

MARK SCHEME

2019
Sec 4 O Level English Language
Mock Examination

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02

This document consists of 8 printed pages, including the cover page.

Section A [5 marks]

Text 1

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

- 1 What is the purpose of this brochure? [1]

X to bond families together
X to get to know your parents/grandparents better
X not purpose of event; it is purpose of the brochure
X to listen to parents/grandparents tell stories

To encourage/persuade/inspire people to bring/invite their parents /grandparents to take part in the Singapore Memory Project.

- 2 Based on the poster, who do you think are the target audience? [1]

People whose parents and/or grandparents are interested in sharing their stories/memories about Singapore.

- 3 Look at the image of the coffee cup.
Explain how the illustration supports the message of the advertisement. [2]

(Describe the image and explain the relationship between the coffee and purpose of the event)

The image depicts a very tall and traditional coffee cup on a saucer [1] which suggests parents/grandparents may need a longer session/time to share their stories [1]

(Answer should focus on describing the image [1] and suggest how the image reflects the purpose of the advertisement [1])

Accept any other plausible answers

- 4 Identify the phrase in the advertisement that suggests these stories are perceived as being valuable to Singapore's history. [1]

The phrase 'the grandest story ever told'

Section B [20 marks]

5 From paragraph 1, the author mentions 'I awoke to the reality of an unusual companion'.

(i) Identify what the author meant by 'unusual companion'.

(ii) What does "I could hardly believe" (line 4) tell you about how the author felt about this unusual companion.

(i) **It refers to the tiger.** [1]

(ii) **He feels threatened / intimidated / frightened.** [1]

Do not accept:

He afraid / scared / terrified

(Answers should be precise and reflect a sense of fear)

6 (i) 'My body refused to move' (line 6). State 2 reasons why the author stayed on the lifeboat.

(ii) What were his chances of survival if he stayed on the lifeboat? Why?

(i) **He was hundreds of miles away from land and he couldn't possible swim such a distance [1] or survive a shark attack. [1]** [2]

(ii) **There was a very slim chance to stay alive [1] because the tiger could pounce on him anytime. [1]** [2]

7 'Before I knew it he would seize the back of my neck or my throat and I would be pierced by fang-holes' (lines 11-12).

Identify words or phrases in the given sentence which suggests:

(i) **The creature's teeth were sharp – 'pierced'** [1]

(ii) **sudden – 'before I knew it' / 'seize'** (do not accept 'before I knew') [1]

8 'Oncoming death is terrible enough, but worse still is oncoming death with time to spare, time in which all the happiness that was yours and all the happiness that might have been yours becomes clear to you.' (lines 16 – 18).

Explain the irony in this sentence.

The irony is that oncoming death is stereotypically perceived as 'agonising' [1] however, in this situation, not only was the author stuck in a situation where he was awaiting his looming/impending death, he also had the time to think about things that made him happy while anticipating his "oncoming death" [1] [2]

9 The author says that 'he would have given up – if a voice hadn't made itself heard'

(line 21).

- (i) What was 'the voice'?
- (ii) What effect does it have on Pi?

- (i) **It could be his inner voice/ his subconscious/ voice in his heart.** [1]
- (ii) **It gives him strength / encouragement to fight for his life.** [1]

10 'I have survived so far, miraculously' (lines 23). What does 'miraculously' tell you about the author's attitude?

He could not believe that he was still alive (1) despite his plight. (1) OR

He was amazed that he is still alive (1) despite the odds against him. (1) OR

He had no explanation for him still being alive, (1) despite sharing a lifeboat with a tiger. (1) [2]

11 What do the expressions below tell us about how the author feels about his plight?

Expressions	How the author felt
'I needed shelter and right away' (line 37).	<u>desperate</u> <u>frantic</u> <u>distressed</u>
'I had no proof that hanging at the end of an oar provided real safety from my fierce companion' (lines 39-41).	<u>doubtful</u> <u>cynical</u> <u>unsure</u>

[1]

[1]

- 12
- P1 **unexpected hopeless situation[1]**
 - P2 **contemplation[1]**
 - P3 and P4 death is near
 - P5 the power of positive thinking
 - P6 **confidence despite the odds[1]**
 - P7 **reality check[1]**
 - P8 putting thoughts into action

13) According to paragraph 1, identify two ways how sports benefit girls and women. [2]

1: **“promote gender equity”**

2: **“empower”**

(Accept direct quote)

14) From paragraph 3, explain how “participation in sports programmes can increase a female’s self-esteem”? Answer in your own words. [2]

From paragraph	Answer in your own words
<i>“These opportunities can help increase their self-esteem when they receive public recognition and acceptance in the sporting field”</i>	They receive acknowledgement from society [1] OR They receive approval within the sporting field. [1]
<i>“empower them to take greater control over their own lives”</i>	Sports programmes give them more confidence to have power over their own lives [1]
(Do not accept “provide women and girls with a voice”)	

15) With reference to paragraph 4, explain why it is important for girls and women to participate in sports programmes. Answer in your own words.

From paragraph	Answer in your own words
<i>“reduce social isolation and exclusion”/ “marginalization in society”</i>	Sports programmes help to socially integrate girls and women / avoid being stigmatised in society
<i>“...provide girls and women with safe places to gather, help them to build social networks and offer social support.”</i>	A platform for girls and women to get together, forge friendships and develop their own personal support system

16) In Paragraph 5, “Not only do girls and women have limited time available for sports, but there is often little value placed on sports activities for girls and women by their families and by their communities.” (lines 32 – 34) [1]

What attitude to sports participation for girls and women is suggested in the sentence above?

Condescending attitude/ condescension

Dismissive attitude

Indifferent

Patronizing

(accept any other plausible answers)

17(i) Identify two examples from paragraph 2 that Johanna can use to support her argument.

Girls and women benefit in terms of **improved physical and mental health** OR **reduced risk of chronic diseases, depression and anxiety**. [1]

Girls and women benefit in terms of **receiving information skills and strategies needed to reduce health risks** in their lives. [1]

[2]

(ii) How Benedict would justify his position with reference to Paragraph 6.

Participating in sports can **lead to eating disorders, delayed or interrupted menstruation and osteoporosis** in girls and women. [1]

[1]

X Do not accept if students only answer “Can cause the Female Athlete Triad” as it does not adequately show “*detrimental to their health*”.

18) Using your own words as far as possible, summarise the challenges that girls and women face when participating in sports programmes and how these challenges can be overcome. [15]

Use only information from paragraph 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).

The challenges that girls and women face when participating in sports programmes include.....

Award marks for main points [8m] and attempts to rephrase text language [7m]

MAIN POINTS		EXAMPLES OF REPHRASING OF WORDS
CHALLENGES		
1	<u>limited time</u> available for sports	The challenges that girls and women face when participating in sports programmes include <u>insufficient / restricted time</u> to spend on sports.
2	<u>little value</u> placed on sports activities for girls <u>by their families, by girls themselves, and by their communities.</u>	Additionally, <u>hardly any importance</u> is placed on sports by/within the <u>society</u> . <u>Society perceives</u> women’s participation in sports as <u>insignificant</u>
3	Many <u>dismiss</u> the notion that females can be <u>accomplished</u> in sports.	Many <u>reject the notion/ believe</u> that females can be <u>successful</u> in sports.
4	Participation in sporting activities where <u>physical appearance is an important factor</u>	It is also a challenge when <u>emphasis is placed on the physique</u>
5	<u>self-imposed</u> or <u>externally driven</u> pressure	Also, there exists pressure <u>from internal and external factors/ self-instituted or societal</u> pressure

6	to <u>maintain an unrealistically low body weight</u>	to <u>keep an impossible / impractical body weight.</u>
7	<u>increase the risk</u> of developing <u>this syndrome</u> (<i>the Female Athlete Triad - eating disorders, delayed or interrupted menstruation, and osteoporosis (low bone mass)</i>).	This causes a <u>rise in the danger</u> of developing <u>physical and mental health problems/ the Female Athlete Triad syndrome/ eating disorders, delayed or interrupted menstruation and osteoporosis.</u> (<i>can be considered as rephrasing 'this syndrome'</i>)
STRATEGIES TO OVERCOME (Must include at least 2 strategies or cap at 6 marks)		
8	<u>Evidence</u> to support the benefits must be <u>documented.</u>	To overcome these challenges, supporting <u>data/ proof</u> must be <u>recorded.</u>
9	Proof of the successes of such programmes in improving the <u>status</u> of females need to <u>be clearly seen</u> by society in order for mindsets to change.	And proof of an improved <u>position</u> of females within society <u>need to be apparent.</u> There needs to be evidence of a rise in women's <u>reputation evidently portrayed</u> in society
10	engaging in "non-feminine," or non-traditional, <u>athletic activities that emphasize</u> mass, power, and positive self-esteem	Also, females can take part in <u>programmes that places importance/focus on</u> mass, power and positive self-esteem.

Content : 8 marks (1 mark for each point)
Language : 7 marks (refer to marking rubrics below)
Total : 15 marks

Summary Style Indicators	
Mark	
7	<ul style="list-style-type: none"> • There is a sustained and successful attempt to re-phrase the text language. • The summary is free from lifting except for phrases from the text which are difficult to substitute. • Apart from very occasional slips, the language is accurate.
5-6	<ul style="list-style-type: none"> • There is a noticeable attempt to rephrase the text. • The summary is free from stretches of concentrated lifting. • The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable.
3-4	<ul style="list-style-type: none"> • There are recognisable but limited attempts to rephrase the text detail. • Groups of text expression are interlaced with own words. • The expression may not always be secure but the attempt to substitute the text will gain credit. • The language is largely accurate.

1-2	<ul style="list-style-type: none"> • Wholesale copying of large areas of the text but not a complete transcript. • Attempts to substitute own language will be limited to a single word expression. • Irrelevant sections of the text will be more frequent at this level and below. • Meaning is not in doubt but serious errors are becoming more frequent.
0	<ul style="list-style-type: none"> • Pretty well a complete transcript of the text expression. • Originality is unnoticeable. • There may also be random transcription of irrelevant sections of the text. • Heavy frequency of serious errors, impeding the reading in many places.

End of Paper