

Visit
FREETESTPAPER.com
for more papers



Website: freetestpaper.com



[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)

Class Index
 Number

Name : _____

--	--



OUTRAM SECONDARY SCHOOL END-OF-YEAR EXAMINATION 2019

Subject : English Language
Paper No. : 1128/01
Level (Stream) : Secondary Three Express
Date : 06 May 2019
Duration : 1 Hour 50 Minutes
Marks : 70

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

At the end of the examination, hand in all sections **separately**.

This insert consists of 02 printed pages, including the cover page.

Setters: Miss Gladys Lim and Miss Woo See Wei

2

Section A [10 Marks]

Carefully read the text below, consisting of 12 lines about the dilemma of hawker centres. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2pm.

at

My mother always wears sensible clothes.

✓

**Column for
Corrections**

Besides providing physical sustenance, food also has socio-cultural significance. Food is often used as the marker of identity, helping to define a culture at the ethnic and national level. Hawker fare in particular, represent Singapore's multiracial and cosmopolitan population, and had a relatively long history. It is a source of affordable food, through which many rely, and hawker centres are inclusive spaces shared by people of all background. While they are a type of cultural heritage, hawkers cannot and should not be trapped by the past. Modern hawkers must be allowed to keep up to the times, including raising prices in line with costs which seems to be a move resisting by patrons. Also, younger practitioners should feel free to experiment with and specialise on familiar dishes. Such improvements should be accepted if hawking is to remain commercially viable.

Adapted from <https://www.channelnewsasia.com/new/commentary/singapore-hawker-culture-unesco-listing-national-day-rally-10659748> (Accessed 8 March 2019)

--	--



Subject	:	English Language
Paper No.	:	1128/01
Level (Stream)	:	Secondary Three Express
Date	:	06 May 2019
Duration	:	1 Hour 50 Minutes
Marks	:	70
Additional Materials	:	Answer Paper Insert

FREE TEST PAPERS - FREETESTPAPER.COM

2

Section B [30 marks]

You are advised to write between 250 and 400 words for this section.

You should look at the poster on 'Green Tech Day' on page 3, study the information presented carefully and plan your answer before beginning to write.

You are the President of the Green Club and you came across this brochure advertising 'Green Tech Day'. You would like the Club to attend this one-day workshop during the June holidays. Write a speech to the school leaders and your CCA Teacher-in-Charge telling them which activities the club is interested in and why they should be allowed to attend it.

Your speech must include the following details:

- the aim of attending this one-day workshop
- your two choices of activities
- how the club will benefit from them
- how the Green Club plans to share what they have learnt with the school

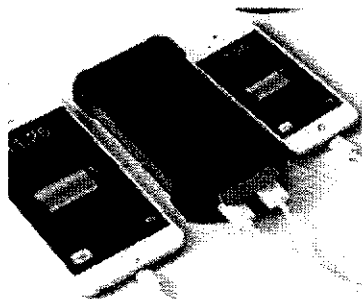
Write your speech in clear, accurate English and in a persuasive and enthusiastic tone to convince the school leaders and your CCA teacher to approve of the event.

You may add any other details that might be of interest.

You should use your own words as much as possible.

GREEN TECH DAY

Learn how technology can protect the environment!

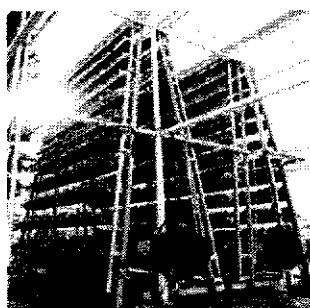


CREATE YOUR SOLAR CHARGER

REVIEWS OF THE PROGRAMME:

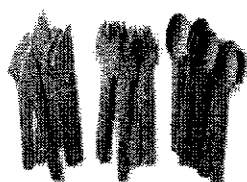
"I found the hands-on activities extremely interesting! Now I know how to create my own biodegradable plastic fork and spoon – so environmentally friendly!"
Colin, 14

"Making the solar charger was the best decision I have ever made. Now, I don't need to worry about my phone running out of battery! Just plug in, and let the sun do the work!" Audrey, 13



VISIT A HYDROPONICS FARM

"Visiting the hydroponics farm was an eye-opening experience. I never knew you could grow vegetables without using any soil. Even better, they can be grown vertically, saving so much space!" Eric, 16



CREATE YOUR BIODEGRADABLE PLASTIC

Programme Details:

Suitable for: Ages 13+

Location: National University of Singapore, School of Environmental Technology

Programme Dates and Sessions:

31 May 2019 (Fri) 12.00 pm to 3.00 pm

31 May 2019 (Fri) 4.00 pm to 7.00 pm

01 June 2019 (Sat) 10.00 am to 1.00 pm

01 June 2019 (Sat) 2.00 pm to 5.00 pm

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

- 1 Describe a memorable movie you have watched or a book you have read. Why was it memorable?
- 2 Write about a time when you were in charge of an event that went wrong.
- 3 Write about a time when you had to choose between your friends and your family. What were some considerations you took into when making the choice?
- 4 If you could have a meal with anyone of your choice, who would you choose and why?

Acknowledgements:

- Image 1: <https://static3.bigstockphoto.com/6/9/2/small2/29666852.jpg> (bulb)
- Image 2: <https://requestreduce.org/images/apple-ipad-clipart-9.png> (border)
- Image 3: http://www.greencleaningmagazine.com/wp-content/uploads/2015/02/061400_All-Occasion-Veneerware-Utensils-Knife-Fork-Spoon_alt_1000x1001_large.jpg (utensils)
- Image 4: https://cdn.shopify.com/s/files/1/2335/4421/products/product-image-422144725_1024x1024@2x.jpg?v=1534364574 (solar charger)
- Image 5: https://3.bp.blogspot.com/-kVRRg2lrCcc/UW3tAC8EbJI/AAAAAAAAABmc/C6Y_mTW-iJQ/s1600/towerstoned2_custom-68cbb7552b69de9037d7445da3ad2a19dcca8850-s6-c10.jpg (vertical farming)

Name : _____

Class

Index
Number

--	--



OUTRAM SECONDARY SCHOOL MID YEAR EXAMINATION 2019

Subject : English Language
Paper No. : 1128/02
Level (Stream) : Secondary Three Express
Date : 6 May 2019
Duration : 1 Hour 50 Minutes
Marks : 50

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This insert consists of 06 printed pages, including the cover page.

Setters: Ms Gladys Lim and Ms Woo See Wei

Section A

Text 1

Study the webpage below and answer Questions 1 – 4 in the Question Paper Booklet.



Food is a precious resource. Treat it accordingly.

Did you know? 28,000kg of bread is saved from the bins every month through Food from the Heart's Bread Run programme. That works out to 1,350 supermarket trolleys worth of bread - imagine that!

29,000

Bread Runs

336,000kg

Saved and Given Out

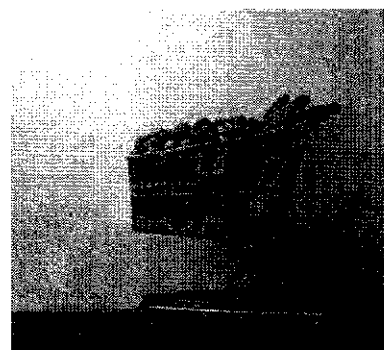
20,700

Happy Stomachs

Bread Run

About This Programme

The Bread Run programme aims to feed the needy with safe-for-consumption bread that would otherwise have been thrown away. The programme strives to achieve an equilibrium between food surplus in the retail sector and where it is needed within the community. It is organised by Food from the Heart and executed by an intricate network of partners who donate bread, volunteers who deliver the bread and community partners who pass on the bread to our beneficiaries.

**Bread Collection**

Food from the Heart has more than 100 bread Run partners, which largely include bakeries and hotels, scattered throughout Singapore. After serving its commercial time of the shelves, excess bread is collected, packed for pick up and donated to our cause instead of being disposed.

Bread Distribution

The bread is received at our distribution points, where community partners work to give the bread out to individual beneficiaries. The bread is typically consumed during breakfast and tea break at welfare homes or re-packed into smaller denominations and given out as weekly rations to individual families.



⁶¹ We are very inspired by volunteers who do the bread runs despite the inconvenience of not having their own vehicles. For us, we have our own car. We also have a little over an hour every week night to spare, so why not us as well? ⁶²

© 2019 Food from the Heart

Section B

Text 2

This text is about two pilots who had to make an emergency landing. Read it carefully and answer Questions 5 – 14 in the Question Paper Booklet.

- 1 As her twin-engine Piper Apache sliced through the postcard-blue sky 1542 metres above the Pacific Ocean, 23-year-old pilot Sydnie Uemoto heard the sound – a subtle change in timbre as the engines began to strain and rattle. Her co-pilot, 26-year-old Dave McMahon, heard it too. Up to that point, the two-hour flight from Oahu to the island of Hawaii had been uneventful. They were just two young pilots, looking for flight time and taking a short trip with no passengers. 5
- 2 When they heard the sound, McMahon brought the plane down to 1000 metres, where the engines seemed to run more smoothly. Then, without warning, the right engine began coughing violently before it breathed its last and quivered to a stop. Within seconds, the left one did the same. Sitting in their metal compartment high above the the ocean, they heard the dreaded deafening silence. It took them a moment before the reality of crashing hit them like a tidal wave. 10
- 3 Almost instantly, the plane tipped and hurtled at full speed towards the ocean. The next few minutes were a blur of activity; the pilots powered through the items on the emergency checklist – turning on fuel pumps, pushing the throttles to full – which could sometimes restart the engines. Nothing worked. Following their emergency training to a T, McMahon handed the controls to Uemoto and, fighting a gush of warm air, propped open the cockpit door. At about 300 metres and falling quickly, Uemoto made their final distress call. "We're 25 miles northwest of Kona," she said to air traffic control. "We're going down." 15 20
- 4 Beads of sweat dripped down her forehead as Uemoto fought to control the plane. In pilot school, they were taught how to ditch a plane, but it never dawned on them that they would be the fortunate few to hit the jackpot. She knew the chances of survival were slim – if she hit the water at too steep an angle, the force of the collision would kill them; if she allowed one wingtip to hit the water first, the plane could cartwheel uncontrollably and wrench the aircraft into pieces. 25
- 5 *Just land as if you're landing on the ground*, Uemoto told herself. As the plane careered towards the ocean, she forced herself to imagine a runway stretching along the choppy surface of the water. At the very last moment as the ocean rose up to meet them, she pulled back on the control, nudging the plane's nose up a little. Almost there... 30
- 6 Thud!

- 7 Everything flashed white as the plane made contact. It struck the surface with an explosive impact; water spraying over the windscreen. McMahon and Uemoto were thrown forward violently as if rear-ended by a semi-trailer. In a daze, McMahon opened his eyes and realised that he was, miraculously, all right. Uemoto was slumped next to him, shocked and bleeding but still conscious. Then McMahon felt the water pouring through the open door, and a new realisation hit him: they had to get out of there, fast. He unbuckled his seat belt and climbed out onto the wing. 35
- 8 "Sydney, get out!" McMahon called. 40
- She looked at him blearily. With her hands on the controls, Uemoto had not braced herself for impact and had slammed forward, breaking her nose. She rose to her feet unsteadily and felt the blood gushing down her face, a bait for the deadly sharks that inhabited the waters around Hawaii.
- 9 "What about the sharks?" she said. 45
- 10 "We have no time to think about that!" said McMahon. Uemoto trudged through rising water towards the door, picking up two life jackets along the way. With great effort, she hauled her exhausted body out of the plane and into the ocean, praying for a beacon of salvation to miraculously appear somewhere. Within seconds, the plane disappeared beneath the surface and with it, their only source of refuge. The ocean had erased all signs of human life except for the two small figures bobbing alone in the vastness of the Pacific. 50

Section C

Text 3

This text is about whether pain is a perception or a sensation. Read it carefully and answer Questions 15 – 19 in the Question Booklet.

- 1 The ancient Greeks considered pain a passion — an emotion rather than a sensation like touch or smell. During the Dark Ages in Europe, pain was seen as a punishment for sins, a spiritual and emotional experience alleviated through prayers rather than prescriptions. In the 19th century, the secularization of Western society led to the secularization of pain. It was no longer a passion to be endured but a sensation to be quashed. The concept of pain as a purely physical phenomenon reached its zenith in the 1990s, when medical organizations such as the American Pain Society and the Department of Veterans Affairs succeeded in having pain designated a “fifth vital sign”, alongside blood pressure, temperature and breathing and heart rate. 5
- 2 While the expression that suffering is “all in your head” is too often used to diminish others’ agony, the mind does play a pivotal role in the experience of pain. After a pain signal reaches the brain, it undergoes significant reprocessing. How much something hurts can vary depending on factors like your expectations, your mood and how distracted you are. Just seeing someone else in pain can make you feel worse, too. This phenomenon has been demonstrated in studies of both rodents and humans. 10 15
- 3 Additional clues about the fuzzy line between sensation and perception come from pain’s creepy bedfellow: itching. The sensation of itchiness, which is perceived by some of the same skin receptors that are on the lookout for pain, may seem like a purely physical phenomenon, but it’s not. Just seeing someone else scratch, or thinking about feeling ticklish, can make you itchy, too. Like pain, it can be alleviated through distraction. And like pain, it is closely linked to mental health issues such as obsessive compulsive disorder. 20
- 4 All this is not to say that there is no physical component to these feelings. Objectively, there is no doubt that illnesses and injuries can cause immense suffering. The question is how severe that suffering is, and how long it lasts. Recent research shows that pain sensitivity varies significantly among people, most likely as a result of genetic differences. There is so much that we still don’t understand about the fundamental biology of pain, and that needs to change. 25
- 5 Pain management should continue to be emphasized in medical education, but future doctors should be taught that pain is part of the story of the person who suffers from it, not just a separate physical phenomenon. Perhaps the most important tool physicians need to use to manage pain is empathy. 30
- 6 If chronic pain is an emotion as well as a sensation, then it is unlikely to be managed successfully without compassion. A 2017 study of doctors in Spain found that those whose patients rated them as empathetic were more effective at relieving their patients’ pain. Physical therapy that does not just manipulate joints but also addresses the context pain comes alive in, encourages optimism and builds emotional resilience has been found to be more effective. 35

- 7 All this takes more time and attention than just prescribing a pill, and unfortunately our health system encourages doctors to see as many patients as quickly as possible. We need to change how physicians are paid in order to give them the time to really talk with patients about their pain. When someone experiences chronic pain, there is no way to quantify it — no blood test to draw, no imaging test to order. It requires physicians to practice medicine the way it was long before the discovery of morphine. In essence, it represents the purest of medical encounters, and an opportunity, if not to cure, then to heal.

Copyright Acknowledgements:

- Text 1 Adapted from <https://www.foodfromtheheart.sg/bread-run/>
 Text 2 Adapted from <http://www.rdasia.com/true-stories-lifestyle/survival/pilots-who-crashed-sea>
 Text 3 Adapted from "Is Pain a Sensation or an Emotion?" by Haider Warraich, *The New York Times* (2019)

Name : _____

Class

Index
Number

--	--



OUTRAM SECONDARY SCHOOL MID YEAR EXAMINATION 2019

Subject : English Language
Paper No. : 1128/02
Level (Stream) : Secondary Three Express
Date : 6 May 2019
Duration : 1 Hour 50 Minutes
Marks : 50
Additional Materials : Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on the work you hand in.
 Write in dark blue or black ink.
 Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.
 The Insert contains the texts for all the sections.

Mistakes in spelling, grammar and punctuation may be penalised in any part of this paper.
 The number of marks is given in brackets [] at the head of each section.

This question paper consists of 09 printed pages, including this cover page.
 The insert consists of 06 printed pages, including the cover page.

Setters: Ms Gladys Lim and Ms Woo See Wei

OUTRAM – A HALLMARK OF DISTINCTION

Section A [5 marks]

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

- 1** Look at the statistical figures given for the number of **Bread Runs**, the amount of bread **Saved and Given Out**, and **Happy Stomachs**. What is the purpose of including these statistical figures?

.....
..... [1]

- 2** What is the intended effect of the statement '**Food is a precious resource. Treat it accordingly.**'?

.....
..... [1]

- 3** Look at the photographs next to the sections '**Bread Collection**' and '**Bread Distribution**'. What idea does the photographs convey about the volunteers of Bread Run?

.....
..... [1]

- 4** Look at the banner at the bottom of the webpage. In what way does the testimony promote the cause of the programme?

.....
..... [2]

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 14.

- 5 (a)** Which words in Paragraph 1 suggest the plane was making loud sounds?

.....
 [1]

- (b)** Which other phrase in Paragraph 2 conveys the same idea?

.....
 [1]

- (c)** What does this suggest about the plane?

.....
 [1]

- 6** What does 'metal compartment' in line 10 refer to?

.....
 [1]

- 7** What is unusual and effective about the phrase 'deafening silence' (line 11)?

It is unusual because

.....

It is effective because

..... [2]

- 8** What does the phrase 'hit them like a tidal wave' (line 12) suggest about the reality of crashing?

.....

..... [1]

- 9 Uemoto had not expected to be 'the fortunate few to hit the jackpot' (line 23).

(a) What does she mean by this expression?

.....

.....

..... [2]

(b) What tone is Uemoto creating in that expression?

.....

..... [1]

- 10 In Paragraph 5, what effect is the writer creating with 'Almost there...' (lines 30-31)?

.....

..... [1]

- 11 Paragraph 7 describes the violent impact of the plane hitting the waters. Explain how the language used depicts the great force that was dealt the pilots.

Support your ideas with two details from Paragraph 7.

.....

.....

.....

..... [2]

- 12 Explain in your own words, why Uemoto had her nose broken.

.....

.....

.....

..... [3]

- 13 What does the phrase 'praying for a beacon of salvation to miraculously appear somewhere' (lines 48-49) suggest about their state of mind after crash landing?

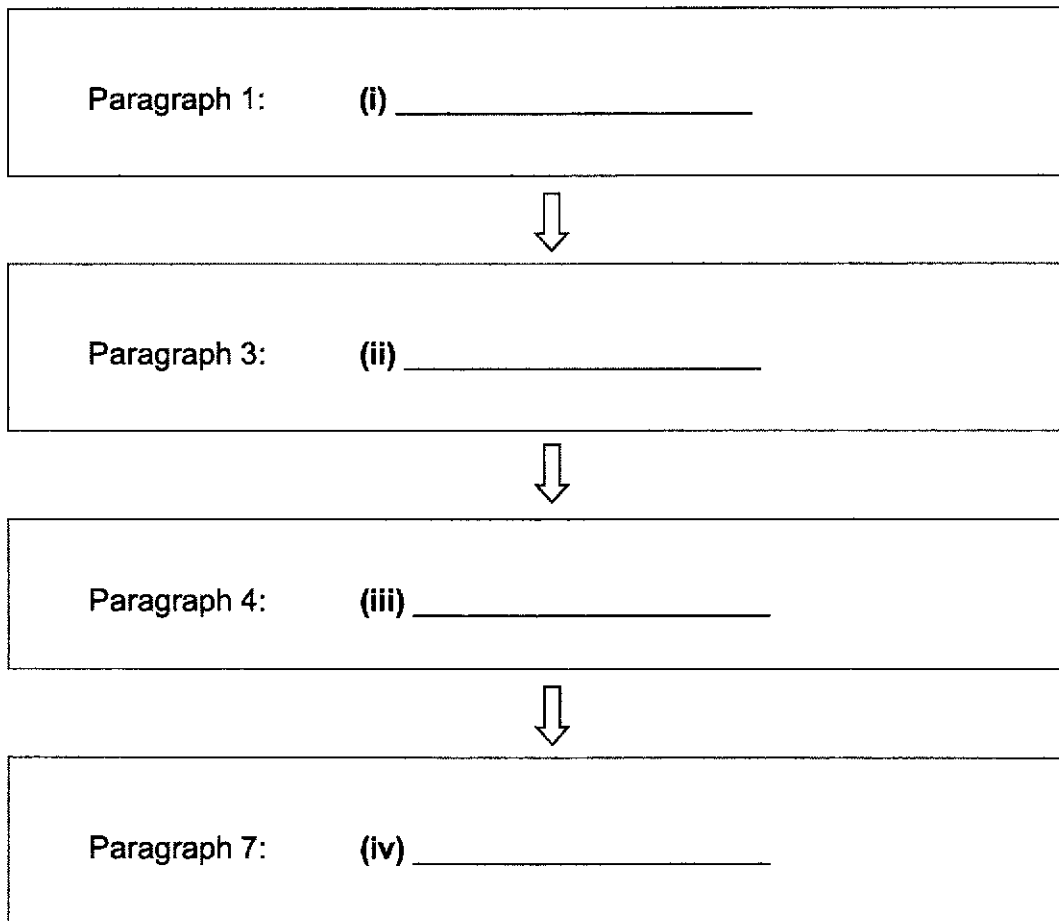
[1]

- 14 The structure of the text reflects the stages of the two pilots' experience in making the emergency landing. Complete the flow chart below by choosing one word from the box to summarise their experience in each stage. There are some extra words in the box you do not need to use.

Main feelings and attitudes

tremendous tension	wave of relief	sudden stalling
instinctive response	indistinct indication	immediate pandemonium

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 19.

- 15 (a)** In Paragraph 1, we are told of how different groups of people perceived pain. Write down how the perception of pain has changed through the ages.

Before the 19 th century, pain was viewed as	From the 19 th century, pain has been viewed as

[2]

- (b)** 'It was no longer a passion to be endured but a sensation to be quashed.'
(lines 5 – 6).

Explain **in your own words** what the present attitude towards pain is.

.....

.....

[1]

- 16** How does the expression 'all in your head' (line 10) diminish other's agony?

.....

.....

.....

[2]

- 17 (a)** Which word in Paragraph 2 tells us that the brain plays a crucial role in the measurement of pain?

.....

.....

[1]

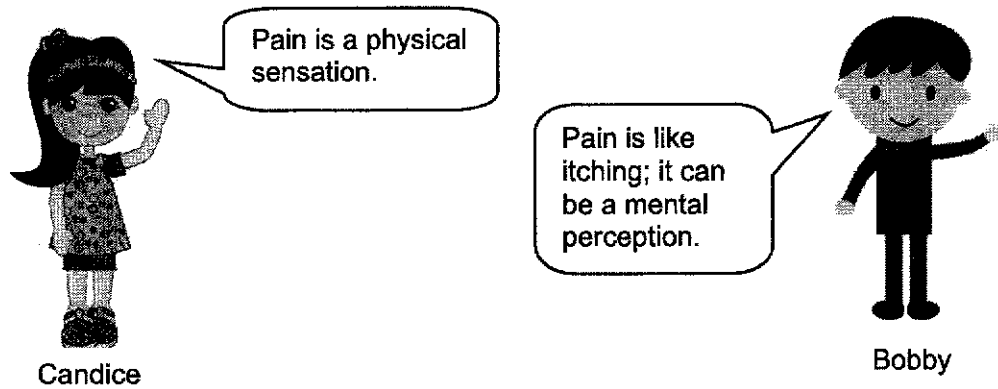
- (b)** Why is the brain's role crucial?

.....

.....

[1]

- 18 Here is a part of a conversation between two students, Candice and Bobby, who have read the article.



(a) Give two examples from Paragraph 3 to support Bobby's point of view.

(i) [1]

(ii) [1]

(b) With reference to Paragraph 3, explain how Candice would justify her position.

..... [1]

- 19 Using your own words as far as possible, summarise the difficulties in understanding other's pain and what should be done to manage another's pain.**

Use only the material from paragraphs 4 to 7.

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).

Every victim of illnesses and injuries experiences pain, but

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

No. of words:[15]

Answer Key**Column for
Corrections**

Besides providing physical sustenance, food also has socio-cultural significance. Food is often used as the marker of identity, helping to define a	1	a (article)
culture at the ethnic and national level. Hawker fare in particular, represent	2	represents (SVA)
Singapore's multiracial and cosmopolitan population, and had a relatively	3	has (tense)
long history. It is a source of affordable food, through which many rely, and	4	on (prep)
hawker centres are inclusive spaces shared by people of all background .	5	backgrounds (plu)
While they are a type of cultural heritage, hawkers cannot and should not be	6	✓
trapped by the past. Modern hawkers must be allowed to keep up to the	7	with (prep)
times, including raising prices in line with costs which seems to be a move	8	✓
resisting by patrons. Also, younger practitioners should feel free to	9	resisted (word form)
experiment with and specialise on familiar dishes. Such improvements	10	in (conj)
should be accepted if hawking is to remain commercially viable.		

Outram Secondary School Secondary 3E
Answer Scheme
2019 SA1 Paper 1

Section B

Format: Proposal (Speech)

Tone: Formal, persuasive, and enthusiastic

- Paragraphing is only a suggestion.
- Answers are not penalised if contents of individual paragraphs differ from answer scheme.

Para 1:

- **Introduction**
- Greet the audience (Principal, Vice-Principals, and CCA teacher)
- Identify himself/herself (President of the Green Club)
- State the objective of speech – to attend a one-day 'Green Tech' workshop in June and share what they have learnt with the rest of the school

Para 2:

- the aim of attending this one-day workshop
 - club understands the technology now plays a huge role in everyday life
 - expand the club's knowledge of current practices to protect the environment
 - move beyond reuse, reduce, recycle to incorporate the use of technology
 - learn how these practices can be adapted to suit the needs of the students and school, as well as protect the environment

Para 3:

- two choices of activities and how the club will benefit from them
 - Solar charger
 - Students get a hands-on experience of building their own solar charger. Students get to bring home the chargers for their personal use.
 - Environmentally conscious alternative to wall chargers
 - Practical and relevant to students who are heavy phone users.
 - Hydroponics farm
 - Eye opening experience for students who live in urban Singapore.
 - Learn how farmers in Singapore employs technology to solve two issues: sustainable farming and limited land space
 - Learn how farming can be done without soil
 - Move away from the preconceived notion that farming is a low skilled activity
 - Biodegradable plastic
 - Interactive in nature – students get to develop their own biodegradable plastics
 - Students become more self-conscious of their own consumption of single-use plastics
 - Students will be more motivated to choose environmentally friendly alternatives instead of single-use plastics
- other possible answers
 - Increased awareness of ways to be environmentally conscious
 - Broader perspective of global concerns such as environmental protection
 - Greater understanding of how technology is rapidly changing and has been developed to solve global issues such as climate change/ environmental degradation
 - Greater awareness of current affairs, better equipped for examinations.

Para 4:

- how the green club plans to share what they have learnt with the school
 - School-wide presentation during an allocated assembly slot
 - Posters around the school
 - Quizzes after presentation
 - Set up display booths for students to view during recess
 - Organise the school's very own 'Green Tech Day' as part of the post-exam curriculum. Students get their own hands-on experience creating solar charger and bio-degradable plastic
 - Collaborate with the Robotics Club to upgrade the existing school garden to a hydroponics garden. Aim to supply the school canteen with vegetables grown in house.

Para 5:

- A proper closing paragraph

All answers should be able to offer style features of a speech such as rhetorical questions, use of personal pronouns, LO3, etc.

Section C

1. Describe a memorable movie you have watched or a book you have read. Why was it memorable?

- (Descriptive + Explanation)
- Major tense used – Past tense
- Candidate has to name the movie/ book
- Candidate has to describe a memorable movie/ book (List is non-exhaustive)
 - Motivation behind watching the movie/ reading the book: accompany friends, curious, excited, many people were talking about it
 - Author/ scriptwriter
 - Actor/actresses/characters
 - Plot
 - Ambience of the movie theatre, accompanying music
 - Book cover design, illustration
 - Awards/ accolades given to movie/ book
- Explain why the book/ movie was memorable (List is non-exhaustive)
 - Plot: thrilling, touching, humorous, eye-opening, thought provoking, insightful
 - Language: descriptive language makes the book come to life
 - Cinematography: artistic, layered meanings
 - Actors: favourite actors/ actresses/ directors
 - Characters: relatable, endearing, witty
- Give examples/ explanation of how these aspects make it a great movie/ book
- Better scripts would be able to:
 - Reflect on the significance of the book/ movie on himself
 - Reflect on the significance of the book/ movie on society

2. Write about a time when you were in charge of an event that went wrong.

- Personal recount
- Major tense used – past tense
- Candidate has to identify the event and the role he played as the overall in charge
- Candidate has to recount the series of events that unfolded that caused the event to go wrong, accompanied by feelings of shock/ disbelief/ anxiety as he tries to salvage the situation.
 - Recounting the setting
 - Problem
 - Resolution
 - Coda
- This would then be followed by a resolution or failure of the event organised
- The candidate will include the impacts of the change in events
- The candidate will conclude with a coda, including concluding thoughts, a moral or lesson learnt
- Better scripts would be able to include a reflection on the entire incident, with the candidate conducting a post mortem on how the change of events could have been avoided.

3. Write about a time when you had to choose between your friends and your family. What were some considerations you had while making the choice?

- Mixed genre – Personal recount + Explanation
- Major tense used – past tense
- Candidate has to identify the instance which he had to choose between friends and family
- Candidate has to emphasise on the close relationship he has with his friends and family, creating the setting for a dilemma
- Candidate elaborate at length the series of events that unfolded that caused this dilemma, accompanied by feelings of anxiety/ sadness
 - Recounting the setting
 - Problem
 - Resolution
 - Coda
- Candidate should elaborate on the various considerations in choosing friends and family, and how the situation was resolved
- Possible considerations: (List not exhaustive)
 - Friends are temporary, family is forever
 - Family are less able-bodied, friends are able to help themselves
 - Family have his best interests at heart, friends may have ulterior motives
 - Family has not been a source of emotional support, friends have been with him consistently throughout life's challenges
- Conclusion should include a coda, including concluding thoughts, a moral or lesson learnt

Better scripts would:

- A reflection on the entire incident, with the candidate conducting a post-mortem on how the choice they made had a positive/ negative impact on others.
- Include literary devices and figurative language

4. If you could have a meal with anyone of your choice, who would you choose and why?

- (Descriptive/ Reflective/ Explanatory)
- Candidate has to name the person of their choice to have a meal with
- Candidate has to describe the person of their choice: (list is not exhaustive)
 - Appearance
 - Life story
 - Reputation
- Candidate has to elaborate on what they plan to say or ask that person, expectations of that meal, hint about the role of that person in his life (role model, mentor, significant adult etc.)
- Candidate has to elaborate on the reasons for choosing that person to have a meal with
- Possible points of explanation (list is not exhaustive)
 - Character of the person (e.g. Mahatma Gandhi was a champion of peaceful resistance and preached about a new and liberated India)
 - Success of the person (e.g. Jack Ma is the CEO and founder of Alibaba, Asia's largest online retail mall. He achieved all these at a young age after years of hardship)
 - Popularity of that person (e.g. Eminem is an award winning rapper with over hundred million albums sold. He was also the first Caucasian person to break into the black-dominated hip hop industry)
 - Role model that students look up to (e.g. Mother Theresa is self-sacrificial, forgiving, merciful)
 - Similar passions/ life goals (e.g. Discussing with Bill Gates about global issues and how they can collaborate in making a change/ impact)
- Better scripts would be able to demonstrate understanding of the significance of having a meal with anyone of his choice (e.g. person has made a huge impact in my life, person is someone I miss very much etc.)

Outram Secondary School Secondary 3E
 Answer Scheme
 2019 SA2 Paper 2

Section A [5 marks]

Text 1

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

1. Look at the statistical figures given for the number of **Bread Runs**, the amount of bread **Saved and Given Out**, and **Happy Stomachs**. What is the purpose of including these statistical figures? [1]

To show the amount of bread we have managed to save [1]

OR

To show the number of people who has benefitted from the programme [1]

2. What is the intended effect of the statement 'Food is a precious resource. Treat it accordingly.'? [1]

It makes the readers think about all the food they have wasted without a second thought / how they treat food in a wasteful manner / as a dispensable resource.

3. Look at the photographs next to the sections '**Bread Collection**' and '**Bread Distribution**'. What idea does the photographs convey about the volunteers of Bread Run? [1]

The photograph shows the volunteers smiling. This conveys the idea that the volunteers enjoy serving the cause of distributing leftover bread to the beneficiaries.

4. Look at the banner at the bottom of the webpage. In what way does the testimony promote the cause of the programme? [2]

The testimony shows that volunteers go out of their way to deliver bread even when they do not have a lot of time / the ease of transportation. [1] This motivates other people to volunteer in their own ways. [1]

OR

It lends credibility to the cause by highlighting how motivated volunteers are.

*not accepted "despite the inconvenience", "inspires"

Section B [20 marks]

Lexile® Measure: 1000L - 1100L

Text 2

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 14.

5. (a) Which words in Paragraph 1 suggest the plane was making loud sounds? [1]

“strain and rattle” [1]

- (b) Which other phrase in Paragraph 2 conveys the same idea? [1]

“coughing violently” [1]

- (c) What does this suggest about the plane? [1]

It was malfunctioning / struggling to function / going to crash. [1]

6. What does ‘metal compartment’ in line 10 refer to? [1]

It refers to the airplane / the cockpit of the plane. [1]

7. What is unusual and effective about the phrase ‘deafening silence’ (line 11)? [2]

It was unusual as deafening implies that something is extremely loud whereas silence means to be extremely quiet. / Deafening and silence are opposites hence they don’t usually occur together. [1]

It was effective as it emphasised how serious/ dangerous the situation was. [1]

8. What does the phrase ‘hit them like a tidal wave’ (line 12) suggest about the reality of crashing? [1]

It suggests that it was sudden and overwhelming.

Must get both ideas in order to score the mark.

Hit: sudden

Tidal wave: overwhelming

9. Uemoto had not expected to be 'the fortunate few to hit the jackpot' (line 23).

(a) What does she mean by this expression?

[2]

She never thought they would be the unlucky ones [1] to get into a rare incident like a plane crash. [1]

(b) What tone is Uemoto creating in that expression?

[1]

She was being sarcastic. / Sarcasm

10. In Paragraph 5, what effect is the writer creating with 'Almost there...' (lines 30-31)? [1]

To create an air / effect of suspense as the plane made its crash landing.

11. Paragraph 7 describes the violent impact of the plane hitting the waters. Explain how the language used depicts the great force that was dealt the pilots.

Support your ideas with two details from Paragraph 7.

The language used illustrate the gush of waters that slapped the windscreen of the plane, making it totally enveloped by white waves. The pilots were jolted forward with great / uncontrollable force from behind that resembled a vehicle collision.

This is seen in 'everything flashed white' and 'rear-ended by a semi-trailer'.

***1m awarded for each correct explanation and quote**

12. Explain in your own words, why Uemoto had her nose broken.

[3]

She was busy trying to land the plane safely [1] and had not cushioned herself from the force of landing [1], and hit her head [1].

13. What does the phrase 'praying for a beacon of salvation to miraculously appear somewhere' (lines 48-49) suggest about their state of mind after crash landing? [1]

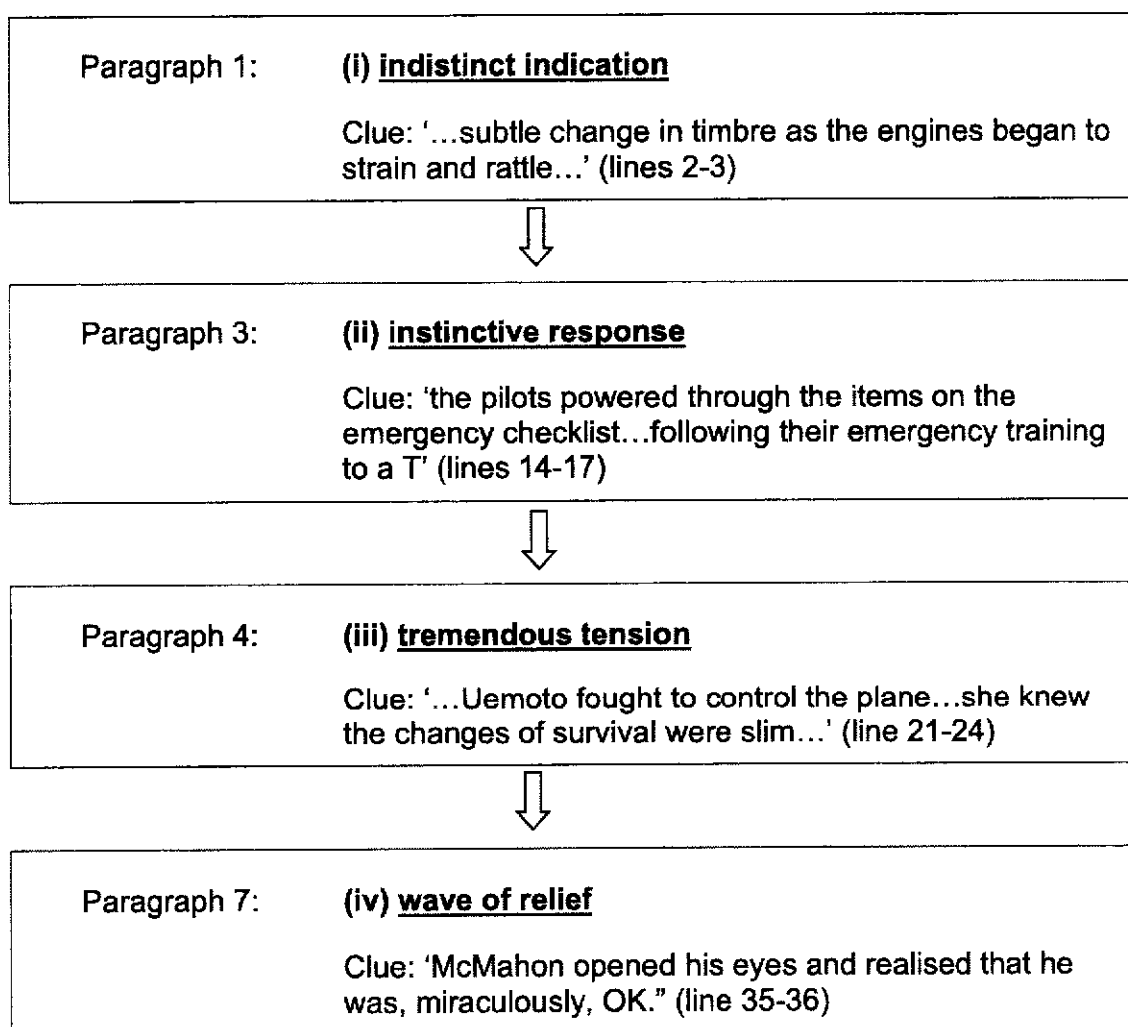
They were helpless/ exhausted.

14. The structure of the text reflects the stages of the two pilots' experience in making the emergency landing. Complete the flow chart below by choosing one word from the box to summarise the events in each stage. There are some extra words in the box you do not need to use. [4]

Main feelings and attitudes

tremendous tension	wave of relief	sudden stalling
instinctive response	indistinct indication	immediate pandemonium

Flow chart



Section C [25 marks]

Lexile Count: 1100-1200L

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 19.

15. (a) In Paragraph 1, we are told of how people perceived pain. Write down how the perception of pain has changed through the ages. [2]

Before the 19 th century, pain was viewed as [1]	From the 19 th century, pain has been viewed as [1]
an emotion	a sensation
punishment for sins	a (medical) vital sign of life

- (b) 'It was no longer a passion to be endured but a sensation to be quashed.' (lines 5 – 6). [1]

Explain in **your own words** what the present attitude towards pain is.

It is now regarded as a feeling that has to be removed. [1]

16. How does the expression 'all in your head' (line 10) diminish other's agony? [2]

"All in your head" refers to an imagination that is not real [1] so it reduces the suffering of people by telling them their pain is not real. [1]

17. (a) Which word in Paragraph 2 tells us that the brain plays a crucial role in the measurement of pain? [1]

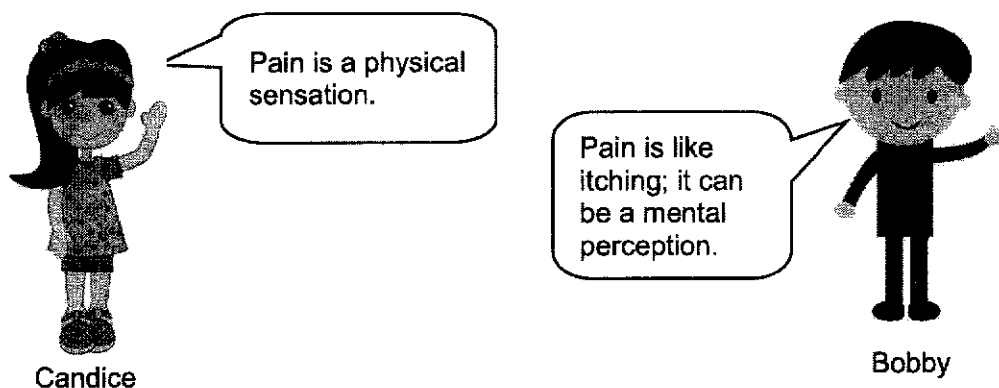
"pivotal"

***excess denied**

- (b) Why is the brain's role crucial? [1]

It reprocesses the pain signal to determine how much it will hurt. [1]

18. Here is a part of a conversation between two students, Candice and Bobby, who have read the article.



- (a) Give two examples from Paragraph 3 to support Bobby's point of view. [2]

- (i) Like seeing someone in itch can make you feel ticklish, seeing someone in pain can make you feel pain too. [1]
- (ii) Like itch, pain can be alleviated through distraction. [1]
- (iii) Like itch, it is closely linked to mental health issues.

* There must be a comparison between pain and itch

* Any 2 of the above

- (b) With reference to Paragraph 3, explain how Candice would justify her position. [1]

Pain is received/detected by skin receptors. [1]

19. **Using your own words as far as possible**, summarise the difficulties in understanding other's pain and what should be done to manage another's pain.

Use only the material from paragraphs 4 to 7.

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).

No.	From Text	Own Words
1.	The question is how severe that suffering is,	The difference is how serious the pain is
2.	And how long it lasts.	And how persistent.
3.	pain sensitivity varies significantly among people, most likely as a result of genetic differences	Depending on the variation in genetic measure, pain thresholds can differ considerably
4.	most important tool physicians need to manage pain is empathy	Doctors should learn to be understanding towards patients
5.	Emphasize pain management in medical education	Pain management should be highlighted in medical training
6.	it is unlikely to be managed successfully without compassion	Alleviating it is ineffective without sympathy
7.	study of doctors found that those whose patients rated them as empathetic were more effective at relieving their patients' pain	Doctors whom patients deemed as understanding of their sufferings, were more successful in their treatments.
8.	Physical therapy that encourages optimism and builds emotional resilience has been found to be more effective	Fostering positivity in patients during their recovery helps them heal better
9.	give them the time to really talk with patients about their pain	Allocate time to understand their patients' conditions
10.	When someone experiences chronic pain, there is no way to quantify it	There is no tangible measure for pain
11.	to aim to heal, if not cure	to seek to heal, if not cure

Sample answer:

Every victim of illnesses and injuries experiences pain, but the difference lies in how serious the pain is and how persistent. Depending on the variation in genetic measure, pain thresholds can differ considerably. Doctors should learn to be understanding towards patients other treating pain without sympathy is ineffective. Pain management should be highlighted in medical training. Doctors whom patients deemed as understanding of their sufferings, were more successful in their treatments. Allocate time to understand their patients' condition, and fostering positivity in patients during their recovery helps them heal better. There is no tangible measure for pain, hence we should seek to heal, if not cure.

(106 words, 11 points)

Summary Marking Guidelines

- Award 1 mark for each correct point, up to 8 marks.
- Deduct 1 mark for not providing a word count / messy handwriting [up to a maximum of 2 marks].

- Refer to the 2010 EL Syllabus 1128 for summary style descriptors for assessing language [7 marks].

END OF PAPER