



**ANDERSON SECONDARY SCHOOL**

**Semestral Assessment 1  
Term 2, Year 2015**

**SECONDARY 4 EXPRESS AND  
SECONDARY 5 NORMAL ACADEMIC**

CANDIDATE NAME

CLASS

INDEX  
NUMBER

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**ENGLISH LANGUAGE**  
Paper 2 Comprehension

**1128/02  
30 April 2015  
1 hour 50 minutes**

Candidates answer on the Question Booklet.  
No Additional Materials are required.

**ANSWER SCHEME**

**READ THESE INSTRUCTIONS FIRST**

Write your name, index number and class on the cover page.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction tape.

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

The number of marks is given in brackets [ ] at the end of each question or part question.

<b>For Examiner's Use</b>	
<b>Section A</b>	
<b>Section B</b>	
<b>Section C</b>	
<b>Total</b>	

**Section A [5 marks]**

**Text 1**

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

**1 Who is the target audience of the campaign poster? [1]**

**People who are unaware about the plight of the rhinoceros.**

**or**

**People who are unaware of the content of rhinoceros horns / who have the misconception that the rhinoceros horns have medicinal value.**

**or**

**People who might be consumers/ buyers of rhino horns.**

**or**

**People who are interested in wildlife conservation.**

**DNA: The hunters of the rhinoceros. (The hunters will only hunt and supply the horns when there is demand. Thus the target audience are really those who make the demand for the horns.)**

**DNA: People who eat the rhino horns. (the horns are not eaten but consumed)**

**2 The campaign poster begins with the title: “Rhino horn is made of the same stuff as human nails. Still want some?” What effect is this statement intended to have on the reader? Pay particular reference to the underlined phrase. [1]**

**The reader may be prevented from / discouraged from / may avoid consuming rhino horn powder as they may feel disgusted by the thought of consuming something that is similar to their own nails.**

**OR**

**It is phrased as a rhetorical question where the reader is expected to provide a negative response.**

**OR**

**It aims to make them feel a little disgusted by the similarity between the rhino horn and human nails and avoid consuming the rhino horns.**

**DNA: The poster aims to challenge the reader to continue taking / eating rhino horns.**

**3 How does the image of the rhinoceros help reinforce the claim made in the title? [2]**

**It shows a rhino with human hands or feet in place of its horn. (1)**

**AND**

**the visual makes you viscerally/inwardly feel that the horns are similar to the fingernails and toenails. (1)**

**OR**

**The image provides a novel / intriguing visual to communicate to the public that rhino horn is made largely of keratin, the same substance that makes up your fingernails and toenails. (1)**

**DNA: Answers which do not include any description of the image which is really**

the point of reference for this question.

DNA: Answers without the word "human" in the description of the image. (vague)

DNA: "fingernails" in place of hands or fingers (not accurate)

No mark is awarded if the first part is not mentioned or not described accurately.

- 4 Which sentence gives the main purpose of the campaign poster?

**Save a rhino, say no to rhino horn.**

## Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 13.

- 5 Duncan has just arrived at the space station. Identify the phrase that suggests that Duncan's predecessor was overjoyed to see him. [1]

*The phrase is 'performed his fantastic dance of welcome' (Verb Phrase) [1]*

DNA: 'his fantastic dance of welcome.' (Noun Phrase)

→ not accurate as we need to include his predecessor's reaction to seeing him

DNA: 'his predecessor had performed his fantastic dance of welcome' (not a phrase because there a subject and predicate)

- 6 Duncan appears to feel a sense of emptiness and desolation in paragraph 2. Explain how the language used in the paragraph creates this sense of desolation in the atmosphere.

Support your answer with three details from paragraph 2.

[Analysis of the words in your quote is mandatory. If you have picked an imagery, explain the entire imagery. Remember that all words are purposefully used so don't omit them because they do not align with your initial interpretation.]

**X Duncan felt that he too, had dwindled.**

*He did not become smaller in size literally (he 'felt')*

*The quote does not sufficiently explain why his sense of being smaller in comparison to his environment leads to a sense of emptiness.*

**X ... indicates that he is desolate (no evidence of analysis)**

- i. He had become **a speck upon a barren mass of rock** that was itself a speck in the immensity suggests that **he was alone and lost** in the environment he was in.

*Explanation: The imagery here shows how Duncan is alone [a speck] amidst an empty space [a barren mass of rock]. 'itself a speck in the immensity' highlights the magnitude of vastness, which accentuates this sense of being on his own. ie he is alone not just on the rock but alone within an even BIGGER space.*

*Highlighting his minuteness (ie size) and insignificance, is not enough to highlight desolation. It is not just the size of Duncan but the sense that there is no one else around him.*

X lonely - because it is used as a synonym for desolate and does not provide further analysis. [Acceptable only if the entire explanation is logical and accurate]

- ii. The **indifferent** sky about him had **no scale**

*Explanation: The imagery of a sky with no scale depicts the sheer immensity of the sky; 'no scale' refers to the lack of boundaries/way of measurement, in comparison to Duncan alone 'about him'.*

*It is as though this lack of boundaries is the result of an 'indifferent sky' which to Duncan indicates a lack of care/interest to his existence, such that **he feels uncared for.***

*X It is insufficient to focus simply on the comparison between immensity of the sky and Duncan because the personification of an 'indifferent sky' is left out.*

*X If you just say that **the sky does not care, you are just substituting the word 'indifferent'** and not analysing the phrase.*

iii. *It was an **utterly black void** suggests that it was **completely empty.***

*X Suggests complete darkness (the main noun is void and black modifies it. Hence emptiness should be the focus)*

*X As though something is missing*

*X **It is empty** (with no explanation of 'utterly')*

iv. *His mother-sun and a myriad more suns flared perpetually, **without reason or purpose** suggests that he was **feeling clueless** about what was happening around him.*

*This is from the perspective of Duncan. 'Without reason or purpose' is said with reference to the suns.*

*If Duncan **does not know/cannot make sense** of why the suns are flaring perpetually, what does this tell us about his understanding of his environment/situation?*

*X Duncan felt there was **no meaning** behind all that he was experiencing*

Any of the points above will be acceptable. 1m each x 3

[3]

7 'He could not tell which were near or far away; he could not, in the jumble of hard-lit planes and inky shadows, even make out their true form.' (lines 13 - 14)

**Using your own words**, what was Duncan's perspective of the rocks?

**Overall explanation has to be accurate; otherwise, it is considered wrong.**

<b>Expressions</b>	<b>Duncan's perspective</b>
He could not tell which were near or far away  X ...were further/closer (no interpretation) X looked the same size/ of different sizes X rocks were everywhere	<b>The rocks had <i>no sense of depth/ they were just a flat mass of ridges and crests [1]</i></b> <i>Could not tell how far away the rocks were</i> <i>Unable to judge the distance between rocks</i>  <i>... looked like they were the same distance away (he could not tell the distance)</i>
even make out their <b>true (accurate)</b> form  X the rocks were not real	<b><i>the shape of the rocks could not be easily/clearly discerned /seen [1]</i></b> <i>could not see the shape of the rock</i> <i>shape of the rocks were blurry</i>

<p>X could not see anything (inaccurate)</p> <p>X ... could not tell the type of rocks</p> <p>X ...<u>figure out</u> its shape (not clear - it was blurry? The shape was strange-looking? )</p> <p>X could not make out if the objects were rocks or something else</p> <p>X it was too dark/dimly lit for Duncan to see the rocks properly</p> <p>X rocks did not have a definite shape (they do have a definite shape; the definite shape could not be made out)</p>	<p>how the rocks really look like</p>
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[2]

- 8 From paragraphs 4 and 5, identify the word(s) or phrases that suggest  
**[word or phrase need to correspond to the exact meaning asked in the question; no more, no less]**

(i) a dot : *speck/a speck/mote* [1] X a queer little mote

(ii) impermanent : *transitory* [1] X a briefly transitory accident (Excess denied)  
 (definition: NOT permanent) X unchanging; eternal

(iii) wide expanse: *vast* [1] X *vast, callous, futile, loneliness of space (exp)*

- 9 At the end of paragraph 4, the writer says, 'Reality was just globes of fire and balls of stone rolling on, senselessly rolling along through emptiness, through time unimaginable, ***forever, and ever, and ever ...***' (lines 22 - 24)

What does the italicised phrase suggest about the style of the language the writer uses?

**The style of the language is rather informal as the sentence ends off /tails off with a repetition of the word 'ever' followed by 3 dots and it leaves a sense of incompleteness /a never ending experience. [1]**

**Students failed to talk about the style itself – but rather provided features of the language (which will not earn you the mark). Egs – repetition is a feature, it does not explain the style of the language.**

**Accepted answers: informal, casual, relaxed, laidback style**

Paragraph 5 begins with 'Within his heated suit, Duncan shivered a little.'(line 25)

10 (i) What does this tell us about Duncan's feelings at that moment?

***He was a little afraid/ fearful/ has a feeling of dread. [1]***

**Accepted answers: anxious, fearful, scared, frightened, unnerved, fearful and lonely (lonely alone is not accepted)**

**Not accepted: lonely, uneasy**

(ii) Explain how the writer uses contrast to show Duncan's feelings.

***The mention of Duncan's 'heated suit' will make the readers to imagine Duncan feeling warm and comfortable however the fear that he is experiencing inside of him causes him to tremble slightly as if he is feeling cold.[1]***

**Most students who failed to get part (i) correct would have gotten (ii) wrong as well.**

11 'He shook his head to clear it of speculative nonsense.' (lines 30 - 31)

(i) What does the expression 'speculative nonsense' refer to?

***This refers to the thoughts and ideas he had about life and his place in the universe. [1]***

**A range of answers were accepted: ideas about the universe, his thoughts, his place where he was, his identity**

(ii) What do you think the narrator decided to do after he shook his head?

***He decided to carry on his tasks as he would normally have done. [1]***

**Not accepted: carry on with life, stop thinking about the universe, stop overthinking etc.**

**Answers should not be explaining what he did not do.**

12 How many people had travelled with Duncan? Support your answer with one piece of evidence from the passage.

***He was alone [1] "Never before had he been so alone (lines 25 - 26) OR "the sound of his own unanswerable question .... (line 30) [1]***

**Evidence must be taken directly from the passage and not paraphrased.**

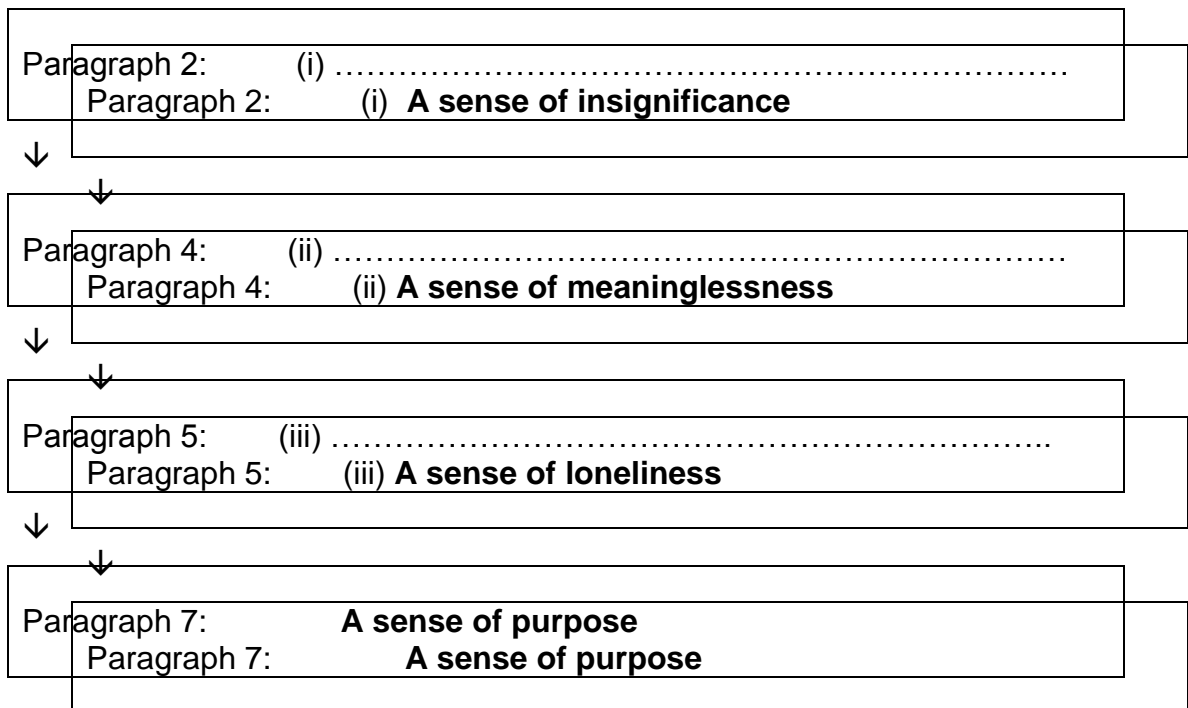
**Accepted quotes: "where not long ago his predecessor...."**

**Not accepted: "What the heck..."**

13 The structure of the text reflects the narrator's feelings as he looks back on his surroundings where he is going to spend the rest of his life. Complete the flow chart by using phrases from the box in order to describe the predominant feelings in each part of the text. There are some extra phrases in the box you do not need to use.

- A sense of meaninglessness
- A sense of insignificance
- A sense of fear
- A sense of irritation
- A sense of loneliness
- A sense of awe

Flow Chart of Duncan's feelings :  
 Flow Chart of Duncan's feelings :





Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 14 – 20.

- 14 “The *convenient elimination* of one species of wild-life .... ” (line 7)  
 What do the words in italics **imply about Man’s regard for wild-life?**

Accepted	Not Accepted
<p><b>Meaning of word “regard” – esteem, affection, respect</b></p> <p><b>The word ‘convenient’ suggests that the <u>elimination (to get rid of)</u> of one species of wild-life can be done easily or with little effort. Here students cannot merely paraphrase the words. They need to understand the tone and attitude behind these words in italics. Here there is a hint of an individual who is very dismissive of this whole issue.</b></p> <p>The words imply that Man has no particular attachment to plants and undomesticated animals which live in this world.                      OR                      The words imply that Man has no respect for plants...                      OR                      Man does not care about wildlife.                      OR                      Man has no regard for wildlife.                      OR                      Man does not see wildlife as something important/significant.                      OR                      Man does not take wildlife seriously.</p>	<p>X It implies that Man are ignorant and greedy.                      X Man regard wildlife as a burden.                      X It implies that wildlife is something very easy to destroy.                      X Wildlife is inferior. (issue here is not about who is more superior or has more power or rights)</p> <p><b>**Merely paraphrasing the 2 words ‘convenient elimination’ will not do as this question requires students to infer the feeling of the writer when using these words.</b></p>

15 Explain, **in your own words**, how the balance of power changes “in favour of the predators.” (line 17)

**For questions which indicate ‘in your own words’, students MUST PARAPHRASE key ideas from the passage, otherwise, no marks will be awarded. Marks will only be awarded if students explain key terms accurately (this is in the event students copy the key words).**

From the passage	Suggested Answer
<p>“the predators... task is made the more easy as <b>cover is reduced and prey are exposed.</b>”</p> <p>**many students made the mistake of saying that there are no more hiding places for the prey. Note the meaning and implication of the word ‘reduced’.</p>	<p><b><i>Students are expected to show understanding of “the balance of power changes ‘in favour of the predators.’ and explain ‘HOW’ this is so.</i></b></p> <p><b>When the habitat is destroyed, the number of hiding places of the hunted (prey) is decreased and the prey can be easily seen, so it becomes much easier to catch them in the open.</b></p> <p><b>OR</b></p> <p><b>When the habitat is destroyed, there are fewer hiding places for the prey, and this makes them more visible to the predators. This makes it much easier for the predators to hunt them down.</b></p>
	<p><b>Grammar &amp; Use of Language:</b></p> <p><b>Prey – no plural form (X preys)</b></p> <p><b>‘less’ – uncountable (usually used to describe abstract issues/ concepts)</b></p> <p><b>‘fewer’ – countable (for individual objects)</b></p> <p><b>In this case, it would be right to say ‘fewer hiding places’ NOT ‘less/ lesser hiding places’</b></p>

16 To what do “these creatures” (line 25) refer?

**‘these creatures’ refer to rats, wood pigeons and rabbits. [1]**

**\*\*Accept only if answer includes all three.**

17 In paragraph 4, explain why the writer says that Man’s actions are not deliberate?

From the passage	Suggested Answer
<p>The increase in the world’s population poses a very big danger to wild-life; as we live longer and multiply faster we need more land to cultivate and this reduces the habitat of animals. <b>Even when</b> the natural environment of wild-life is not deliberately destroyed by man, ...</p>	<p><b>“Even when...” (meaning : Still; after all that has happened) should give students the clue that the answer to the question should come from the information given before.</b></p> <p><b>Man sets out to expand the land for agriculture and farming to support the growing number of people in the world [1] but by doing so, Man accidentally and gradually destroys the home of wild-life. [1]</b></p> <p><b>OR</b></p> <p><b>Man has no choice but to/ does not intentionally/ does not purposely destroy the home of wild-life because more land is required for agriculture and farming/ to grow food to support the increasing population</b></p>

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



Debbie

Damien

(i) Identify **TWO** threats that Debbie is referring to.

**Threat = indication or warning of probable trouble (Students must be careful in how they phrase this answer or what they copy from the passage – it must show understanding of the word ‘threat’)**

**“Identify” – generally it is understood that students are allowed to copy relevant pieces of information from the passage without the need to paraphrase. However, there may be exceptions to this rule, so please read question carefully. In this case, it is alright to copy information from the passage.**

As no paragraph number is indicated, we will accept answers drawn from the whole passage. This means that the summary points can also be used for answering this question.

<b>Any TWO of the following :</b>
Over-exploiting the world's resources of timber, minerals and the land to such an extent that the natural habitat of countless wild creatures have been disturbed and species of wild-life endangered.
The haphazard policy of cut-burn-sow-and-move-on in Africa has threatened the lemurs
Destruction of jungle homes causing the tapirs in South America to diminish
Destruction of the natural environment of the wild-life interrupts the natural food-chain and often allows the balance of power to change radically in favour of the predators...
The increase in world population leading to an encroachment on natural habitat of animals to create farm land
The encroachment of Man's cattle on rough grasslands endangers the grassland itself essential to the support of some animals
Species endangered in the waters of the rivers and seas damaged by oil-spillages from tanker, detergents, chemicals and untreated sewage released by short-sighted riverside communities
Species endangered in the waters of the rivers and seas polluted by the indiscriminate use of pesticides
Man has placed his own environment at risk by excessive uncontrolled hunting and greed
Man's lack of foresight in introducing a foreign species of animal has often led to disastrous results

(ii) What evidence would Damien use to defend his view? Use material from Paragraph 3.

<b>Any ONE of the following:</b>
Rats and birds destroy Man's grains/crops(peas, broccoli, grain)
Rabbits eat up Man's pastures
Poison-resistant rats to ruin his granaries, steal eggs and kill poultry
Wood-pigeons strip his fields of peas, broccoli and grain
Rabbits turn good pasture into valueless scrub by destroying quantities of seedlings and young trees

19

**In your own words, explain fully** how the two characteristics of the grey squirrel might have caused the decline in the number of red squirrels.

*For questions which indicate 'in your own words', students MUST PARAPHRASE key ideas from the passage, otherwise, no marks will be awarded. Marks will only be awarded if students explain key terms accurately (this is in the event students copy the key words).*

Many students lost marks for this question because they did not paraphrase the key ideas: 'more adaptable' and 'more aggressive'.

From Passage	Suggested Answer
<p>: "...one reason for the decline of the red squirrel in Britain might have been the introduction, mainly in the 1780s in Cheshire, of <b>the more adaptable</b>,</p>	<p><b><i>The grey squirrels can adjust to changes faster and better so they would have been able to survive better than the red squirrel [1]</i></b></p>
<p><b>more aggressive</b> American grey squirrel."</p>	<p><b><i>They are bolder/ more assertive/ more ruthless/ more forceful and would have competed more successfully at the expense of the red squirrel for the dwindling resources/ food. [1]</i></b></p> <p><b>Note: the 'aggressiveness' here does not mean that the grey squirrels go around killing the red squirrels!!!</b></p>

## SUMMARY ANSWER SHEET

Name: \_\_\_\_\_ (       )

Class: 4/ \_\_ or 5/ \_\_

Band: \_\_\_\_\_

**20. Using your own words as far as possible**, summarise how wild-life are under threat from many different kinds of human activities today. **Use only information from paragraphs 2 – 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).

*Human activities pose serious threats to wild-life today. One example is...*

1. over-exploiting the world's resources... wild creatures have been disturbed	<b>Over usage</b> of the world's resources <b>that affected the animals' natural habitats</b>
2. haphazard policy of cut-burn-sow-and-move-on in Africa has threatened the lemurs....	<b>Unplanned slash-and-burn activities</b> that threatened <b>animal species</b>
3. destruction of the natural environment of wild-life interrupts the natural food-chain and often allows the balance of power to...	The natural environment is <b>destroyed</b> , which <b>disrupts</b> the food chain, and <b>shifts the advantage</b> to the predators
4. increase in the world's population poses a very big danger to wild-life; as we live longer and multiply faster we need more land to cultivate and this reduces the habitat of animals.	The world's population <b>growth results</b> in the need for more <b>agricultural</b> land.
5. the encroachment of his cattle on rough grasslands endangers the grassland itself	<b>The intrusion</b> of cattle <b>puts</b> the grassland <b>in danger</b>
6. species endangered in the waters of the rivers by various human activities and dislodging of harmful wastage.	Endangered species are <b>harmed</b> by <b>water pollution</b>
7. indiscriminate use of pesticides	<b>Haphazard</b> use of pesticides
8. Excessive and uncontrolled hunting and greed.	<b>Unrestricted</b> hunting and greed
9. Introducing a foreign species of animal has often led to disastrous results.	<b>Bringing in an invasive</b> species of animal has <b>resulted in dire consequences</b>

