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KUO CHUAN PRESBYTERIAN SECONDARY SCHOOL
2019 Mid -Year Examinations
Secondary 3 Express

NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

9 May 2019

INSERT

1 hour 50 minutes

Additional Materials: Answer Booklet

Setter: Mrs Ravi

Vetter: Sec 3 Level Teachers

READ THESE INSTRUCTIONS FIRST

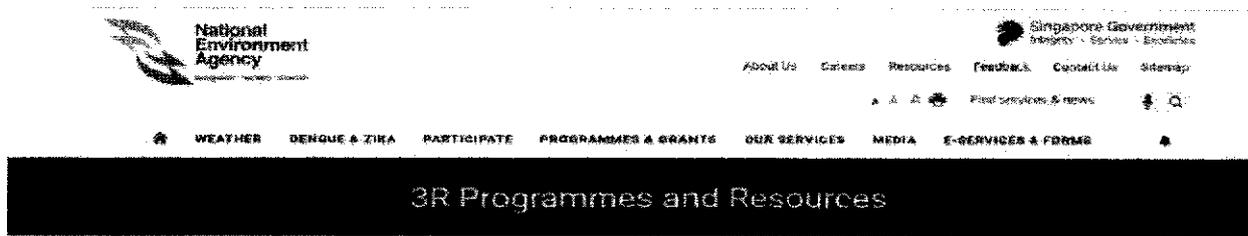
The Insert contains the text for Section B.

This question paper consists of 2 printed pages including the cover page.

[Turn over

SECTION B

Read the printout of a website below and use the information to answer the question on page 3 of the Question Booklet.



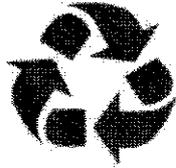
Singapore’s integrated solid waste management system focuses on two key thrusts – waste minimisation and recycling, or simply the 3 Rs (Reduce, Reuse, Recycle). In land-scarce Singapore, waste-to-energy incineration plants offer the best technical solution by reducing waste volume efficiently to conserve landfill space. The 3 Rs play a crucial role by preventing waste generation at its source and bringing along numerous benefits

We will work towards becoming a Zero Waste Nation by reducing our consumption, as well as reusing and recycling all materials to give them a second lease of life.

Reduce, Reuse, Recycle - Care for Our Environment

The 3Rs

REDUCE
Use only what you need



RECYCLE
Convert waste into useful products

REUSE
Re-use things for the same or new purpose

Why practise the 3Rs



- Protect the environment
- Conserve limited resources
- Reduce space needed for waste disposal facilities and
- Extend the lifespan of Semakau Landfill

Some ways you can help

- Recycling bins can be located at a common place for convenience. This allows participants to sort out and dispose of their waste properly at one site. It makes the process of recycling fast and efficient.
- Students will compete to design the recycling bin. 3 winning entries will be selected.
- Pin notices onto notice boards instead of making copies for distribution
- Purchase refillable stationery



KUO CHUAN PRESBYTERIAN SECONDARY SCHOOL
2019 Mid -Year Examinations
Secondary 3 Express

ANSWER KEY

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

9 May 2019
1 hour 50 minutes

Additional Materials: Writing Paper

Setter: Mrs Ravi

Vetter: Sec 3 Level Teachers

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.

Write in dark blue or black ink on both sides of the paper.

Do not use paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

For **Section A** write your answers in the spaces provided on this Question Booklet.

For **Section B** and **Section C** write your answers on the writing paper provided.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the head of each section.

Parent's Signature	
For Examiner's Use	
Section A	/10
Section B	/30
Section C	/30
Total	70

This document consists of **5** printed pages including the cover page.

[Turn over]

ANSWER KEY

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the influence of Disney princess on children. 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.

Example:

I arrived (to) my destination at 2 pm.at.....

My mother always wears sensible clothes.✓.....

She has huge eyes, a tiny waist, high cheekbones and fancy dresses. She's everywhere. And she could influenced the way your child grows up. She is, of course, the Disney princess. A new study sought to understand how these sparkly ubiquity shape pre-schoolers' attitudes about gender roles and body image. Researchers discovered that it strongly affects not only on girls and also boys. Girls and women whom identify and relate to these "princesses," tend to place a higher importance on appearance. They may forever chase the unattainable beauty ideal, a road that can lead to misery. She might not exert many effort in, say, math class, sabotaging a skill that could have blossomed into a successful engineering career. Researchers noticed a more subdued effect between boys. Those with higher exposure to the concept of princess shun "girly" things for toy guns. Boys who watched movies such as "Frozen" or "Cinderella" were more likely to help out at school or share toys.

- 1 influence(vf)
- 2 ✓
- 3 shapes(sva)
- 4 but(conj)
- 5 who (Rel. Pr)
- 6 an (Art)
- 7 They (Pr)
- 8 much (Quant)
- 9 ✓
- 10 among (Prep)

Adapted from <https://www.washingtonpost.com/news/wonk>

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

You should look at the website in the Insert, study the information carefully and plan your answer before beginning to write.

Your school is keen on building a recycling programme. The programme aims to encourage students' sustainable behaviour in and outside of the classroom. It has been observed that students are not engaged in recycling efforts.

As a Green Ambassador, you have been tasked by the teacher-in-charge to create an information report to educate your schoolmates about the benefits of recycling and how they can contribute in the recycling efforts.

The teacher-in-charge has directed you to this website to aid you in writing the report. Write an information report to your schoolmates informing them of the recycling programme and the benefits of recycling.

You must include the following details:

- description of the current recycling efforts in school
- two activities that have been planned as part of the recycling programme
- the benefits to the environment when they recycle
- problems that students might face regarding recycling in school

Write your information report in clear, accurate English and in a friendly, persuasive tone, convincing your schoolmates to support this programme.

You may add any other details that might be of interest.
You should use your own words as much as possible.

TASK FULFILLMENT: CRAFTS

Criteria	<ul style="list-style-type: none"> • Benefits → Writer needs to highlight the benefits of recycling; specifically to the school community and the environment. • Choice of activities → Writer should not merely list out choice of activities, but make an attempt to raise awareness of the consequences of not recycling and the benefits of recycling.
Role	Green Ambassador
Audience	School Community
Format	Information Report <ul style="list-style-type: none"> • Heading • Lead paragraph – current problem • Sub-headings • Benefits of recycling • 2 activities planned for students • How they can contribute
Tone	Formal, polite
Situation	The school is keen on building a recycling programme. The programme aims to engage students in a sustainable behavior that they can take with them in and outside of the classroom. It has been observed that students are not engaged in recycling efforts. As a Green Ambassador, you have been tasked by the teacher-in-charge to create an information report to educate your schoolmates about the benefits of recycling and how they can contribute in the recycling efforts.

	How you will organise and carry out the work	Elaboration	Justify with reasons using criteria
	<p>Lead paragraph</p> <p>Description of the current problems with regard to recycling efforts in school</p> <p>problems that students might face regarding recycling</p>	<p>Increase in waste volume</p>	<p>The average person sends out 4.5 pounds of waste per day. Being aware of what you throw away is the first step to making changes. The reality of it is that you only need take out your trash every 3 days if you are recycling like you should.</p> <p>Current problem No recycling bin in the class. The only recycling bin for the school is placed at the concourse. Not many are aware. Recycling bin is too far</p> <p>Lack of awareness</p>

	the benefits to the environment and the individuals when they recycle	Protect the environment Conserve limited resources	Mindless use of resources such as paper can lead to depletion of resources. Reduce pollution
	state two activities that have been planned as part of the recycling programme	Assembly Programme When will it be conducted? Who will conduct it? Aim of programme?	A lack of education on the subject is why people continue to throw out what they can recycle. Many people don't realize the value of recycling various times. Assembly programme will aim to raise awareness.
		Make your own recycling bin Accessibility – where will it be placed? When will it be decorated? How many will be done? / which levels will be involved?	Recycling bins are usually placed at a convenient location for accessibility. Classes will take ownership by designing their own bins. Students will be motivated to compete and will be proud to have the bin designed by them used by the whole school.
		Pin notices on noticeboard instead of making copies for distribution	Printing CCA schedules for each member and printing letters can lead to wastage of paper. Educate students to see the notice board for announcements or to post information online.

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.

- 3. Write about a time when a chance encounter caused you a lot of problems or saved you from trouble.**

[Personal Recount]

Students are to recall the event as vividly as possible by describing their emotions, thoughts and their actions. The essay should follow a structure : orientation, sequence of events and conclusion. The essay will also focus on how the event caused problems or saved the writer.

- 4. It is important for all families to spend some quality time together because life is so hectic. What are your views?**

[Discursive]

Students could start by explaining why today's life is very busy and stressful. The essay could explore the changes in the landscape, the causes for these changes and how our lifestyle has been impacted as a result of this. They should also discuss the role of family and why it is important to spend time with the family.

3 body paragraphs [Why family is important + How can we spend quality time together]

1. Family members look out for each other and offer emotional support
2. Families are authentic social units where we learn to socialise and work with others.
3. Family also allows us not to get lost in today's technological advancements and changes. It always reminds us of the core values of which we are supposed to hold dear and cherish.

5. 'Young people should obey their elders without question.' Do you agree?

[Argumentative]

Students could explain the difference between obeying and respecting.

Yes	No
<ol style="list-style-type: none"> 1. Elders are wiser or more knowledgeable because of their experiences. It helps them make better decisions. 2. We can avoid failures or disastrous implications as we would have been warned due to their expertise. 3. It is disrespectful not to obey the elders 	<ol style="list-style-type: none"> 1. We gain knowledge by challenging authority and not by obeying. Display curiosity and not impudence. 2. Obeying would mean that they are losing their individual personality.

6 How far do you agree that it is the responsibility of every student to keep himself or herself fit?

[Discursive] / [Argumentative]

<p>Introduction – Hook</p> <ul style="list-style-type: none"> - Transition - Thesis + Overview - 	
Yes	No
<ol style="list-style-type: none"> 1. It is the individuals' will power to prioritise and embark on the journey to keeping fit. 	<ol style="list-style-type: none"> 2. Schools play a key role in educating them about healthy lifestyle and fitness 3. Family should reinforce what is learnt in schools and be a good role model for them to follow. The home is the learning environment where they can apply what they have learnt. 4. The government provides the funding and support for schools in helping them to keep fit. They could incentivise and provide facilities such as parks and community gyms for students to exercise a healthy lifestyle.



KUO CHUAN PRESBYTERIAN SECONDARY SCHOOL
 2019 Mid -Year Examinations
 Secondary 3 Express

NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

9 May 2019

Candidates answer in the Question Booklet
 Additional Materials: INSERT

1 hour 50 minutes

Setter: Mrs Ravi
 Vetter: Sec 3 Express Level Teachers

READ THESE INSTRUCTIONS FIRST

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

Answer **Section A**, **Section B** and one question from **Section C**.
 Write your answers in the spaces provided in the Question Booklet.
 The Insert contains the text for **Section B**.
 Write your name and class on all sections of the Question Booklet.

The number of marks is given in brackets [] at the head of each section.

Submit Sections A and B together and Section C separately

For Examiner's Use	
Section A	10
Section B	30
Section C	30
Total	70
Parent's Signature	

This question paper consists of 12 printed pages including the cover page.

[Turn over

NAME: _____ ()

CLASS: _____

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the influence of Disney princess on children. 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.

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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.

Example:

I arrived (to) my destination at 2 pm.at.....

My mother always wears sensible clothes.✓.....

She has huge eyes, a tiny waist, high cheekbones and fancy dresses. She's
 everywhere. And she could influenced the way your child grows up. She is, of **1**
 course, the Disney princess. A new study sought to understand how this sparkly **2**
 ubiquity shape pre-schoolers' attitudes about gender roles and body image. **3**
 Researchers discovered that it strongly affects not only on girls and also boys. **4**
 Girls and women whom identify and relate to these "princesses," tend to place a **5**
 higher importance on appearance. They may forever chase the unattainable **6**
 beauty ideal, a road that can lead to misery. She might not exert many effort in, **7**
 say, math class, sabotaging a skill that could have blossomed into a successful **8**
 engineering career. Researchers noticed a more subdued effect between boys. **9**
 Those with higher exposure to the concept of princess were less likely to shun **10**.....
 "girly" things for toy guns.

Adapted from <https://www.washingtonpost.com/news/wonk>

NAME: _____ ()

CLASS: _____

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

You should look at the website in the Insert, study the information carefully and plan your answer before beginning to write.

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You may add any other details that might be of interest.
You should use your own words as much as possible.

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NAME: _____ () CLASS: _____
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.

Questions 3 - 6

- 3 Write about a time when a chance encounter caused you a lot of problems or saved you from trouble.
- 4 It is important for all families to spend some quality time together because life is so hectic. What are your views?
- 5 'Young people should obey their elders without question.' Do you agree?
- 6 How far do you agree that it is the responsibility of every student to keep himself or herself fit?

Please write your chosen question number (3, 4, 5 or 6) here:.....

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KUO CHUAN PRESBYTERIAN SECONDARY SCHOOL
2019 Mid-Year Examination
Secondary 3 Express

NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 2 Comprehension **INSERT**

1128/02

10 May 2019

Candidates answer in the Question Booklet

1 hour 50 minutes

Setter: Mdm Fazliana
Vetters: Sec 3 Level Teachers

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

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

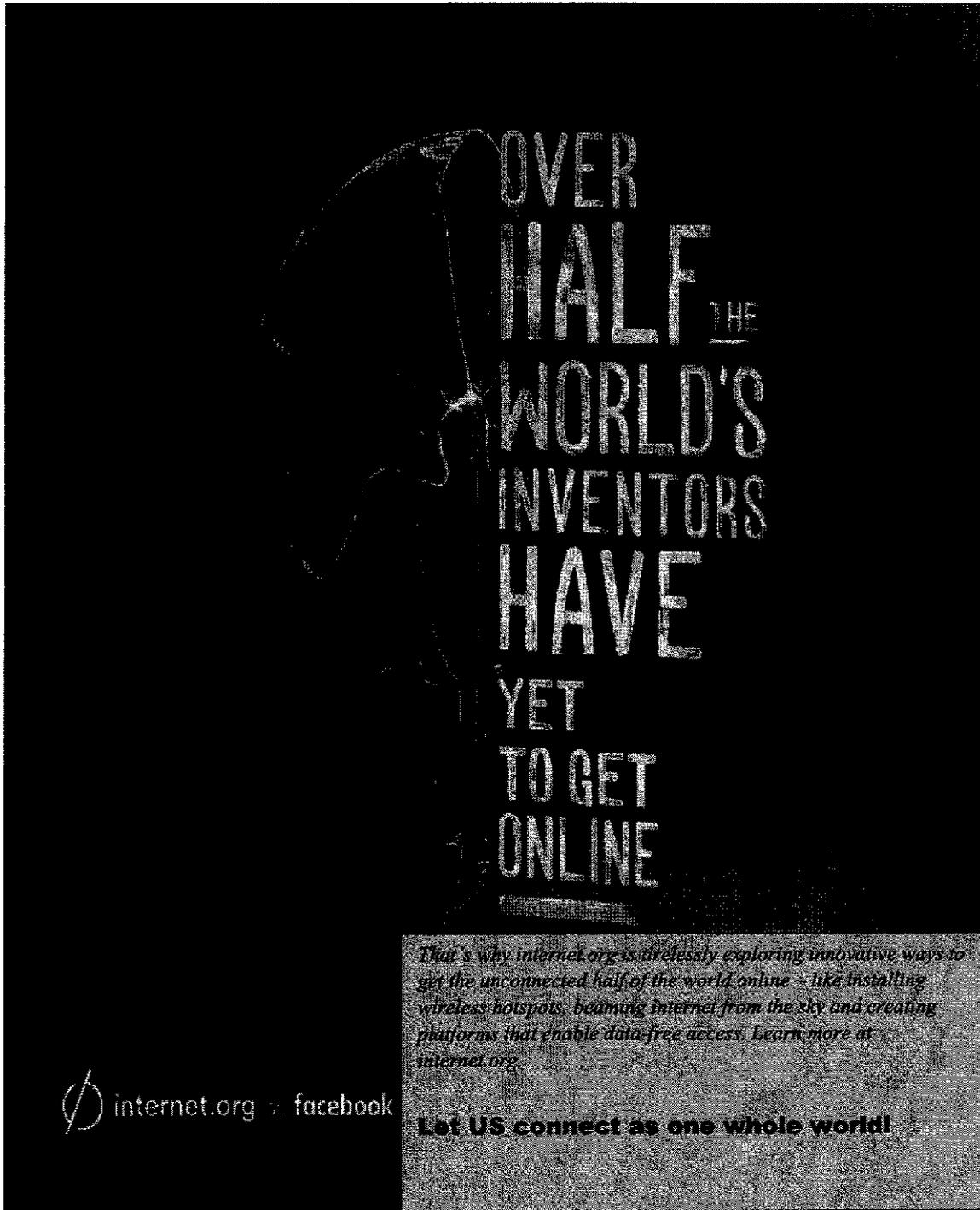
This insert consists of **6** printed pages including the cover page.

[Turn over

Section A [5 marks]

Text 1

Study the poster below and answer Questions 1 - 3 in the Question Booklet.



Section B [20 marks]**Text 2**

The text below is about a head curator of a museum whose peaceful life is affected by the story of an intruder at his workplace. Read it carefully and answer Questions 4 - 13 in the Question Booklet.

- 1 Quiet and reticent, he has worked tirelessly for more than three decades as a design curator at the National Museum and is justly compensated for it. He values his job and derives the meaning of his entire existence from it.
- 2 Appointed the head curator for the past ten years, the 64-year old has to retire in a month's time, relinquishing his position to his deputy, an oily, obviously grovelling chap half his age and who he knows has been eyeing his post. His concern: His successor isn't one who goes for exact authenticity. Instead, the guy has been heavily dependent on a multitude of fanciful multi-media technology. The curator is very proud to be old-school. Although he has relented with scowling approval to the sparing use of animatronics, he much prefers the visual experience of feeling and seeing. 5 10
- 3 Which is why if you ask him which exhibit he is proudest of, he'll point to this one, his last project. Yes, the Changi Village one. He likes hanging out here as he could almost feel the cool breeze as it used to be; the sweetness of birdsong and kids screeching as they play duelling kites. This is a piece of heaven compared to the scorching heat outside with its gleaming skyscrapers and concrete structures. The exhibit is recognised as the most precise and impressive replica of Changi Point around 1975 and has won several awards. While the awards are nice, the greatest reward was actually being *there*. 15
- 4 Recently however, the museum is getting a different kind of attention. There have been reports of an intruder and *he or she or it* is causing quite a ruckus. As news of the intruder spreads, the Museum enjoys a spike in visitorship – much to the curator's private dismay. Too much noise. Too many people. He stands atop of the steps, watching the latest march-past of school children waddling inside and closely herded by a hassled-looking teacher, feeling sympathy well up in his steely exterior. 20 25
- 5 Kids these days are a sorry lot. All cooped up in their rooms; held in bondage to the computers, texting on phones or updating their Twitter statuses as if anyone cares. The curator sighs quietly as he trails the excursion. The teacher drones on about how the kampungs have been transformed into self-sustainable new towns as the students look on with apathy. 30
- 6 These kids will never be able to enjoy the freedom he and his best friend, Tahar had when they were their age. They had a most idyllic childhood. They'd hang out for games and such till the sun disappeared. More often than not, they would delve into the nooks and crannies of the village on their own. They would climb up the huge mango tree and pluck the juicy fruits from the 35

branches. They would pretend they were pirates, or sea captains, or treasure hunters. Those were the days.

- 7 When the first break-in happened, he thought it was a stray dog or cat. But then various things went amiss or got stolen or mysteriously rearranged. The office clerk found her iPhone missing from her handbag, only to locate it ringing loudly in one of the bathroom cubicles; a waiter from the restaurant said leftovers on customers' plates have been wiped clean and visitors said that their wallets and miscellaneous items had been pickpocketed. 40
- 8 Of course, none of this constituted proof that this intruder was responsible for all the misdemeanours, or whether some people were making things up. That is, not until the Museum decided to install more cameras and managed to capture the first encounter between a person and the intruder. Things then took a different turn. 45

Adapted from 'Tahar' by Yeow Kai Cha

Section C [25 marks]**Text 3**

The article below discusses the prevalent trend of online shaming. Read it carefully and answer Questions 14-20 in the Question Booklet.

- 1 Recently, a film critic and self-described fan of Amy Schumer, tweeted a selfie with the famous American comedian, accompanied by an offensive joke. Schumer tweeted back a reply that was characterised by at least one media outlet as “shaming” the fan.

- 2 Online shaming has been a hot topic over the last year. An entire book, ‘So You’ve Been Publicly Shamed’ by Jon Ronson has already been written about it, and many articles have struggled to define it and analyse the phenomenon. Is online shaming just a new version of something that humans have always done, or is it substantially different, now that the shaming is taking place via the Internet? And, either way, is it the right thing to do? Some feel that online shaming occurs due to the power disparity between the “shamer” and the person being “shamed,” as several commentators have suggested.

- 3 Perhaps one reason we are struggling with this phenomenon is that it presents an ethical dilemma, in which justice arguments are made on both sides. Some may see online shaming as a way of standing up for justice and equality. This is especially so when powerful people say something mean or illogical and are socially shamed in response. Others, however, may see it as inherently unethical because the shamer has no real control over the outcome of the response – especially when the shaming goes viral and then marks the person, both online and off, potentially forever. In many cases of online shaming, the effects seem to be disproportionate to the offense that set them off.

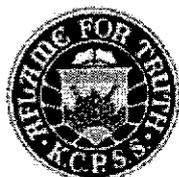
- 4 What is even more perplexing is that online shaming lacks context. It occurs, usually, not within an ongoing relationship between the people involved — and is therefore more likely to be triggered, unfairly, by misunderstandings. And it is often hasty — a wave that grows out of individual drops of shame triggered by easy, spur-of-the-moment clicks of a button. The wave then crashes on someone’s head; explanations, apologies or other efforts to respond never go viral in the same way as the shaming.

- 5 The private and public platforms on which so many of us communicate these days play a part in this. They allow us to easily reach out to people we don’t know well, which means we may misread each other. At the same time, they often foster the impression that we’re communicating with “friends” — and obscure the fact that those “friends” are themselves nodes in great networks, which can quickly and easily forward communications to other nodes.

- 6 What should we do, then? Do we just resign ourselves to others’ insults or threats online and do nothing, for fear of triggering a shaming wave? No — that would not be an ethical response, either. One thing we might do is learn

- to modulate our responses better. We can take a bit longer to respond or try to respond less publicly, at least at first: Give people a chance to clarify, explain and apologise— privately. In addition, if we're not directly involved, we can also decide to let the wronged person respond, without feeling the need to jump in ourselves and magnify that response. And, even if we feel that public shaming is warranted sometimes, we could try to limit it to truly blatant cases and at the same time assess whether the benefits would outweigh the "corrosive" effects on society. 40 45
- 7 Finally, we also need more forgiveness on the Internet. In the story about Amy Schumer and the unfortunate joke, as soon as the self-described fan realised that Schumer had not taken it in stride, he apologised. Schumer accepted his apology. But we haven't yet figured out how to make forgiveness go viral. 50

Adapted from 'On the Ethics of Online Shaming' by Irina Raicu



KUO CHUAN PRESBYTERIAN SECONDARY SCHOOL
 2019 Mid-Year Examination
 Secondary 3 Express

NAME

CLASS INDEX NUMBER

ENGLISH LANGUAGE
 Paper 2 Comprehension **QUESTION BOOKLET**

1128/02

10 May 2019

Candidates answer in the Question Booklet

1 hour 50 minutes

Additional Materials: Insert

Setter: Mdm Fazliana
 Veters: Sec 3 Level Teachers

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

Write your index number, name and class in the spaces provided on the work you hand in.
 Write in dark blue or black ink on both sides of the paper.
 Do not use paper clips, highlighters, 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 sections.
 The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
Section A	5
Section B	20
Section C	25
Total	50
Parent's Signature	

This question paper consists of **8** printed pages including the cover page.

[Turn over

Section A [5 marks]

Text 1

Refer to the poster (Text 1) on Page 2 of the Insert for Questions 1-3.

1 What is the main purpose of internet.org?

[1]

2 (i) 'Over half the world's inventors have yet to get online.' Explain how the image illustrates this message.

[2]

(ii) 'Let US connect as one whole world!' In what way is this sentence effective?

[1]

3 Quote a phrase to show that internet.org is very determined in achieving their goal.

[1]

Section B [20 marks]

Text 2

Refer to Text 2 on Pages 3 - 4 of the Insert for Questions 4 – 13.

4 Which phrase in Paragraph 1 implies that the curator is an introvert?

_____ [1]

5 'he has worked tirelessly for more than three decades...and is justly compensated for it' (lines 1-2)

(i) What is implied about the curator's trait from the phrase 'has worked tirelessly for more than three decades'?

_____ [1]

(ii) **In your own words**, explain the phrase 'he is justly compensated for it'.

_____ [1]

6 In Paragraph 2, the author describes the contrasting working styles of the curator and his successor. Explain the difference in their working styles.

Description	Working styles
isn't one who goes for exact authenticity (line 7)	
proud to be old school (line 9)	

[2]

7 'Although he has relented with scowling approval to the sparing use of animatronics...' (lines 9-10)

What is unusual and effective about the underlined phrase?

 _____ [2]

8 'While the awards are nice, the greatest reward was actually being *there*' (line 19). What does the word '*there*' refer to?

_____ [1]

9 'Too much noise. Too many people' (line 23).

(i) Describe the style of language in these sentences.

_____ [1]

(ii) How is this effective?

_____ [1]

10 State the impression we gather about the teacher from these phrases

(i) hassled-looking (line 25) _____ [1]

(ii) drones on (line 30) _____ [1]

11 In Paragraph 5, the curator states that he feels the children are enslaved to computers. Quote a phrase to support his view.

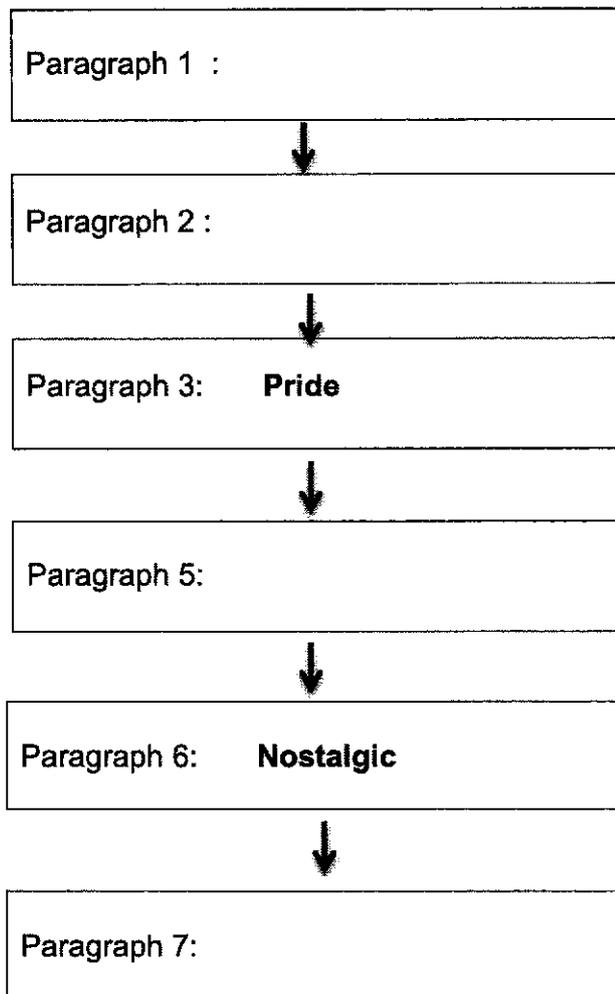
_____ [1]

12 Explain how the language used in Paragraph 6 suggests that the curator had a memorable childhood with his best friend, Tahar. Support your ideas with 3 details from Paragraph 6.

[3]

13 The structure of the text reflects the feelings of the curator. Complete the flow chart by choosing one word from the box which summarises the feeling at each point of the story. There are some extra words in the box you do not need to use.

Disappointed	Embarrassed	Contented	Perplexed
Disturbed	Resentful		Uncertain



[4]

Section C [25 marks]

Text 3

Refer to Text 3 on Pages 5 - 6 of the Insert for Questions 14 – 20.

- 14 Pick a phrase from Paragraph 2 which suggests that online shaming is not understood by many.

_____ [1]

- 15 What does the phrase 'power disparity' (line 11) imply about the relationship between the 'shamer' and the 'shamed'?

_____ [1]

16



Matt

Online shaming is usually done with good intention.

No. It has devastating effects on the victim in the long run.



Lisa

- (i) Identify one evidence from Paragraph 3 that supports Matt's view.

_____ [1]

- (ii) With reference to the same paragraph, how would Lisa explain her position?

_____ [2]

- 17 In Paragraph 3, we are told that 'the effects seem to be disproportionate to the offense that set them off' (lines 21-22). **In your own words**, explain what this means.

_____ [2]

KCPSS 3E EL MYE 2019 English Language Paper 2 Answer Scheme

	Literals	Inferential	Lang Use: Identify Words/ Own Words	Lang Use: Explain Use of Lang	Evaluative	Response to whole text
Qns	8	1, 2(i), 5 (i), 18, 19	3, 4, 5 (ii), 11, 14, 17	2 (ii), 6, 7, 9(i), 9(ii), 10 (i), 10 (ii), 12, 15	16	13
Marks	1	1+ 2 + 1 +2 + 1	1+1 +1 +1 +1 +2	1+2+2 +1 +1+1 +1+3 + 1	3	4
%	3	20	20	37	9	11

Section A (Total 5 marks)

1	<p>What is the main purpose of internet.org?</p> <ul style="list-style-type: none"> To provide easy/ free internet access/connection to the unconnected half of the world OR To persuade everyone to get online 	Inferential [1]
2(i)	<p>'Over half the world's inventors have yet to get online.' Explain how the image illustrates this message.</p> <ul style="list-style-type: none"> The image shows a scientific innovation/ experiment that is only half-done/ complete. It signifies how a lot of inventors do not get the opportunity to create/innovate due to their inability to be online. <p><i>Answer requires students to describe the image and explain its significance. [2 or 0]</i></p>	Inferential [2]
(ii)	<p>'Let US connect as one whole world!' In what way is this sentence effective?</p> <ul style="list-style-type: none"> The use of the pronoun 'us' empowers the reader by involving them as part of a community/ emphasizes the need to be part of a community. The capitalized 'US' emphasizes that we readers should be collectively involved in networking. The use of the exclamation mark emphasizes that this is an exciting/ thrilling venture/ undertaking <p><i>Any 1 of the 3</i></p>	Lang Use [1]
3	<p>Quote a phrase to show that internet.org is very determined in achieving their goal.</p> <p>'tirelessly exploring innovative ways'</p>	Quote [1]

KCPSS 3E EL MYE 2019 English Language Paper 2 Answer Scheme

	<ul style="list-style-type: none"> It is effective as it emphasizes that although the curator agrees to the use of technology, he does it unwillingly/reluctantly/ grudgingly. [1] 	
8	<p>'While the awards are nice, the greatest reward was actually being <i>there</i>' (line19). What does the word '<i>there</i>' refer to?</p> <p>It refers to his <u>actual experience of being at Changi Village.</u></p>	<p>Literal</p> <p>[1]</p>
9	<p>'Too much noise. Too many people' (line 23).</p> <p>(i) Describe the style of language in these sentences.</p> <p>Repetition / Short sentences</p>	<p>Lang Use</p> <p>[1]</p>
	<p>(ii) How is this effective?</p> <p>It highlights his sense of <u>frustration / annoyance</u> with the crowd.</p>	<p>[1]</p>
10	<p>State the impression we gather about the teacher from these phrases</p> <p>(i) hassled-looking (line 25) : looks frazzled/ weary/ drained/ exhausted</p> <p>(ii) drones on (line 30) : sounds bored/ uninterested/ monotonous</p>	<p>Lang Use</p> <p>[1]</p> <p>[1]</p>
11	<p>In Paragraph 5, the curator states that he feels the children are enslaved to computers. Quote a phrase to support his view.</p> <p>'held in bondage'</p>	<p>Quote</p> <p>[1]</p>
12	<p>Explain how the language used in Paragraph 6 suggests that the curator had a memorable childhood with his best friend, Tahar. Support your ideas with 3 details from Paragraph 6.</p> <ul style="list-style-type: none"> 'hang out for games and such till the sun disappeared' illustrates <u>they had the freedom to play until late hours in the evening</u> 'delve into the nooks and crannies of the village' suggests they made discoveries <u>by exploring the village</u> 'climb up the huge mango tree and pluck the juicy fruits' implies they <u>did adventurous things/ were physically active/ spent much time in nature</u> 'pretend they were pirates, or sea captains, or treasure hunters' suggests they <u>played creative games/ games that involved their imagination</u> <p><i>Any 3 of the above</i></p>	<p>Lang Use</p>

KCPSS 3E EL MYE 2019 English Language Paper 2 Answer Scheme

13 The structure of the text reflects the feelings of the curator. Complete the flow chart by choosing one word from the box which summarises the feeling at each point of the story. There are some extra words in the box you do not need to use.

Disappointed	Embarrassed	Contented	Perplexed
Disturbed	Resentful		Uncertain

Paragraph 1 : **Contented**

↓

Paragraph 2 : **Resentful**

↓

Paragraph 3 : **Pride (given)**

Paragraph 5: **Disappointed**

↓

Paragraph 6 : **Nostalgic (given)**

↓

Paragraph 7 : **Perplexed**

[4]

KCPSS 3E EL MYE 2019 English Language Paper 2 Answer Scheme

Section C (Total 25 marks)

<p>14</p>	<p>Pick a phrase from Paragraph 2 which suggests that online shaming is not understood by many.</p> <p>'struggled to define it'</p>	<p>Quote [1]</p>
<p>15</p>	<p>What does the phrase 'power disparity' (line 11) imply about the relationship between the 'shamer' and the 'shamed'?</p> <p>The 'shamer' has <u>more control/ influence/authority/command</u> than the one shamed.</p> <p><i>NA: The word 'power' should not be repeated.</i></p>	<p>Lang Use [1]</p>
<p>16</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Matt</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 150px;"> <p>Online shaming is usually done with good intention.</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 150px;"> <p>No. It has devastating effects on the victim in the long run.</p> </div> <div style="text-align: center;">  <p>Lisa</p> </div> </div> <p>(i) Identify one evidence from Paragraph 3 that supports Matt's view.</p> <p>'Some may see online shaming as a way of standing up for justice and equality.'</p> <p>(ii) With reference to the same paragraph, how would Lisa explain her position?</p> <ul style="list-style-type: none"> • The shamer has no real control over the outcome of the response. • The shaming marks the victim online and off, forever. 	<p>Evaluative [1] [2]</p>
<p>17</p>	<p>In Paragraph 3, we are told that 'the effects seem to be disproportionate to the offense that set them off' (lines 21-22). In your own words, explain what this means.</p> <p>The phrase means the <u>repercussions/ consequences</u> [1] faced by the victims are <u>not equivalent/ do not match</u> [1] with the fault they committed in the first place.</p>	<p>Own Words [2]</p>

KCPSS 3E EL MYE 2019 English Language Paper 2 Answer Scheme

<p>18</p>	<p>'What is more <u>perplexing</u> is that online shaming <u>lacks context</u>' (line 23). With reference to the underlined words, what is the writer implying about online shaming? Online shaming is a <u>baffling / puzzling trend</u> [1] as there are no <u>valid reasons/circumstances/ triggers</u> [1] for it to take place.</p>	<p>Inferential [2]</p>
<p>19</p>	<p>Why do you think people have yet to make stories of forgiveness go viral? People find stories that involve signs of <u>repentance/ compassion/ tolerance</u> to be <u>uninteresting / boring / not news-worthy</u>. <i>Answer must have both parts to get the one mark.</i></p>	<p>Inferential [1]</p>
<p>20</p>	<p>Using your own words as far as possible, summarise the reasons for the prevalence of online shaming and suggested ways to mediate it. Use only information from paragraphs 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).</p>	

One reason for the increase of online shaming cases is...

Reasons for its prevalence		
1.	The private and public platforms... allow us to easily reach out to people we don't know well	the introduction of private and public platforms which connect us to people we are not well-acquainted with and this may cause misunderstandings
2.	may misread each other	
3.	those "friends" are themselves nodes in great networks, which can quickly and easily forward communications to other nodes	[We forget] that these acquaintances have their own social circles who can send and receive messages swiftly
Ways to mediate the issue		
4.	learn to modulate our responses better	To mediate this issue, we can control our reactions
5.	can take a bit longer to respond / or try to respond less publicly	To ponder over the issue / not always react on public platforms
6.	give people a chance to clarify, explain and apologise— privately	Victims should be given time to defend themselves

KCPSS 3E EL MYE 2019 English Language Paper 2 Answer Scheme

7.	(don't) jump in ourselves and magnify that response (if we're not directly involved)	If not personally involved, we should not exacerbate the issue
8.	limit it (online shaming) to truly blatant cases	Online shaming should be left only to obvious cases of misconduct
9.	assess whether the benefits would outweigh the "corrosive" effects on society.	need to evaluate whether the society will benefit or be badly scarred from the issue

Sample Summary

One reason for the increase of online shaming cases is the introduction of private and public platforms which connect us to people we are not well-acquainted with. This may cause miscommunications. We forget that these acquaintances have their own social circles who can send and receive messages swiftly. To mediate this issue, we can control our reactions and not always react on public platforms. If not personally involved, we should not exacerbate the issue. Online shaming should be left to obvious cases of misconduct.

(74 words)