

## **SUGGESTED MARKING SCHEME**

### **Section A [5 marks]**

#### **Text 1**

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

- 1** The poster begins with the statement—“Scientists now realise that the teenage brain undergoes a growth spurt in the same way as the rest of the teenage body.” What effect does the word “scientists” within the statement have on the reader?

**Answer : Makes the information given more reliable/ more convincing OR Readers would tend to trust that the information given is valid. [1]**

- 2** Look at the picture on the bottom left of the poster. What characteristic of a parent does it want to emphasise?

**Answer : Frustration in facing teenage tantrums[ 1]**

- 3** What two objectives do you think the poster hopes to achieve?

**Answer :**

**1. It is to inform/educate parents about the scientific reasons behind teenage tantrums [1]**

**2. It is to assuage parents when they face teenage tantrums [1]**

- 4** Which statement gives the main purpose of the poster?

**Answer :**

**So...the next time your children give you ‘lip’ or blank you with a defiant stare, spare a thought for the work in progress still taking place between the ears! [1]**

**Section B [20 marks]**

**Text 2**

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 - 12.

- 5 In paragraph 1, we were told that the fireman, Montag, viewed it to be 'a special pleasure to see things eaten, to see things blackened and changed.' (lines 1-2)

What do you think is **unusual** about the job of this fireman?

[1]

**Answer : Usually/traditionally/conventionally, fireman puts out fires, but Montag loved to see things/books burning as a fireman.**

**OR**

**It was ironic that the fireman here started the fire (to burn things) whereas in reality, fireman's job was to put out fires.**

**Answer must contain comparison regardless of how it is worded.**

**Unacceptable :**

**'a special pleasure to see things eaten, to see things blackened and changed' is unusual.** (not answering question but copying the question)

- 6 What does the expression 'this great python spitting its venomous kerosene upon the world' (lines 2-3) refer to and why is it effective? (lines 2-3)? (2)

venomous = poison/dangerous/harmful

**Answer :**

**It refers to the hose which ejects kerosene (1)**

**and**

**it is effective because it gives the idea of inflammable substance which is potentially hazardous/life-endangering to both people and property.**

**Wrong interpretations:**

**The fireman used the hose to water the fire.**

**The fireman uses a hose to put out the fire.**

**The fireman uses a hose to put out a fire just like how a python spits.**

**His job is considered dangerous as it requires burning.**

**He used water to extinguish the fire.**

**Note : If students who wrote their answers around the fact that normal fire-fighters put out fires, they would be marked wrong.**

7 In paragraph 2, 'he flicked the igniter and the house jumped up in a gorging fire that burned the evening sky red and yellow and black. He strode in a swarm of fireflies. He wanted above all, like the old joke, to shove a marshmallow on a stick in the furnace, while the flapping pigeon-winged books died on the porch and lawn of the house. While the books went up in sparkling whirls and blew away on a wind turned dark with burning, Montag grinned the fierce grin of all men who had not a right to defy any higher orders of the government.'

a The writer talks about the perishing of both the house and books in the above [2] extract.

(i) Which TWO expressions indicate the fury of the fire?

*[Language for impact / Identification]*

**Answers:**

**'the house jumped up in a gorging fire'**

**'burned the evening sky red and yellow and black'**

**Unacceptable :**

**'a swarm of fireflies'**

**'a marsh-mallow on a stick in the furnace'**

**Note : Recognise that the question focuses on the FURY of the fire and not just the fire per se.**

(ii) From the same paragraph, which other expression used to describe the fury of the fire appears inappropriate? Explain why.

*[Inference]*

**Answers :**

**'a swarm of fireflies'**

**Explanation :**

**It was because the fire was so big that the whole house was burnt down.**

**The impacts caused by the fire described here were on a far larger scale in comparison to that of the fireflies.**

**Unacceptable :**

**'burned the evening sky red and yellow and black'**

**Note : without explanation, students would lose that one precious mark.**

- b** '... Montag grinned the fierce grin of all men who had not a right to defy any higher orders of the government.' (lines 12-13)

Referring to the above line, suggest what the writer is saying about the fireman's attitude towards his job? [1]

*[Inference]*

**Answer :**

**He had to do what he was told.**

**OR**

**He had no choice but to obey instructions.**

**OR**

**He could not question the orders given by the top.**

**Also accepted :**

**He was loyal to his job and obeyed all instructions given.**

**Unaccepted :**

**He likes his job.**

**He does not like his job.**

**He likes to defy the job orders.**

**He did not care.**

**He was very serious.**

**He had high expectations of himself.**

**He was strict towards his job.**

**He hates his job.**

**He was very arrogant.**

**He was righteous.**

**Note :**

'fierce grin of all men' – a reminder that over here, this is a fireman who burns things in the orders of the government. For easy explanation - This could be juxtaposed to the normal fireman's grimace of typically expressing pain, disgust. Thus, we are looking at the frustration. Suitable answers would express such frustration or the like.

**Hint : the extension of the phrase 'had not a right to defy...'**

- 8** 'He hung up his black-beetle-coloured helmet and flameproof jacket neatly.' (line 18)

What might the sentence above reveal about Montag's character?

[1]

*[Inference]*

**Answer :**

**He took pride in his work. OR**

**He was a tidy person.**

**Other accepted answers :**

**He was a neat and tidy person. [leniency applied]**

**He was a very well-organised/organised person.**

**Unacceptable :**  
**He was a neat person./He was neat.**

**Note :** The quotation carried the word 'neatly' as an adverb. Students would be deemed to have copied/ripped off the answer if they conveniently chose their answer as 'neat' on its own.

9 In paragraph 5, we were told that Montag was on his way home but he had to slow down.

a Which two phrases/expressions suggested that he had slowed down? [2]

From paragraph 5 :

Before he reached the corner, however, he slowed as if a wind had sprung up from nowhere, as if someone had called his name. The last few nights he had had the most uncertain feelings about the sidewalk just around the corner here, moving in the starlight toward his house. He had felt that a moment before his making the turn, someone had been there. The air seemed charged with a special calm as if someone had waited there, quietly, and only a moment before he came, simply turned to a shadow and let him through. There was no understanding it.

*[Literal]*

**Answers :**

**'as if someone had called his name'**

**'as if a wind had sprung up from nowhere'**

b 'There was no understanding it.' (line 30)

Suggest what he could be feeling at that moment, and why.

[2m]

*[Inference, vocab]*

**Answers :**

**He was apprehensive / anxious / fearful.**

**It was because he could not fathom what might happen next. /**

**He could not see anyone around him but felt the presence of someone out there.**

**Also acceptable :**

**Frightened / feeling uneasy / uncertain**

**Unacceptable :**

**Mysterious / lost**

10 'Her face ... was a kind of gentle hunger that touched over everything with tireless curiosity.' (lines 38 to 39)

a

Explain **in your own words** what the author means by this expression.

[1]

*[IYOW;vocab]*

*untiring; indefatigable*

**Answer :**

**It means untiring / ceaseless desire to know about everything. OR She was curious to know everything./find the reason to everything.**

b From the same paragraph, identify another expression which shares the same meaning.

[1]

**Answer :**

**'... dark eyes were so fixed to the world that no move escaped them.' (lines 40-41)**

11 'The girl **stopped and looked** as if she might pull back in surprise, but instead stood **regarding him with eyes so dark and shining and alive**, as if he had said something wonderful.' (lines 45-48)

Explain **in your own words** what gave Montag the impression that he had said something wonderful.

[2]

*What appeared to be her initial reaction to Montag?*

**She seemed to want to back off in astonishment / back off because she was not expecting to see him**

**Also accepted :**

**she paused because she startled by him as if afraid of him.**

*What was her actual reaction to Montag?*

**The girl stopped abruptly and looked at him with bright lively eyes as if highly enthralled or interested or amazed**

- 12 The structure of the text reflects the stages of 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 some extra phrases in the box that you do not need to use.

[5]

leaves were stirring in the autumn wind	close proximity of the train and fire stations	being followed closely by a little girl
heat and light from things burning	perspective of a fireman's job	mood and environment were in contrast
realised the irony of the job	alert and attentive to track down 'the source'	tired after burning down a house

### Flowchart

Paragraph 1: **(i)** .....  
**Perspective of a fireman's job**

Paragraph 4 : **(ii)** .....  
**close proximity of the train and fire stations**

Paragraphs 5 - 6: **(iii)** .....  
**Mood and environment were in contrast**

Paragraph 7: **(iv)** .....  
**Alert and attentive to track down 'the source'**

Paragraph 9: **(iv)** .....  
**Realised the irony of the job**

## Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13-18.

13 What does 'that nefarious event' refer to?

**Answer :**

**It refers to the Rio Grande River failing to reach the Gulf of Mexico for the first time. [1]**

14 (i) How has the Rio Grande River changed in 2001?

Before 2001	<b>mighty</b>
Early 2001	<b>running dry</b>

[1]

(ii) What does this new knowledge tell us about the fisheries in the Rio Grande River?  
**Answer in your own words.**

**Answer : They have dwindled/ decreased significantly. [1]**

15 Here is part of conversation between two students, Asha and Dave, who have read the article.



Asha

We are running out of water because many rivers are dry.

No, the writer says that we are not.



Dave

(i) Identify one reason Asha can cite from paragraph 2 to support her view.

**Answer : Heavy tapping of underground water sources which has left rivers dry.**

[1]

(ii) How would Dave explain his position with reference to lines 17-18?

**Answer : The amount of water on the planet is the same/ has not changed since the beginning of time. [2]**

- 16 (i) The writer states that such plans have been on the drawing boards of big water dreamers for decades (lines 39-40). Explain what the plans are and how feasible they are.

**Answer :**

**The plans include channelling the water from places of abundance to places of shortage;**

**OR getting waters from areas of abundant water to drier areas. [1]**

**Not feasible because it's expensive. [1]**

- (ii) What is the writer's view on such plans—does he support or not support them? Give supporting evidence for your answer.

**Answer :**

**No, he does not. He writes 'until we have abundant clean energy sources...we should not be investing in them'.**

- 17 'we need to take stock of our local water sources and *manage them wisely*' (lines 60-61). With reference to the italicised phrase, explain how we can conserve water **in your own words**.

**Answer :**

**Man can conserve water by using water in an efficient way.**

**18 Using your own words as far as possible**, summarise how water is essential to us, and the problems faced in moving water around.

**Use only information from paragraphs 5 to 10.**

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).

*Water is essential to us in many ways—one of which...*

<b>From passage</b>	<b>Rephrased</b>
is to grow our crops,	<b>is to water/survive our crops/plants/harvest.</b>
supply our homes,	<b>Water is also needed in our households/houses.</b>
keep our industries running, and	<b>Not only that, it is also important to operate our factories/ drive our industries.</b>
generate electricity.	<b>It is used to produce electricity, and</b>
evaporated back up into the sky as water vapour, replenishing our planet's never-ending freshwater cycle.	<b>balances the ecosystem/ maintains the water cycle.</b>
far less costly alternatives usually exist for meeting our water needs in the near term.	<b>Moving water around is problematic because there are less expensive ways/ methods that exist to meet water needs</b>
it takes a tremendous amount of energy to do so	<b>Another problem is that it is energy-consuming too.</b>
The energy required to move water—and its associated carbon emissions—is not inconsequential in the efforts to arrest climate change.	<b>The carbon emissions produced also affect the climate.</b>
the health of fish populations...plummet	<b>Not only does it affect the fish numbers,/Fish numbers decline sharply</b>
fisheries have been decimated,	<b>it also affects the fishing industries</b>
leading to severe hardship for local people that depend upon that food source for their subsistence and livelihoods.	<b>which in turn destroy the livelihood of the locals/people who depend on rivers for food</b>

**Content: 8 marks**

**Style: 7 marks**

.....No. of words:

[15]