

Name	Class
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2019
Sec 4 O Level English Language
Mock Examination

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains the texts for **Sections A, B and C.**

This document consists of 6 printed pages, including the cover page.

Section A

Text 1

Study the poster below and answer Questions 1 - 4 in the Question Paper.

The Singapore Memory Project presents

the grandest story ever told

Decades of your grandparents' memories. One day to tell all.

Bring your parents and grandparents along for a day of reminiscence, and a cup of freshly brewed coffee. Every nostalgic memory you share becomes a part of The Singapore Story – a story of heart, of hope, of home.

Date: 10 November 2012
Venue: Chye Seng Huat Hardware Coffee House
150 Tyrwhitt Road
Time: 3pm – 7pm



Bring parents & grandparents OR A photo that tells a story = Free cup of house brew

You can also share your memories at:

- SINGAPOREMEMORY.SG
- SINGAPOREMEMORY@NLB.GOV.SG
- FACEBOOK.COM/IREMEMBERSG
- SG MEMORY IOS APP

Available on the App Store

Section B

Text 2

The text below describes Pi's experience drifting out at sea on a lifeboat. Read it carefully and answer Questions 4-11 in the Question Paper Booklet.

- 1 I slept all morning. I was roused by anxiety. That tide of food, water and rest that flowed through my weakened system, bringing me a new lease of life, also brought me the strength to see how desperate my situation was. I awoke to the reality of an unusual companion. There was a tiger in the lifeboat! I could hardly believe it, yet I knew I had to; and I had to save myself. 5
- 2 I considered jumping overboard and swimming away, but my body refused to move. I was hundreds of miles from landfall, if not over a thousand miles. I couldn't swim such a distance, even with a lifebuoy. How would I keep the sharks away? How would I know which way to go? There was not a shadow of doubt about the matter: to leave the lifeboat meant certain death; but what would it mean to stay 10
aboard? He would come at me like a typical cat, without a sound. Before I knew it he would seize the back of my neck or my throat and I would be pierced by fang-holes. I wouldn't be able to speak. The lifeblood would flow out of me, unmarked by a final utterance; or he would kill me by clubbing me with one of his great paws, breaking my neck.
- 3 "I'm going to die," I blubbered through quivering lips. 15
- 4 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. You see with utter clarity all that you are losing. The sight brings on an oppressive sadness that no car about to hit you 20
or water about to drown you can match. The feeling is truly unbearable.
- 5 I was giving up. I would have given up – if a voice hadn't made itself heard in my heart. The voice said, "I will not die. I refuse it. I will make it through this nightmare. I will beat the odds, as great as they are. I have survived so far, miraculously. Now I will turn miracle into routine. The amazing will be seen every day. I will put in all 25
the hard work necessary."
- 6 My face set to a grim and determined expression. I speak in all modesty as I say this, that I discovered at that moment that I have a fierce will to live. It's not something evident, in my experience. Some of us give up on life with only a resigned sigh. Others fight a little, then lose hope. Still others – and I am one of 30
those – never give up. We fight and fight and fight. We fight no matter the cost of battle, the losses we take, the improbability of success. We fight to the very end. It's not a question of courage. It's something constitutional, an inability to let go. It may be nothing more than life-hungry stupidity.
- 7 The tiger started growling that very instant, as if he had been waiting for me to 35
become a worthy opponent. My chest became tight with fear.
- 8 "Quick, man, quick," I wheezed. I had to organise my survival. Not a second to

waste. I needed shelter and right away. I thought of the prow I had made with an oar. But now the tarpaulin was unrolled at the bow; there was nothing to hold the oar in place. Furthermore, I had no proof that hanging at the end of an oar provided real safety from my fierce companion. He might easily reach and nab me. 40 I had to find something else. My mind worked fast. I would build a raft.

Section C

Text 3

The text below is an extract on female participation in sports. Read it carefully and answer Questions 13-18 in the Question Paper Booklet.

- 1 Sports is an integral part of the culture of almost every nation. However, its use to promote gender equity and empower girls and women is often overlooked because sports is not universally perceived as a suitable or desirable pursuit for girls and women. Existing social constructs of masculinity and femininity — or socially accepted ways of expressing what it means to be a man or woman in a particular socio-cultural context — play a key role in determining a female’s access, level of participation, and benefits from sports. 5
- 2 Through structured sports programmes, girls and women can become more physically active, benefiting their physical and mental health, including the reduced risk they will suffer from chronic diseases, depression and anxiety, and engaging in health risk behaviours. Sports can also be a powerful health information and education platform, connecting girls and women with the information, skills and strategies they need to reduce health risks in their lives, particularly in connection with their sexual and reproductive health. 10
- 3 Participation in sports programmes can increase a female’s self-esteem. Sports provide girls and women with opportunities to learn new skills, engage in positive relationships and acquire achievements. These opportunities can help increase their self-esteem when they receive public recognition and acceptance in the sporting field. Additionally, by providing women and girls with a voice in the various areas of sports programmes such as design, decision-making and leadership, sports programmes can also empower them to take greater control over their own lives. 15 20
- 4 Sports programmes can help to reduce the social isolation and exclusion that many girls and women experience, particularly those who cannot attend school and live in poverty. Sports programmes can provide girls and women with safe places to gather, help them to build social networks and offer social support. Such support includes connecting them to health, education and employment information, services, and opportunities that can help them address their marginalization in society. 25
- 5 In spite of the benefits, the successful implementation of sports programmes aimed at gender equity and participation of females in such programmes involves many challenges and obstacles. 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. Many dismiss the notion that females can be accomplished in sports. To overcome these challenges, and to convince key stakeholders about the benefits of sports programmes for gender equity and empowerment, evidence to support the benefits must be documented. Proof of the successes of such programmes in improving the status of females need to be clearly seen by society in order for mindsets to change. 30 35
- 6 Sports comes with its own risks. The Female Athlete Triad is a syndrome 40

affecting many high-performance athletes and some very physically active girls and women. It can involve eating disorders, delayed or interrupted menstruation, and osteoporosis (low bone mass). This syndrome is usually caused by self-imposed or externally driven pressure to maintain an unrealistically low body weight. Participation in sporting activities where physical appearance is an important factor may increase the risk of developing this syndrome. On the other hand, engaging in “non-feminine,” or non-traditional, athletic activities that emphasize mass, power, and positive self-esteem, appears to offer some protection against the development of anorexia and bulimia nervosa. 45

=== End of Paper ===