the webpage? (1)

Steps to answer the question

1. Highlight keywords in question
2. Identify what is the writer's message (Purpose of the webpage?)
3. Examine and **describe the illustration** : Globe with a number 60 printed in the centre
4. **Link** the **illustration** to the **writer's message**

Answers

1. The number 60 printed on the globe highlights the writer's purpose of encouraging the reader to turn off the lights for 60 minutes which is equivalent to one hour.

2. The globe represents the whole world highlighting the writer encouraging people from all walks of life in the world to participate in Earth Hour.

Wrong answers	Reasons why it is wrong
It is to tell readers the purpose of commemorating Earth Hour	Answer is <u>not linked to the illustration</u>
The 60 implies that every minute is precious to save the environment	Answer is <u>not linked to the writer's message</u>

2. In the section ***Bring you own bag*** the writer says 'sacrifices must be made'. What sort of 'sacrifice' is being referred to here? (1)

Ans: The sacrifice refers to the sacrifice of being fashionable

Wrong answers	Reasons why it is wrong
The 'sacrifice' refers to the use of canvas bag although it is not fashionable	It does not refer to the use of canvas bag but the <u>sacrifice of fashion</u>

3. In the section ***Turn down the volume... just a little*** the writer involves the reader by using **you** and **your**. In **what other way** does the writer involve the reader in this section? (L)

Ans: The other way is the **use of rhetorical questioning** the involve the reader

(Do not use the content about noise pollution or a quotation, instead identify the feature /method used)

4. Which sentence gives the main purpose of the webpage. (F)

Ans: The sentence is ,“So this week Youth. SG will highlight two ways you can protect the environment in your everyday lives.”

Text 2

5. Find the **words** in para 1 which suggest (V)

(i) a **sudden** turn of the plane – “banked the plane **steeply**” (need to have “steeply” to describe the “sudden turn” (banked - To tilt (an aircraft) laterally and inwardly in flight.)

(ii) flying quickly over the land – swept/ swept low/ swept low over the flat-topped trees

6. The writer describes the van as ‘crawling like a beetle through the bush’ (line 8). What does this description suggest about how the van appears to Mark?

Description	How the van appears to Mark
‘crawling’	<u>moving slowly</u> – (need to show movement and speed)
‘like a beetle through the bush’	<u>very small</u> (no marks for small) – (need to show the scale)

7. ‘Delia...began driving the truck back and forth along a relatively smooth section of ground to make a landing strip’ (lines 12-13). Why do you think she needed to do this? (I)

(More was required than just to repeat the idea from the passage as in “so that Mark can land there”)

Ans: She was preparing a piece of flat unobstructed ground large enough for the plane to land safely.

(Clue: “Then she walked down it with a spade, filling in holes and knocking down humps of clay and the longer grass (to flatten or even out the ground))

8 (i) What does the phrase ‘rooted to the ground’ (line 17) tell us about Delia’s reaction to her first sight of the lions? (L)

Para 4, line 16

Then, glancing up, she saw the lions. They were strung out in a line between her and the truck, the nearest one not more than fifty metres away. She stood **rooted to the ground** as they began to walk slowly and deliberately towards her, watching her every move.

Ans: She was too stunned /shocked/ frightened that she could not move (bodily response)

No marks for just “ too frightened” because the phrase intensifies the fear

Note:

Meaning of **reaction**: **bodily response** to or activity aroused by a stimulus.

8(ii) In paragraph 4, what does the phrase ‘turning lazy circles in the sky’ tell us about Mark’s state of mind? (L)

Paragraph 4, line 19

She could hear the plane turning lazy circles in the sky less than a kilometre away, but she had no way to signal to Mark. She began to back away, but then she realised that, by retreating, she was inviting the lion’s pursuit, so she forced herself to stand still.

Ans: He was calm/composed/relaxed/at ease

Note:

- meaning of state of mind - a person’s **mood** and the **effect** that mood has on the person’s **thinking and behavior**.

-no marks for bored and lazy or tired or idle. (There was nothing in the passage to suggest he was bored)

- “lazy” is a description of the **slow circling** and does not imply that he was tired or idle

9. In paragraph 4 we are told that the sound Delia made to try to frighten the lions was ‘primitive’. Find two more words in this paragraph which suggest primitive feelings or behaviour. (V)

Ans: The two words are **“primal”** and **“Neanderthal”**.

Note:

Meaning of primitive: very simple and basic : made or done in a way that is not modern and that does not show much skill

Meaning of **primal**: very basic and powerful

Meaning of **Neanderthal**: a type of early human being that existed very long ago in Europe

Need to get both answers correct to get the 1 m

Neanderthal woman

10 (i) Which **two phrases** in **paragraph 5** suggest that the lions are **working as a team**? (V)

Paragraph 5:

As if on command, the lions stopped and slowly sat down on their haunches (the upper part of an animal's leg) **in a long line**, **their heads and necks craned forward**, watching the young woman who stood before them brandishing her weapon. Delia was terrified that if she moved, they would come closer. Yet she had to get past them to the safety of the truck. Slowly she took one step, then two, then began moving sideways past the lions, holding her spade at waist level, her eyes fixed on the pride. They **tracked her like radar**, their heads slowly turning as she worked her way past them.

Ans: “As if on command” and “in a long line” show that the lions are working as a team.

Note:

“As if on command” – showed that at the sound of the command, all the lions stopped together showing that they were working as a team

“in a long line” – showed that they worked as a team to be in a formation.

10(ii) What does the phrase “their heads and necks craned forward” from paragraph 5 suggest about the lions? (L/I)

(clue: **watching** the young woman who stood before them brandishing her weapon.)

Ans: The lions were **examining the lady intently** to see what she would do.

Note:

Student 1’s ans: It suggests that the lions were **closely monitoring her movement** – accepted

Student 2’s ans: They were **keeping an eye** on Delia’s every move – **not accepted**. Avoid idiomatic or figurative language in answering this question. Answers must be direct and literal.

10(iii) Pick out **another phrase** in **paragraph 5** which conveys the **same idea about the lions** as in Question 10(ii). (V)

Ans: The other phrase is **“tracked her like radar”** (line 30)

11(i) The writer says that Delia and the lioness ‘played the game’ (line 38). In what two ways was their behaviour like a game? (L)

Steps
1. Identify the attributes of a game
2. Compare these attributes to that of the lioness and Delia

Ans:

It was like a game because

- Delia and the lions took turns
- They responded or reacted to each other
- Their movements showed a pattern as if they were obeying rules of a game
- Both parties were playing to win or for a goal – Delia to escape, the lioness to kill for food.

11(ii) The writer refers to ‘the same conclusion’ (line 38). What was this conclusion? (I)

Ans: **Those moves have resulted in a stalemate, neither party has won or lost, the distance between them is still the same.**

Note:

Student 3’s ans: “The conclusion refers to both of them ending the game equally” – not accepted , “ending game equally” is too vague and meaning is unclear

Clues: Observing the reciprocal moves of Delia and the lioness before Delia makes her final dash to safety.

Lioness	Delia
one lioness abruptly stood up and stalked quickly towards her	Delia stomped the ground, screamed, and waved the spade
The lioness stopped	Delia stood still
The lioness sat down.	Delia backed towards the truck
Lioness followed	She yelled and slammed the spade on the ground
Lioness sat	Delia nearing the truck. ...she threw the spade towards the lioness and ran for the truck.

12 “‘Great! You’ve found the lions,” he said cheerfully.’ (lines 43-44). How does this comment show that Mark’s view of the situation is different from what had actually happened? (I)

Ans:

- Delia had not found the lions, they had found her.

- If Mark had known that Delia had been in great danger, he would not have been so cheerful.

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

Main focus

searching for help	a welcome arrival	an unexpected discovery
preventing an accident	inviting an attack	sharing responsibilities
	facing up to a threat	

Flow chart

Paragraph	Answers	Clues
Paragraph 1 -2	Sharing responsibilities	Delia drove off alone in the direction of lions.... (line 5) Mark flew to the trees (line 9)
Paragraph 3	Preventing an accident	... to make a landing strip (line 13)
Paragraphs 4 – 6	Facing up to a threat	Then glancing up, she saw the lions (line 16)
Paragraph 7	a welcome arrival	The sound of the plane grew louder (line 42)

Text 3

14(i) According to paragraph 1, why do human beings wish to discover the unknown? (2) (F)

Ans:

(1) The wish to explore is an **intrinsic part of human nature**

(2) By seeking to discover the unknown, we **push back the boundaries of our knowledge of the universe**

(3) to **explore our physical and psychological potential as humans**

(Choose any 2)

14ii. Mountaineers, sailors and aviators.

15 What was the **effect** on the general public of **seeing the first photographs of Earth** taken from space (lines 21-22)? **Answer in your own words.** (OW)

From text: Some people say that it was the first photographs of the earth taken from space that led to our (1)increased (2) awareness of our (3) environment and of its (4) fragility. (replace the underlined words)

Ans: It heightened our knowledge of our surroundings and its vulnerability

16 Here is part of a conversation between two students, Felix and Amanda, who have read the article.

Felix: I think that using robots is the most effective way of exploring space.

Amanda: No, the writer mentions things only humans can do.

(i) Identify two examples from paragraph 5 that Felix can use to support his argument. (F)

Ans:

(1) Robots do not need to be protected from cosmic radiation

(2) Robots can record phenomena such as magnetic fields that cannot be sensed directly by humans

(ii) **Explain** how Amanda would justify her position, with reference to lines 40- 42. (I)

Ans:

A robot cannot differentiate/ decide whether the sample collected is correct.

Note:

Even though the students were directed to the relevant 3 lines: "A robot can be designed to collect a sample, but not to collect the correct sample. It can pick up a rock but it can't turn it over and wipe away the dust, decide it's not a useful find and drop it again". However, since the question asked student to "Explain", listing these things that robots cannot do is insufficient, student needs to show understanding that a robot cannot think for itself/ only humans can think.

17 What attitude to science fiction stories is suggested in lines 37 – 39? (L)

Ans: There was a cynical attitude towards science fiction stories through the exaggeration of the vocabulary used : "chisel-jawed astronauts", "unspeakable dangers"

Or the writer is mocking science fiction stories as exaggerated and unrealistic.

18 With reference to **paragraph 6**, explain **why it is important to inspire young people** to become scientists. **Answer in your own words.** (OW)

From Text: **Our future scientific and technological progress** and possibly **our future survival as a species**, depends on directly the creative interests of our youth towards careers in science and engineering.

Ans:

(1) For further research /development/advancement in science and technology.

(2) To ensure the existence of humans

19. Using your own words as far as possible, summarise the **benefits** that **space travel has brought** and **could bring in the future**. Use only information from paragraphs 3 and 4.

Current benefits

- 1 understanding of human development
- 2 new treatments for bone diseases
- 3 revolutionised our lives at home and at work
- 4 provide meteorological forecasts
- 5 Global Positioning System allows us to navigate accurately from place to place
- 6 increased awareness of our environment and its fragility
- 7 More reliable environmental monitoring

Future benefits

- 8 exploit the mineral resources of other planets to support life on Earth
- 9 increased understanding of where we come from and how life has developed on Earth
- 10 provide new habitats to ensure the survival of humanity