

MINISTRY OF EDUCATION, FREESTONE
English Language (1128)
Mid-Year Examination Revision Summary
Paper 2 (Comprehension)

1. Examination Framework (Based on the SEAB Syllabus)

Paper 2: Comprehension (1 hour 50 minutes, 50 marks)

This paper is divided into three sections.

Section A: Visual Text Comprehension (5 marks)

This section contains Text 1 which will include visuals. Based on the visual text, candidates are required to answer a variety of questions testing comprehension, and on the use of visuals as well as the use of language for impact.

Section B: Narrative Comprehension (20 marks)

This section contains Text 2, which is narrative in nature, based on which candidates are to answer questions testing comprehension, vocabulary in context and the use of language for impact.

Section C: Non-Narrative Comprehension (25 marks)

This section contains Text 3, which is non-narrative in nature, based on which candidates are required to answer questions testing comprehension, vocabulary in context and the use of language for impact. Candidates are also required to write a summary of about 80 words (excluding the introductory words that will be provided).

Assessment Rubrics – Summary (Task Fulfilment and Language) (Band 1, 7 marks)

- There is a sustained and successful attempt to re-phrase the text language.
- The summary is free from lifting except for phrases from the text which are difficult to substitute.
- Apart from very occasional slips, the language is accurate.

2. Content – Unit 14: Visual Text Comprehension

The first comprehension analysis that you need to do is on a visual text.

Students should utilise the **TAPAS** format to analyse the visual text and contextualise answers.

- **Text Type:** The genre the visual text belongs to (e.g., commercial, infographic, etc.).
- **Audience:** The specific audience the visual text is appealing to.
- **Purpose:** The desire action to be undertaken by the audience.
- **Approach:** The principles of persuasion used (e.g., rhetorical appeals – ethos, logos, pathos; text features – titles, headlines, captions, labels, etc.; persuasive language, humour, etc.)
- **Symbols:** Text layout, typographical and visual features to help bring across the message (e.g., size).

Special Note: Purpose vs Message

The **purpose** of the visual text is to answer **what the creator wants the reader to do, think or feel** (e.g., quit smoking). This is more common for posters or advertisements where the purpose is to **get the reader to join something** (e.g., a movement).

The **message** is the **idea behind the poster** (e.g., smoking is costly).

2.1 Types of Questions Assessed in Visual Text Comprehension

Question Type	Example Question	Answering Techniques
Message (Inferential)	What is the message of this poster?	Look out for the title, any calls to action, emphasised content and the overall theme of the poster. <i>Answer Format:</i> <i>'To [action verb] the [audience] to [message], so as to [outcome].'</i>
Intended Effects (Language for Impact)	The advertisement states that XXX. What effect is this intended to have on the audience?	Identify what is striking about the element and any emotions derived from it. Find out the purpose of the element and link to the message of the poster. <i>Answer Format:</i> <i>'The statement was written so that the audience will [purpose] so that they will [action on message].'</i>

Photographic Effects (Inferential)	How does the photograph illustrate XXX?	Describe the photograph and write on more impactful elements. State what can be inferred from the elements raised and relate it to the overall message of the poster. Answer Format: <i>'The photograph depicts [elements]. This will [action word] the audience to [action on message].'</i>
Statement Effects (Language for Impact)	What is striking and effective about XXX?	State what is striking and effective about the text. Use the elements of appeal to identify the difference of the element as compared to other elements. Typically, its goal is to make the text memorable (striking) and highlight the message (effective). Answer Format: <i>'The [element] is striking because [contextualised differences]. The [element] is also effective because [contextualised message].'</i>
Element Effects (Inferential)	Explain how XXX highlights the message of the poster.	Identify what is particularly striking about the element and how it emphasises with the message. If the criterion is broad, specify, with clear links, the subsets of the criterion. Answer Format: <i>'The [element's unique quality] highlights that [underlying theme], so that [main message].'</i>
Audience Appeal (Inferential)	Give two reasons why the information presented will appeal to the audience.	Identify elements of the text/information presented that is striking. State the effect on the audience, how it resonates with them and how it emphasises the message of the poster. Answer Format: <i>'The [element] is [striking effect]. It resonates with the audience, and highlights [main message and theme] so that the audience will [outcome].'</i>
Target Audience (Inferential)	Who might be this advertisement/poster target?	Infer from the nature of the visual text, the audience it is meant to target. The target audience is usually specific towards an age group or a group the advertised subject caters for or is looking for. Answer Format: <i>'A possible target audience for this poster is [target audience], as the [purpose], therefore they are aiming to attract [target audience] to [action].'</i>

3. Content – Units 15 and 16: Narrative Comprehension and Non-Narrative Comprehension

The second comprehension analysis that you need to do is on a piece of narrative and non-narrative writing.

Read the text and identify the key message of each paragraph and link it to the overarching message of the text itself. Note any change in attitude, behaviour or beliefs as this may have a consequential outcome on the story. Also note any claim made and evidence used to justify the claim.

Always read the **question requirements** to prevent errors such as **excess denied**.

3.1 Types of Questions Assessed in Narrative and Non-Narrative Comprehension

Question Type	Example Question	Answering Techniques
Literal Content	What three methods were used to try to stop the cook from using the boss' sock as a strainer?	<p>Read the text and locate the part of the story that the question is referencing. State the points needed directly, with appropriate connectors.</p> <p>There is no need to state the answer in your own words nor draw any inference. Simply contextualise the information given.</p> <p>Answer Format: 'The three methods are XXX, XXX and XXX.'</p>
Evidence of Technique (Literal/Language Use for Impact)	<p>Give two ways in which the writer emphasises XXX.</p> <p>Support with two details to show XXX.</p>	<p>Quote the example from the text and explain the effect through rephrasing key terms in your own words. Do not repeat the criterion, instead, reinstate it in your own words. Describe the effect on the paragraph (i.e., what does it prove/show?)</p> <p>Answer Format: ['quote']. This shows that [explain], therefore [link to question].'</p>
Literary Devices (Language Use for Impact)	What is effective about the use of XXX?	<p>Consider the language features and literary devices used to enhance narrative texts (Refer to Section 3.2). Answer directly, attempt to capture the meaning as much as possible. Utilise cause-and-effect or compare-and-contrast to explain and contextualise, and/or show differences or similarities.</p> <p>Answer Format: 'The use of [literary device] allows the [effect], so [outcome].'</p>

Unusual But Effective (Language for Impact)	What is unusual yet effective about XXX?	<p>Requires you to explore the nuances in the meaning of a word and its influences on and with other words.</p> <p>Unusual: Analyse the literal meaning or the expected connotation of the words used and what it suggests and compare it with the current use of the word in the text. You may quote the text to explain.</p> <p>Effective: Show the effect that the words used have achieved (typically used to emphasise a point).</p> <p>Answer Format: 'It is unusual as [unusual factor], yet it is still effective as [explain].'</p>
Tone / Attitude (Language for Impact)	What is the writer's tone/attitude in this paragraph?	<p>Look at the context of the paragraph and identify key features in the author's / character's dialogue that discern their specific tone or attitude. Answer using a specific word in relation to the context (e.g., understanding, sarcastic, excited, etc.).</p> <p>Attitude generally refers to characteristics of the writer and tone refers to characteristics of the text or dialogue. The tone of a text should reflect the writer's attitude towards the subject and/or the audience.</p> <p>Answer Format: 'The writer's tone/attitude is [specific term], so [effect on paragraph].'</p>
In Your Own Words (Language for Impact)	In your own words, explain why XXX?	<p>Look for answer within the text. When answering the question, use a synonym to change the words from the text. Do not use the words in the text or a grammatical variation of those words! Use adjectives where necessary.</p> <p>You may change the sentence word for word or change the entire sentence, considering that the meaning of the sentence is preserved. Try as much as possible to capture the full meaning of the text.</p> <p>Answer Format: 'As [explain in your own words].'</p>

Vocabulary (Quote)	Identify a word or phrase in the text that XXX.	<p>Find the answer directly from the text based on the context. Ensure that every word written is relevant or else excess denied may apply.</p> <p>Note that a 'phrase' is a collection of words that may have nouns and verbs, but it does not have subject-verb agreement (no subject doing a verb action). As a rule of thumb, a phrase should not have more than seven words.</p> <p>Answer Format: <i>'The word/phrase is '[quote]'. '</i></p>
Point of View (Inferential/Evaluative)	<p>How does this comment show that the author's view of the situation is different from what actually happened?</p> <p>What argument was used / can XXX use to support/prove their claim that XXX?</p>	<p>Make an observation, judgement and/or inference about the viewpoint of either the character or the writer. Utilise cause-and-effect or compare-and-contrast.</p> <p>Apply your common sense as you quote the evidence from the text. Practice discretion when lifting directly, making sure that you are still answering the question.</p> <p>Answer Format: <i>'The author claimed that/can use [argument]. This is shown by the text, '[quote]', showing that [explanation of effect/contrast].'</i></p>
Global (Sequencing/Inference)	<p>The structure of the text reflects XXX.</p> <p>Complete the flowchart by choosing one word from the box to summarise XXX.</p>	<p>Global questions usually come in the flowchart format. You may consider doing this question as you read the text. Note the requirements of the question (e.g., paragraph, character, feelings, etc.) and ascertain the conditions of use for the words.</p> <p>Look out for synonyms, character actions, thoughts and speech to find the appropriate response.</p> <p>Spot pairs of look-alikes to check for distractors. If an answer is found, you may choose to cross off the distractor with a dotted line.</p> <p>Answer Format: <i>Answer on flowchart box based on responses provided.</i></p>

3.2 Common Language Features and Literary Devices

There are many common language features and literary devices that often appear in texts. Students are required to understand the effects of the devices, but it may not be necessary to remember the specific name of these devices.

Language Feature	Example	Effect and Answering Techniques
Similes	You were <u>as brave as a lion!</u> (A brave person.)	Comparison of one thing with a thing of a different kind to show similarities or differences. Answer Format: <i>Explain the simile and describe what was similar between the two objects with relation to the context.</i>
Metaphors	It was raining <u>cats and dogs</u> this afternoon! (Raining very heavily.)	Makes a direct comparison between two things to show hidden similarities. Answer Format: <i>Explain the metaphor and describe what is similar between the two objects with relation to the context of the text.</i>
Personification	During the storm, lighting <u>danced</u> across the sky. (Dancing is a human characteristic.)	Attribution of a human characteristic to a non-animal organism or object. Answer Format: <i>Describe the uniquely human characteristic and explain the reason and effect of applying it to the non-animal organism or the object.</i>
Hyperbole	I'm so hungry I could <u>eat a horse!</u> (Very hungry person.)	Exaggeration of a certain quality or issue. Answer Format: <i>Describe the exaggerated factor and explain the reason and effect of applying it to the subject in question in relation to the context.</i>
Oxymoron	<u>Deafening</u> silence. (Very quiet. <i>Deafening</i> means loud while <i>silence</i> means soft.)	Noun described with a contradictory or contrasting adjective or verb for emphasis. Answer Format: <i>Describe the contradiction between the adjective/verb and the subject and explain the reason and effect of applying it to the subject in question in relation to the context.</i>

Irony	<p>The <u>fire station burned down</u> yesterday.</p> <p>(Ironic as one <u>would not expect</u> that the place built for people who put out fires would burn down.)</p>	<p>A situation where expected case is vastly different from the case in reality. Can be utilised in a humorous or sobering context.</p> <p>Answer Format: State the literal or expected meaning/outcome the text suggests, then state the ironic result (actual outcome) [compare-and-contrast].</p>
Imagery	<p>The river <u>seemed as if</u> it was <u>minding</u> and <u>gathering</u> its <u>trees</u>.</p> <p>(Paints the image that the river <u>mimics</u> a <u>shepherd minding cattle</u>.)</p>	<p>Use of vivid and descriptive language to describe, using words, to the reader a particular scene that the author or character sees in the story or text.</p> <p>Answer Format: State an element in the text and liken it to another element to show the link between the literal text and the image portrayed. (Ensure that both parts are present in the answer.)</p>
Ellipses (Punctuation)	<p>I'm sorry, I didn't know...</p> <p>(Emphasis on reflection.)</p>	<p>To show length in a sentence or speech, and to show that the author or character is reflective or in thought.</p> <p>Answer Format: Suggest the effect of the ellipses in relation to the context (e.g., mistake leading to reflection).</p>
Exclamation mark (Punctuation)	<p>Quickly! It's time!</p> <p>(Emphasis on urgency.)</p>	<p>To show urgency in a particular situation or context.</p> <p>Answer Format: Suggest the effect of the exclamation mark in relation to the context (e.g., draw attention to the lack of time remaining, etc.).</p>
Question mark (Punctuation)	<p>Why did I do that? Why was I so stupid?</p> <p>(Invoking thought for the author/character.)</p>	<p>To invoke thought or deliberation in the character, author or reader.</p> <p>Answer Format: Suggest the effect of the question mark in relation to the context (e.g., shows the author's thoughts and guilt towards XXX).</p>
Rhetorical questions (Textual)	<p>Do you really want to live in such a dirty environment?</p> <p>(Invoking thought in the reader specifically.)</p>	<p>To involve the reader and invoke thought and reflection in the reader.</p> <p>Answer Format: State that the sentence and question mark is a rhetorical question and explain the effect in relation to the context (e.g., invokes the author to think about the situation deeply and put themselves in XXX's shoes...).</p>

Imperatives or command words (Textual)	<u>Go</u> and sign up now! (Pushing and encouraging the reader to sign up as soon as possible.)	To involve the reader and invoke thought and push the reader to take a particular action. Answer Format: <i>State the imperative/command words and suggest the effect of the words/sentence in relation to the context (e.g., encourage sign-ups, etc.).</i>
Personal pronouns or direct addresses (Textual)	<u>Together, we</u> can overcome this crisis! (Invoking sense of unity and personal responsibility.)	To involve the reader and to establish a close relationship with the reader. May be used to invoke togetherness as well. Answer Format: <i>State the personal pronouns/direct words and suggest the effect of the words/sentence in relation to the context (e.g., encourage unity).</i>
Repetition / Alliteration (Textual)	<u>Yes, we can</u> , to opportunity and prosperity. <u>Yes, we can</u> heal this nation. <u>Yes, we can</u> repair this world. <u>Yes, we can</u> ! (Inspire and motivate the audience and show the extent of work.)	To show emphasis on a topic, purpose or message. Can also be used to show the extent of thought on the topic at hand. Answer Format: <i>State the repeated/alliterated words and suggest the effect of the words/sentence in relation to the context (e.g., emphasise the cause of the organisation).</i>
Short or single sentences (Textual)	My parents returned her after that. (Lack of details and single sentence structure emphasising abruptness of situation.)	Creating a contrast with the rest of the paragraph(s) to show tension in a particular scene or the abruptness of a decision or action. Answer Format: <i>Describe the contrast between the single sentence and the rest of the paragraph(s) and suggest the effect of this feature in relation to the context (e.g., to show that the environment was tense and uncomfortable).</i>

3.3 Summary Writing

The last skill assessed in Paper 2 is writing a summary of a part of the non-narrative text. Utilise the following skills to help you understand and answer the summary writing question:

1. Analyse the Question

Upon your first reading, understand the question requirements, including where the information should be sourced from and how many questions need to be answered.

2. Select Relevant Information

Choose information from the text with the restrictions stated. **Ensure all question requirements are fulfilled** and that you have **minimally eight key points** from the non-narrative text.

3. Arrange Information

Decide how to order your points. A good rule of thumb is to write the **shortest points at the start** and ensure that the following points **link to the first point**. You are recommended to write in pencil first before finalising in pen (if you have time).

4. Paraphrasing

You should rephrase the content **into your own words** whilst **preserving the definition** and ensuring that the points are **distinct**. Remember to use **discourse markers** (e.g., furthermore, moreover/conversely, however, etc.).

You can utilise some of the following strategies to help in your summary:

Strategy	Example
Change of word form	E.g.: Changing from adverbs to verbs <i>O: She is a positive (adj.) influence (n.) in my life.</i> <i>P: She positively (adv.) influences (v.) my life.</i>
Eliminating repetitive ideas	<i>O: She was alert now, watching her surroundings closely for any signs of danger.</i> <i>P: She was alert to any signs of danger.</i>
Eliminating double adjectives, nouns and verbs	<i>O: He was a fat and obese man.</i> <i>P: He was an obese man.</i>
Group like terms (Do not group too broadly!)	<i>O: His fishing rod, hook, net and bait...</i> <i>P: His <u>fishing equipment</u>...</i>

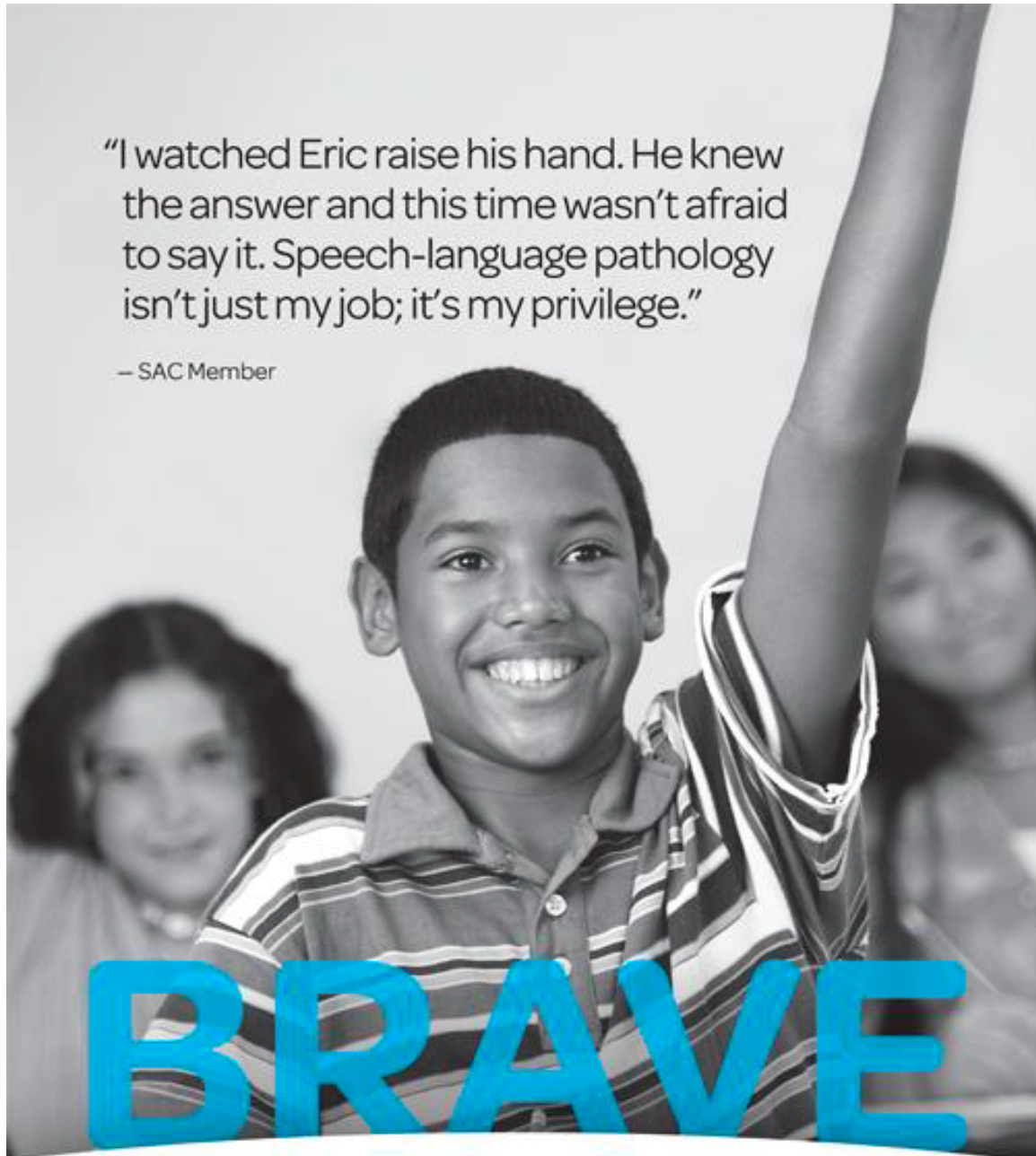
Reordering of words	<i>O: The <u>father</u> of the <u>groom</u>...</i> <i>P: The <u>groom's</u> <u>father</u>...</i>
Restructuring sentences	<i>O: The chicken <u>was eaten</u> by the tiger.</i> <i>P: The tiger <u>ate</u> the chicken.</i>
Word replacement (Do not use if you are unsure!)	<i>O: Pollution <u>threatens</u> mankind.</i> <i>P: Pollution <u>endangers</u> mankind.</i>
Eliminate articles	<i>O: The prophecy says that a star will be born.</i> <i>P: Prophecies say, stars will be born.</i>
Hyphenating	<i>O: The movie was <u>three hours long</u>.</i> <i>P: The <u>three-hour long</u> movie.</i>

The most dangerous method is word replacement. Never replace the word (especially keywords) if you are unsure. As a last resort, just lift the words from the text. Focus first on getting all the **content** marks instead of the **language** marks.

Annex A: Dunman High School 2016 English Language Prelim Paper 2 (Worked Answers)

Section A: Visual Text Comprehension

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



Speech-language pathologists
help children with speech problems.
[CommunicationHealth.ca](https://www.communicationhealth.ca)



<p>1 <i>Inference</i></p>	<p>Who might be the target audience for this poster? [1]</p> <p>ANS: <u>Potential applicants who want to apply as Speech-Language Pathologists / Speech Therapists.</u> [1m]</p>
<p>2 <i>Language for Impact</i></p>	<p>The poster begins with a statement by a member of SAC. Why does the advertiser choose to include the statement? [1]</p> <p>ANS: The purpose is to <u>lend credibility/authenticity/endorsement/affirmation</u> to the benefits of <u>being a Speech-Language Pathologist.</u> [1m] OR The purpose is to <u>convince/persuade the reader</u> of the benefits of <u>being a Speech-Language Pathologist.</u> [1m]</p> <p>Answers must have purpose AND link to message to get 1 mark.</p>
<p>3 <i>Inference</i></p>	<p>Look at the photograph at the centre of the poster. Describe and explain how the photograph conveys the main message of the poster. [2]</p> <p>ANS: The photograph depicts a boy <u>smiling and raising his hands confidently/enthusiastically to answer a question</u> [1m - Description]. This will <u>convince/inspire/motivate/convince the reader</u> to join the profession as a Speech-Language Pathologist because of the <u>satisfaction</u> derived from <u>seeing the progress/success their students.</u> [1m - Link to the message]</p>
<p>4 <i>Literal</i></p>	<p>Which sentence is intended to give the impression that people in this profession derive benefits beyond that what is typically expected of a job? [1]</p> <p>ANS: The sentence is 'Speech-language pathology isn't just my job - it is my privilege.'</p> <p>Answers must quote the sentence IN FULL to get 1 mark.</p>

Section B: Narrative Comprehension

The text below is about the tiger hunt planned by the main character, Mrs Packletide. Read it carefully and answer Questions 5 – 16 in the Question Booklet.

It was Mrs. Packletide's pleasure and intention that she should shoot a tiger. The compelling motive for her sudden deviation was the fact that Loona Bimberton had recently been carried eleven miles for a hunting trip in an aeroplane by an Algerian aviator, and Loona Bimberton talked of nothing else: only a personally procured tiger-skin and a heavy harvest of photographs. Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation. She had also already designed in her mind the tiger-claw brooch that she was going to give Loona Bimberton on her next birthday. It seems that her movements and motives were largely governed by her dislike for Loona Bimberton.

Mrs. Packletide had offered a thousand rupees for the opportunity of shooting a tiger without much risk or exertion. It so happened that a neighbouring village could boast of being the favoured rendezvous of an animal of respectable antecedents, which had been driven by the increasing infirmities of age to abandon game-killing and confine its appetite to the smaller domestic animals. The prospect of earning the thousand rupees had stimulated the commercial instinct of the villagers: children were posted night and day on the outskirts of the local jungle to head the tiger back in the unlikely event of his attempting to roam away to fresh hunting-grounds, and the cheaper kinds of goats were left about with elaborate carelessness to keep him satisfied with his present quarters. The one great anxiety was lest he should die of old age before the date appointed for the memsahib's shoot. Mothers carrying their babies home through the jungle after the day's work in the fields hushed their singing lest they might curtail the restful sleep of the herd-robber.

The great night duly arrived, moonlit and cloudless. A platform had been constructed in a comfortable and conveniently placed tree, and thereon crouched Mrs. Packletide and her paid companion, Miss Mebbin. A goat, gifted with a particularly persistent bleat, such as even a partially deaf tiger might be reasonably expected to hear on a still night, was tethered at the correct distance. With an accurately sighted rifle and a thumb-nail pack of patience cards, the sportswoman awaited the coming of the quarry.

"I suppose we are in some danger?" said Miss Mebbin.

She was not actually nervous about the wild beast, but she had a morbid dread of performing an atom more service than she had been paid for.

“Nonsense,” said Mrs. Packletide; “it’s a very old tiger. It couldn’t spring up here even if it wanted to.”

“If it’s an old tiger, I think you ought to get it cheaper. A thousand rupees is a lot of money.”

The conversation was cut short by the appearance of the animal itself. As soon as it caught sight of the tethered goat, it lay flat on the earth, for the purpose of snatching a short rest before commencing the grand attack.

“I believe it’s ill,” said Louisa Mebbin, loudly in Hindustani, for the benefit of the village headman, who was in ambush in a neighbouring tree.

“Hush!” said Mrs. Packletide, and at that moment the tiger commenced ambling towards his victim.

“Now, now!” urged Miss Mebbin with some excitement; “if he doesn’t touch the goat we needn’t pay for it.”

The rifle flashed out with a loud report, and the great tawny beast sprang to one side and then rolled over in the stillness of death. In a moment, a crowd of excited natives had swarmed on to the scene, and their shouting speedily carried the glad news to the village. And their triumph and rejoicing found a ready echo in the heart of Mrs. Packletide; already that luncheon-party in Curzon Street seemed immeasurably nearer.

It was Louisa Mebbin who drew attention to the fact that the goat was in death-throes from a mortal bullet-wound, while no trace of the rifle’s deadly work could be found on the tiger. Evidently the wrong animal had been hit, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay. Mrs. Packletide was pardonably annoyed at the discovery; but, at any rate, she was the possessor of a dead tiger, and the villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast. And Miss Mebbin was a paid companion. Therefore did Mrs. Packletide face the cameras with a light heart, and her pictured fame reached from the pages of the Texas Weekly Snapshot to the illustrated Monday supplement of the Novoe Vremya. As for Loona Bimberton, she refused to

look at the illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions. The luncheon-party she declined.

“How amused everyone would be if they knew what really happened,” said Louisa Mebbin a few days after the party.

“What do you mean?” asked Mrs. Packletide quickly.

“How you shot the goat and frightened the tiger to death,” said Miss Mebbin, with her disagreeably pleasant laugh.

“No one would believe it,” said Mrs. Packletide, her face changing colour as rapidly.

“Loona Bimberton would,” said Miss Mebbin.

“You surely wouldn't give me away?” she asked.

“I've seen a weekend cottage near Darking that I should rather like to buy,” said Miss Mebbin with seeming irrelevance. “Six hundred and eighty, freehold. Quite a bargain, only I don't happen to have the money.”

Adapted from 'Mrs Packletide's Tiger' by H. H. Munro

<p>5 <i>Quote</i></p>	<p>Find two consecutive words in paragraph 1 which suggest</p> <p>(i) Driving reason [1] (ii) Abrupt change [1]</p> <p>ANS: (i) The sentence is '<u>compelling motive</u>'. [1m] (ii) The sentence is '<u>sudden deviation</u>'. [1m]</p> <p>Answers must quote the sentence IN FULL to get 1 mark.</p>
<p>6 <i>Inference</i></p>	<p>With reference to paragraph 1, suggest a reason why Mrs. Packletide was motivated to shoot a tiger? [1]</p> <p>ANS:</p> <ul style="list-style-type: none"> • She <u>did not want to be outdone</u> by Loona Bimberton. [1m] • She <u>did not want to appear less capable</u> than Loona Bimberton. [1m] • She <u>hated to be humiliated</u>. [1m] • She <u>wanted to compete for similar attention</u> as Loona Bimberton. [1m] <p>Accept any reasonable answers.</p>
<p>7 <i>Language for Impact</i></p>	<p>"Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, <u>ostensibly in Loona Bimberton's honour</u>, with a tiger-skin rug occupying most of the foreground and all of the conversation" (lines 5 - 8).</p> <p>What is ironic about Mrs. Packletide hosting the lunch 'ostensibly in Loona Bimberton's honour'? [2]</p> <p>ANS: It may appear/seem that Mrs. Packletide is hosting the lunch <u>as a show of respect/high regard to Loona Bimberton</u> [1m – Expected Meaning]. However, it was a <u>pretence/her intention was to show off/boast of her own achievements/success</u> in the hunting expedition to Loona Bimberton [1m – Real Meaning].</p> <p>Answers should pay attention to the literal meaning of 'honour' which is a sign of respect compared to the real intention of the character. 'Ostensibly' suggests that the former reason is not entirely true.</p>

<p>8 <i>Language for Impact</i></p>	<p>Explain how the language used in paragraph 2 suggest that the villagers would do anything to earn the money from the offer made by Mrs. Packletide. Support your ideas with two details from the paragraph. [2]</p> <p>ANS: <u>'Children were posted day and night on the outskirts of the local jungle to head the tiger back...'</u> suggests that the villagers were <u>risking the lives of their children in return for payment from Mrs. Packletide.</u> [1m]</p> <p><u>'cheaper kinds of goats were left with elaborate carelessness to keep him satisfied in the present quarters'</u> suggests that the villagers would <u>deliberately sacrifice their farm animals in return for payment.</u> [1m]</p> <p>Selection of evidence should not only reflect how the villagers were tempted but the extent they would go to earn the money.</p>
<p>9 <i>In Your Own Words</i></p>	<p>From paragraph 2, why did the mothers need to quieten down as they walked home through the jungle with their babies? Answer in your own words. [2]</p> <p>ANS: They did not want to <u>cut short/limit</u> [1m] the <u>peaceful/tranquil sleep</u> [1m] of the tiger.</p> <p>Original: Mothers carrying their babies home through the jungle after the day's work in the fields hushed their singing lest they might curtail the restful sleep of the herd-robber.</p> <p>Do not accept 'curtail' or 'restful'.</p>
<p>10 <i>Evaluation</i></p>	<p>How was Mrs. Packletide's tiger hunt not an adventurous one? Identify two pieces of evidence from lines 26 to 30 to show this. [2]</p> <p>ANS: The tiger hunt was not an adventurous one because</p> <ul style="list-style-type: none"> • <u>'A platform had been constructed in a comfortable and conveniently placed tree'</u> which suggests that <u>not so much action was expected to occur with everything planned carefully</u> for Mrs. Packletide. [1m] • <u>'A goat with a particularly persistent bleat [such as even a partially deaf tiger might be reasonably expected to hear on a still night] was tethered at the correct distance'</u> suggests that Mrs Packletide <u>did not have to actually hunt for the tiger</u> as it was <u>lured out into the open</u> with the prey easily accessible. [1m] <p>Answers must have quote and explanation of minimal task to get 1 mark.</p>

<p>11 <i>Language for Use</i></p>	<p>“With an accurately sighted rifle and a thumb-nail pack of patience cards, the sportswoman awaited the coming of the quarry” (lines 30-32).</p> <p>What is the tone employed by the writer in the sentence above? [1]</p> <p>ANS: The writer’s tone was one of <u>sarcasm</u>. [1m]</p> <p>Tone should reflect the writer’s attitude towards the character.</p>
<p>12 <i>Language for Impact</i></p>	<p>(i) What does the word ‘ambling’ (line 45) suggest about the movement of the tiger? [1]</p> <p>ANS: It described the tiger <u>moving in a slow or relaxed pace</u> towards its prey. [1m]</p> <p>(ii) Give one reason why this description is unusual. [1]</p> <p>ANS: We would <u>expect</u> a predator like the tiger to <u>be aggressive/pounce</u> on its prey <u>instead of leisurely approaching</u> it. [1m – Expectation vs Reality]</p>
<p>13 <i>Inference</i></p>	<p>The villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast (lines 60 - 62).</p> <p>What did the villagers have to do to receive the money? [1]</p> <p>ANS: The villagers <u>had to be in agreement</u> with Mrs. Packletide to <u>hide/mask the truth of the supposed killing of the tiger</u> by Mrs. Packletide. [1m – both factors]</p>
<p>14 <i>Language for Impact</i></p>	<p>What does the phrase ‘repressed emotions’ (line 67) suggest about Loona Bimberton’s response in the letter? [1]</p> <p>ANS: Her response was <u>insincere/superficial/forced/not genuine</u> OR she was <u>not really thankful</u> for the gift/she had to <u>pretend to like</u> the gift. [1m]</p> <p>Answer should make reference to the meaning of ‘repressed emotion’ and show comparison.</p>

<p>15 <i>Language for Impact</i></p>	<p>What is Ms. Mebbin’s intention when she said, “How amused everyone would be if they knew what really happened” (line 68)? [1]</p> <p><u>ANS:</u></p> <ul style="list-style-type: none">• Ms. Mebbin’s intention was to <u>expose Mrs. Packletide’s lie and blackmail her</u> to get more payment. [1m] OR• Ms. Mebbin’s intention was to <u>disgrace/denigrate her before her friends</u> by <u>exposing her pretentions</u>. [1m] <p>Accept any reasonable answer.</p>	
<p>16 <i>Global</i></p>	<p>The structure of the text introduces the character traits of Miss Mebbin, who was the paid companion for Mrs Packletide on the tiger hunt.</p> <p>Complete the flow chart by choosing one word from the box to summarise the main character trait described in each part of the text. There are some extra words in the box you do not need to use.</p> <p>Main Focus</p> <table border="1"><tr><td>amusing, cautious, opportunistic, clever, perceptive, calculating</td></tr></table> <p><u>ANS:</u></p> <p>1. Paragraph 4 (lines 40 - 48): <u>calculating</u> [1m] Clue: “Now, now!” urged Miss Mebbin with some excitement; “if he doesn't touch the goat we needn't pay for it.” (lines 47 - 48).</p> <p>2. Paragraph 6 (lines 55 - 67): <u>perceptive</u> [1m] Clue: ‘It was Louisa Mebbin who drew attention to the fact that the goat was in death-throes from a mortal bullet wound’. (lines 55 - 56)</p> <p>3. Paragraph 7 (lines 68 - 79): <u>opportunistic</u> [1m] Clue: ‘I've seen a week-end cottage near Darking that I should rather like to buy," said Miss Mebbin with seeming irrelevance.’ (lines 77 - 78)</p>	amusing, cautious, opportunistic, clever, perceptive, calculating
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Section C: Non-Narrative Comprehension

The text below is about the Rohingya refugees who were forced to leave their homeland. Read it carefully and answer Questions 17 – 22.

The plight of Myanmar's Rohingyas refugees is desperately bleak as they are rendered stateless in their homeland and detained in transit nations, a rights group says. The Rohingyas are a Muslim ethnic minority group living in Myanmar's western Rakhine State, bordering Bangladesh on the Bay of Bengal. Myanmar, also known as Burma, views its population of around 1.1 million Rohingyas as illegal Bangladeshi immigrants and denies them citizenship. They face a slew of restrictions that have led the United Nations to consider them one of the world's most persecuted people.

Myanmar's 2010 transition from a military-led government to a somewhat more democratic system led to some of the worst violence against Muslims. The national government has tacitly permitted the rise of the 969 movement, a group of Buddhist monks who employ "moral justification for a wave of anti-Muslim bloodshed," Reuters reported. Since 2012, roughly 140,000 Rohingyas have fled northwestern Myanmar amid deadly fighting with the majority Buddhists. "The Burmese authorities, particularly the military, have a clear policy to push them out from Burma using persecution in almost every form possible," Sunai Phasuk, HRW's (Human Rights Watch) senior Thailand researcher, told the ABC.

The modern Burmese state is built upon the concept of Buddhist Burmese supremacy; this concept has been used by the military as a pretext for their rule and on the other hand to create a bogeyman or demonise the Rohingyas as bogeymen for the country's ills such as poverty, and lack of social services. Everything is being blamed on the Rohingyas. They are not allowed to register their marriages, they are not allowed to have an education and, worst of all, the Burmese authorities have encouraged communal violence against the Rohingya Muslims.

Mr Phasuk said the survivors of communal unrest are forced to live in "ghettolike facilities" and are unable to return to their homes that were seized by their Buddhist neighbours. "HRW research in 2013 concluded that the atrocities committed against Rohingya Muslims in Rakhine state is a crime against humanity and bordering on ethnic cleansing," he said. "This is a very serious situation and it explains why the Rohingyas cannot live in their homeland and have to take a ferry, a dangerous risk, at the hands of human traffickers and embark on this maritime exodus heading for a better life, a new life in another country."

A Thai foreign ministry statement said officials also agreed not to “push back migrants stranded in Thai waters”. The United Nation’s refugee agency, the UNHCR, has informed Thailand that at least 2,000 migrants may be stranded on boats off the Myanmar-Bangladesh coasts, held in horrific conditions for weeks by traffickers who are demanding that passengers pay to be released. But Mr Phasuk said the future for Rohingya asylum seekers remains uncertain once they finally reach Thailand. “The Thai authorities see the Rohingyas as illegal immigrants who will be arrested and detained indefinitely in cramped cells in the immigration detention centre,” he said. If the Rohingyas are arrested by Thai authorities, they have nowhere to go; nowhere to be sent to.

So why doesn’t the Myanmar government do anything about the Rohingya problem? Put simply, positioning oneself against the Buddhist majority is considered a risky political move. Myanmar President Thein Sein’s office previously issued a statement referring to the rabidly anti-Rohingya 969 movement as “just a symbol of peace.” Even politician Aung San Suu Kyi, the Nobel Laureate who fought for decades for democracy and reform in Myanmar, has been conspicuously quiet on the issue.

Adapted from The Guardian by Matthew Smith

<p>17 <i>Literal</i></p>	<p>From paragraph 2, name one way in which the 'slew of restrictions' have affected the Rohingyas adversely (line 7)? [1]</p> <p>ANS: They are viewed as <u>illegal Bangladeshi immigrants</u> OR they are <u>denied citizenship</u>. [1]</p>
<p>18 <i>Literal</i></p>	<p>With reference to paragraph 4, how different are the plights of Rohingyas who remained in their homeland and those who were stranded at sea? [2]</p> <p>ANS: On land: The Rohingyas are forced to live in "<u>ghetto-like facilities</u>" OR the Rohingyas are <u>unable to return to their homes</u> that were seized by their Buddhist neighbours. [1m]</p> <p>At sea: The Rohingyas have to <u>expose themselves to the dangers of the open seas</u>./The Rohingyas are at the <u>mercy in the hands of human traffickers</u>. [1m]</p>
<p>19 <i>In Your Own Words</i></p>	<p>In paragraph 5, what will happen to the Rohingyas if they are arrested by the Thai authorities at the immigration detention centre? Answer in your own words. [2]</p> <p>ANS: They will be <u>confined/imprisoned</u> for an <u>undetermined/unspecified period of time in prisons/overcrowded rooms</u>. [1m]</p> <p>Original: "Detained indefinitely in cramped cells in the immigration detention centre (line 21-22)"</p> <p>Do not accept 'detained', 'indefinitely' or 'cramped'.</p>

<p>20 <i>Evaluative</i></p>	<p>Here is a part of a conversation between two students, Melanie and Andy, who have read the article.</p> <p>Melanie: I think the Thai government is willing to take in the Rohingya Muslims stranded in Thai waters.</p> <p>Andy: But the Thai government also faces a dilemma in taking in the migrants.</p> <p>(i) Identify one piece of evidence from paragraph 5 to support Melanie's view. [1]</p> <p>ANS: The Thai foreign ministry released a statement that the <u>government has agreed not to push back migrants stranded in the Thai waters</u>. [1m]</p> <p>Student will NOT be penalised for lifting of evidence. Excess denies.</p> <p>(ii) Explain with reference to paragraph 5 why Andy feels that the Thai government faces a dilemma. [1]</p> <p>ANS: They are <u>under pressure from the United Nations</u> to take in the migrants. There are so <u>many migrants</u> stranded at sea but they will <u>face problems in housing/accommodating/settling the Rohingyas</u>. [1m]</p> <p>Answer must show the idea of a 'dilemma'.</p>
<p>21 <i>In Your Own Words</i></p>	<p>(i) According to paragraph 6, how did Aung San Suu Kyi react to the plight of the Rohingyas? Answer in your own words. [2]</p> <p>ANS: Aung San Suu Kyi has been <u>clearly/visibly/obviously silent on the Rohingya problem</u>. [1m]</p> <p>Original: [Aung San Suu Kyi] 'has been conspicuously quiet on the issue' (line 51). Do not accept 'detained', 'indefinitely' or 'cramped'.</p> <p>Award 1 mark for any two words paraphrased.</p>

	7	3	They are <u>not allowed</u> to have an education	And are <u>denied</u> an education.	1m
	8	3	Burmese authorities have <u>encouraged</u> communal <u>violence</u> against the Rohingya Muslims	The Burmese authorities <u>support/promote</u> communal <u>aggression/hostility</u> against the Rohingya Muslims.	1m
	9	4	<u>Forced to live in ghetto-like facilities.</u>	<u>Coerced/compelled to reside in unfavourable/ deplorable conditions.</u>	1m
	10	4	<u>Unable to return</u> to their homes as they are <u>seized</u> by their Buddhist neighbours.	<u>Cannot go back</u> to their homes which have been <u>taken over (by force)</u> by their Buddhist neighbours.	1m
	11	4	crime <u>against humanity</u>	Crime that <u>violates human rights</u>	1m
	12	4	bordering on <u>ethnic cleansing.</u>	<u>acts on the mass expulsion/killing/genocide</u> of the Rohingya Muslims	1m
	13	4	<u>Heading</u> for a better life OR a new life	The Rohingya Muslims are <u>searching</u> for a better life	1m