

Name	Class	Register Number

HUMANITIES (HISTORY) (2261/02)

24/S4PR/HI

WEDNESDAY

21 August 2024

1 hour 50 minutes



VICTORIA SCHOOL

**PRELIMINARY EXAMINATION
SECONDARY FOUR**

Additional Material: Writing Paper

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Section A: Answer all parts of Question 1.

Section B: Answer two questions.

Begin each question on a fresh page.

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

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

The total number of marks for this paper is 50.

This paper consists of 7 printed pages, including the cover page.

Turn over

Section A: Source-Based Case Study

Question 1 is **compulsory** for all candidates.

Study the Background Information and the sources carefully, and then answer **all** the questions.

You may use any of the sources to help you answer the questions, in addition to those you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 (a) Study Source A.

How useful is this source as evidence about Germany's foreign policy towards Austria? Explain your answer.

[6]

- (b) Study Sources B and C.

How far would the cartoonists who drew these two cartoons have agreed with each other? Explain your answer.

[5]

- (c) Study Sources D and E.

How far does Source D make you surprised by what was reported in Source E? Explain your answer.

[6]

- (d) Study Source F.

Why did Churchill say this in the British Parliament? Explain your answer.

[5]

- (e) Study **all** the sources.

'Anschluss was inevitable.' How far do these sources support this view? Use the sources and your knowledge to explain your answer.

[8]

Anschluss

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

A term in the Treaty of Versailles forbade the joining together (Anschluss) of Austria and Germany. Yet the union of Germany and Austria was a key aim of Hitler, who wanted to unite all German-speaking people in one country. In 1934, Austrian Nazi Party attempted to take over the Austrian government but was stopped by Mussolini of Italy who threatened Germany with force and Hitler promised to leave Austria alone. However, four years later, on 12 March 1938 German troops invaded Austria. They faced almost no resistance. Anschluss was rapidly completed. Britain and France protested, but took no steps to prevent Hitler's invasion.

Why was Hitler allowed to carry out the Anschluss and was it inevitable?

Source A: *An extract from the July Agreement between Austria and Germany, signed 11 July 1936.*

The Governments of the Federal State of Austria and of Germany have resolved to return to relations of a normal and friendly character. In this connection it is declared -

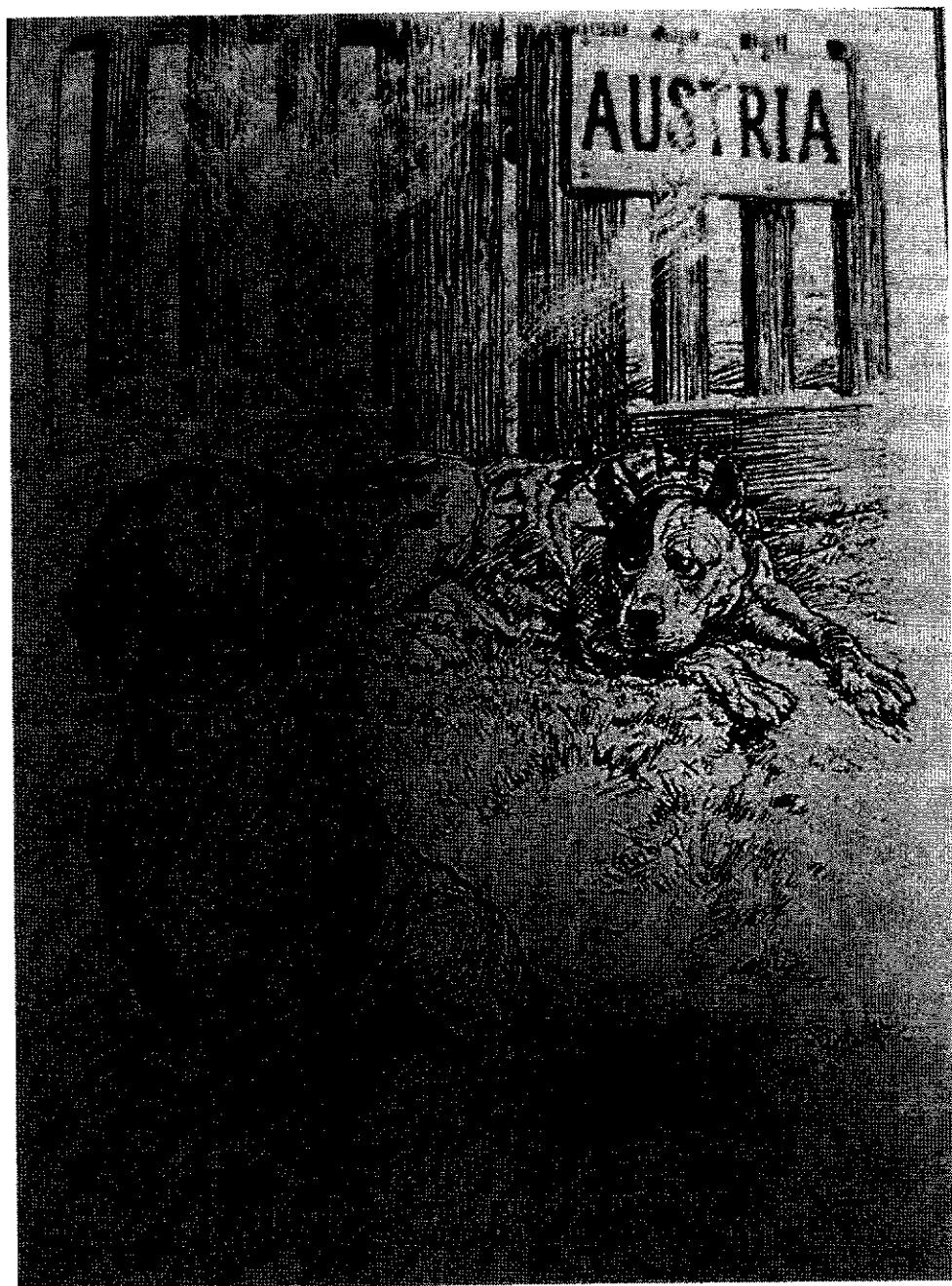
- (1) The German Government recognises the full sovereignty of the Federate State of Austria in the spirit of the pronouncements of the German Fuhrer and Chancellor of May 21, 1935.
- (2) Each of the two Governments regards the inner political affairs (including the question of Austrian National-Socialism*) as an internal concern of that country, upon which it will not exercise direct or indirect influence.

The Austrian Federal Government will constantly follow in its policy in general, and in particular towards Germany, in line with leading principles based on the fact that Austria regards herself as a German State.

*Nazism

Source B: A British cartoon from 1934. It says, Dog of Peace?

Italy: "Now none of your sniffing round here, Mind!", Germany: "My dear fellow, nothing was further from my intention."



Source C: A British cartoon from March 1938. Mussolini (on the left): "All right, Adolf - I never heard a shot." 'Austrian integrity' means 'Austrian independence'.



GOOD HUNTING

Mussolini. "All right, Adolf—I never heard a shot"

Source D: *An extract from a radio broadcast by Austrian Chancellor, Kurt von Schuschnigg, on 11 March 1938.*

This day has placed us in a tragic and decisive situation. The German Government today handed to President Miklas an ultimatum, ordering him to nominate as chancellor a person designated by the German Government and to appoint members of a cabinet on the orders of the German Government; otherwise German troops would invade Austria. President Miklas has asked me to tell the people of Austria that we have yielded to force since we are not prepared even in this terrible situation to shed blood. We have decided to order the troops to offer no resistance.

So I take leave of the Austrian people with the German word of farewell uttered from the depth of my heart: God protect Austria.

Source E: *From a report by German army officers who advanced into Austria on 12 March 1938.*

Nearly everywhere the advancing troops were greeted with enthusiasm. Elite mountain rangers tramped into Salzburg* to find its towers and churches bedecked with Nazi streamers, provincial pennants, and municipal banners. The narrow passages and spacious squares of the picturesque city, were crammed with "lively crowds," enraptured by "delirious enthusiasm," shouting "euphoric cheers that seemed to never end." Even in Tyrol*, well known for its hostility to National Socialism, the overall reaction was one of "boundless popular jubilation"; in Kufstein* cheering town dwellers welcomed the Sixty-first Regiment with flowers and cigarettes.

*These are cities in the western part of Austria bordering Germany.

Source F: *A speech by Winston Churchill in the British Parliament on 14 March 1938.*

We cannot leave the Austrian question where it is. We await the further statement of the Government, but it is quite clear that we cannot accept as a final solution of the problem of Central Europe the event which occurred on 11th March. The public mind has been concentrated upon the moral and sentimental aspects of the Nazi conquest of Austria, a small country brutally struck down, its Government scattered to the winds, the oppression of the Nazi party doctrine imposed upon a Catholic population and upon the working classes of Austria and of Vienna, the hard ill-usage of persecution which indeed will ensue, which is probably in progress at the moment, of those who, this time last week, were exercising their undoubted political rights, discharging their duties faithfully to their own country.

Section B: Essays

Answer two questions.

- 2** 'The reason for the fall of democracy in Japan in 1929-1932 was rising military influence in the government.' How far do you agree with this statement? Explain your answer. [10]

- 3** 'The USA became involved in the Vietnam War from 1955 to prevent the fall of the Ngo Dinh Diem's government in South Vietnam.' How far do you agree with this statement? Explain your answer. [10]

- 4** 'It was Reagan who helped bring the Cold War to an end.' How far do you agree with this statement? Explain your answer. [10]

Copyright Acknowledgements:

- | | |
|----------|--|
| Source A | <u>https://avalon.law.yale.edu/wwii/ylbk001.asp#:~:text=(1)</u> |
| Source B | Jenkins J and Feuchtwanger E, <u>Hitler's Germany</u> , 2000. John Murray, London |
| Source C | Jenkins J and Feuchtwanger E, <u>Hitler's Germany</u> , 2000. John Murray, London |
| Source D | <u>https://spartacus-educational.com/2WWanschluss.htm</u> |
| Source E | Bukey E B, <u>Hitler's Austria</u> , 2000. The University of North Carolina Press, USA. |
| Source F | <u>https://hansard.parliament.uk/Commons/1938-03-14</u> |

End of Paper

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VICTORIA SCHOOL**SEC 4 WORLD HISTORY PR 2024
SUGGESTED ANSWERS****1a) Study Source A.**

How useful is this source as evidence about Germany's foreign policy towards Austria? Explain your answer. [6]

L1 Undeveloped provenance & not useful based on assertions about the nature of the source [1-2]

It is useful because it was an official document.

Source E is not useful because it was an official agreement between Austria and Germany. Being an official agreement, Germany would never reveal its true intention towards Austria. Thus, it is not useful.

L2 Useful or Not useful based on what the source tells about Hitler's foreign policy towards Austria [3-4]

Source A is useful because it tells me that Germany and Austria had good diplomatic relationship as Germany respected Austria's right to self-rule. [3]

Source A is useful because it tells me that Germany's foreign policy towards Austria had always been aggressive. This can be supported by the fact that Austria had to sign this treaty and declare itself as a state of Germany to ease tension and normalise relations between the two countries so as to counter Hitler's imminent aggression on Austria. [4]

L4 Answers which attempt to evaluate the reliability of what is said by cross-reference to other sources or CK [4-5]

Source A is useful because it tells me that Germany and Austria had good diplomatic relationship as Germany respected Austria's right to self-rule. However, when I cross-refer to Source C, Source A is not reliable and hence not useful because Germany did not respect Austria's right to self-rule by invading it.

Source A is useful because it tells me that Germany's foreign policy towards Austria had always been aggressive. This can be supported by the fact that Austria had to sign this treaty and declare itself as a state of Germany to ease tension and normalise relations between the two countries so as to counter Hitler's underlying ambitions for expansion and control over Austria. When I cross-refer to Source B and my CK, since 1934, Hitler had always been keen to reunite with Austria as shown in B and it was only when Italy stopped him then that he relented. In addition, it was after the agreement that Austria allowed some Austrian Nazis in the government to placate Hitler.

L5 Answers which evaluate the source as in L3 or L4 and argue the source is still useful based on insights about Anschluss [6]

Source E is useful because it gives me an insight into how scheming, dishonest and opportunistic Nazi Germany was under Hitler. By signing the agreement, it was useful as evidence that Germany had never been upfront about their foreign policy towards Austria and the treaty was merely a cosmetic measure aimed at appeasing international concerns about Germany's growing power. This was a usual tactic deployed by Hitler to hide his aggressive foreign policy.

b) Study Sources B and C.

How far would the cartoonists who drew these two cartoons have agreed with each other?
Explain your answer

L1 Misinterpret [1]

L2 Provenance / mismatch [2]

L3 Agree or disagree based on content [3]

L4 Agree and disagree based on content [4]

Agree that Italy had a role to play in stopping Germany's aggression against Austria.

Agree that Germany's intention on Austria had never changed.

Disagree in terms of Italy's stance on Anschluss.

L5 Disagree based on context [5]

Both cartoonists would never agree as the cartoons were drawn in different contexts. Source B was drawn in 1934 when Italy stopped Germany from uniting with Austria and this saved Austria's independence. However, Source C was drawn in 1938 when Italy did nothing to stop Germany because both countries drawn closer as allies due to Italy's invasion of Abyssinia and Hitler's action in Rhineland and Spain. In 1937, Italy and Germany had also signed the Axis Alliance together with Japan as they saw one another as dictators with similar interests.

c) Study Sources D and E.

How far does Source D make you surprised by what was reported in Source E? Explain your answer.

L1 Answers based on undeveloped provenance [1-2]

Source D make me surprised about the report in Source E because both seemed to give a different impression of Anschluss.

L2: They agree, Source D does not make me surprise about E [3]

Source D does not make me surprised about the report in Source E because D appealed for submission and no resistance and this was observed in Source E where the masses did not resist or oppose the German army.

L3 They disagree, Source D makes me surprised about E [4]

Source D make me surprised about the report in Source E because they differ in their reactions to Anschluss. D saw Anschluss as a disaster for Austria but Source E seemed to suggest that Anschluss was not a disaster but a moment to rejoice and celebrate.

L4 Identifies the disagreement, but uses cross-reference to decide what is surprising [5]

Source D make me surprised about the report in Source E because D saw Anschluss as a disaster for Austria but Source E seemed to suggest that Anschluss was not a disaster but a moment to rejoice and celebrate. However, when I cross-refer to Source F, I am not surprised by Source D because both sources agree that German's actions were unacceptable as the Austrian's independence had been robbed and destroyed overnight.

L5 As in L4 but also uses evaluation of D's and E's contexts and purposes to decide that it's not surprising [6]

Source D does not make me surprised as it was by Schuschnigg who was arm-twisted to announce his resignation and Austria's capitulation to Germany. As the Chancellor, he was the one who signed the gentleman agreement in 1936 and he was also the one who decided to call for the plebiscite which angered Hitler to call for an invasion of Austria. Being the only one to stand up against Hitler and without the support of the West, he was resigned as well as worried about the fate of his countrymen as there were Jews and Catholics in the country, they faced an uncertain future once the Nazis took over. As for Source E, although the reactions of the masses differed from that of their Chancellor, it was also not surprising they welcomed the Germans with open arms. Firstly, there was no bloodshed and civil war. The sight of well-equipped German troops reminded them of their wartime solidarity and the humiliation of 1918 overcome. Many Austrians were aware of Hitler's economic achievements and hoped for an improvement in their lives.

1d) Study Source F.

Why did Churchill say this in the British Parliament? Explain your answer.

L1 Sub-message [1]

L2 Specific context of March 1938 [2]

Germany had invaded and taken over Austria.

L3 Main message and reason based on purpose [3-4]

Churchill said this because he wanted to convince the British government that Hitler's action was a violation of the sovereignty of Austria and such an action could not be tolerated. [3]

Churchill said to condemn Germany's action so that Britain will take action. [3]

Churchill said this because he wanted to convince the British government that Hitler's action was a violation of the sovereignty of Austria and such an action could not be tolerated. By saying this, he hoped that the Chamberlain government would abandon the policy of appeasement and stand up against Hitler and defend Austria's independence. By appeasing Hitler, he believed that peace in Europe would be at stake as Hitler was a person one could not trust and Germany would become stronger after Anschluss threatening neighbouring countries like Czechoslovakia and Poland. [4]

L4 As in L3/4m and specific context of Churchill being a strong critic of appeasement

Churchill said this because he wanted to convince the British government that Hitler's action was a violation of the sovereignty of Austria and such an action could not be tolerated. By saying this, he hoped that the Chamberlain government would abandon the policy of appeasement and stand up against Hitler and defend Austria's independence. By appeasing Hitler, he believed that peace in Europe would be at stake as Hitler was a person one could not trust and Germany would become stronger after Anschluss threatening neighbouring countries like Czechoslovakia and Poland. As a strong critic of appeasement, he believed that the annexation of Austria was a clear indication of Hitler's ambitions and he wanted to rally support not just from the British but the international community as well to act decisively to prevent further aggression.

e) Study all the sources

'Anschluss was inevitable.' How far do these sources support this view? Use the sources and your knowledge to explain your answer.

L1 Writes about the hypothesis, no valid source use [1]

L2 Yes OR No, supported by valid source use [2-4]

(Award 1 mark for each source use up to a maximum of 4 marks)

L3 Yes AND No, supported by valid source use [5-8]

(Award 5 marks for 1Y and 1N, and additional mark for each supporting source use, up to a maximum of 7 marks)

Source A – No & Yes

Source A does not support it was inevitable as it was a gentleman agreement between Germany and Austria that Austria's independence would be respected as according to the agreement of 1936 as well as the Treaty of St Germain that Austria and Germany should be two entities. As a treaty of mutual agreement, Germany had the duty to honour and abide by the terms of the Treaty and not violate it.

Source A supports as Austria did recognise itself as part of Germany. Historically, there were Austrians who considered themselves as Germans and hoped to unite with Germany. The hope of uniting Austria and Germany was not new. Discussions and debates about Austria's role in a German nation-state dated back to the 19th century.

Source B – No

Source B does not support because Italy had stopped Anschluss before in 1934 and they could have done it to protect Austrian and their own interests. On July 25, 1934, Austrian Nazis attempted to overthrow the Austrian government. However, the majority of Austrians remained loyal to the government. The Austrian military and police forces quickly defeated the conspirators. The coup attempt failed. Italian dictator Benito Mussolini sent troops to the Austro-Italian border to defend Austrian sovereignty. Mussolini was friends and allies with Dollfuss (the Austrian Chancellor who was killed) and was outraged by the coup attempt and assassination. Austria became a major point of contention between the Italians and Germans. Thus, with the Italians around, Germans would be deterred to act.

Source C – Yes

Source C supports it was inevitable especially in the events of 1938 as relations between Mussolini and Hitler had improved. By winter 1937–1938, Austria found itself diplomatically isolated and facing an increasingly aggressive Nazi Germany. The international community showed little interest in maintaining Austrian independence. By that point, both the French and the British had accepted an Austro-German union as inevitable. The Dollfuss regime's brutal repression of Austrian Social Democrats in February 1934 had not won them many friends in countries like Britain and France. Even Mussolini was no longer a reliable guarantor of Austrian independence.

Source D – Yes

Source D supports because when he announced his resignation in the face of German pressure, Schuschnigg instructed Austrians and the Austrian military not to resist German troops if they invaded. He was unwilling to fight a war or spill blood for Austrian independence. Given the lack of military resistance and international support, Anschluss was inevitable.

Source E – Yes

Source E supports because it seemed that the people of Austria looked forward to a better future under the Germans. As many Austrians were also pro-Germans and some pro-Nazis, they welcomed the Germans with open arms. Firstly, there was no bloodshed and civil war. The sight of well-equipped German troops reminded them of their wartime solidarity and the humiliation of 1918 overcome. Many Austrians were aware of Hitler's economic achievements and hoped for an improvement in their lives.

Source F – No

Source F does not support because Churchill said that Britain should not leave the Austria issue where it was. Together with France, Britain could stop appeasing Hitler and put a stop to his territorial expansion once and for all. At this point, even though Britain and France were not as militarily ready but so was Germany. However, if Britain and France were to declare war on Germany, Germany might be deterred and union with Austria could be prevented.

SECTION B Essays

L1 Identifies/Describes [1-3]

L2 Explains one side of the statement [4-5]

L3 Explains both sides of the statement [6-8]

*add up to 2 bonus marks for a balanced conclusion

- | | | |
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| 2 | 'The reason for the fall of democracy in Japan in 1929-1932 was rising military influence in the government.' How far do you agree with this statement? Explain your answer. | [10] |
|----------|--|------|

The reason for the fall of democracy in Japan in 1929 – 1932 **was because of rising military influence in the government.** While the civilian politicians held a strong position within the government in the 1920s, they were quickly losing the trust of the people. In contrast, the military grew in prominence and popularity with its victories. This further strengthened the military which started to act on its own and disregard the Prime Minister. Eventually, the military gained greater control of the government. This factor is significant in the **Manchurian Crisis in 1931.** because it sheds light on the strained relationship of the military with the civilian government, as well as the weakening role of the government and even the emperor in controlling the military. The invasion, which was done by the Kwantung Army without government approval, revealed the lack of control of the civilian government over the military. Consequently, the unopposed success of the invasion removed the effective influence of the civilian government over foreign policy in East Asia. **As a result, the invasion was extremely popular with the Japanese public.** This heightened the popularity of the military and militarist policies in Japan. Meanwhile, the lack of effective government opposition confirmed to the military its superior influence over the civilian politicians. Hence this led to declining support for democracy. The growing resentment the ordinary people felt towards the democratic politicians, increasingly led many to support the military's rise to power.

The reason for the fall of democracy in Japan in 1929 – 1932 **was because of economic developments.** The loss of trust in the civilian government was exacerbated by numerous social problems and disorders the government faced

during this period, which further undermined their credibility. For example, the Great Depression in 1929 caused Japan's economy to fall, as the demand for Japanese silk exports fell drastically. This affected the income of the people, resulting in a lower demand for farmers' produce. Owners of small business also suffered. The civilian government, which developed close ties to the Zaibatsus and other capital owners, were held accountable by the public for the sufferings of the general populace, as the working-class and middle-class were disproportionately affected by the recession. Therefore, with increasing unemployment, the Japanese public started to feel that the military was a more favourable alternative than supporting the democratic civilian government. Moreover, the economic recession heightened the fear of a communist uprising in Japan. With Japan's proximity to the Soviet Union, security became a key concern of the Japanese government. As a result, this caused many Japanese to transfer their support from the democratic civilian government to support the military officers. This enabled the military to increase its intervention in government affairs under the justification of national security.

The reason for the fall of democracy in Japan in 1929 – 1932 was because growing opposition to the civilian government. A network of ultranationalistic and anti-democratic activists began to form and grow. This network included junior military officers who had the backing of senior military commanders. They were against the civilian political leaders and the zaibatsu, whom they regarded as self-serving. For example, assassinations were attempted by ultranationalist groups. Prime minister Hamaguchi and a Mitsui Corporation Zaibatsu head were killed in such assassinations. These assassinations had several effects. They intimidated civilian politicians and caused them to drop their opposition to the military. As a result, it also created a sense of instability which the military exploited to "restore order". In the May 15 Incident in 1932, Prime Minister Inukai was assassinated by the League of Blood. Attackers also tried to attack other government officials as well. This was an attempted coup d'état. They had hoped that the people would rise up and overthrow Japan's democratic government. The people failed to rise up and the activists from the League of blood were arrested and put on trial. However, the military commanders did not condemn the rebellion and even issued a statement which effectively excused the officers for their actions and demanded for political reforms. Although the military did not spell out precisely, they wanted control of the government. Hence the military leaders were able take control of the government. On 26 May 1932, the Emperor appointed a navy admiral as Japan's new Prime Minister. Only five elected from the civilian party representatives were allowed to join the PM's new cabinet. With the majority of the new Cabinet made up of military officers, Japan now came under militarist rule.

The reason for the fall of democracy in Japan in 1929 – 1932 was because Japan was structurally weak. Japan's weak political structure meant that the Prime Minister's authority was severely undermined. Furthermore Japan's party politics meant that the two major parties in the Diet were constantly fighting each other and this made it difficult for the Prime Minister to push for decisions. There were also other groups such as the Privy Council, the Genro and the military who reported directly to the Emperor and could bypass the Prime Minister. Therefore, this meant that the Prime Minister did not have control over the government,

	<p>which made it difficult for him to respond to problems in Japan. This structural weaknesses existed since the implementation of the Meiji constitution. As a result, the democratic structures gradually weakened Japan's government and diminished the Japanese perception of them.</p> <p>In conclusion, I disagree that military influence was the main cause for the failure of democracy in Japan. While the rise of the military in the Japanese civilian government did contribute to the decline of democracy, the growing distrust and resentment of the Japanese was accelerated by the devastating impact of the Great Depression. The Great Depression was the trigger which provoked worse reactions from the Japanese who began to turn their support elsewhere such as the military or the communists.</p>	
3	'The USA became involved in the Vietnam War from 1955 to prevent the fall of the Ngo Dinh Diem's government in South Vietnam.' How far do you agree with this statement? Explain your answer.	[10]

The USA became involved in the Vietnam War from 1955 to prevent the fall of South Vietnam as the government of Ngo Dinh Diem became weaker, more corrupt and the ARVN more incompetent in preventing increasing communist insurgency. Diem's government was run by his bad brother Nhu and his wife who used intimidation against opponents, favoured cronies and Catholics, persecuted Buddhists and allowed corruption to run rampant among ARVN generals and crime syndicates. His unpopular government alienated the people and became sympathetic to the communists. Diem's strategic hamlet programme caused further hardship for people in the rural area and these people turned to the Viet Cong for help. As the result, insurgency by the VC increased as evident in the many protests, civil disorder and bad news for the Diem government. The US became involved to support Diem by sending Henry Cabot Lodge as US ambassador to advise Diem to help run the government better. The US sent more military advisors to train the ARVN to better counter VC attacks. The US also gave more funding for Diem's strategic hamlet program to cut off the rural population from VC network. The US even sent McNamara the Defence Secretary to Saigon to give credibility to Diem's government. The US believed that through this show of support, Diem's government will have the resources to win the confidence and support from the people of South Vietnam to effectively fight the threat from the communists.

The USA became involved in the Vietnam War from 1955 to counter the growing military challenge from the communists/from North Vietnam. As the planned reunification elections was called off by South Vietnam, the North has advocated armed struggle as the means to seek reunification. Le Duan, the Communist Party First Secretary formed Unit 559 to send men and material down the Ho Chi Minh Trail to support the Viet Cong guerillas topple Diem's government. VC/NVA forces became had the upper hand they were even able to attack US Airbases in Da Nang, Bien Hoa and Tan Son Nhut itself where the MAC-V (Military Assistance Command-Vietnam) was based. Seeing ARVN suffer defeat at the hands of the VC at the Battle of Ap Bac even with US advisors on overflight, the US decided to get involved more directly to take the offensive to the enemy instead of waiting for VC ambush. US involvement took the form of strategic bombings of ports like Hai Phong and Vinh, barracks and airfields in Gia Lam, POL storage facilities throughout the North to cripple the DRV's ability to supply the South. In addition, the US got involved by carpet bombing the Ho Chi Minh Trail with napalm and Agent Orange defoliants to eliminate forest cover for strategic bombers to disrupt supply routes and NVA troop movement to cut off DRV support headed for South Vietnam. US became involved by establishing combat base as as Khe Sanh,

Rockpile, Con Tien and Camp Carroll close to strategic chokepoints where routes from Laos and Cambodia leads into South Vietnam close to the DMZ. Other special training camps were established in the Central Highlands like in the A Shau Valley, Pleiku and Dak To, for the US forces to train mountain tribesmen to counter VC insurrections without getting themselves directly involved. It is evident from these examples; US involvement was also primarily motivated by the need to counter the military threat and supply that the NVA was siphoning into the hands of the VC to help them carry out attacks on US airfields and ARVN forces to weaken and topple the South Vietnam government.

The USA became involved in the Vietnam War from 1955 to protect US reputation as the ideological champion of democratic freedom from the threat of its Cold War rivals. The period after 1955, fear of communism heightened with the defeat of the French by the Vietminh at Dien Bien Phu right in the aftermath of the Korea War which ended in a stalemate. Facing increasing challenge from the Communist bloc, the US felt it was important to uphold the confidence of its allies and maintain its reputation as the protector of free governments around the world. Hence the US felt the necessity of funding and supporting South Vietnam to ensure its survives the onslaught of communist challenge by the VC. In the wake of the Cuban Missile Crisis in 1962, the need to stand firm in the Cold War became an urgency. When the Soviets crushed the Hungarian Revolt in 1956 and erected the Berlin Wall in 1961, the message to the US was that it needed to stand firm in Asia to prevent the dominoes from falling. Hence Kennedy made a commitment to commit military support to Diem's government and subsequently, Johnson committed to send troops to take the war to the North Vietnamese to underline to American allies that in the Cold War rivalry, America can be counted on to defend freedom and democracy.

IMO the primary reason was to uphold its global position as an ideological bastion of democracy so that its allies such as Japan, South Korea, Thailand and those in western Europe do not lose faith in them and will continue to defend the same values the US holds dear. The US mainly saw the conflict in Vietnam with Cold War lenses and hence saw the need to prevent Diem's government from collapse and at same time stem the military support from DRV that mainly came from the US' Cold War rivals the USSR and China.

4	'It was US President Ronald Reagan who helped to bring the Cold War to an end.' How far do you agree with this statement? How far do you agree with this statement? Explain your answer.	[10]
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US President Ronald Reagan helped to bring the Cold War to an end through his willing to push for nuclear disarmament and end the arms race with the USSR. Despite earlier calling the USSR an "evil empire" and restarting the Strategic Defense Initiative (SDI or Star Wars) of using satellites to counter Soviet ICBMs, he relented in the Cold War confrontation when he learned in 1985 that the new Secretary-General of the USSR was a reformist Gorbachev who was determined to reform the Soviet Union to revive it. Reagan did not take advantage of Soviet cuts in arms spending as a weakness nor did he see Gorbachev's new thinking reforms to revive the USSR as a new threat to the USA. Instead, he was willing to meet Gorbachev face to face to work with the USSR towards strategic arms reduction and to prevent mutually assured reduction. Reagan warmed up to Gorbachev's foreign policy redirection away from control of the Warsaw Pact satellites to focus on economic reforms back home. Reagan was encouraged Gorbachev to undertake further decisions to remove missiles from Europe him during 5 summits between them where the USSR agreed to reduce nuclear stockpile and US offered aid to the USSR in its economic reforms. Reagan's meeting with Gorbachev at the Reykjavik Summit in 1986 was a turning in Cold War relations that rewarded him with meeting with other western leaders such as Margaret Thatcher, Francois Mitterrand of France, Helmut Kohl of West Germany in a series of meetings in Washington, Moscow. Reagan effectively ended the Cold War when the US offered aid

to the USSR a part of a broader effort to support reforms in the USSR including food aid, technical assistance, and financial support to alleviate shortages and improve living conditions through shipments of grain and other agricultural products. By opening the doors to cooperation with the USSR, Reagan ended the Cold War and helped the USSR integrate into the global political and economic community.

Gorbachev's reforms also helped to end of the Cold War because his reforms (glasnost and perestroika) set in momentum new policy directions that encouraged the Communist's Party to focus on bettering the life of its citizens instead of focusing on super-power confrontation between the USSR and the West/USA. Gorbachev introduced perestroika to end central planning of the economy in June 1987. Managers of farms and factories could now decide what they wanted to produce and how much to produce since they had control over raw materials and profits. A reorientation to a market economy gave rise to small scale private enterprises such as family restaurants, businesses providing consumer services such as making clothes or handicrafts and even car repairs. Foreign companies were also allowed to invest in Soviet businesses for the first time. Perestroika aimed to create competition to rejuvenate the inefficiencies of the State by stimulating rapid improvement and providing employment and market-driven allocation of resources. To support perestroika, Gorbachev introduced democratization in the USSR when he moved towards more transparency in the party. Instead of members of local soviets being appointed into positions of power, he wanted election by the people where there would be a choice of candidates. His intention was to bring forth a new generation of leaders who can help push his reformist agenda made the USSR turn away from anti-western rhetoric and Cold War confrontation to focus on learning from the west how best to manage a market economy and how best to rejuvenate the Communist Party to better meet the needs of the country and its people.

Gorbachev helped to end the Cold War when he introduced glasnost to regain the support of the people and to expose corruption within the party. He pledged to be open to new ideas to improve the USSR because he believed that more ideas and suggestions would give a stake to ordinary citizens to help him change the Communist party. To prove his commitment to glasnost, Gorbachev relaxed censorship. He allowed the media to report on the problems within the Soviet Union. He had hoped to mobilize support for his policies, shape public opinion and invite new ideas to change the Soviet government. He wanted the Chernobyl incident and the invasion of Afghanistan to be openly reported and discussed. He put corrupt officials on trial and legalized books, films and plays that were previously banned. Dissidents were released and those in exile were allowed to return. History was re-examined and atrocities committed during the Stalinist era were acknowledged as errors to signal to the people the Party was committed to reform. With this sense of freedom and openness, the USSR gained the acceptance of USA that no longer perceived the USSR as a Cold War enemy or a security threat but was instead willing to open negotiations and meetings to discuss ways to improve global security and end confrontation.

Gorbachev helped to end the Cold War because he was willing to de-ideologise Moscow's relations with its Warsaw Pact members by announcing that Moscow was no longer footing the bill to support its eastern European satellite states nor would intervene to prevent uprisings that Brezhnev pledged to do. This so-called "Sinatra Doctrine" opened the doors for Comecon states to allow participation from non-communists groups to share in the burden of restructuring their own economic and political problems. The Polish communist party ceded power to trade union Solidarity, the Czech communist party stepped down in favour of Václav Havel's Civic Forum, and East Germany's Egon Krenz agreed to allow East Berliners to cross into West Berlin. With Gorbachev relaxing Moscow's grip on the Warsaw Pact, it allowed the people of eastern Europe to find its own solutions without control from Moscow and without the communist party standing in the way. With the rise of non-communist partisans participating in political discourse in eastern Europe, the paradigm of confronting the west in a Cold War "communist versus democracy" narrative came to an end.

BP~270

Name	Class	Register Number

HUMANITIES (HISTORY) (2261/02)

24/S4PR/HI

WEDNESDAY

21 August 2024

1 hour 50 minutes



VICTORIA SCHOOL

**PRELIMINARY EXAMINATION
SECONDARY FOUR**

Additional Material: Writing Paper

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Section A: Answer all parts of Question 1.

Section B: Answer two questions.

Begin each question on a fresh page.

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

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

The total number of marks for this paper is 50.

This paper consists of 7 printed pages, including the cover page.

Turn over

Section A: Source-Based Case Study

Question 1 is **compulsory** for all candidates.

Study the Background Information and the sources carefully, and then answer **all** the questions.

You may use any of the sources to help you answer the questions, in addition to those you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 (a) Study Source A.

How useful is this source as evidence about Germany's foreign policy towards Austria? Explain your answer.

[6]

- (b) Study Sources B and C.

How far would the cartoonists who drew these two cartoons have agreed with each other? Explain your answer.

[5]

- (c) Study Sources D and E.

How far does Source D make you surprised by what was reported in Source E? Explain your answer.

[6]

- (d) Study Source F.

Why did Churchill say this in the British Parliament? Explain your answer.

[5]

- (e) Study **all** the sources.

'Anschluss was inevitable.' How far do these sources support this view? Use the sources and your knowledge to explain your answer.

[8]

Anschluss

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

A term in the Treaty of Versailles forbade the joining together (Anschluss) of Austria and Germany. Yet the union of Germany and Austria was a key aim of Hitler, who wanted to unite all German-speaking people in one country. In 1934, Austrian Nazi Party attempted to take over the Austrian government but was stopped by Mussolini of Italy who threatened Germany with force and Hitler promised to leave Austria alone. However, four years later, on 12 March 1938 German troops invaded Austria. They faced almost no resistance. Anschluss was rapidly completed. Britain and France protested, but took no steps to prevent Hitler's invasion.

Why was Hitler allowed to carry out the Anschluss and was it inevitable?

Source A: *An extract from the July Agreement between Austria and Germany, signed 11 July 1936.*

The Governments of the Federal State of Austria and of Germany have resolved to return to relations of a normal and friendly character. In this connection it is declared -

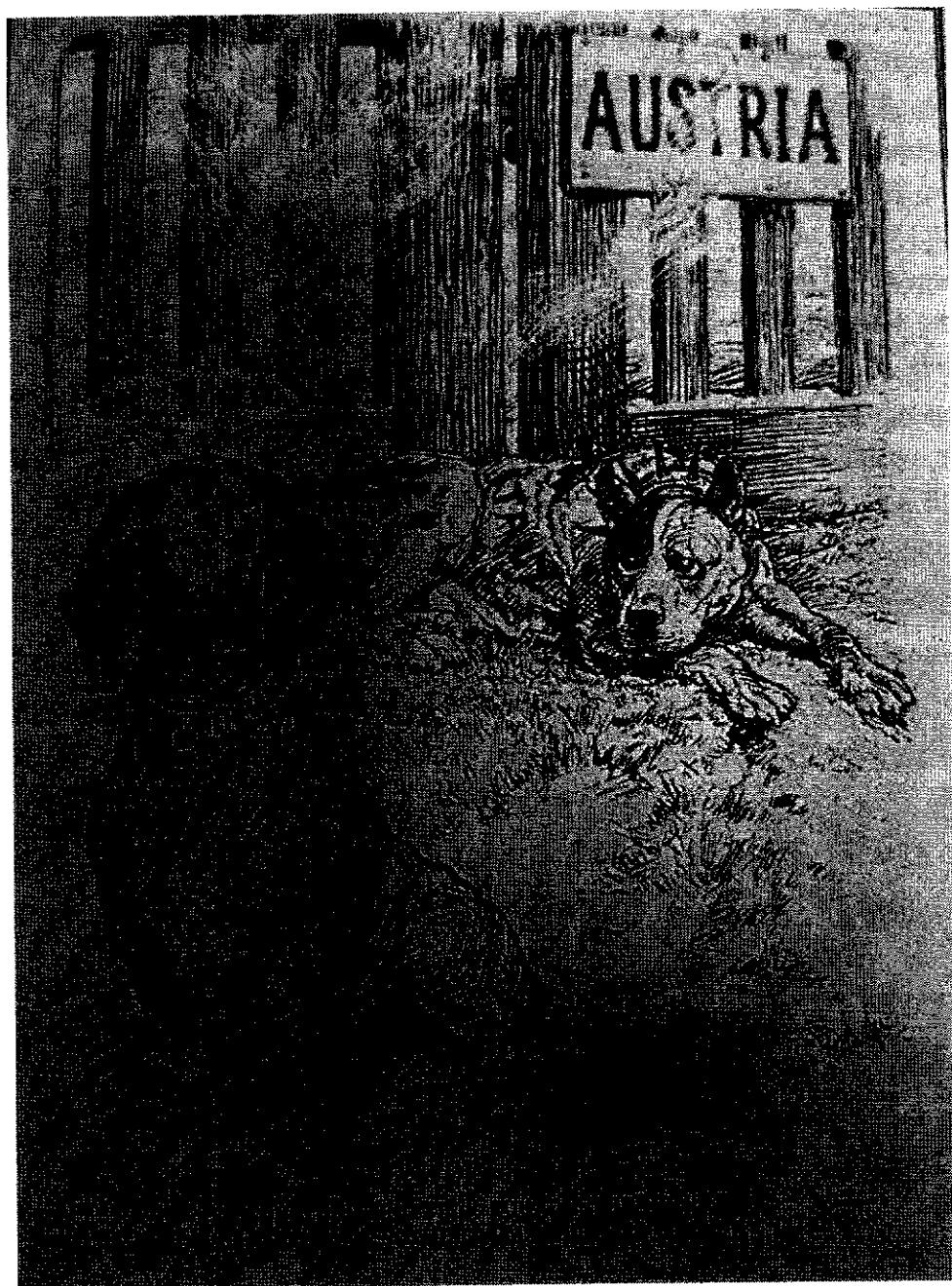
- (1) The German Government recognises the full sovereignty of the Federate State of Austria in the spirit of the pronouncements of the German Fuhrer and Chancellor of May 21, 1935.
- (2) Each of the two Governments regards the inner political affairs (including the question of Austrian National-Socialism*) as an internal concern of that country, upon which it will not exercise direct or indirect influence.

The Austrian Federal Government will constantly follow in its policy in general, and in particular towards Germany, in line with leading principles based on the fact that Austria regards herself as a German State.

*Nazism

Source B: A British cartoon from 1934. It says, Dog of Peace?

Italy: "Now none of your sniffing round here, Mind!", Germany: "My dear fellow, nothing was further from my intention."



Source C: A British cartoon from March 1938. Mussolini (on the left): "All right, Adolf – I never heard a shot."

'Austrian integrity' means 'Austrian independence'.



GOOD HUNTING

Mussolini. "All right, Adolf—I never heard a shot"

Source D: *An extract from a radio broadcast by Austrian Chancellor, Kurt von Schuschnigg, on 11 March 1938.*

This day has placed us in a tragic and decisive situation. The German Government today handed to President Miklas an ultimatum, ordering him to nominate as chancellor a person designated by the German Government and to appoint members of a cabinet on the orders of the German Government; otherwise German troops would invade Austria. President Miklas has asked me to tell the people of Austria that we have yielded to force since we are not prepared even in this terrible situation to shed blood. We have decided to order the troops to offer no resistance.

So I take leave of the Austrian people with the German word of farewell uttered from the depth of my heart: God protect Austria.

Source E: *From a report by German army officers who advanced into Austria on 12 March 1938.*

Nearly everywhere the advancing troops were greeted with enthusiasm. Elite mountain rangers tramped into Salzburg* to find its towers and churches bedecked with Nazi streamers, provincial pennants, and municipal banners. The narrow passages and spacious squares of the picturesque city, were crammed with "lively crowds," enraptured by "delirious enthusiasm," shouting "euphoric cheers that seemed to never end." Even in Tyrol*, well known for its hostility to National Socialism, the overall reaction was one of "boundless popular jubilation"; in Kufstein* cheering town dwellers welcomed the Sixty-first Regiment with flowers and cigarettes.

*These are cities in the western part of Austria bordering Germany.

Source F: *A speech by Winston Churchill in the British Parliament on 14 March 1938.*

We cannot leave the Austrian question where it is. We await the further statement of the Government, but it is quite clear that we cannot accept as a final solution of the problem of Central Europe the event which occurred on 11th March. The public mind has been concentrated upon the moral and sentimental aspects of the Nazi conquest of Austria, a small country brutally struck down, its Government scattered to the winds, the oppression of the Nazi party doctrine imposed upon a Catholic population and upon the working classes of Austria and of Vienna, the hard ill-usage of persecution which indeed will ensue, which is probably in progress at the moment, of those who, this time last week, were exercising their undoubted political rights, discharging their duties faithfully to their own country.

Section B: Essays

Answer two questions.

- 2 'The reason for the fall of democracy in Japan in 1929-1932 was rising military influence in the government.' How far do you agree with this statement? Explain your answer. [10]
- 3 'The USA became involved in the Vietnam War from 1955 to prevent the fall of the Ngo Dinh Diem's government in South Vietnam.' How far do you agree with this statement? Explain your answer. [10]
- 4 'It was Reagan who helped bring the Cold War to an end.' How far do you agree with this statement? Explain your answer. [10]

Copyright Acknowledgements:

- Source A [https://avalon.law.yale.edu/wwii/ylbk001.asp#:~:text=\(1\)](https://avalon.law.yale.edu/wwii/ylbk001.asp#:~:text=(1))
Source B Jenkins J and Feuchtwanger E, Hitler's Germany, 2000. John Murray, London
Source C Jenkins J and Feuchtwanger E, Hitler's Germany, 2000. John Murray, London
Source D <https://spartacus-educational.com/2WWanschluss.htm>
Source E Bukey E B, Hitler's Austria, 2000. The University of North Carolina Press, USA.
Source F <https://hansard.parliament.uk/Commons/1938-03-14>

End of Paper

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VICTORIA SCHOOL**SEC 4 WORLD HISTORY PR 2024
SUGGESTED ANSWERS****1a) Study Source A.**

How useful is this source as evidence about Germany's foreign policy towards Austria? Explain your answer. [6]

L1 Undeveloped provenance & not useful based on assertions about the nature of the source [1-2]

It is useful because it was an official document.

Source E is not useful because it was an official agreement between Austria and Germany. Being an official agreement, Germany would never reveal its true intention towards Austria. Thus, it is not useful.

L2 Useful or Not useful based on what the source tells about Hitler's foreign policy towards Austria [3-4]

Source A is useful because it tells me that Germany and Austria had good diplomatic relationship as Germany respected Austria's right to self-rule. [3]

Source A is useful because it tells me that Germany's foreign policy towards Austria had always been aggressive. This can be supported by the fact that Austria had to sign this treaty and declare itself as a state of Germany to ease tension and normalise relations between the two countries so as to counter Hitler's imminent aggression on Austria. [4]

L4 Answers which attempt to evaluate the reliability of what is said by cross-reference to other sources or CK [4-5]

Source A is useful because it tells me that Germany and Austria had good diplomatic relationship as Germany respected Austria's right to self-rule. However, when I cross-refer to Source C, Source A is not reliable and hence not useful because Germany did not respect Austria's right to self-rule by invading it.

Source A is useful because it tells me that Germany's foreign policy towards Austria had always been aggressive. This can be supported by the fact that Austria had to sign this treaty and declare itself as a state of Germany to ease tension and normalise relations between the two countries so as to counter Hitler's underlying ambitions for expansion and control over Austria. When I cross-refer to Source B and my CK, since 1934, Hitler had always been keen to reunite with Austria as shown in B and it was only when Italy stopped him then that he relented. In addition, it was after the agreement that Austria allowed some Austrian Nazis in the government to placate Hitler.

L5 Answers which evaluate the source as in L3 or L4 and argue the source is still useful based on insights about Anschluss [6]

Source E is useful because it gives me an insight into how scheming, dishonest and opportunistic Nazi Germany was under Hitler. By signing the agreement, it was useful as evidence that Germany had never been upfront about their foreign policy towards Austria and the treaty was merely a cosmetic measure aimed at appeasing international concerns about Germany's growing power. This was a usual tactic deployed by Hitler to hide his aggressive foreign policy.

b) Study Sources B and C.

How far would the cartoonists who drew these two cartoons have agreed with each other?
Explain your answer

L1 Misinterpret [1]

L2 Provenance / mismatch [2]

L3 Agree or disagree based on content [3]

L4 Agree and disagree based on content [4]

Agree that Italy had a role to play in stopping Germany's aggression against Austria.

Agree that Germany's intention on Austria had never changed.

Disagree in terms of Italy's stance on Anschluss.

L5 Disagree based on context [5]

Both cartoonists would never agree as the cartoons were drawn in different contexts. Source B was drawn in 1934 when Italy stopped Germany from uniting with Austria and this saved Austria's independence. However, Source C was drawn in 1938 when Italy did nothing to stop Germany because both countries drawn closer as allies due to Italy's invasion of Abyssinia and Hitler's action in Rhineland and Spain. In 1937, Italy and Germany had also signed the Axis Alliance together with Japan as they saw one another as dictators with similar interests.

c) Study Sources D and E.

How far does Source D make you surprised by what was reported in Source E? Explain your answer.

L1 Answers based on undeveloped provenance [1-2]

Source D make me surprised about the report in Source E because both seemed to give a different impression of Anschluss.

L2: They agree, Source D does not make me surprise about E [3]

Source D does not make me surprised about the report in Source E because D appealed for submission and no resistance and this was observed in Source E where the masses did not resist or oppose the German army.

L3 They disagree, Source D makes me surprised about E [4]

Source D make me surprised about the report in Source E because they differ in their reactions to Anschluss. D saw Anschluss as a disaster for Austria but Source E seemed to suggest that Anschluss was not a disaster but a moment to rejoice and celebrate.

L4 Identifies the disagreement, but uses cross-reference to decide what is surprising [5]

Source D make me surprised about the report in Source E because D saw Anschluss as a disaster for Austria but Source E seemed to suggest that Anschluss was not a disaster but a moment to rejoice and celebrate. However, when I cross-refer to Source F, I am not surprised by Source D because both sources agree that German's actions were unacceptable as the Austrian's independence had been robbed and destroyed overnight.

L5 As in L4 but also uses evaluation of D's and E's contexts and purposes to decide that it's not surprising [6]

Source D does not make me surprised as it was by Schuschnigg who was arm-twisted to announce his resignation and Austria's capitulation to Germany. As the Chancellor, he was the one who signed the gentleman agreement in 1936 and he was also the one who decided to call for the plebiscite which angered Hitler to call for an invasion of Austria. Being the only one to stand up against Hitler and without the support of the West, he was resigned as well as worried about the fate of his countrymen as there were Jews and Catholics in the country, they faced an uncertain future once the Nazis took over. As for Source E, although the reactions of the masses differed from that of their Chancellor, it was also not surprising they welcomed the Germans with open arms. Firstly, there was no bloodshed and civil war. The sight of well-equipped German troops reminded them of their wartime solidarity and the humiliation of 1918 overcome. Many Austrians were aware of Hitler's economic achievements and hoped for an improvement in their lives.

1d) Study Source F.

Why did Churchill say this in the British Parliament? Explain your answer.

L1 Sub-message [1]

L2 Specific context of March 1938 [2]

Germany had invaded and taken over Austria.

L3 Main message and reason based on purpose [3-4]

Churchill said this because he wanted to convince the British government that Hitler's action was a violation of the sovereignty of Austria and such an action could not be tolerated. [3]

Churchill said to condemn Germany's action so that Britain will take action. [3]

Churchill said this because he wanted to convince the British government that Hitler's action was a violation of the sovereignty of Austria and such an action could not be tolerated. By saying this, he hoped that the Chamberlain government would abandon the policy of appeasement and stand up against Hitler and defend Austria's independence. By appeasing Hitler, he believed that peace in Europe would be at stake as Hitler was a person one could not trust and Germany would become stronger after Anschluss threatening neighbouring countries like Czechoslovakia and Poland. [4]

L4 As in L3/4m and specific context of Churchill being a strong critic of appeasement

Churchill said this because he wanted to convince the British government that Hitler's action was a violation of the sovereignty of Austria and such an action could not be tolerated. By saying this, he hoped that the Chamberlain government would abandon the policy of appeasement and stand up against Hitler and defend Austria's independence. By appeasing Hitler, he believed that peace in Europe would be at stake as Hitler was a person one could not trust and Germany would become stronger after Anschluss threatening neighbouring countries like Czechoslovakia and Poland. As a strong critic of appeasement, he believed that the annexation of Austria was a clear indication of Hitler's ambitions and he wanted to rally support not just from the British but the international community as well to act decisively to prevent further aggression.

e) Study all the sources

'Anschluss was inevitable.' How far do these sources support this view? Use the sources and your knowledge to explain your answer.

L1 Writes about the hypothesis, no valid source use [1]

L2 Yes OR No, supported by valid source use [2-4]

(Award 1 mark for each source use up to a maximum of 4 marks)

L3 Yes AND No, supported by valid source use [5-8]

(Award 5 marks for 1Y and 1N, and additional mark for each supporting source use, up to a maximum of 7 marks)

Source A – No & Yes

Source A does not support it was inevitable as it was a gentleman agreement between Germany and Austria that Austria's independence would be respected as according to the agreement of 1936 as well as the Treaty of St Germain that Austria and Germany should be two entities. As a treaty of mutual agreement, Germany had the duty to honour and abide by the terms of the Treaty and not violate it.

Source A supports as Austria did recognise itself as part of Germany. Historically, there were Austrians who considered themselves as Germans and hoped to unite with Germany. The hope of uniting Austria and Germany was not new. Discussions and debates about Austria's role in a German nation-state dated back to the 19th century.

Source B – No

Source B does not support because Italy had stopped Anschluss before in 1934 and they could have done it to protect Austrian and their own interests. On July 25, 1934, Austrian Nazis attempted to overthrow the Austrian government. However, the majority of Austrians remained loyal to the government. The Austrian military and police forces quickly defeated the conspirators. The coup attempt failed. Italian dictator Benito Mussolini sent troops to the Austro-Italian border to defend Austrian sovereignty. Mussolini was friends and allies with Dollfuss (the Austrian Chancellor who was killed) and was outraged by the coup attempt and assassination. Austria became a major point of contention between the Italians and Germans. Thus, with the Italians around, Germans would be deterred to act.

Source C – Yes

Source C supports it was inevitable especially in the events of 1938 as relations between Mussolini and Hitler had improved. By winter 1937–1938, Austria found itself diplomatically isolated and facing an increasingly aggressive Nazi Germany. The international community showed little interest in maintaining Austrian independence. By that point, both the French and the British had accepted an Austro-German union as inevitable. The Dollfuss regime's brutal repression of Austrian Social Democrats in February 1934 had not won them many friends in countries like Britain and France. Even Mussolini was no longer a reliable guarantor of Austrian independence.

Source D – Yes

Source D supports because when he announced his resignation in the face of German pressure, Schuschnigg instructed Austrians and the Austrian military not to resist German troops if they invaded. He was unwilling to fight a war or spill blood for Austrian independence. Given the lack of military resistance and international support, Anschluss was inevitable.

Source E – Yes

Source E supports because it seemed that the people of Austria looked forward to a better future under the Germans. As many Austrians were also pro-Germans and some pro-Nazis, they welcomed the Germans with open arms. Firstly, there was no bloodshed and civil war. The sight of well-equipped German troops reminded them of their wartime solidarity and the humiliation of 1918 overcome. Many Austrians were aware of Hitler's economic achievements and hoped for an improvement in their lives.

Source F – No

Source F does not support because Churchill said that Britain should not leave the Austria issue where it was. Together with France, Britain could stop appeasing Hitler and put a stop to his territorial expansion once and for all. At this point, even though Britain and France were not as militarily ready but so was Germany. However, if Britain and France were to declare war on Germany, Germany might be deterred and union with Austria could be prevented.

SECTION B Essays

L1 Identifies/Describes [1-3]

L2 Explains one side of the statement [4-5]

L3 Explains both sides of the statement [6-8]

*add up to 2 bonus marks for a balanced conclusion

- | | | |
|---|---|------|
| 2 | <p>'The reason for the fall of democracy in Japan in 1929-1932 was rising military influence in the government.' How far do you agree with this statement? Explain your answer.</p> | [10] |
|---|---|------|

The reason for the fall of democracy in Japan in 1929 – 1932 **was because of rising military influence in the government**. While the civilian politicians held a strong position within the government in the 1920s, they were quickly losing the trust of the people. In contrast, the military grew in prominence and popularity with its victories. This further strengthened the military which started to act on its own and disregard the Prime Minister. Eventually, the military gained greater control of the government. This factor is significant in the **Manchurian Crisis in 1931**, because it sheds light on the strained relationship of the military with the civilian government, as well as the weakening role of the government and even the emperor in controlling the military. The invasion, which was done by the Kwantung Army without government approval, revealed the lack of control of the civilian government over the military. Consequently, the unopposed success of the invasion removed the effective influence of the civilian government over foreign policy in East Asia. **As a result, the invasion was extremely popular with the Japanese public**. This heightened the popularity of the military and militarist policies in Japan. Meanwhile, the lack of effective government opposition confirmed to the military its superior influence over the civilian politicians. Hence this led to declining support for democracy. The growing resentment the ordinary people felt towards the democratic politicians, increasingly led many to support the military's rise to power.

The reason for the fall of democracy in Japan in 1929 – 1932 **was because of economic developments**. The loss of trust in the civilian government was exacerbated by numerous social problems and disorders the government faced

during this period, which further undermined their credibility. For example, the Great Depression in 1929 caused Japan's economy to fall, as the demand for Japanese silk exports fell drastically. This affected the income of the people, resulting in a lower demand for farmers' produce. Owners of small business also suffered. The civilian government, which developed close ties to the Zaibatsus and other capital owners, were held accountable by the public for the sufferings of the general populace, as the working-class and middle-class were disproportionately affected by the recession. Therefore, with increasing unemployment, the Japanese public started to feel that the military was a more favourable alternative than supporting the democratic civilian government. Moreover, the economic recession heightened the fear of a communist uprising in Japan. With Japan's proximity to the Soviet Union, security became a key concern of the Japanese government. As a result, this caused many Japanese to transfer their support from the democratic civilian government to support the military officers. This enabled the military to increase its intervention in government affairs under the justification of national security.

The reason for the fall of democracy in Japan in 1929 – 1932 was because growing opposition to the civilian government. A network of ultranationalistic and anti-democratic activists began to form and grow. This network included junior military officers who had the backing of senior military commanders. They were against the civilian political leaders and the zaibatsu, whom they regarded as self-serving. For example, assassinations were attempted by ultranationalist groups. Prime minister Hamaguchi and a Mitsui Corporation Zaibatsu head were killed in such assassinations. These assassinations had several effects. They intimidated civilian politicians and caused them to drop their opposition to the military. As a result, it also created a sense of instability which the military exploited to "restore order". In the May 15 Incident in 1932, Prime Minister Inukai was assassinated by the League of Blood. Attackers also tried to attack other government officials as well. This was an attempted coup d'état. They had hoped that the people would rise up and overthrow Japan's democratic government. The people failed to rise up and the activists from the League of blood were arrested and put on trial. However, the military commanders did not condemn the rebellion and even issued a statement which effectively excused the officers for their actions and demanded for political reforms. Although the military did not spell out precisely, they wanted control of the government. Hence the military leaders were able take control of the government. On 26 May 1932, the Emperor appointed a navy admiral as Japan's new Prime Minister. Only five elected from the civilian party representatives were allowed to join the PM's new cabinet. With the majority of the new Cabinet made up of military officers, Japan now came under militarist rule.

The reason for the fall of democracy in Japan in 1929 – 1932 was because Japan was structurally weak. Japan's weak political structure meant that the Prime Minister's authority was severely undermined. Furthermore Japan's party politics meant that the two major parties in the Diet were constantly fighting each other and this made it difficult for the Prime Minister to push for decisions. There were also other groups such as the Privy Council, the Genro and the military who reported directly to the Emperor and could bypass the Prime Minister. Therefore, this meant that the Prime Minister did not have control over the government,

	<p>which made it difficult for him to respond to problems in Japan. This structural weaknesses existed since the implementation of the Meiji constitution. As a result, the democratic structures gradually weakened Japan's government and diminished the Japanese perception of them.</p> <p>In conclusion, I disagree that military influence was the main cause for the failure of democracy in Japan. While the rise of the military in the Japanese civilian government did contribute to the decline of democracy, the growing distrust and resentment of the Japanese was accelerated by the devastating impact of the Great Depression. The Great Depression was the trigger which provoked worse reactions from the Japanese who began to turn their support elsewhere such as the military or the communists.</p>	
3	'The USA became involved in the Vietnam War from 1955 to prevent the fall of the Ngo Dinh Diem's government in South Vietnam.' How far do you agree with this statement? Explain your answer.	[10]

The USA became involved in the Vietnam War from 1955 to prevent the fall of South Vietnam as the government of Ngo Dinh Diem became weaker, more corrupt and the ARVN more incompetent in preventing increasing communist insurgency. Diem's government was run by his bad brother Nhu and his wife who used intimidation against opponents, favoured cronies and Catholics, persecuted Buddhists and allowed corruption to run rampant among ARVN generals and crime syndicates. His unpopular government alienated the people and became sympathetic to the communists. Diem's strategic hamlet programme caused further hardship for people in the rural area and these people turned to the Viet Cong for help. As the result, insurgency by the VC increased as evident in the many protests, civil disorder and bad news for the Diem government. The US became involved to support Diem by sending Henry Cabot Lodge as US ambassador to advise Diem to help run the government better. The US sent more military advisors to train the ARVN to better counter VC attacks. The US also gave more funding for Diem's strategic hamlet program to cut off the rural population from VC network. The US even sent McNamara the Defence Secretary to Saigon to give credibility to Diem's government. The US believed that through this show of support, Diem's government will have the resources to win the confidence and support from the people of South Vietnam to effectively fight the threat from the communists.

The USA became involved in the Vietnam War from 1955 to counter the growing military challenge from the communists/from North Vietnam. As the planned reunification elections was called off by South Vietnam, the North has advocated armed struggle as the means to seek reunification. Le Duan, the Communist Party First Secretary formed Unit 559 to send men and material down the Ho Chi Minh Trail to support the Viet Cong guerillas topple Diem's government. VC/NVA forces became had the upper hand they were even able to attack US Airbases in Da Nang, Bien Hoa and Tan Son Nhut itself where the MAC-V (Military Assistance Command-Vietnam) was based. Seeing ARVN suffer defeat at the hands of the VC at the Battle of Ap Bac even with US advisors on overflight, the US decided to get involved more directly to take the offensive to the enemy instead of waiting for VC ambush. US involvement took the form of strategic bombings of ports like Hai Phong and Vinh, barracks and airfields in Gia Lam, POL storage facilities throughout the North to cripple the DRV's ability to supply the South. In addition, the US got involved by carpet bombing the Ho Chi Minh Trail with napalm and Agent Orange defoliants to eliminate forest cover for strategic bombers to disrupt supply routes and NVA troop movement to cut off DRV support headed for South Vietnam. US became involved by establishing combat base as as Khe Sanh,

Rockpile, Con Tien and Camp Carroll close to strategic chokepoints where routes from Laos and Cambodia leads into South Vietnam close to the DMZ. Other special training camps were established in the Central Highlands like in the A Shau Valley, Pleiku and Dak To, for the US forces to train mountain tribesmen to counter VC insurrections without getting themselves directly involved. It is evident from these examples; US involvement was also primarily motivated by the need to counter the military threat and supply that the NVA was siphoning into the hands of the VC to help them carry out attacks on US airfields and ARVN forces to weaken and topple the South Vietnam government.

The USA became involved in the Vietnam War from 1955 to protect US reputation as the ideological champion of democratic freedom from the threat of its Cold War rivals. The period after 1955, fear of communism heightened with the defeat of the French by the Vietminh at Dien Bien Phu right in the aftermath of the Korea War which ended in a stalemate. Facing increasing challenge from the Communist bloc, the US felt it was important to uphold the confidence of its allies and maintain its reputation as the protector of free governments around the world. Hence the US felt the necessity of funding and supporting South Vietnam to ensure its survives the onslaught of communist challenge by the VC. In the wake of the Cuban Missile Crisis in 1962, the need to stand firm in the Cold War became an urgency. When the Soviets crushed the Hungarian Revolt in 1956 and erected the Berlin Wall in 1961, the message to the US was that it needed to stand firm in Asia to prevent the dominoes from falling. Hence Kennedy made a commitment to commit military support to Diem's government and subsequently, Johnson committed to send troops to take the war to the North Vietnamese to underline to American allies that in the Cold War rivalry, America can be counted on to defend freedom and democracy.

IMO the primary reason was to uphold its global position as an ideological bastion of democracy so that its allies such as Japan, South Korea, Thailand and those in western Europe do not lose faith in them and will continue to defend the same values the US holds dear. The US mainly saw the conflict in Vietnam with Cold War lenses and hence saw the need to prevent Diem's government from collapse and at same time stem the military support from DRV that mainly came from the US' Cold War rivals the USSR and China.

4	'It was US President Ronald Reagan who helped to bring the Cold War to an end.' How far do you agree with this statement? How far do you agree with this statement? Explain your answer.	[10]
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US President Ronald Reagan helped to bring the Cold War to an end through his willing to push for nuclear disarmament and end the arms race with the USSR. Despite earlier calling the USSR an "evil empire" and restarting the Strategic Defense Initiative (SDI or Star Wars) of using satellites to counter Soviet ICBMs, he relented in the Cold War confrontation when he learned in 1985 that the new Secretary-General of the USSR was a reformist Gorbachev who was determined to reform the Soviet Union to revive it. Reagan did not take advantage of Soviet cuts in arms spending as a weakness nor did he see Gorbachev's new thinking reforms to revive the USSR as a new threat to the USA. Instead, he was willing to meet Gorbachev face to face to work with the USSR towards strategic arms reduction and to prevent mutually assured reduction. Reagan warmed up to Gorbachev's foreign policy redirection away from control of the Warsaw Pact satellites to focus on economic reforms back home. Reagan was encouraged Gorbachev to undertake further decisions to remove missiles from Europe him during 5 summits between them where the USSR agreed to reduce nuclear stockpile and US offered aid to the USSR in its economic reforms. Reagan's meeting with Gorbachev at the Reykjavik Summit in 1986 was a turning in Cold War relations that rewarded him with meeting with other western leaders such as Margaret Thatcher, Francois Mitterrand of France, Helmut Kohl of West Germany in a series of meetings in Washington, Moscow. Reagan effectively ended the Cold War when the US offered aid

to the USSR a part of a broader effort to support reforms in the USSR including food aid, technical assistance, and financial support to alleviate shortages and improve living conditions through shipments of grain and other agricultural products. By opening the doors to cooperation with the USSR, Reagan ended the Cold War and helped the USSR integrate into the global political and economic community.

Gorbachev's reforms also helped to end of the Cold War because his reforms (glasnost and perestroika) set in momentum new policy directions that encouraged the Communist's Party to focus on bettering the life of its citizens instead of focusing on super-power confrontation between the USSR and the West/USA. Gorbachev introduced perestroika to end central planning of the economy in June 1987. Managers of farms and factories could now decide what they wanted to produce and how much to produce since they had control over raw materials and profits. A reorientation to a market economy gave rise to small scale private enterprises such as family restaurants, businesses providing consumer services such as making clothes or handicrafts and even car repairs. Foreign companies were also allowed to invest in Soviet businesses for the first time. Perestroika aimed to create competition to rejuvenate the inefficiencies of the State by stimulating rapid improvement and providing employment and market-driven allocation of resources. To support perestroika, Gorbachev introduced democratization in the USSR when he moved towards more transparency in the party. Instead of members of local soviets being appointed into positions of power, he wanted election by the people where there would be a choice of candidates. His intention was to bring forth a new generation of leaders who can help push his reformist agenda made the USSR turn away from anti-western rhetoric and Cold War confrontation to focus on learning from the west how best to manage a market economy and how best to rejuvenate the Communist Party to better meet the needs of the country and its people.

Gorbachev helped to end the Cold War when he introduced glasnost to regain the support of the people and to expose corruption within the party. He pledged to be open to new ideas to improve the USSR because he believed that more ideas and suggestions would give a stake to ordinary citizens to help him change the Communist party. To prove his commitment to glasnost, Gorbachev relaxed censorship. He allowed the media to report on the problems within the Soviet Union. He had hoped to mobilize support for his policies, shape public opinion and invite new ideas to change the Soviet government. He wanted the Chernobyl incident and the invasion of Afghanistan to be openly reported and discussed. He put corrupt officials on trial and legalized books, films and plays that were previously banned. Dissidents were released and those in exile were allowed to return. History was re-examined and atrocities committed during the Stalinist era were acknowledged as errors to signal to the people the Party was committed to reform. With this sense of freedom and openness, the USSR gained the acceptance of USA that no longer perceived the USSR as a Cold War enemy or a security threat but was instead willing to open negotiations and meetings to discuss ways to improve global security and end confrontation.

Gorbachev helped to end the Cold War because he was willing to de-ideologise Moscow's relations with its Warsaw Pact members by announcing that Moscow was no longer footing the bill to support its eastern European satellite states nor would intervene to prevent uprisings that Brezhnev pledged to do. This so-called "Sinatra Doctrine" opened the doors for Comecon states to allow participation from non-communists groups to share in the burden of restructuring their own economic and political problems. The Polish communist party ceded power to trade union Solidarity, the Czech communist party stepped down in favour of Václav Havel's Civic Forum, and East Germany's Egon Krenz agreed to allow East Berliners to cross into West Berlin. With Gorbachev relaxing Moscow's grip on the Warsaw Pact, it allowed the people of eastern Europe to find its own solutions without control from Moscow and without the communist party standing in the way. With the rise of non-communist partisans participating in political discourse in eastern Europe, the paradigm of confronting the west in a Cold War "communist versus democracy" narrative came to an end.

BP~270



ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
SECONDARY 4 EXPRESS

Candidate's Name

Class

Register Number

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GEOGRAPHY**2236/01**

Paper 1

29 August 2018
1 hour 40 minutesAdditional Materials: Answer Paper
 2 Inserts**READ THESE INSTRUCTIONS FIRST**

Write your index number and name on all the work you hand in.
 Write in dark blue or black pen on both sides of the paper.
 You may use a pencil for any diagrams or graphs.
 Do not use staples, paper clips, glue or correction fluid.

Section A

Answer Question 1.

Section BAnswer **one** question.

Write answers on the Answer Paper provided.

Start your answers to each question on a fresh sheet of paper.

Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

Insert 1 contains Fig. 1 and Fig. 3 for Question 1.

Insert 2 contains Photographs A, B and C for Question 2 and Fig. 4, and Photographs D, E and F for Question 3.

At the end of the examination, fasten all your work securely together, including Insert 1.

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

The total number of marks for this paper is **50**.

Setter: Mrs Wong Check Siew
 Vetters: Ms Noraini and Mrs Ho-Tam Mee Fong

For Examiner's Use	
Question 1	/ 25
Question 2 / 3	/ 25
Total	/ 50

This answer paper consists of **6** printed pages including this cover page.

Section A

This question is compulsory.

- 1. (a)** A group of students from Sunny Secondary School in Singapore carried out a geographical investigation on tourism in Sunway City, a popular tourist destination near Kuala Lumpur, Malaysia.

Prior to their fieldwork, the students embarked on a secondary research to find out more about Sunway City. They compiled their secondary findings shown in Fig.1 (Insert 1).

- (i)** Explain the usefulness of secondary data to this investigation. [2]
 - (ii)** Add annotations to Fig.1 (Insert 1) to describe the factors (other than Sunway Lagoon Theme Park) which encourage visitors to visit Sunway City. [3]
- (b)** At Sunway Lagoon, the students stationed themselves outside the entrance of Sunway Lagoon Theme Park to administer a questionnaire to investigate the guiding question:
"How does distance travelled influence the number of visitors to Sunway Lagoon Theme Park?"

Study Fig. 2, which shows the questionnaire designed by the students.

Questionnaire

- | | | | | | | |
|----|---|---------|---------|------------|---------|-----------------|
| 1. | Gender: | Male | Female | | | |
| 2. | Which country do you come from? | | | | | |
| 3. | How old are you? (please circle) | | 16-25 | 26-35 | | |
| | 15 & under | 36-45 | 46-55 | 56 & above | | |
| 4. | How long are you staying in the theme park? (please circle) | | | | | |
| | 1 hour | 2 hours | 3 hours | 4 hours | 5 hours | 6 hours & above |
| 5. | How big is your group? Alone 2-3 4-5 6-7 8-9 10 & above
(please circle) | | | | | |

Fig. 2

- (i)** Explain why the entrance of Sunway Lagoon Theme Park is an appropriate choice. [1]

- (ii) Study Table 1, which shows the results of the age and gender of the visitors interviewed.

Table 1
Age and gender of visitors ((Q 1 and 3)

Age	15 & under	24	12%
	16-25	32	16%
	26-35	46	23%
	36-45	46	23%
	46-55	32	16%
	56 & above	20	10%
Gender	Total	200	100%
	Male	100	50%
	Female	100	50%
	Total	200	100%

How representative is the sample of the visitors interviewed?

[2]

- (iii) Study Table 2, which shows the results of origin of visitors by country.

Table 2
Origin of visitors by country (Q 2)

Country	No. of visitors
Malaysia	55
Singapore	20
Saudi Arabia	20
Indonesia	18
China	17
India	13
Japan	13
Australia	12
South Korea	10
USA	8
UK	7
Thailand	7
Total	200

What conclusions can be drawn from Table 2 in response to the guiding question
“How does distance travelled influence the number of visitors to Sunway Lagoon Theme Park?”.

[3]

- (iv) A student analysed the origin of visitors from Malaysia as shown in Table 3. and represented it on a map. Fig. 3 (Insert 1) is their partially completed map.

Use the data in Table 3 to complete the map. [2]

Table 3
Origin of visitors from Malaysia (Q 2)

State	No. of visitors
Johor	11
Kelantan	2
Melaka	5
Negeri Sembilan	4
Pahang	3
Penang	5
Perak	7
Selangor	15
Trengganu	3
Total	55

- (c) One student thought there may be a link between length of stay in Sunway Lagoon Theme Park and the size of the group (Q 4 and Q 5 in the questionnaire shown in Fig. 2).

State a hypothesis the student could use for this inquiry and explain how the hypothesis can be tested. [4]

- (d) As an extension to their study, the students wanted to assess the environmental impact of tourism in the theme park.

Design a bi-polar recording sheet with 2 aspects. [3]

- (e) Another group of 8 students travelled to Kuala Lumpur City Centre to investigate the hypothesis "**Shops cater more to tourists than to the locals**".

Describe how the students, working in pairs can go about collecting data using a land use transect and ensuring its reliability. [5]

Section B**Answer one question from this section**

2. (a) Study Photograph A (Insert 2), which shows a coastal landform. Describe the features of landform X and account for its formation. [5]
- (b) With the aid of a labelled diagram, explain the term "wave refraction". [4]
- (c) Study Photograph B (Insert 2), which shows a coastal environment. Use Photograph B to describe two dominant erosional processes and explain how geology of the coast may have contributed to the rate of erosion at this coastal environment. [4]
- (d) Study Photograph C (Insert 2), which shows different coastal protection measures. Compare the coastal protection measures shown in Photograph C. [4]
- (e) "Man pose a greater threat to the coral reef ecosystem than nature." To what extent do you agree with this statement? Use examples to support your answer. [8]
3. (a) Study Fig. 4 (Insert 2), which shows distribution of mangroves species in some parts of the World.
Describe the distribution of mangroves species as shown on Fig. 4. [4]
- (b) Study Photographs D to F (Insert 2), which show a mangrove ecosystem. Use the photographs to help explain how mangroves adapt to the harsh environment they grow in. [3]

- (c) Study Tables 4A and 4B, which show top 10 countries/territories tourism earnings in 2000 and 2015 respectively.

Table 4A
Top 10 countries/territories tourism earnings in 2000

Rank	Country/Territory	Revenue (billion \$US)
1	USA	82.4
2	France	33.0
3	Spain	30.0
4	Italy	27.5
5	UK	21.9
6	Germany	18.7
7	China	16.2
8	Canada	10.8
9	Austria	9.8
10	Australia	9.23

Table 4B
Top 10 countries/territories tourism earnings in 2015

Rank	Country/Territory	Revenue (billion \$US)
1	USA	204.5
2	China	114.1
3	Spain	56.5
4	France	45.9
5	UK	45.4
6	Thailand	44.5
7	Italy	39.4
8	Germany	36.8
9	Hong Kong (China)	36.1
10	Macau (China)	31.3

Compare the changes in top 10 countries tourism earnings between 2000 and 2015. [6]

- (d) Discuss the role of the media in influencing tourist decisions in their choice of destination. [4]
- (e) "Sustainable tourism is best achieved by adopting ecotourism." To what extent do you agree with this statement? Use examples to support your answer. [8]



ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
Secondary 4 EXPRESS

Candidate's Name

Class

Register Number

GEOGRAPHY

Paper 1

2236/01

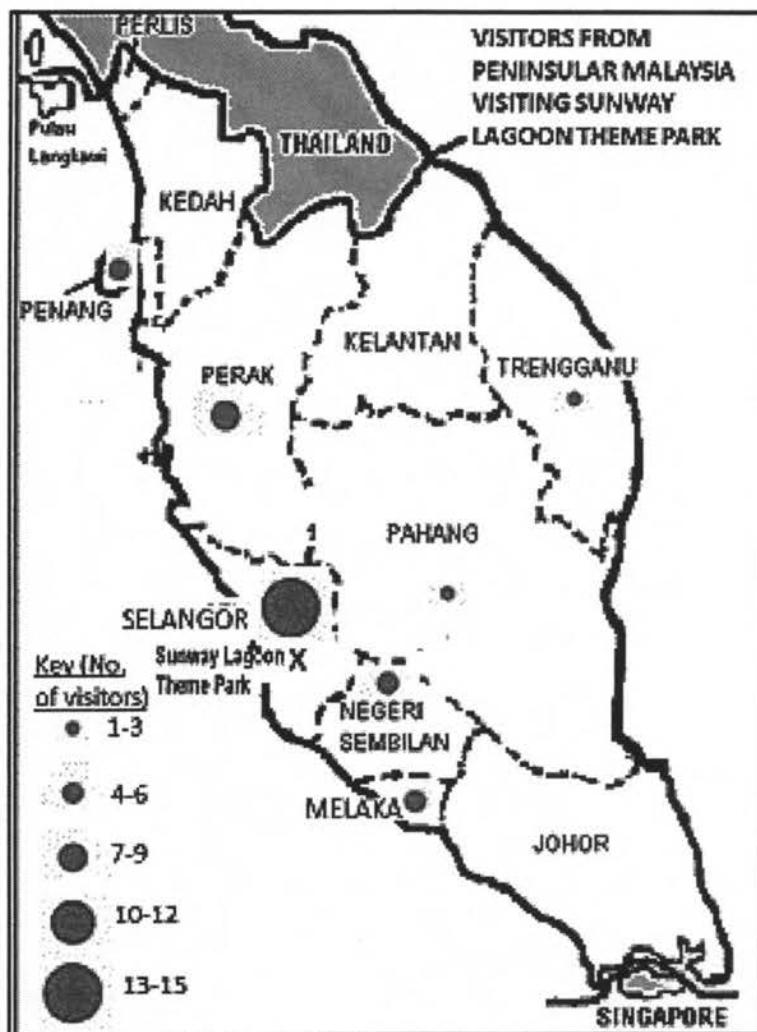
29 August 2018
1 hour 40 minutes

INSERT 1

This Insert contains Fig. 1 and Fig. 2 for Question 1. Attach Insert 1 to answer script.

This insert consists of 3 printed pages including this cover page.

Fig. 3 for Question 1



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ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
Secondary 4 EXPRESS

Candidate's Name

Class

Register Number

GEOGRAPHY

Paper 1

2236/01

29 August 2018

1 hour 40 minutes

INSERT 2

This Insert contains Photographs A, B and C for Question 2 and Fig. 4, Photographs D, E and F for Question 3.

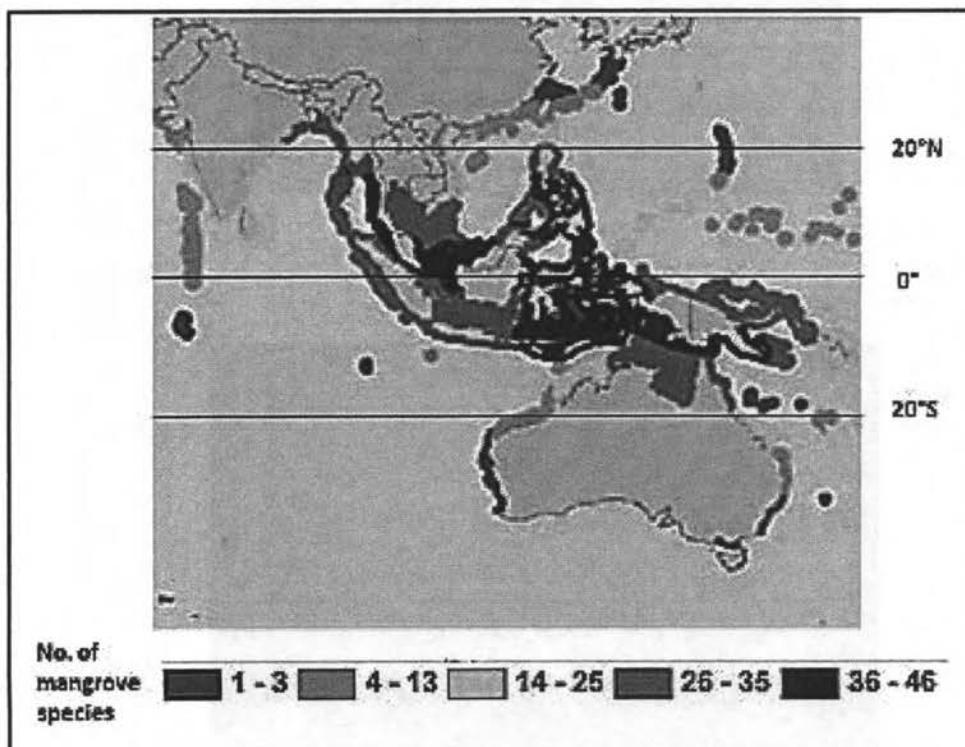
This insert consists of 4 printed pages including this cover page.

Photograph A for Question 2



Photograph B for Question 2



Photograph C for Question 2**Fig. 4 for Question 3****Mangroves species in some parts of the World**

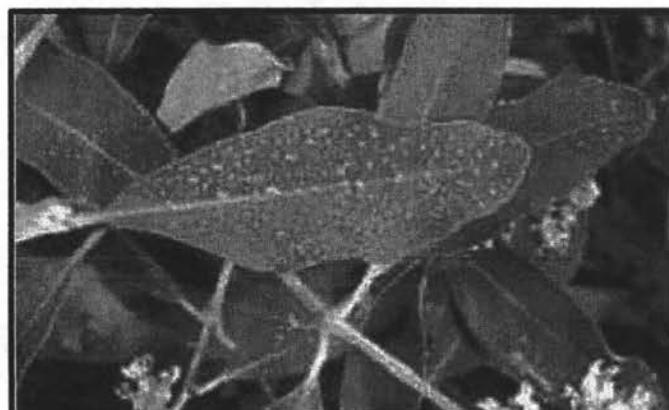
Photograph D for Question 3



Photograph E for Question 3



Photograph F for Question 3





ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
SECONDARY 4 EXPRESS

Candidate's Name

Class

Register Number

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GEOGRAPHY**2236/02**

Paper 2

13 September 2018

1 hour 30 minutes

Additional Materials: Answer Paper
 1 Insert
 1:25 000 Topographical Map of Rose Belle

READ THESE INSTRUCTIONS FIRST

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

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

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

Section A

Answer one question.

Section B

Answer one question.

Write all answers on the Answer Paper provided.

Candidates should support their answers with the use of relevant examples.

Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

The Insert contains Fig. 1, Fig. 2 and Fig. 3 for Question 1, Fig. 4 and Photographs A and B for Question 2, Fig. 6 and Fig. 7 for Question 3, and Fig. 9, Fig. 10, Fig. 11 and Table 1 for Question 4.

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

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

The total number of marks for this paper is 50.

For Examiner's Use	
Section A	/25
Section B	/25
Total	/50

This document consists of 5 printed pages including this cover page.

Section A

Answer one question from this section.

- 1 a) Study Fig. 1 (Insert), which shows the global distribution of solar radiation.

Describe the global variation in solar radiation above 200 kWh/m².

[5]

- b) Use an annotated diagram **only** to explain the formation of convectional rain. [4]

- c) Study Fig. 2 (Insert), which shows the climate and location of Lisbon, Portugal.

Use Fig. 2 to describe and account for the temperature characteristics of Lisbon.

[5]

- d) Study Fig. 3 (Insert), which shows ways to mitigate the impact of storm surges.

With reference to Fig. 3, explain how damage to property caused by storm surges can be reduced.

[3]

- e) 'Human actions are the main drivers of climate change.'

Using examples, discuss the accuracy of this statement.

[8]

- 2 a) Study Fig. 4 (Insert), which shows the annual change in forest area by region from 1990 to 2010.

With reference to Fig. 4, compare the changes in forest areas in each region from 1990 to 2010. [5]

- b) With the use of a specific example, discuss one measure which the government has implemented to mitigate climate change in an urban environment. [4]
- c) Study Fig. 5, which shows the age of oceanic rocks and mid-ocean ridges on the ocean floor.

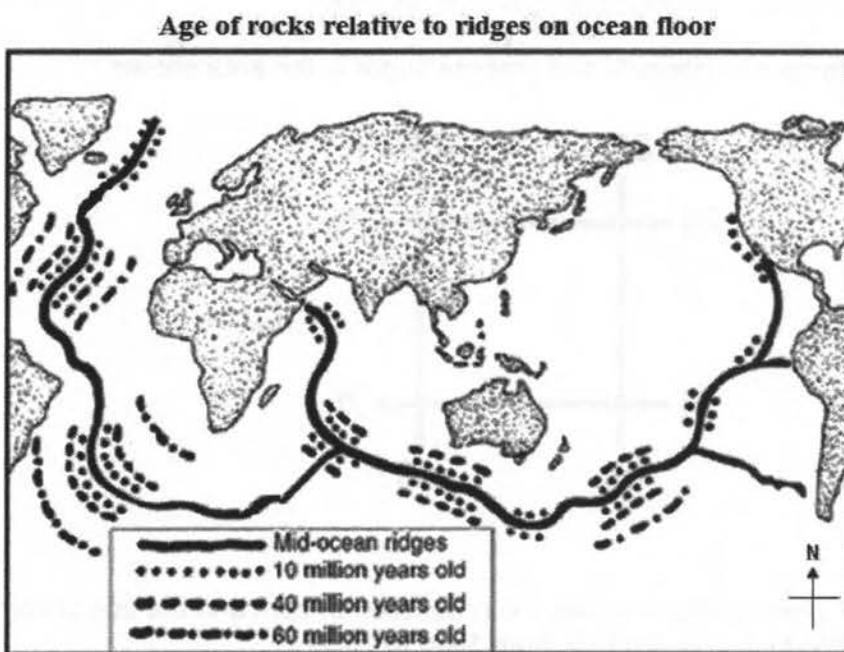


Fig. 5

Describe the distribution of mid-ocean ridges in the world and the ages of the rocks where the ridges lie. [4]

- d) Study Photograph A and Photograph B (Insert), which show the eruption of Mount Agung and its surroundings in Bali in 2017.

With reference to Photographs A and B, suggest the hazards associated with the eruption of Mount Agung. Draw a well-labeled cross-section of Mount Agung. [4]

- e) 'The severity of impact of an earthquake is largely determined by its distance from the epicentre.' To what extent do you agree with this statement? Use examples to support your answer. [8]

Section B**Answer one question from this section.**

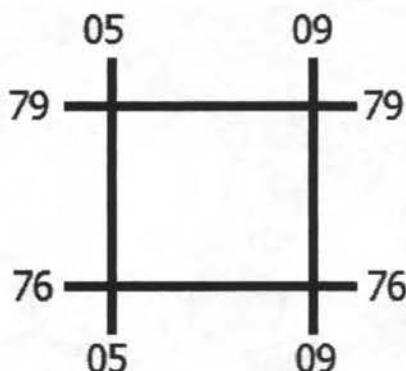
- 3 a) Account for the prevalence of HIV/AIDS in less developed countries. [4]

- b) Study Fig. 6 (Insert), which shows information about the lack of access to clean water.

With the help of Fig. 6, suggest the impacts caused by a lack of access to clean water. [5]

- c) Study the 1:25 000 topographical map of Rose Belle.

Explain the factors to intensify and process sugar in the area shown. [4]



- d) Study Fig. 7 (Insert), which shows the production of corn and the use of corn for ethanol production in the U.S. from 1980 to 2009.

Describe the trend in the production of corn and the use of corn for ethanol in the U.S. from 1980 to 2009. Explain how this trend could threaten food security in less developed countries. [4]

- e) 'Food safety is a primary cause for food consumption to vary in the world.' To what extent do you agree with this statement? Use examples to support your answer.

[8]

- 4 a) Study Fig. 8, which shows the trends in infant mortality rates and female literacy from 1990 to 2004.

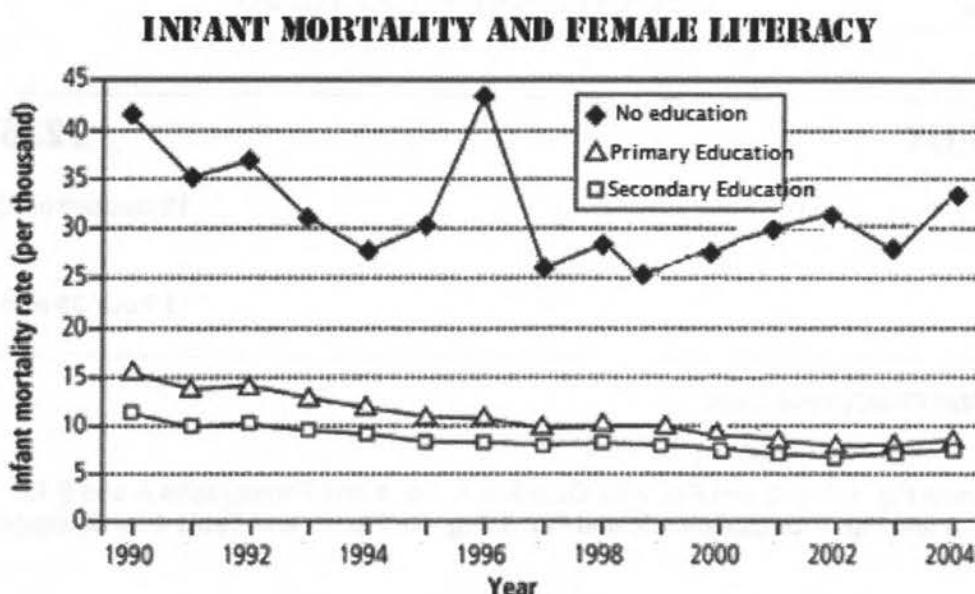


Fig. 8

Describe and suggest reasons for the relationships between infant mortality rate and female literacy. [4]

- b) Study Fig. 9 (Insert), which shows the doctor to patient ratio in Lesotho and Table 1 (Insert), which shows some statistics for Lesotho.

With the help of Fig. 9 and Table 1, account for the life expectancy of the people in Lesotho. [5]

- c) Study Fig. 10 (Insert), which shows the areas infected by malaria and Fig. 11 (Insert), which shows the spread of malaria.

With reference to Fig. 10 and Fig. 11, describe the extent of malaria transmission in Indonesia and explain how malaria is spread. [4]

- d) Use examples to comment on the roles of the community and international organisations in managing the spread of infectious diseases. [4]

- e) 'The social impact of HIV outweighs the economic impact.' Do you consider this statement to be true? Explain your answer. [8]

THE END



ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
SECONDARY 4 EXPRESS

GEOGRAPHY

2236/02

Paper 2

13 September 2018

INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains Fig. 1, Fig. 2 and Fig. 3 for Question 1, Fig. 4 and Photographs A and B for Question 2, Fig. 6 and Fig. 7 for Question 3, and Fig. 9, Fig. 10, Fig. 11 and Table 1 for Question 4.

This document consists of 8 printed pages including this cover page.

Fig. 1 for Question 1

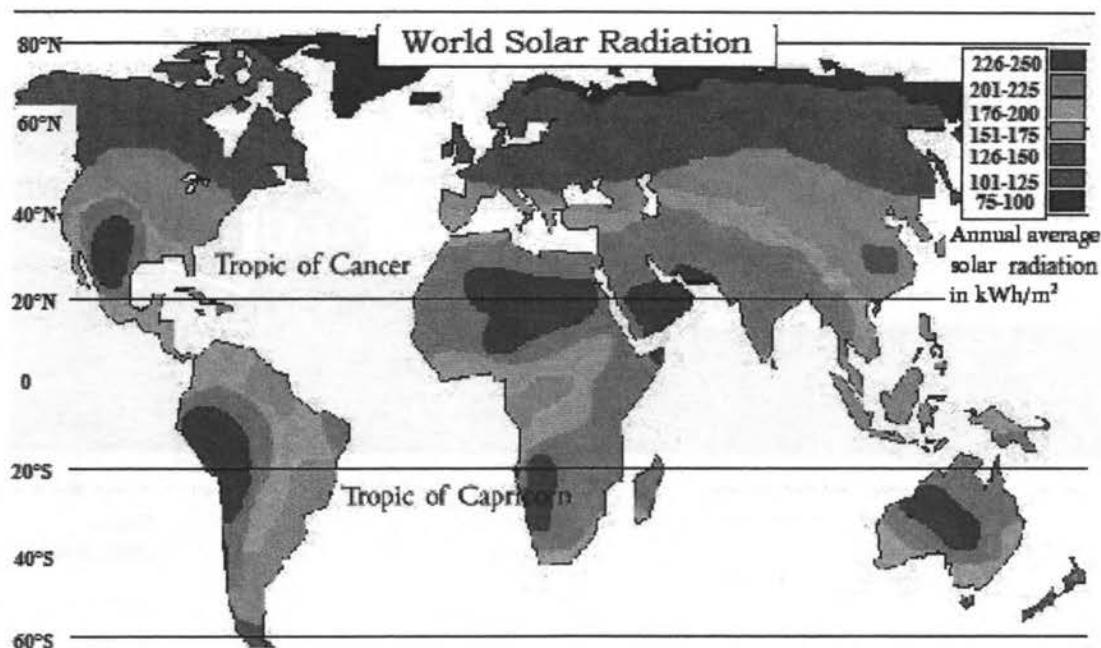


Fig. 2 for Question 1

Climate and location of Lisbon, Portugal

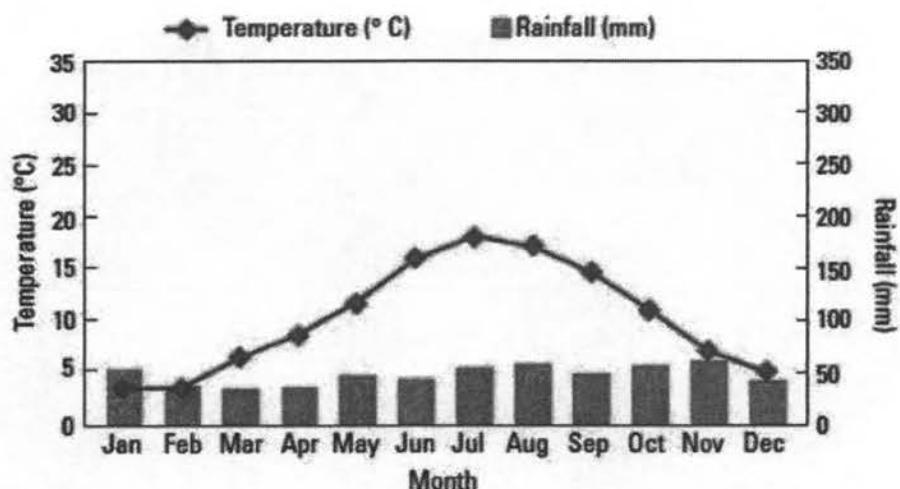


Fig. 3 for Question 1

Mitigation against storm surges

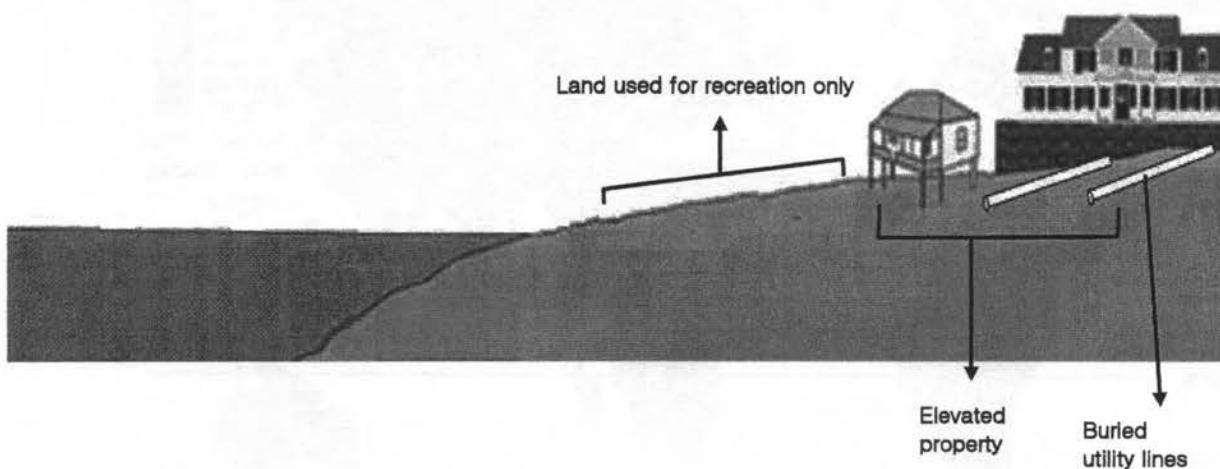
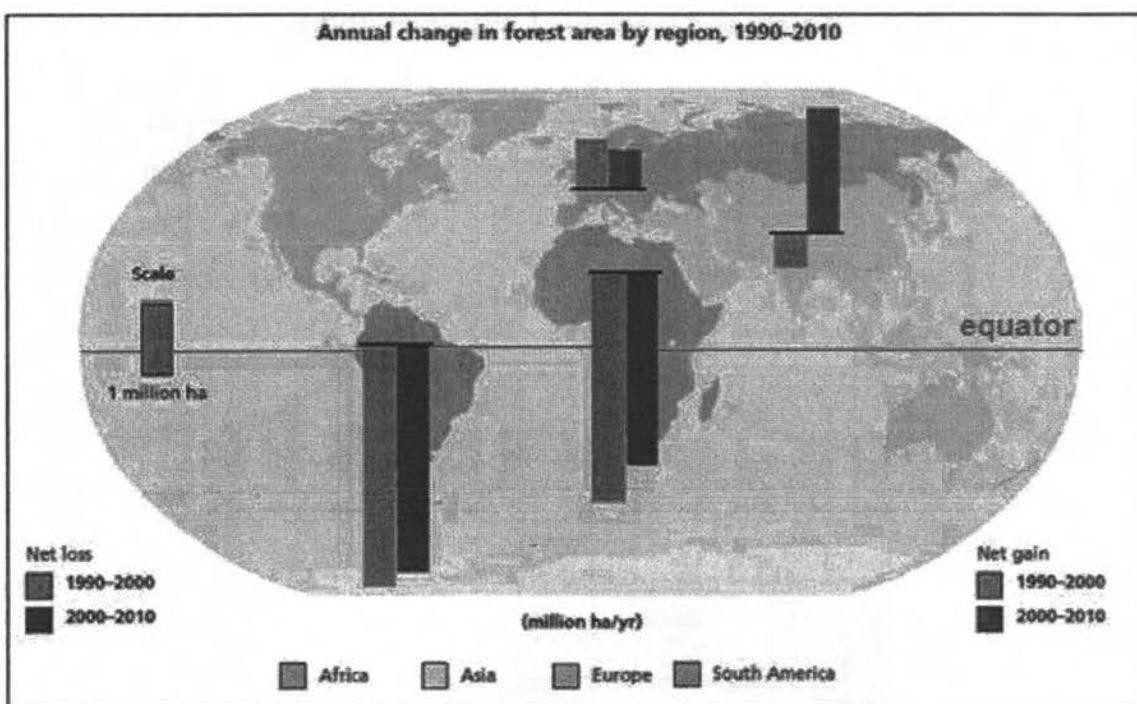


Fig. 4 for Question 2



Photographs A and B for Question 2



Photograph A



Photograph B

Fig. 6 for Question 3

Lack of access to clean water is a huge problem

768

MILLION

people live **without**
access to improved
drinking water
sources



40 BILLION

hours are spent
every year walking
to collect water in
Africa alone

75%

of the burden of
collecting
water is borne
by **women and**
children

Without clean water, kids are especially vulnerable to death and illness



272 MILLION

school days are lost each
year due to diarrhea

88%

of diarrheal cases are
preventable through safe
drinking water, basic
sanitation and hygiene

Fig. 7 for Question 3

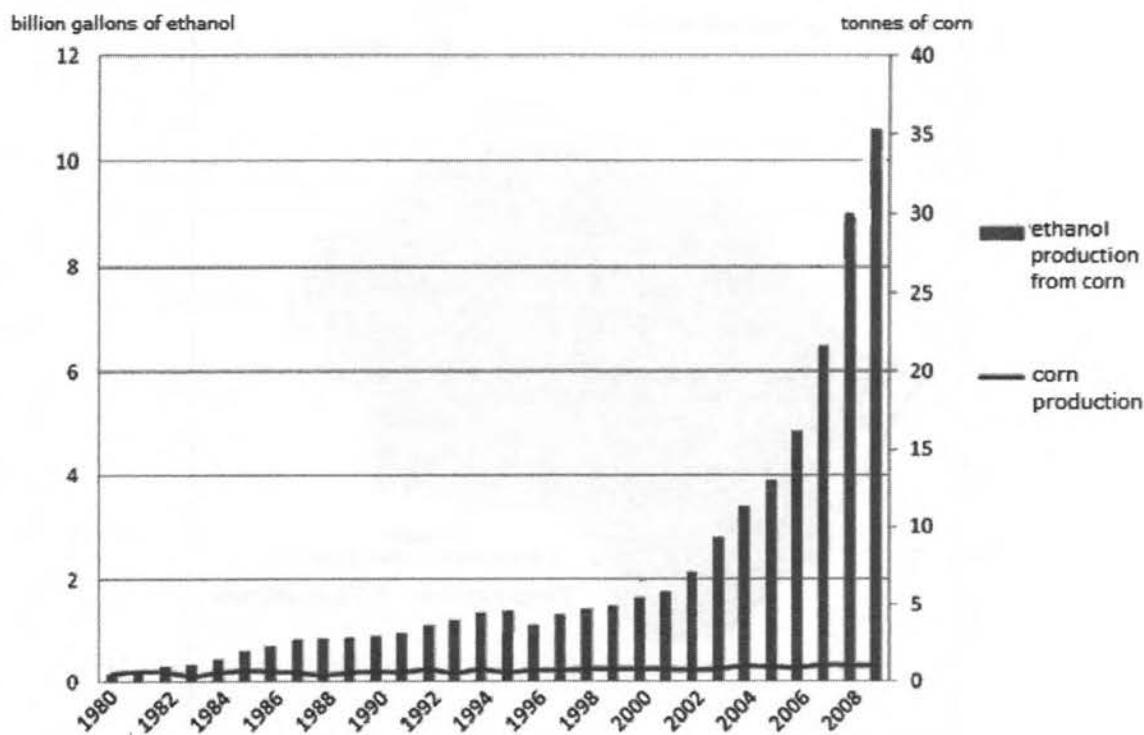
Corn and ethanol production in the U.S.

Fig. 9 for Question 4

Doctor to patient ratio in Lesotho

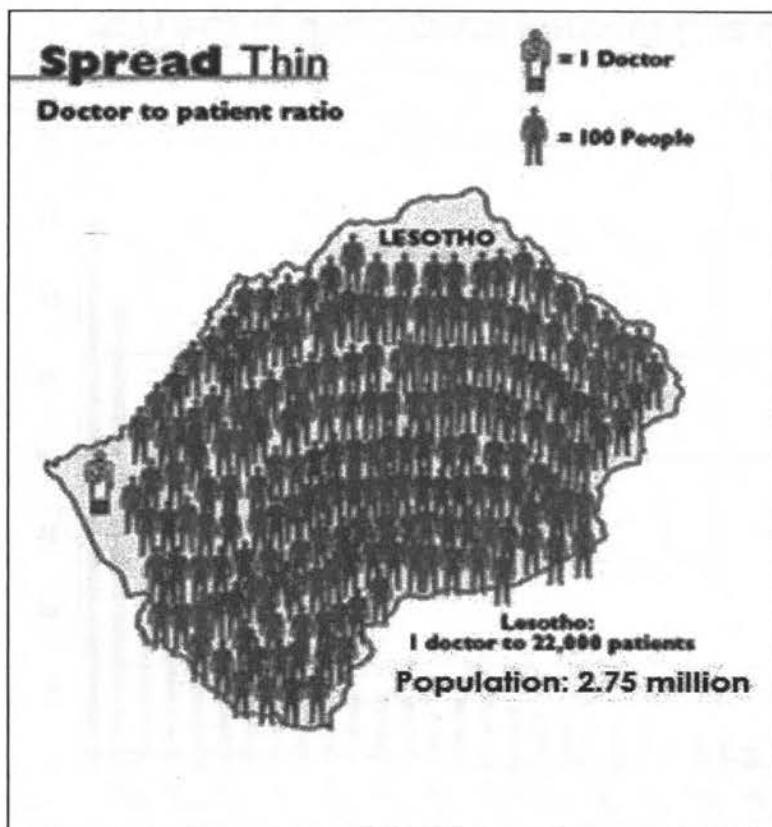


Table 1 for Question 4

National statistics in 2016

2016	Lesotho	LDC Average
Expenditure on health per capita (US\$)	276	280
Total expenditure on healthcare (% of GDP*)	7.6	4.7 – 10
GDP per capita (USD\$)	859	979
Life expectancy (years)	48	68
* GDP stands for the total dollar value of all goods and services produced over a specific year, divided by population in the country		

Fig. 10 for Question 4

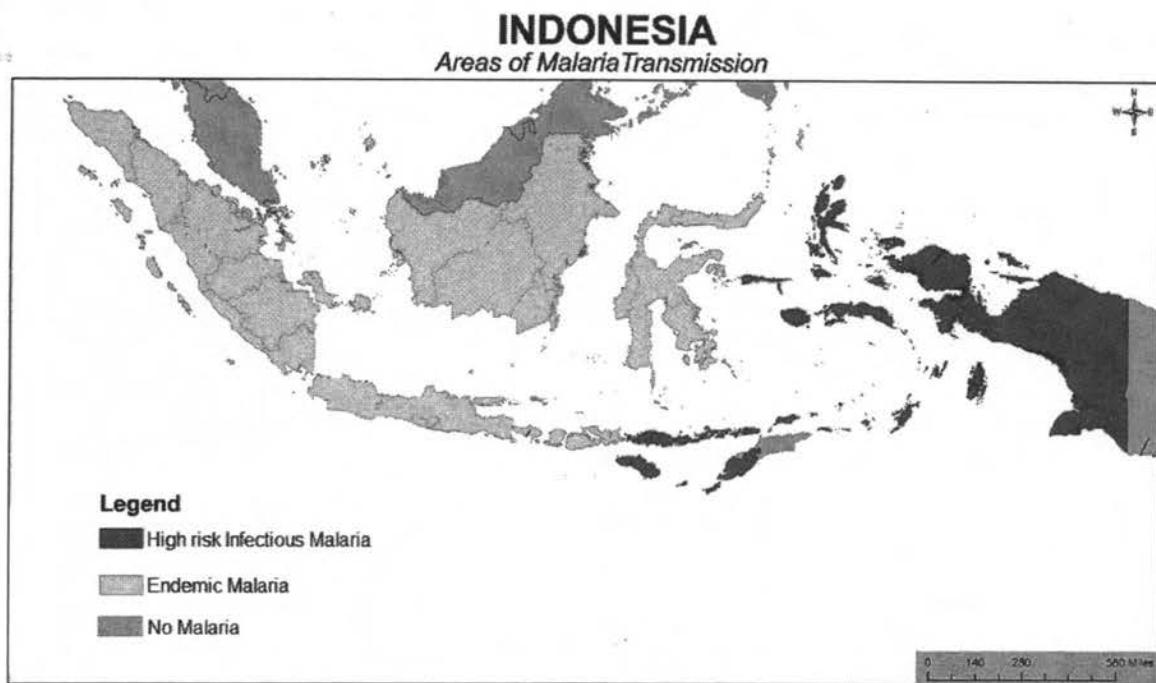
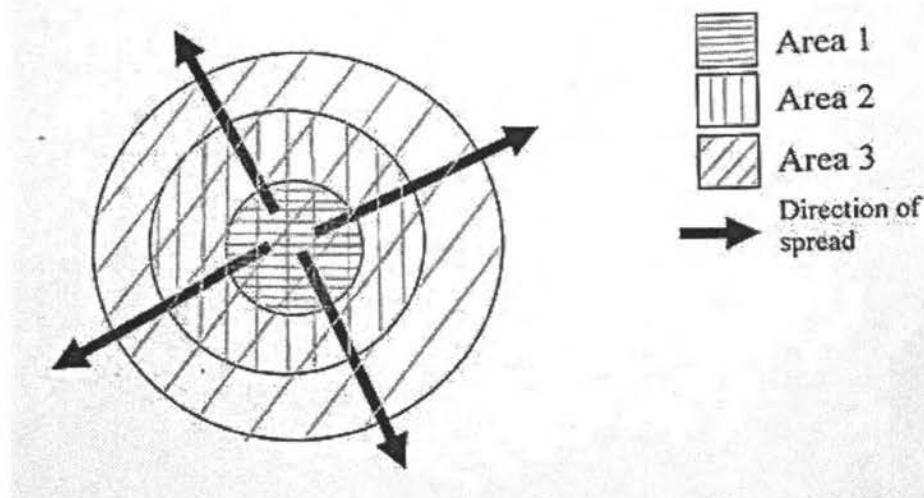


Fig. 11 for Question 4

Spread of malaria



END



**ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
SECONDARY 4 EXPRESS**

Candidate's Name

Class

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Answer scheme

GEOGRAPHY

Paper 1

2236/0129 August 2018
1 hour 40 minutesAdditional Materials: Answer Paper
 2 Inserts**READ THESE INSTRUCTIONS FIRST**

Write your index number and name on all the work you hand in.
 Write in dark blue or black pen on both sides of the paper.
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Section A

Answer Question 1.

Section B

Answer one question.

Write answers on the Answer Paper provided.

Start your answers to each question on a fresh sheet of paper.
 Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.
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 Insert 2 contains Photographs A, B and C for Question 2 and Fig. 4, and Photographs D, E and F for Question 3.

At the end of the examination, fasten all your work securely together, including Insert 1.
 The number of marks is given in brackets [] at the end of each question or part question.
 The total number of marks for this paper is 50.

Setter: Mrs Wong Check Siew
 Vetters: Ms Noraini and Mrs Ho-Tam Mee Fong

For Examiner's Use	
Question 1	/ 25
Question 2 / 3	/ 25
Total	/ 50

Section A**This question is compulsory.**

1. (a) A group of students from Sunny Secondary School in Singapore carried out a geographical investigation on tourism in Sunway City, a popular tourist destination near Kuala Lumpur, Malaysia.

Prior to their fieldwork, the students embarked on a secondary research to find out more about Sunway City. They compiled their secondary findings shown in Fig.1 (Insert 1).

- (i) Explain the usefulness of secondary data to this investigation. [2]

- Provides background information about the place and the vicinity given that the students may not have travelled to Sunway City.
- Helps the students to formulate relevant hypothesis and guiding questions for their fieldwork.
- Secondary data can also be used to confirm their findings from the primary data they collected.

Any 2

- (ii) Add annotations to Fig.1 (Insert 1) to describe the factors (other than Sunway Lagoon Theme Park) which encourage visitors to visit Sunway City. [3]

- Near to Malaysian towns & cities for locals to recreate eg 23 km to Kuala Lumpur City Centre.
- Accessible to those who wish to drive there including Singaporeans eg Federal Highway OR Accessible to those using Bus Rapid Transit eg Sunway Lagoon BRT Station
OR Accessible to international tourists flying in eg Kuala Lumpur International Airport and Sultan Abdul Aziz Shah Airport.
- A range of accommodations available to meet different budget needs eg Sunway Clio Hotel, Sunway Pyramid Hotel etc.
- Availability of varied food outlets eg Taste Enclave, Busaba Thai etc.
- Convention Centre able to hold conferences/exhibitions for MICE tourists eg Sunway Pyramid Convention Centre
- Shopping mall for shopping eg Sunway Pyramid Shopping Mall/spa for those who wish to relax eg Mandara Spa.

Any 3

- (b) At Sunway Lagoon, the students stationed themselves outside the entrance of Sunway Lagoon Theme Park to administer a questionnaire to investigate the guiding question:
“How does distance travelled influence the number of visitors to Sunway Lagoon Theme Park?”

Study Fig. 2, which shows the questionnaire designed by the students.

Questionnaire

Fig. 2

- (i) Explain why the entrance of Sunway Lagoon Theme Park is an appropriate choice. [1]

 - Expected high visitor traffic flow being the entrance and so will enable the students to achieve their sample size.
 - People entering the theme park is the correct target for the survey.
 - Questions asked in the survey do not require interviewees to have completed the theme park experience.

Any 1

- (ii) Study Table 1, which shows the results of the age and gender of the visitors interviewed.

Table 1
Age and gender of visitors ((Q 1 and 3))

Age	15 & under	24	12%
	16-25	32	16%
	26-35	46	23%
	36-45	46	23%
	46-55	32	16%
	56 & above	20	10%
	Total	200	100%
Gender	Male	100	50%
	Female	100	50%
	Total	200	100%

How representative is the sample of the visitors interviewed ?

[2]

- A sample size of 200 provides a large enough data to make accurate analysis/conclusion.
- Gender sampling with equal numbers for both males and females each 50% ensures views of both genders are represented.
- Unequal representation of each age group.

Any 2

- (iii) Study Table 2, which shows the results of origin of visitors by country.

Table 2
Origin of visitors by country (Q 2)

Country	No. of visitors
Malaysia	55
Singapore	20
Saudi Arabia	20
Indonesia	18
China	17
India	13
Japan	13
Australia	12
South Korea	10
USA	8
UK	7
Thailand	7
Total	200

What conclusions can be drawn from Table 2 in response to the guiding question
"How does distance travelled influence the number of visitors to Sunway Lagoon Theme Park?"

[3]

- The nearer the origin of visitors is to Sunway Lagoon Theme Park, the more their numbers. For example, largest group of visitors are from Malaysia
- Outside of Malaysia, nearby countries such as Singapore and Indonesia have higher percentage while countries further away such as USA and UK have smaller percentage.
- However, there are anomalies such as Saudi Arabia, though further away is similar to Singapore OR Thailand though nearer is similar to UK

- (iv) A student analysed the origin of visitors from Malaysia as shown in Table 3, and represented it on a map. Fig. 3 (Insert 1) is their partially completed map.

Use the data in Table 3 to complete the map.

[2]

Table 3
Origin of visitors from Malaysia (Q 2)

State	No. of visitors
Johor	11
Kelantan	2
Melaka	5
Negeri Sembilan	4
Pahang	3
Penang	5
Perak	7
Selangor	15
Trengganu	3
Total	55

- Accurate plotting of Kelantan and Johor
1m each
- (c) One student thought there may be a link between length of stay in Sunway Lagoon Theme Park and the size of the group (Q 4 and Q 5 in the questionnaire shown in Fig. 2).

State a hypothesis the student could use for this inquiry and explain how the hypothesis can be tested.

[4]

Hypothesis [1]

"Visitors travelling in groups are more likely to stay longer in Sunway Lagoon Theme Park" OR

"Solo traveller is likely to stay fewer hours in Sunway Lagoon Theme Park"

Accept plausible answer

Test hypothesis [3]

- Draw a scatter graph to show the relationship between the size of the group and their length of stay in Sunway Lagoon Park. With X-axis being size of the group and Y-axis the length of stay in Sunway Lagoon Park.
- Plot the data collected from the survey and draw a line of best fit
- When group size increases with length of stay in Sunway Lagoon Park, the hypothesis is proven.

- (d) As an extension to their study, the students wanted to assess the environmental impact of tourism in the theme park.

Design a bi-polar recording sheet with 2 aspects.

[3]

- Format of bi-polar recording sheet from +2 to -2
- Any 2 aspects
 - Overcrowding/increased congestion
 - Littering/pollution
 - Shortage of parking space

Accept plausible answer

- (e) Another group of 8 students travelled to Kuala Lumpur City Centre to investigate the hypothesis "**Shops cater more to tourists than to the locals**".

Describe how the students, working in pairs can go about collecting data using a land use transect and ensuring its reliability.

[5]

Method [4]

- Obtain a base map with the main street, identify transect and note the start and end points. Each pair 1 transect.
- Design a land use classification key on the types of goods and services (eg hotel, money changer, souvenir shop, F&B, local grocery shop etc) offered based on secondary research prior to the field work.
- Walk along the transect and note down on the base map the types of goods sold and services offered on both sides of the line of transect.
- Draw a land use map of the street using the key for the various types of land use and mark those for tourists and locals respectively.

Reliability [1]

- All 4 pairs do the land use transect concurrently and adopt similar key for classification of goods & services and distinction between shops for tourists/locals.

Accept plausible answer

Section B

Answer one question from this section

2. (a) Study Photograph A (Insert 2), which shows a coastal landform. Describe the features of landform X and account for its formation.

[5]

Describe [2]

- Flat/gentle gradient
- Consist of fine sediments
- Extends north-north west from the mainland
- Wider nearer the mainland and narrower towards the offshore island

Any 2

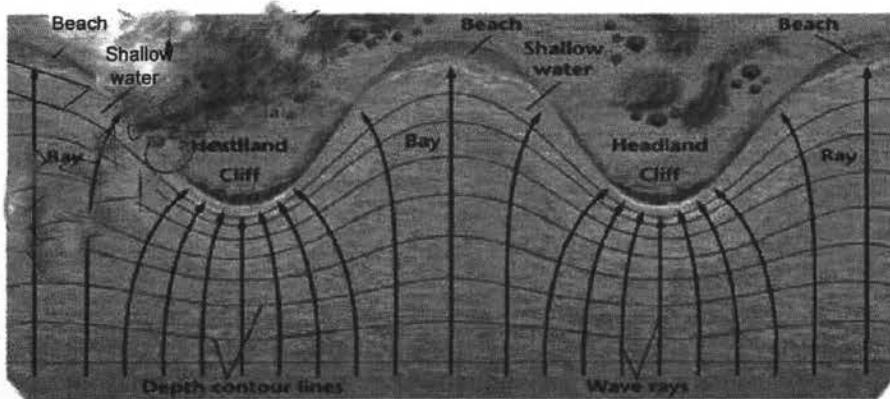
Formation [3]

- When longshore currents encounter an abrupt change in coastline, the materials they carry will be deposited in the direction of the longshore drift.
- Over time, the accumulation of materials will result in a long, narrow ridge of sand called the spit, with one end attached to the mainland and the other end extending seawards.
- As the spit extends seawards, it joins an offshore island to form a tombolo.

- (b) With the aid of a labelled diagram, explain the term "wave refraction".

[4]

- Wave refraction is a process by which waves change direction and is accompanied by change in speed and wave length of the waves as they approach a coastline.
- Waves bend and converge at headlands because when waves travel from deep water into shallow water, friction with the sea bed will slow it down causing a decrease in speed and a decrease in wave length. As it bends towards a headland, it increased in wave height leading to greater erosive power.
- Waves diverge when they reach a bay, resulting in decreased wave height and less wave energy and more deposition.
- Labelled diagram



- (c) Study Photograph B (Insert 2), which shows a coastal environment. Use Photograph B to describe two dominant erosional processes and explain how geology of the coast may have contributed to the rate of erosion at this coastal environment.

[4]

2 erosional processes [2]

- Hydraulic action: when waves strike against a rock surface, air will be trapped in the bedding planes and rock joints. The air that is compressed by the oncoming waves exert pressure on the bedding planes/joints. When the waves retreat, the air will expand. This repeated compression and expansion of air will weaken and shatter the joints.
- Abrasion/corrasion: when waves carry sediments such as pebbles, they are hurled against the coast, knocking and scrapping the surface areas of the coast/landform.
- Attrition: when rock particles carried by waves hit against each other, they break down into smaller pieces.
- Solution/Corrosion: Sea water reacts chemically with water soluble minerals in the coastal rocks and dissolves them

Geology [2]

- Rock type: more resistant rocks such as granite will erode at a slower rate compared to less resistant rocks.
- Rock structure: less jointed rocks will provide less opportunities for erosion to take place compared to rocks with more joints.

(d) Study Photograph C (Insert 2), which shows different coastal protection measures. Compare the coastal protection measures shown in Photograph C. [4]

Similarity [2]

- Both are hard engineering measures.
- Both are made of concrete materials and need time for construction.
- Both lined the coastline.

Differences [2]

- The concrete seawall is curved at the upper portion and lined the coastline while the tetrapods are stacked at an interlocking position and placed in front and at the base of the seawall.
- The seawall helps to absorb and break the waves energy OR curve seawall helps to deflect up rushing water back into the sea while the tetrapods help dissipate wave energy as they allow water to pass around them and so no powerful backwash is generated.

Accept plausible answer

(e) "Man pose a greater threat to the coral reef ecosystem than nature." To what extent do you agree with this statement? Use examples to support your answer. [8]

Level 1 [0-3 marks]

At this level, answers will be generalized or with minimal support if any given at all. Reasoning is rather weak and expression may be unclear. A basic answer that has little development. Answers will lack examples or other evidence, or it is so

sketchy that it adds little support to the answer.

Level 2 [4-6 marks]

Disagreement or agreement will be supported by appropriate details. Or, both agreement and disagreement are considered, but support is patchy so that the answer is not full. Good reasoning and logic in parts of the answer with good expression in some places. Some examples or other evidence will be presented to support answers in at least one place in the answer.

Level 3 [7-8 marks]

At this level, answers will be comprehensive and supported by sound knowledge. Both agreement and disagreement are considered and well supported. Reasoning is clear and logical with good expression of language. Examples or other evidence to support answers will be extensive. Balance in answer. A clear indication will be given on whether Man or nature pose a greater threat to the coral reef ecosystem.

3. (a) Study Fig. 4 (Insert 2), which shows distribution of mangroves species in some parts of the World.

Describe the distribution of mangroves species as shown on Fig. 4.

[4]

- High mangrove diversity of 36-46 species are found within 20°N and 20°S of the Equator in the coastal areas of Southeast Asia such as western Thailand, Peninsular Malaysia, Borneo, Philippines, Sulawesi and New Guinea.
- Moderately high mangrove diversity of 26-35 species are located in the coastal areas of Cambodia and southern Vietnam and another stretch from Myanmar to Bangladesh. The Indonesian islands of Sumatra and Java also fall into this category.
- Moderately low diversity of mangrove species of 14-25 skirts the outline of India and northern Vietnam.
- The northern coastline of Australia has a moderately higher number of mangrove species (14-25) compared to the western and eastern coastal areas which range from low (4-13) to very low number of species (1-3).
- Beyond 20°N and 20°S mangrove biodiversity dwindles to low (4-13) and very low (1-2) such as along the southern coastline of China and southwest and southeast Australia.

Any 4

Accept plausible answer

- (b) Study Photographs D to F (Insert 2), which show a mangrove ecosystem. Use the photographs to help explain how mangroves adapt to the harsh environment they grow in.

[3]

Photograph D

- Prop/stilt roots to anchor the trees firmly in the **soft and muddy soil**. OR
- Exposed roots such as pencil-like roots to take in oxygen when they are not submerged in water to cope with the **waterlogged/oxygen-deficient environment**.

Photograph E

- The propagule starts to grow its sprout in the fruit while it is still on the mother tree. When it falls, its javelin-shaped helps to **pierce the soft mud** to germinate and grow into a sapling immediately.

Photograph F

- Salt secreting glands on the underside of the leaves helps them cope with the **saline environment** as the salt will be washed off by rain.

- (c) Study Tables 4A and 4B, which show top 10 countries/territories tourism earnings in 2000 and 2015 respectively.

Table 4A
Top 10 countries/territories tourism earnings in 2000

Rank	Country/Territory	Revenue (billion \$US)
1	USA	82.4
2	France	33.0
3	Spain	30.0
4	Italy	27.5
5	UK	21.9
6	Germany	18.7
7	China	16.2
8	Canada	10.8
9	Austria	9.8
10	Australia	9.23

Table 4B
Top 10 countries/territories tourism earnings in 2015

Rank	Country/Territory	Revenue (billion \$US)
1	USA	204.5
2	China	114.1
3	Spain	56.5
4	France	45.9
5	UK	45.4
6	Thailand	44.5
7	Italy	39.4
8	Germany	36.8
9	Hong Kong (China)	36.1
10	Macau (China)	31.3

Compare the changes in top 10 countries tourism earnings between 2000 and 2015.

[6]

Similarity [2]

- USA remained the top both in 2000 and 2015.
- Tourism earnings for all top 10 countries increased

Differences [4]

- Gap between the 1st and 10th widened (\$US73.17 b in 2000 verses \$US173.2 b in 2015)
- In 2000, the top 10 countries were dominated by developed countries from the continents of North America and Europe (except for China in 7th position) but in 2015, Asian countries such as China and her territories and Thailand entered into the list (4 out of 10 countries). OR in 2015, Austria and Australia are out of the race.
- In 2000, Australia was the only country in the southern hemisphere in the top 10 countries but by 2015 all top 10 countries are from the northern

hemisphere.

- In terms of rate of increase, China experienced an impressive rate of 604% and USA 148%.

Accept plausible answers

(d) Discuss the role of the media in influencing tourist decisions in their choice of destination.

[4]

- The media refers to channels such as television, radio, newspapers, internet and reports about a country or an area. The media influence tourist decisions by increasing their awareness of tourist destinations which they might not have considered.
- Positive reports such as the friendliness of the local population, interesting culture, shopping opportunities and attractive scenery can encourage tourists to visit a place.
- Negative reports such as disease outbreaks and natural disasters can deter tourists both immediately and for many years to come.
- The media through the internet also provides a convenient platform for tourists to make their travel plans such as booking of flights, hotel reservation etc through "expedia", "trivago" etc.

Accept plausible answers

(e) "Sustainable tourism is best achieved by adopting ecotourism."

To what extent do you agree with this statement? Use examples to support your answer.

[8]

Level 1 [0-3 marks]

At this level, answers will be generalized or with minimal support if any given at all. Reasoning is rather weak and expression may be unclear. A basic answer that has little development. Answers will lack examples or other evidence, or it is so sketchy that it adds little support to the answer.

Level 2 [4-6 marks]

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Level 3 [7-8 marks]

At this level, answers will be comprehensive and supported by sound knowledge. Both agreement and disagreement are considered and well supported. Reasoning is clear and logical with good expression of language. Examples or other evidence to support answers will be extensive. Balance in answer. A clear indication will be given on whether sustainable tourism is best achieved by adopting ecotourism.



**ZHONGHUA SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2018
SECONDARY 4 EXPRESS**

ANSWERS

FULL GEOGRAPHY

2236/02

Paper 2

13 September 2018

Secondary 4 Express

1 hour 30 minutes

Section A

Answer one question from this section.

- 1 a) Study Fig. 1 (Insert), which shows the global distribution of solar radiation.

Describe the global variation in solar radiation above 200 kWh/m².

[5]

- Areas experiencing high solar radiation above 200 kWh/m² are mainly located between 40°N to about 50°S. OR
- Stretches from 40°N in the northern hemisphere to 50°S in the Southern hemisphere.
[General trend – 1m]
- High solar radiation of 201-225 kWh/m² is experienced in regions around the Tropic of Cancer (about 20°N), in Asia - countries such as the northern part of Myanmar, Bangladesh, India, Pakistan, Afghanistan, Iraq and the northern part of Saudi Arabia.
- On the South American continent where there is a stretch on the west stretching along Peru to Brazil and a small area on the eastern coast of Brazil.
- Dominant in Australia, covering most of the northeastern region.
- Major parts of the African continent, covering much of the northern and eastern coast and most of Madagascar, except its southern tip.
[Any 2 points – 2m]
- The highest solar radiation of 226-250 kWh/m² is found in small regions on each continent. A small region is located in southern USA and northern Mexico.
- On the western coast of South America, stretching inland towards Peru and Bolivia.
- On the African continent, about 10°N to 30°N on both sides of the Tropic of Cancer, near the south western part of Africa in Namibia and a small area at the tip of Somalia, extending towards Yemen, Oman and a large part in the south of Saudi Arabia.
- In central Australia, spreading from inland towards the Northwestern coast of the country.
[Any 2 points – 2m]

- b) Use an annotated diagram **only** to explain the formation of convectional rain. [4]
Annotations @1m each

- c) Study Fig. 2 (Insert), which shows the climate and location of Lisbon, Portugal.

Use Fig. 2 to describe and account for the temperature characteristics of Lisbon.

[5]

- Large annual temperature range of about 13°C.
- Mild winters (4°C) and cool summers (17°C)
- Low mean annual temperature (about 9°C).

Account for [2m]

- Lisbon experiences mild winters and cool summers as it is near the coast. During winter, the sea takes a longer time to lose heat, thus warm air above the sea increases the temperature of coastal areas, resulting in mild winters (4°C). During summer, the sea takes a longer time to gain heat, thus cool air above the sea helps lower the temperature of coastal areas at Lisbon, hence summers are cool (17°C).
 - Lisbon is also located at a high latitude of about 40°N, hence the angle of incidence from the sun is small as solar radiation spreads over a large area, resulting in a low mean annual temperature (about 9°C).
- d) Study Fig. 3 (Insert), which shows ways to mitigate the impact of storm surges.

With reference to Fig. 3, explain how damage to property caused by storm surges can be reduced.

[3]

- Developments are restricted in the areas near the coasts by gazetting it for recreational use so as to prevent property damage during floods.
 - Properties are elevated above ground using stilts and concrete to prevent flooding due to storm surges.
 - Utility lines such as power and telecommunication lines and water supply networks can be buried underground to avoid damage by strong winds and storm surges which may cause breakage and disruption to services.
- e) 'Human actions are the main drivers of climate change.' Using examples, discuss the accuracy of this statement.

[8]

Level 1 [0-3 marks]

At this level, answers will be generalized or with minimal support if any given at all. Reasoning is rather weak and expression may be unclear. A basic answer that has little development. Answers will lack examples or other evidence, or it is so sketchy that it adds little support to the answer.

Level 2 [4-6 marks]

Disagreement or agreement will be supported by appropriate details. Or, both agreement and disagreement are considered, but support is patchy so that the answer is not full. Good reasoning and logic in parts of the answer with good expression in some places. Some examples or other evidence will be presented to support answers in at least one place in the answer.

Level 3 [7-8 marks]

At this level, answers will be comprehensive and supported by sound knowledge. Both agreement and disagreement are considered and well supported. Reasoning is clear and logical with good expression of language. Examples or other evidence to support answers will be extensive. Balance in answer. A clear indication will be given to decide whether human actions are the main cause of climate change.

- 2 a) Study Fig. 4 (Insert), which shows the annual change in forest area by

region from 1990 to 2010.

With reference to Fig. 4, compare the changes in forest areas in each region from 1990 to 2010. [5]

- Generally, the southern hemisphere experienced a greater net loss of forest area (about 6.5 million ha in South America, 6 million ha in Africa) than the northern hemisphere, which only experienced a small net loss of about 0.5 million ha in Asia from 1990 to 2010.
 - In South America, there was a greater net loss of forest area from 1990-2000 (3.3 million ha) as compared to 2000-2010 (3.2 million ha).
 - In Africa, there was also a greater net loss of forest area in 1990-2000 (3.2 million ha) than from 2000-2010 (2.8 million ha).
 - One anomaly would be Asia where there was a net loss of forest area from 1990-2000 (0.5 million ha) but there was a net gain of forest area from 2000-2010 (2 million ha).
 - Whereas in Europe, there was no net loss of forest throughout the years. There was a net gain of forest area from 1990-2010. From 1990-2000, there was a larger net gain (0.7 million ha) but a smaller net gain from 2000-2010 (0.5 million ha).
- b) With the use of a specific example, discuss one measure which the government has implemented to mitigate climate change in an urban environment. [4]
- One implementation by the Singapore government is the Green Mark Scheme which is an award to encourage the construction of energy efficient 'green' buildings.
 - This can be done by installing solar panels / using natural ventilation instead of air-conditioning to reduce the usage of electricity. Lesser fossil fuels would be burnt to produce electricity, hence reduce the amount of greenhouse gases which are emitted.
 - Less greenhouse gases would trap less heat in the atmosphere, mitigating the effects of climate change.
 - The limitation would be that 'green' buildings cost more to build as materials such as bamboo or reusable or recycled metal are more expensive. Thus, some companies might not be keen to construct 'green' buildings.

Other possible strategies: Plant-a-tree, Singapore Green Plan

Accept other plausible answers.

Describe the distribution of mid-ocean ridges in the world and the ages of the rocks where the ridges lie. [4]

Distribution of mid-ocean ridges – 2m

- The mid-ocean ridges are found in the middle of the Atlantic Ocean, where the mid-Atlantic ridge runs through North to South in the

middle of the ocean.

- A stretch of mid-ocean ridges run from the Indian Ocean near Somalia, southwards into the Southern Ocean and extends towards the south and eastern part of the Pacific Ocean.

Each point to have at least 2 details.

Age of rocks – 2m

- The ages of the rocks are mostly similar on both sides of the spreading ridge and increase with distance away from the spreading centre of each mid-ocean ridge.

OR

Right beside the spreading zone of the mid-ocean ridge, the rocks are the youngest (10 million years old), and increases in age.

Furthest away from the spreading ridge, the rocks are the oldest (60 million years old) on both sides of the ridge.

- One anomaly would be that in the Southern Ocean at the Southeast of Australia, there is a band of rocks 60 million years old on one side of the spreading ridge but not on the other.

Accept other plausible answers.

- d) Study Photograph A and Photograph B (Insert), which show the eruption of Mount Agung and its surroundings in Bali in 2017.

With reference to Photographs A and B, suggest the hazards associated with the eruption of Mount Agung. Draw a well-labeled cross-section of Mount Agung.

[4]

- The eruption of Mount Agung emitted **thick ash clouds** which could be carried by winds to other cities, causing breathing difficulties such as asthma.
- **Thick ash cloud** could reduce visibility in the atmosphere resulting in airport closures as the ash could damage plane engines and cause dangers.
- **Pyroclastic flows** of hot gases and burning rocks could travel at high speeds and burn acres of vegetation, damaging farmland and destroying property, incurring economic losses.
- **Hot lava flows** could travel down the flanks of the volcano to burn everything in its path hence destroying properties.
- **Volcanic bombs** may be spewed out of the volcano which can crush properties and kill people.

Any 3 points.

- Well-labeled diagram – 1m

- e) 'The severity of impact of an earthquake is largely determined by its distance from the epicentre.'
- To what extent do you agree with this statement? Use examples to support your answer.
- [8]

Level 1 [0-3 marks]

At this level, answers will be generalized or with minimal support if any given at all. Reasoning is rather weak and expression may be unclear. A basic answer that has little development. Answers will lack examples or other evidence, or it is so sketchy that it adds little support to the answer.

Level 2 [4-6 marks]

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Level 3 [7-8 marks]

At this level, answers will be comprehensive and supported by sound knowledge. Both agreement and disagreement are considered and well supported. Reasoning is clear and logical with good expression of language. Examples or other evidence to support answers will be extensive. Balance in answer. A clear indication will be given on whether the distance from epicenter determines the severity of impact of an earthquake.

Section B

Answer one question from this section.

- 3 a) Account for the prevalence of HIV/AIDS in less developed countries. [4]

- Social stigma in LDCs may lead to many infected victims being discriminated by family members and healthcare professionals who might refuse to treat them. Without timely treatment of the disease, these patients spread it to others.
- Due to the lack of education, people in LDCs are unaware about sex and sexuality, hence engage in unsafe sex which increase the spread of HIV/AIDS.
- Risk-taking behaviors such as drug abuse and alcohol consumption may affect one's judgement and lead to unsafe sexual practices which encourages the spread of HIV/AIDS.
- Lapses in medical practices in LDCs such as reusing needles tainted with HIV/AIDS or blood transfusions tainted with HIV/AIDS, result in the patient being infected with the disease in hospitals.
- Due to the lack of education and difficulty in getting jobs, many people in LDCs turn to vice trades as commercial sex workers.

Sexual activity with an infected person led to the spread of the disease.

- Highly mobile populations in the LDCs such as truck drivers travel long distances for work or work far from home hence they engage with commercial sex workers while travelling and become infected.
- HIV is difficult to detect because there are no visible signs of the disease for most of the period of infection. Infected people may not be aware and spread it to others.
- Due to poverty, HIV/AIDS victims in LDCs often fail to stay on track with their antiretroviral therapy as antiretroviral therapy treatment is too costly for them. They are not cured of the disease and spread it to others.

Any 4 points.

- b) Study Fig. 6 (Insert), which shows information about the lack of access to clean water.

With the help of Fig. 6, suggest the impacts caused by a lack of access to clean water.

[5]

- 768 million people lack access to clean drinking water so they consume dirty water which could cause diseases such as cholera to spread, eventually leading to death.
- As women and children spend as much as 40 billion hours to collect water in Africa, they are unable to be employed. Without an income, their standard of living remains low.
- A lack of basic sanitation and hygiene could result from open defecation which contaminated river / underground water, which might increase incidences of diarrhea.
- As populations have poor health such as 88% of diarrhoeal diseases, there is a loss of productivity for the workforce as they are unable to work which will result in slower economic growth.
- Children lose about 272 million school days a year as they are ill from diarrhoea hence are uneducated and lack the skills to be employed. They are unable to help contribute to the economy.
- The government would have to channel more funds into healthcare to treat the population, with less funds available for infrastructural development. A lack of basic infrastructure and sanitised environment would discourage investors from investing in the country, reducing foreign revenue.

Any 5 points.

Accept other plausible answers.

- c) Study the 1:25 000 topographical map of Rose Belle.

Explain the factors to intensify and process sugar in the area shown.

[4]

- Sugar is cultivated on fairly gentle slopes, seen from the widely-spaced contour lines and a low elevation of around 220-310m. A gentle slope would reduce soil erosion so that the fertile topsoil and nutrients in the soil will be retained for repeated harvests.
OR
A gentle relief reduces surface runoff so that water can infiltrate into the soil for the sugar crops to absorb for growth.
OR
A gentle relief allows farmers to transport and operate machines more easily on the farm which reduces the need for labour per unit area leading to higher productivity.
- Presence of a sugar factory and mill in 0777 allows for the processing of sugar to be packaged and processed into sugar products, so as to minimise degradation of the crop (reduce yield lost).
- Presence of many watercourses and dams (0678, 0778) channel water to various parts of the sugar plantation to irrigate the crops.
- Presence of the town of Rose Belle (0877, 0777, etc) provides a market for the sale of sugar crop and also drives the demand for sugar.
- Presence of many roads (Motorway UC and Road-Main A) allow sugar to be transported to the factory (0777) to be processed efficiently or to other towns to be sold.

Any 4 points.

- d) Study Fig. 7 (Insert), which shows the production of corn and the use of corn for ethanol production in the U.S. from 1980 to 2009.

Describe the trend in the production of corn and the use of corn for ethanol in the U.S from 1980 to 2009. Explain how this trend could threaten food security in less developed countries.

[4]

- The production of corn remains fairly constant, between 0.1 tonnes to 0.2 tonnes from 1980 to 2009.
- At the same time, ethanol production from the use of corn for ethanol also **increases gently** from about 0.1 billion gallons in 1980 to about 2.1 billion gallons in 2002, before **increasing more rapidly** till about 10.5 billion gallons in 2009.
- There was a slight dip in ethanol production from the use of corn from about 1.4 billion gallons in 1995 to about 1 billion gallon in 1996, which then continued to increase thereafter.

Reason – 1m

- The increased use of corn for ethanol would result in less corn being made available for sale and consumption in less developed countries. This would cause the prices of corn to rise due to competition for corn. People in LDCs will be unable to afford the high price of corn, leading to food shortages.

- e) 'Food safety is a primary cause for food consumption to vary in the world.' To what extent do you agree with this statement? Use examples to support

your answer.

[8]

Level 1 [0-3 marks]

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Level 2 [4-6 marks]

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Level 3 [7-8 marks]

At this level, answers will be comprehensive and supported by sound knowledge. Both agreement and disagreement are considered and well supported. Reasoning is clear and logical with good expression of language. Examples or other evidence to support answers will be extensive. Balance in answer. A clear indication will be given on whether food safety concern is a primary cause for food consumption to vary in the world.

- 4 a) Study Fig. 8, which shows the trends in infant mortality rates and female literacy from 1990 to 2004.

Describe and suggest reasons for the relationships between infant mortality rate and female literacy.

[4]

Describe – 2m

- The higher the level of female literacy, the lower the infant mortality rate. With secondary level education, infant mortality rate is lower, ranging from 6 to 11 per 1000. With primary education, the infant mortality rate is slightly higher, ranging from 8 to 15 per 1000. With no education, the infant mortality fluctuates greatly from 10 to 44 per 1000.
- From 1995 to 1996, there was a sharp increase in the infant mortality rate from 30 to 44 per 1000. However from 1996 to 1997, there was a drastic decline in infant mortality rate, from 44 to 26 per 1000.

Reasons – 2m

- Mothers of infants who have no education are unable to obtain jobs hence will be unable to afford nutritious food for the infants. Infants are malnourished, resulting in a high infant mortality rate.

OR

Mothers who have primary or secondary education are aware of providing a balanced diet for the infants, hence have a lower infant mortality rate.

- With no proper education, mothers lack skills and remain

unemployed. As a result, they lack the income and capability to afford healthcare services for themselves and the infant, resulting in high infant mortality rates.

OR

With primary or secondary education, mothers have the ability to work and income to afford healthcare to monitor the healthy growth of infants, accounting for the low infant mortality rate.

- With no education, females lack knowledge to care for the infants, leading to high infant mortality.
- Due to the lack of education, mothers lack the knowledge and awareness to take precautions against sudden disease outbreaks such as cholera, accounting for the sharp increase in infant mortality rate from 1994 to 1996. Intervention by the government or NGOs might have taken place to rapidly control the disease outbreak which led to a drastic decline in infant mortality from 1996 to 1997.

Accept other plausible answers.

- b) Study Fig. 9 (Insert), which shows the doctor to patient ratio in Lesotho and Table 1, which shows some statistics for Lesotho.

With the help of Fig. 9 and Table 1, account for the life expectancy of the people in Lesotho.

[5]

- Lesotho has a low doctor to patient ratio of 1:22 000, hence one doctor would have to cater to many patients. Doctors will be unable to provide timely treatment for each patient. Diseases are left untreated to cause death, resulting in a low life expectancy of 48 years.
- Low expenditure on healthcare per capita of US\$276 hence children are rarely vaccinated due to lack of funds. They are more prone to diseases and hence have a low life expectancy of 48 years.
- A low total expenditure on healthcare in Lesotho (7.6% of GDP) would mean that less funds were allocated to train and recruit medical professionals. A lack of healthcare professionals will affect the health of patients as they are unable to receive prompt treatment, thus they succumb to diseases and have a low life expectancy of 48 years.
- Lack of available healthcare infrastructure like hospitals and clinics due to a low expenditure on healthcare (7.6% of GDP) will hinder patients' access to treatments hence they succumb to diseases, resulting in a low life expectancy of 48 years.
- A greater proportion of the poor in Lesotho with a low GDP per capita of US\$859 would be unable to afford the costs of healthcare treatment and medicine, resulting in poor health to shorten the life expectancy of the population of 48 years.
- A low GDP per capita of US\$859 hence the population has lower purchasing power to afford food. Without a balanced diet, people have poor health and thus a low life expectancy of 48 years.

Any 5 points.

Accept other plausible answers.

- c) Study Fig. 10 (Insert), which shows the areas infected by malaria in Indonesia and Fig. 11 (Insert), which shows the spread of malaria.

With reference to Fig. 10 and Fig. 11, describe the extent of malaria transmission in Indonesia and explain how malaria is spread. [4]

- Malaria is spread throughout all the Indonesian islands. East Indonesia has many islands concentrated with a high risk of infectious malaria, stretching from Papua to the smaller islands on its west (Maluku Utara, Maluku, Nusa Tenggara Timur and Timor-Leste). The islands to the west of Indonesia experiences endemic malaria, namely the islands of Sumatra, Kalimantan, Java, Sulawesi and Bali.
- Generally, the more developed islands of Indonesia experience endemic Malaria, namely Sumatra, Kalimantan and Java.
- Malaria is spread via expansion diffusion. When the population is infected with malaria, the disease spreads outwards from the original source from Area 1 and extends to Area 2 and Area 3. [1m – compulsory]
- Malaria is spread via the mosquito-human-mosquito chain where a mosquito takes the blood from an infected person. The malaria parasites from human blood infect the mosquito with malaria. The infected mosquito then bites another healthy human victim and infects the person with the disease.

- d) Use examples to comment on the roles of the community and international organisations in managing the spread of infectious diseases. [4]

Community [2m]:

- Communities can work together to control diseases by introducing possible disease control strategies based on knowledge of local conditions / deciding on when and where strategies will be implemented and by whom / engaging health workers to train and monitor members. [1m]
- One example of a community involvement is the Stamp-out dengue in Singapore where students educate the neighbourhood to learn about precautions against breeding of mosquitoes to control the spread of malaria. / The limitation would be the stubborn attitudes of residents to resist change in lifestyles to prevent mosquito breeding.

OR

- Community-Led Total Sanitation in Sierra Leone works to remove the practice of open defecation by raising awareness and digging toilets at each household to contain the spread of bacteria from human waste. / There is difficulty in implementing the strategy in urban areas due to ongoing migration and lack of space for toilets.

International Organisations [2m]:

- Both international organisations and the community play complementary roles to provide financial and technical resources, and expertise from both public & private sectors to provide treatment for victims. [1m]

- The World Bank has set up the Rolling Back Malaria programme since 2005 to provide insecticide-treated bed nets & anti-malarial drugs at a lower cost, which would allow more people to safeguard against mosquitoes at home and afford the drugs to treat the disease to prevent further spread. / However, the World Bank has limited control over how its fund is used in health care once the monies have been provided to the country.
OR
- The United Nations has implemented the 'Getting to Zero UNAIDS Strategy' with the aim of achieving zero new HIV infections, zero discrimination and zero AIDS-related deaths through the provision of universal access to antiretroviral therapy for HIV/AIDS victims to treat the disease. / However, stigma against women and other victims of HIV/AIDS remain widespread and continue to obstruct effective responses to manage HIV/AIDS.

Answer to consist of 1 definition and 1 example.

- e) 'The social impact of HIV outweighs the economic **impact**.
Do you consider this statement to be true? **Explain your answer.** [8]

Level 1 [0-3 marks]

At this level, answers will be generalized or with minimal support if any given at all. Reasoning is rather weak and expression may be unclear. A basic answer that has little development. Answers will lack examples or other evidence, or it is so sketchy that it adds little support to the answer.

Level 2 [4-6 marks]

Disagreement or agreement will be supported by appropriate details. Or, both agreement and disagreement are considered, but support is patchy so that the answer is not full. Good reasoning and logic in parts of the answer with good expression in some places. Some examples or other evidence will be presented to support answers in at least one place in the answer.

Level 3 [7-8 marks]

At this level, answers will be comprehensive and supported by sound knowledge. Both agreement and disagreement are considered and well supported. Reasoning is clear and logical with good expression of language. Examples or other evidence to support answers will be extensive. Balance in answer. A clear indication will be given on whether the social impact of HIV outweighs the economic impact.



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ADDITIONAL MATHEMATICS

Paper 2

4049/02

27 August 2024

2 hours 15 minutes

Candidates answer on the Question Paper.

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Answer all questions.

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

If working is needed in any question it must be shown with the answer.

Omission of essential working will result in loss of marks.

The total number of marks for this paper is 90.

The use of an approved scientific calculator is expected, where appropriate.

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Mathematical Formulae

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Quadratic Equation

For the equation $ax^2 + bx + c = 0$,

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

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$$(a + b)^n = a^n + \binom{n}{1} a^{n-1} b + \binom{n}{2} a^{n-2} b^2 + \dots + \binom{n}{r} a^{n-r} b^r + \dots + b^n,$$

$$\text{where } n \text{ is a positive integer and } \binom{n}{r} = \frac{n!}{r!(n-r)!} = \frac{n(n-1) \dots (n-r+1)}{r!}$$

2. TRIGONOMETRY

Identities

$$\sin^2 A + \cos^2 A = 1$$

$$\sec^2 A = 1 + \tan^2 A$$

$$\operatorname{cosec}^2 A = 1 + \cot^2 A$$

$$\sin(A \pm B) = \sin A \cos B \pm \cos A \sin B$$

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Answer ALL the questions

- 1 (a) Express $3x^2 - 8x - 3$ in the form $a(x + b)^2 + c$, where a, b and c are constants to be determined. [3]

- (b) Hence, find the turning point and the value of x where it occurs. [2]

- 2 (a) Write down and simplify the first three terms in the expansion, in ascending powers of x , of $\left(2 + \frac{x}{2}\right)^n$, where n is a positive integer. [3]
- (b) The first two terms in the expansion, in ascending powers of x , of $\left(\frac{4}{3} - 3x\right)\left(2 + \frac{x}{2}\right)^n$ are $a + bx^2$. Find the value of n . [3]
- (c) Find the term independent of x in the expansion of $\left(x - \frac{1}{2x^2}\right)^9$. [3]

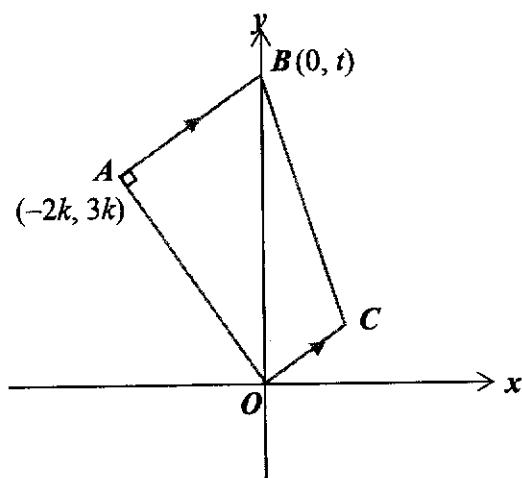
- 3 Radiocarbon dating, or carbon-14 dating, is a scientific method that can accurately determine the age of organic materials as old as approximately 60,000 years. The technique is based on the decay of the carbon-14 isotope. The time in which half of the original number of atoms decay is defined as the half-life. It is modelled by the equation $N = N_0 e^{-kt}$, where k is a constant and t is the time in years. N_0 is the initial amount of material in an object.

Carbon-14 has a half life of 5730 years, meaning that 5730 years after an organism dies, half of its carbon-14 atoms have decayed.

- (a) Find the value of k . [2]

- (b) A mummified body was found to have 8% of its original atoms left. How many years ago did the person die? Leave your answer to the nearest whole number. [2]

4 Solutions to this question by accurate drawing will not be accepted.



$OABC$ is a trapezium with right angle OAB . The coordinates of A and B are $(-2k, 3k)$ and $(0, t)$ respectively, where $k > 0$, and $OA = \sqrt{117}$ units. Find

- (a) the value of k and show that A is $(-6, 9)$, [2]

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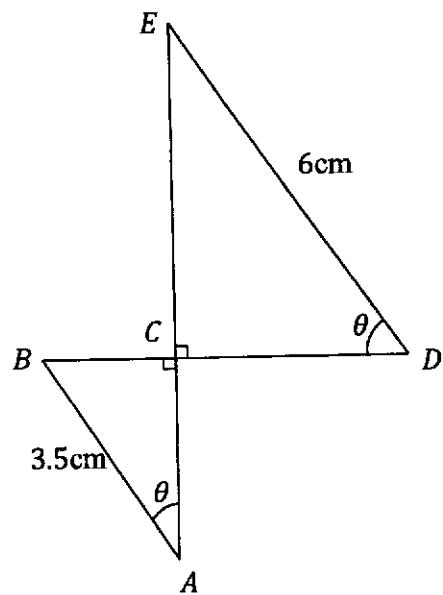
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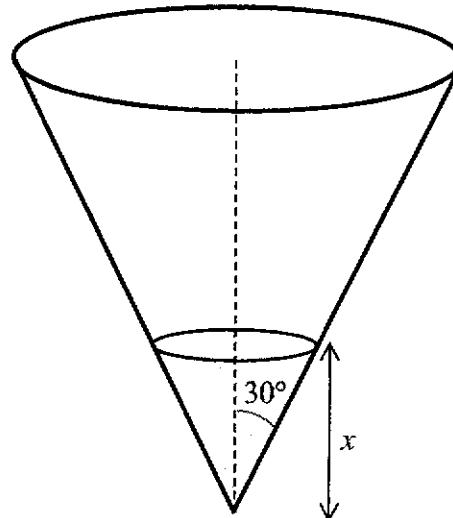
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[2]

- 6 A conical vessel, whose vertical angle is 30° as shown in the diagram, has water poured into it at such a rate that after t seconds, the depth of the water is x cm and the radius of the water surface is r cm.



- (a) Show that the volume of water, $V = \frac{\pi x^3}{9}$ cm³.

[3]

- (b) Given further that the volume of water, $V = 8t$, find the rate of which the water level is increasing after 3 seconds. [5]

7 Show that $2^{n+5} + 2^{n+3} + 81(2^n)$ is a multiple of 11. [3]

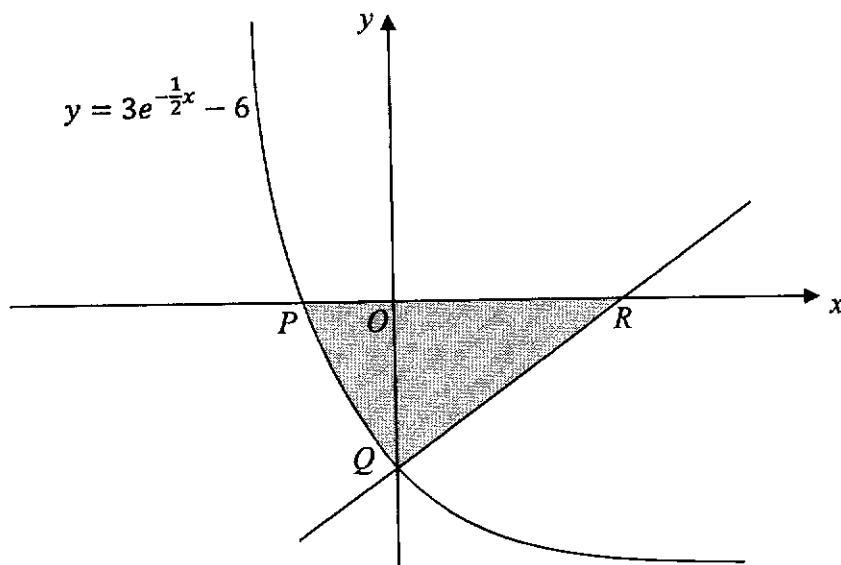
8. Evaluate $\int_0^{\frac{\pi}{3}} \left(\frac{1}{2} \sin 3x - \cos^2 x \right) dx$, correct to 2 decimal places. [4]

9. A particle moves in a straight line and its initial velocity is 21 cm/s. After t seconds, its acceleration, a cm/s 2 , is given by $a = 2t - 10$. When $t = 0$, its displacement, s cm, from a fixed point O is 4 cm.

Find the distance travelled by the particle during the first 7 seconds. [8]

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10.



The diagram shows part of the curve $y = 3e^{-\frac{1}{2}x} - 6$ which crosses the x -axis at P and the y -axis at Q . The normal to the curve at Q meets the x -axis at R . Find

- (a) the equation of the normal,

[4]

(b) the area of the shaded region.

[6]

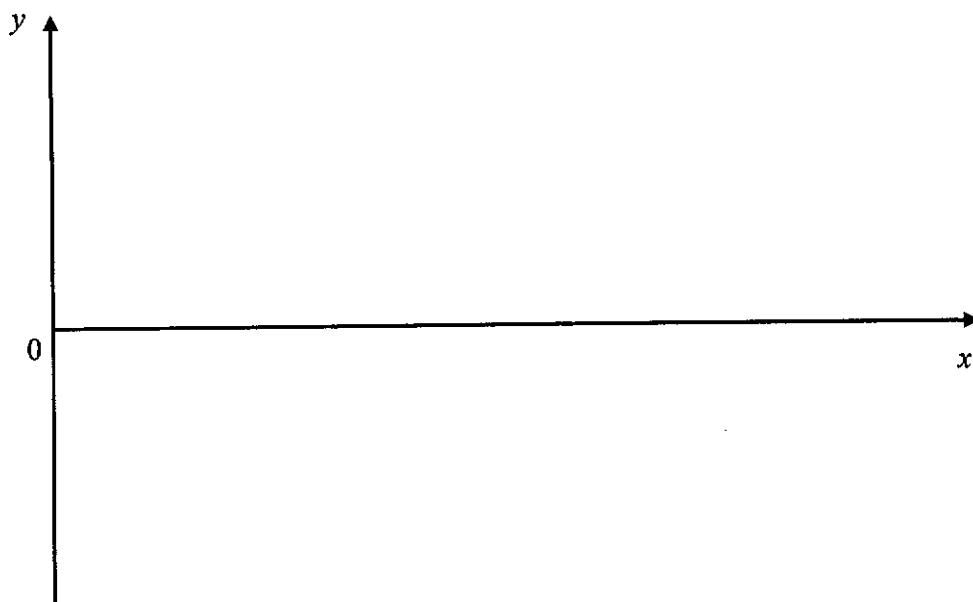
11. The function f is defined, for $0 \leq x \leq 2\pi$, by $f(x) = 1 - 2 \cos 2x$.

(a) State the period and amplitude of f .

[2]

(b) Sketch the graph of $y = f(x)$ for $0 \leq x \leq 2\pi$.

[3]



(c) On the same diagram in part (b), sketch the graph of $y = \frac{4x}{\pi} - 2$.

[1]

(d) Hence, state the number of solutions, $0 \leq x \leq 2\pi$, to the equation

$$2 \cos 2x - 3 + \frac{4x}{\pi} = 0.$$

[1]

12. The gradient function of a curve is given by $\frac{dy}{dx} = -\frac{1}{x^2} + 6 \cos 3x$. The coordinates of the point P , which lies on the curve, is $(\frac{\pi}{2}, \pi)$. A point Q exists such that the mid-point of PQ is $(\frac{3}{4}\pi, 2\pi)$. Find

(a) the coordinates of the point Q , [3]

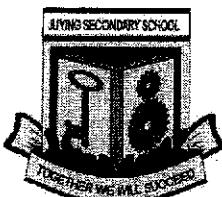
(b) the equation of the curve. [2]

13. Without using the calculator, simplify the following trigonometric functions.

(a) $\sin\left(x + \frac{4\pi}{3}\right)$ [2]

(b) $\cos 75^\circ$ [2]

(c) $\tan(\theta - 45^\circ)$ [2]



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where n is a positive integer and $\binom{n}{r} = \frac{n!}{r!(n-r)!} = \frac{n(n-1) \dots (n-r+1)}{r!}$

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$$\Delta = \frac{1}{2}ab \sin C$$

Answer ALL the questions

- 1 (a) Express $3x^2 - 8x - 3$ in the form $a(x + b)^2 + c$, where a, b and c are constants to be determined. [3]

$$\begin{aligned} & 3 \left(x^2 - (2) \left(\frac{4}{3} \right) x + \left(\frac{4}{3} \right)^2 - \left(\frac{4}{3} \right)^2 \right) - 3 && \text{M1} \\ & = 3 \left(x - \frac{4}{3} \right)^2 - 3 \left(\frac{16}{9} \right) - 3 \\ & = 3 \left(x - \frac{4}{3} \right)^2 - \frac{25}{3} && \text{A1} \end{aligned}$$

$$a = 3 \quad b = -\frac{4}{3} \quad c = -\frac{25}{3} \quad \text{B1}$$

- (b) Hence, find the turning point and the value of x where it occurs. [2]

$$\text{Turning Point} = \left(\frac{4}{3}, -\frac{25}{3} \right)$$

$$\text{Value of } x = \frac{4}{3}$$

- 2 (a) Write down and simplify the first three terms in the expansion, in ascending powers of x , of $\left(2 + \frac{x}{2}\right)^n$, where n is a positive integer. [3]

$$\left(2 + \frac{x}{2}\right)^n = 2^n + n(2)^{n-1} \left(\frac{x}{2}\right) + \frac{n(n-1)}{2} (2)^{n-2} \left(\frac{x}{2}\right)^2 + \dots \quad \text{M2}$$

$$= 2^n + \frac{xn(2)^n}{4} + \frac{n(n-1)x^2(2)^n}{32} + \dots \quad \text{A1}$$

- (b) The first two terms in the expansion, in ascending powers of x , of

$$\left(\frac{4}{3} - 3x\right) \left(2 + \frac{x}{2}\right)^n \text{ are } a + bx^2. \text{ Find the value of } n. \quad [3]$$

$$\begin{aligned} \left(\frac{4}{3} - 3x\right) \left(2 + \frac{x}{2}\right)^n &= \left(\frac{4}{3} - 3x\right) \left[2^n + \frac{xn(2)^n}{4} + \frac{n(n-1)x^2(2)^n}{32} + \dots\right] \\ &= \frac{4}{3} \times 2^n + \frac{xn(2)^n}{3} + \frac{n(n-1)x^2(2)^n}{24} - 3x2^n - \frac{3x^2n(2)^n}{4} + \dots \end{aligned}$$

B1

No x term:

$$\frac{n(2)^n}{3} - 3(2)^n = 0 \quad \text{M1}$$

$$n = 9 \quad \text{A1}$$

- (c) Find the term independent of x in the expansion of $\left(x - \frac{1}{2x^2}\right)^9$. [3]

$$T_{r+1} = \binom{9}{r} (x)^{9-r} \left(-\frac{1}{2x^2}\right)^r$$

Term independent of x :

$$9 - r - 2r = 0 \quad \text{M1}$$

$$r = 3 \quad \text{A1}$$

Term independent of x

$$\begin{aligned} &= \binom{9}{3} (x)^{9-3} \left(-\frac{1}{2x^2}\right)^3 \\ &= -\frac{21}{2} \quad \text{B1} \end{aligned}$$

- 3** Radiocarbon dating, or carbon-14 dating, is a scientific method that can accurately determine the age of organic materials as old as approximately 60,000 years. The technique is based on the decay of the carbon-14 isotope. The time in which half of the original number of atom decay is defined as the half-life. It is modelled by the equation $N = N_0 e^{-kt}$, where k is a constant and t is the time in years. N_0 is the initial amount of material in an object.

Carbon-14 has a half life of 5730 years, meaning that 5730 years after an organism dies, half of its carbon-14 atoms have decayed.

- (a)** Find the value of k .

[2]

$$\frac{1}{2} = e^{-k(5730)}$$

M1

$$k = \frac{\ln\left(\frac{1}{2}\right)}{-5730}$$

A1

$$= 0.0001209681$$

$$= 0.000121$$

- (b)** A mummified body was found to have 8% of its original atoms left. How many years ago did the person die? Leave your answer to the nearest whole number. [2]

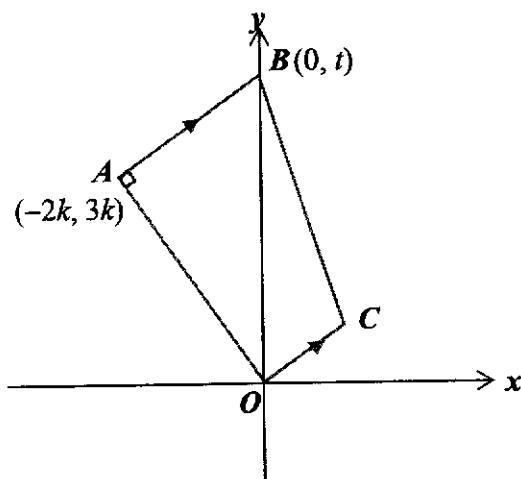
$$\frac{8}{100} = e^{-0.0001209681t}$$

M1

$$t = \frac{\ln\left(\frac{8}{100}\right)}{-0.0001209681}$$

A1

- 4 Solutions to this question by accurate drawing will not be accepted.



$OABC$ is a trapezium with right angle OAB . The coordinates of A and B are $(-2k, 3k)$ and $(0, t)$ respectively, where $k > 0$, and $OA = \sqrt{117}$ units. Find

- (a) the value of k and show that A is $(-6, 9)$, [2]

$$\text{length } OA = \sqrt{4k^2 + 9k^2} \quad \text{M1}$$

$$117 = 13k^2$$

$$k = 3 \quad k = -3 \text{ (rej)} \quad \text{A1}$$

Hence, A is $(-2 \times 3, 3 \times 3) = (-6, 9)$

- (b) the equation of AB , [3]\

$$\begin{aligned} \text{Gradient of } OA &= \frac{9}{-6} \\ &= -\frac{3}{2} \quad \text{M1} \end{aligned}$$

$$\text{Gradient of } AB = \frac{2}{3} \quad \text{M1}$$

Equation of AB :

$$y - 9 = \frac{2}{3}(x + 6) \quad \text{A1}$$

$$y = \frac{2}{3}x + 13$$

- (c) the coordinates of C if $OC = \frac{1}{2}AB$, [1]

Coordinates of $B = (0, 13)$

$$\begin{aligned}\text{Coordinates of } C &= \left(\frac{6}{2}, \frac{4}{2}\right) \\ &= (3, 2)\end{aligned}$$

- (d) the area of $OABC$. [2]

$$\begin{aligned}\text{Area} &= \frac{1}{2} \begin{vmatrix} 0 & 3 & 0 & -6 & 0 \\ 0 & 2 & 13 & 9 & 0 \end{vmatrix} && \text{M1} \\ &= \frac{1}{2} |(39) - (-78)| \\ &= \frac{117}{2} \text{ units}^2 && \text{A1}\end{aligned}$$

Triangle OAB lies in a circle C .

- (e) Explain why OB is the diameter of the circle. [1]

By property of angles in a semicircle, since angle $OAB = 90^\circ$,
 OB is the diameter of the circle C_1 .

- (f) Find the equation of the circle C . [3]

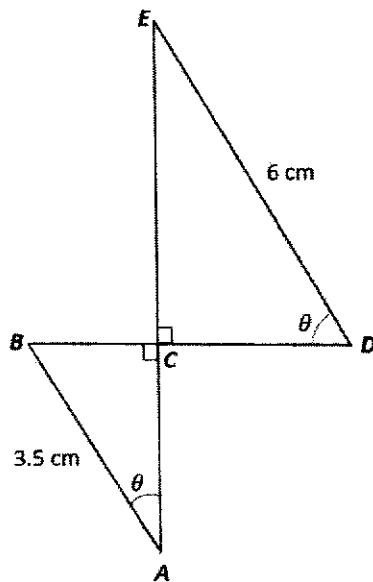
Radius = 6.5 B1

Center of circle = $\left(0, \frac{13}{2}\right)$ B1

Equation of C_1 :

$$\begin{aligned}(x - 0)^2 + \left(y - \frac{13}{2}\right)^2 &= \left(\frac{13}{2}\right)^2 \\ x^2 + \left(y - \frac{11}{2}\right)^2 &= \frac{169}{4} && \text{B1}\end{aligned}$$

- 5 The diagram shows two right-angled triangles, ABC and DEC . $\angle BAC = \angle CDE = \theta$, $AB = 3.5$ cm and $DE = 6$ cm.



- (a) Show that $BD = 6 \cos \theta + 3.5 \sin \theta$. [2]

$$\sin \theta = \frac{BC}{3.5}$$

$$BC = 3.5 \sin \theta \quad \text{B1}$$

$$\cos \theta = \frac{CD}{6}$$

$$CD = 6 \cos \theta \quad \text{B1}$$

$$BD = BC + CD$$

$$= 6 \cos \theta + 3.5 \sin \theta \text{ (shown)}$$

- (b) Express BD in the form $R \cos(\theta - \alpha)$, where $R > 0$ and α is an acute angle. [3]

$$R = \sqrt{3.5^2 + 36}$$

$$= \frac{\sqrt{193}}{2} \quad \text{M1}$$

$$\alpha = \tan^{-1} \left(\frac{3.5}{6} \right)$$

$$= 30.25643$$

$$= 30.3^\circ \quad \text{M1}$$

$$BD = \frac{\sqrt{193}}{2} \cos(\theta - 30.3^\circ) \quad \text{A1}$$

- (c) State the maximum length of BD and the corresponding value of θ . [2]

$$\text{Max } BD = \frac{\sqrt{193}}{2}$$

$$= 6.94622$$

$$= 6.95 \text{ cm}$$

B1

Occurs when $\cos(\theta - 30.256^\circ) = 1$

$$(\theta - 30.256^\circ) = 0^\circ$$

$$\theta = 30.3^\circ$$

B1

- (d) Find the value of θ when $BD = 6 \text{ cm}$. [2]

$$6 = \frac{\sqrt{193}}{2} \cos(\theta - 30.3^\circ)$$

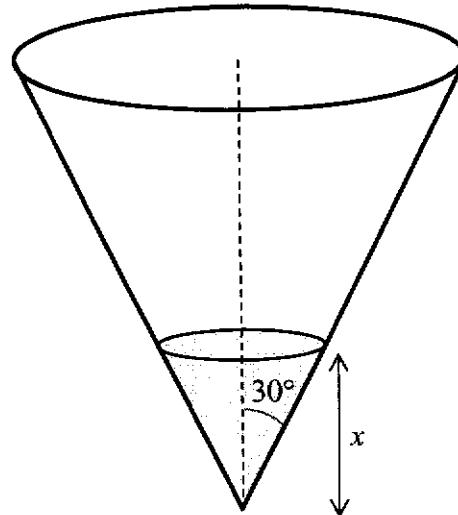
$$\cos(\theta - 30.3^\circ) = 0.8637789 \quad \text{M1}$$

$$\theta - 30.25643 = 30.25643$$

$$\theta = 60.5^\circ \quad \text{A1}$$

\

- 6 A conical vessel, whose vertical angle is 30° as shown in the diagram, has water poured into it at such a rate that after t seconds, the depth of the water is x cm and the radius of the water surface is r cm.



- (a) Show that the volume of water, $V = \frac{\pi x^3}{9}$ cm³. [3]

$$\tan 30^\circ = \frac{r}{x}$$

$$r = \frac{\sqrt{3}}{3} x \quad \text{B1}$$

$$\begin{aligned} V &= \frac{1}{3}\pi r^2 h \\ &= \frac{1}{3}\pi \left(\frac{\sqrt{3}}{3}x\right)^2 x \quad \text{M1} \\ &= \frac{\pi x^3}{9} \text{ cm}^3 \quad \text{A1} \end{aligned}$$

- (b) Given further that the volume of water, $V = 8t$, find the rate of which the water level is increasing after 3 seconds. [5]

When $t = 3$,

$$V = 24$$

$$24 = \frac{\pi x^3}{9}$$

$$x = \sqrt[3]{\frac{6}{\pi}}$$

M1

$$\frac{dV}{dt} = 8$$

M1

$$\frac{dV}{dx} = \frac{\pi x^2}{3}$$

M1

$$\frac{dV}{dx} \times \frac{dx}{dt} = \frac{dV}{dt}$$

M1

$$\text{Sub } x = \sqrt[3]{\frac{6}{\pi}}$$

$$\frac{dx}{dt} = \frac{24}{\pi x^2}$$

$$= 0.455 \text{ cm/s}$$

A1

- 7 Show that $2^{n+5} + 2^{n+3} + 81(2^n)$ is a multiple of 11. [3]

$$\begin{aligned}
 & 2^{n+5} + 2^{n+3} + 81(2^n) \\
 &= 2^5(2^n) + 2^3(2^n) + 81(2^n) && \text{M1} \\
 &= (2^n)(32 + 8 + 81) \\
 &= (2^n)(121) && \text{M1} \\
 &= (11^2)(2^n) && \text{A1}
 \end{aligned}$$

8. Evaluate $\int_0^{\frac{\pi}{3}} \left(\frac{1}{2} \sin 3x - \cos^2 x \right) dx$, correct to 2 decimal places. [4]

$$\begin{aligned}
 & \int_0^{\frac{\pi}{3}} \left(\frac{1}{2} \sin 3x - \cos^2 x \right) dx \\
 &= \int_0^{\frac{\pi}{3}} \left(\frac{1}{2} \sin 3x - \left(\frac{\cos 2x + 1}{2} \right) \right) dx && \text{M1} \\
 &= \left[-\frac{\cos 3x}{6} - \frac{\sin 2x}{4} - \frac{x}{2} \right]_0^{\frac{\pi}{3}} && \text{M2} \\
 &= \frac{1}{6} - \frac{\sqrt{3}}{8} - \frac{\pi}{6} - \left(-\frac{1}{6} \right) \\
 &= -0.41 && \text{A1}
 \end{aligned}$$

9. A particle moves in a straight line and its initial velocity is 21 cm/s. After t seconds, its acceleration, a cm/s², is given by $a = 2t - 10$. When $t = 0$, its displacement, s cm, from a fixed point O is 4 cm.

Find the distance travelled by the particle during the first 7 seconds. [8]

$$\begin{aligned}
 v &= \int a \, dt \\
 v &= t^2 - 10t + c && \text{M1}
 \end{aligned}$$

When $t = 0, v = 21$

$$c = 21$$

$$v = t^2 - 10t + 21 && \text{M1}$$

$$\begin{aligned}
 s &= \int v \, dt \\
 s &= \frac{t^3}{3} - 5t^2 + 21t + c_1 && \text{M1}
 \end{aligned}$$

When $t = 0, s = 4$

$$c_1 = 4$$

$$s = \frac{t^3}{3} - 5t^2 + 21t + 4 \quad \text{M1}$$

Turning point

$$v = 0$$

$$t^2 - 10t + 21 = 0 \quad \text{M1}$$

$$t = 3 \text{ s} \qquad \qquad t = 7 \text{ s} \quad \text{A1}$$

When $t = 3 \text{ s}$

$$s = 9 - 45 + 63 + 4$$

$$s = 31 \text{ cm}$$

When $t = 7 \text{ s}$

$$s = \frac{343}{3} - 245 + 147 + 4$$

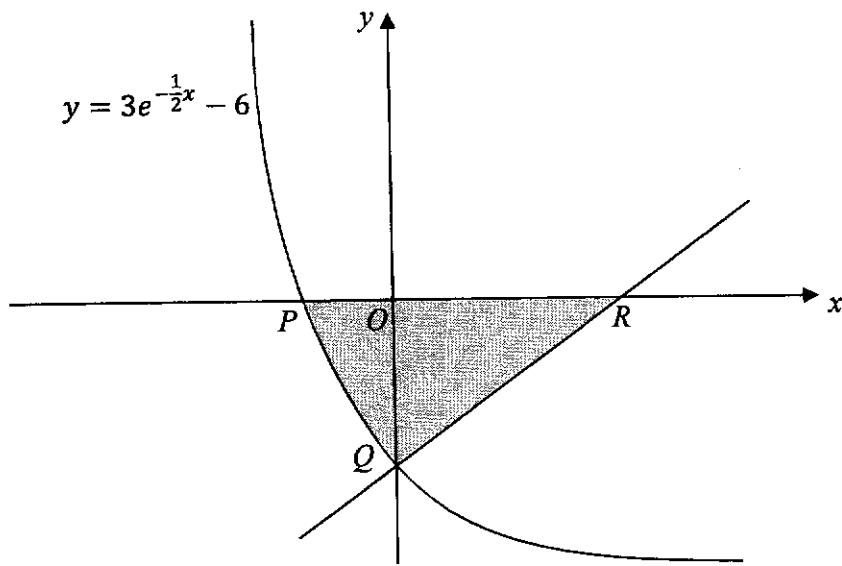
$$s = \frac{61}{3} \text{ cm}$$

Distance travelled in the first 7 seconds

$$= (31 - 4) + \left(31 - \frac{61}{3}\right) \quad \text{M1}$$

$$= \frac{113}{3} \text{ cm} \quad \text{A1}$$

10.



The diagram shows part of the curve $y = 3e^{-\frac{1}{2}x} - 6$ which crosses the x -axis at P and the y -axis at Q . The normal to the curve at Q meets the x -axis at R . Find

- (a) the equation of the normal, [4]

When $x = 0$,

$$y = -3$$

M1

$$\frac{dy}{dx} = -\frac{3}{2}e^{-\frac{1}{2}x}$$

$$\frac{dy}{dx} = -\frac{3}{2}$$

M1

$$\text{Gradient of normal} = \frac{2}{3}$$

A1

Equation of normal:

$$y + 3 = \frac{2}{3}(x - 0)$$

$$y = \frac{2}{3}x - 3$$

A1

(b) the area of the shaded region.

[6]

when $y = 0$,

$$3e^{-\frac{1}{2}x} - 6 = 0$$

$$e^{-\frac{1}{2}x} = 2$$

$$-\frac{1}{2}x = \ln 2$$

$$x = -\ln 4$$

$$P = (-\ln 4, 0)$$

M1

$$\frac{2}{3}x - 3 = 0$$

$$x = \frac{9}{2}$$

$$R = \left(\frac{9}{2}, 0\right)$$

M1

$$Q = (0, -3)$$

M1

Area of shaded region

$$= \left| \int_{-\ln 4}^0 (3e^{-\frac{1}{2}x} - 6) dx \right| + \frac{1}{2} \left(\frac{9}{2} \right) (3) \quad \text{M1}$$

$$= \left| \left[\frac{3e^{-\frac{1}{2}x}}{-\frac{1}{2}} - 6x \right]_{-\ln 4}^0 \right| + \frac{27}{4}$$

$$= \left| \left[-6e^{-\frac{1}{2}x} - 6x \right]_{-\ln 4}^0 \right| + \frac{27}{4} \quad \text{M1}$$

$$= |[-6 + 12 - 6 \ln 4]| + \frac{27}{4}$$

$$= 9.07 \quad \text{A1}$$

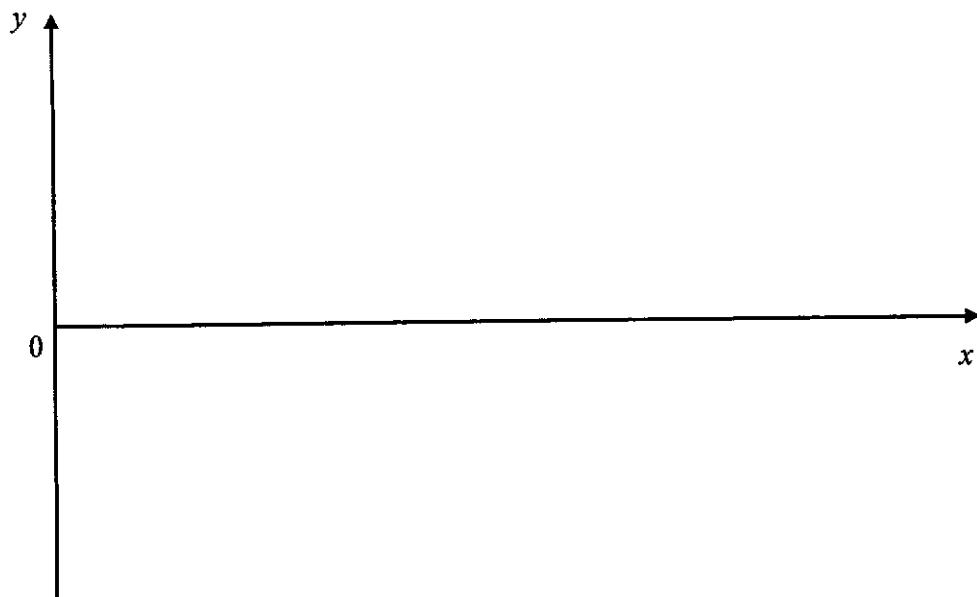
11. The function f is defined, for $0 \leq x \leq 2\pi$, by $f(x) = 1 - 2 \cos 2x$.

- (a) State the period and amplitude of f . [2]

Period = π

Amplitude = 2

- (b) Sketch the graph of $y = f(x)$ for $0 \leq x \leq 2\pi$. [3]



- (c) On the same diagram in part (b), sketch the graph of $y = \frac{4x}{\pi} - 2$. [1]

- (d) Hence, state the number of solutions, $0 \leq x \leq 2\pi$, to the equation

$$2 \cos 2x - 3 + \frac{4x}{\pi} = 0. \quad [1]$$

12. The gradient function of a curve is given by $\frac{dy}{dx} = -\frac{1}{x^2} + 6 \cos 3x$. The coordinates of the point P , which lies on the curve, is $(\frac{\pi}{2}, \pi)$. A point Q exists such that the mid-point of PQ is $(\frac{3}{4}\pi, 2\pi)$. Find

(a) the coordinates of the point Q ,

[3]

$$\left(\frac{3}{4}\pi, 2\pi\right) = \left(\frac{\frac{\pi}{2}+x}{2}, \frac{\pi+y}{2}\right)$$

M1

$$\frac{3}{4}\pi = \frac{\frac{\pi}{2}+x}{2}$$

$$2\pi = \frac{\pi+y}{2}$$

$$\frac{3\pi}{2} = \frac{\pi}{2} + x$$

$$y = 3\pi$$

$$x = \pi$$

A1

Coordinates of $Q = (\pi, 3\pi)$

A1

(b) the equation of the curve.

[2]

$$y = \int \left(-\frac{1}{x^2} + 6 \cos 3x\right) dx$$

$$y = \frac{1}{x} + 2 \sin 3x + c$$

M1

$$\text{When } x = \frac{\pi}{2}, y = \pi$$

$$\pi = \frac{1}{\frac{\pi}{2}} + 2 \sin 3\left(\frac{\pi}{2}\right) + c$$

$$c = 2$$

Equation of curve:

$$y = \frac{1}{x} + 2 \sin 3x + 2$$

A1

13. Without using the calculator, evaluate the following trigonometric functions.

(a) $\sin\left(x + \frac{4\pi}{3}\right)$

[2]

$$= \sin x \cos \frac{4\pi}{3} + \cos x \sin \frac{4\pi}{3}$$

M1

$$= -\frac{1}{2} \sin x + \frac{\sqrt{3}}{2} \cos x$$

A1

(b) $\cos 75^\circ$ [2]

$$= \cos(30^\circ + 45^\circ)$$

$$= \cos 30^\circ \cos 45^\circ - \sin 30^\circ \sin 45^\circ$$

$$= \frac{\sqrt{3}}{2} \times \frac{\sqrt{2}}{2} - \frac{1}{2} \times \frac{\sqrt{2}}{2}$$

M1

$$= \frac{\sqrt{2}(\sqrt{3}-1)}{4}$$

A1

(c) $\tan(\theta - 45^\circ)$ [2]

$$= \frac{\tan \theta - \tan 45^\circ}{1 + \tan \theta \tan 45^\circ}$$

M1

$$= \frac{\tan \theta - 1}{1 + \tan \theta}$$

A1

NAME:

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CLASS:

ADMIRALTY SECONDARY SCHOOL
**PRELIMINARY EXAMINATION 2021
INSERT**

SUBJECT : English Language
 CODE/PAPER : 1128/01
 LEVEL/STREAM : Secondary 4 Express/5 Normal (Academic)
 DATE : 23 August 2021
 TIME : 0800 – 0950h
 DURATION : 1 hour 50 minutes

Instructions to candidates:

1. Write your name, class and index number on the cover page.
2. Write in dark blue or black ink.
3. Do not use staples, paper clips, highlighters, glue or correction fluid.
4. Answer **Section A**, **Section B** and one question from **Section C**.
 For **Section A**, write your answers in the spaces provided in the Insert.
 For **Section B and C**, write your answers on the separate writing paper provided.
 Begin each question on a fresh sheet of paper.
5. The number of marks for each question is given in brackets [] at the head of the section.
6. Fasten your work for **Section B and C** separately if more than one writing paper is used for each Section.
7. Submit the **Question Paper**, **Section A**, **Section B** and **Section C** separately.

Section A	10
Section B	30
Section C	30
Total	70

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.This question paper consists of 2 printed pages including this cover page.

Section A [10 marks]

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

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

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

Examples:

I arrive to my destination at 2 pm.	at
My mother always wears sensible clothes.	✓

Anita Roddick, founder of The Body Shop, was committed to the betterment
 of the world we live in. She was not prepare to conform to business 1 _____
 practices that she saw as destruction to the environment. Her beliefs in 2 _____
 social and environmental responsibility was fundamental to the way in 3 _____
 which she established her own business, and lead her to devote her time 4 _____
 and energy to raising awareness of the need to protect the environment. 5 _____
 When Roddick died, Adrian Bellamy, chairman of Body Shop International, 6 _____
 said that one of Roddick's achievement was to alter the world of business. 7 _____
 Roddick believed that the business world, traditionally, do things 8 _____
 predominantly for personal gain. However, she believed in a notion that 9 _____
 "business can and must be a force to positive change." This led to her 10 _____
 involvement in campaigning for various environmental and social issues.

Adapted from National Geographic Learning: Reading Explorer

NAME:

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CLASS:

ADMIRALTY SECONDARY SCHOOL**PRELIMINARY EXAMINATION 2021****Section B and C**

SUBJECT : English Language
 PAPER : 1128/01
 LEVEL / STREAM : Secondary 4 Express/5 Normal (Academic)
 DATE : 23 August 2021
 TIME : 0800 – 0950h
 DURATION : 1 hour 50 minutes

Instructions to candidates:

1. Write your name, class and index number on the cover page.
2. Write in dark blue or black ink.
3. Do not use staples, paper clips, highlighters, glue or correction fluid.
4. Answer **Section A**, **Section B** and one question from **Section C**.
 For **Section A**, write your answers in the spaces provided in the Insert.
 For **Section B and C**, write your answers on the separate writing paper provided.
 Begin each question on a fresh sheet of paper.
5. The number of marks for each question is given in brackets [] at the head of the section.
6. Fasten your work for **Section B and C** separately if more than one writing paper is used for each Section.
7. Submit the **Question Paper, Section A, Section B and Section C separately**.

Section A	10
Section B	30
Section C	30
Total	70

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.This question paper consists of 4 printed pages including this cover page.

Section B [30 marks]

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

You should look at the printout on page 3, study the information carefully and plan your answer before beginning to write.

You have seen this appeal by the organisation, Transient Workers Count too (TWC2). Student volunteers are asked to spend some time during the school holidays to help make a difference to the lives of migrant workers. Several members of your class, including you, are keen to take part. As the Chairperson of the class, you have been tasked by your Form Teacher to write a letter to the Project Organiser of TWC2 to show your interest in volunteering with them.

In your letter, you should include:

- The project you would like to work on
- The date and time which you would like to carry out this project
- How you will organise and carry out the project
- Why you think that the project will be beneficial to the migrant workers and the class

Write your letter in clear, accurate English and in a polite, persuasive and enthusiastic tone to convince the Project Organiser that your volunteer work will benefit the migrant workers.

You may add any other details you think will be helpful.

You should use your own words as much as possible.



Contact Info
 5001 Beach Road
 #09-86
 Singapore 199588

Volunteer with us NOW!

Migrant workers build structures, keep our streets clean and raise our children. There are nearly 1 million of them in Singapore and are vital to many sectors (construction, domestic work, sanitation services). Yet, they face many disadvantages like language and cultural barriers and tend to be exploited with low wage. Join us in helping them!

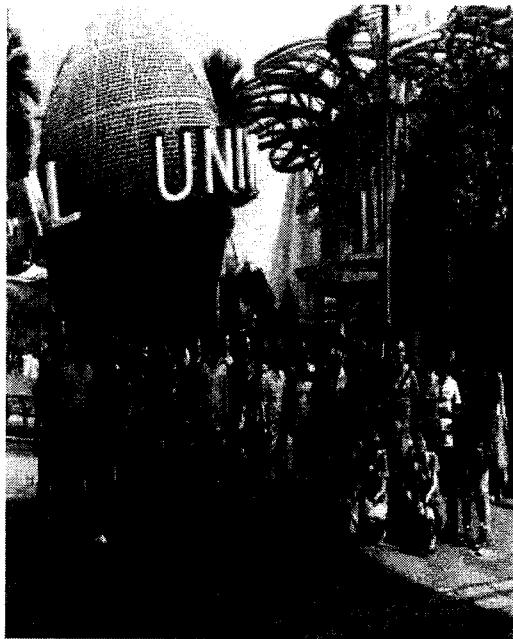
Project 1: Discover Singapore

Role: Assist in organising excursions and outings for workers

Plan, organise and execute an outing to places of interest in Singapore. Help migrant workers adapt to the local culture and living environment.

Where: Any place of interest in Singapore of your choice

When: Weekend (8:00 – 5:00pm)



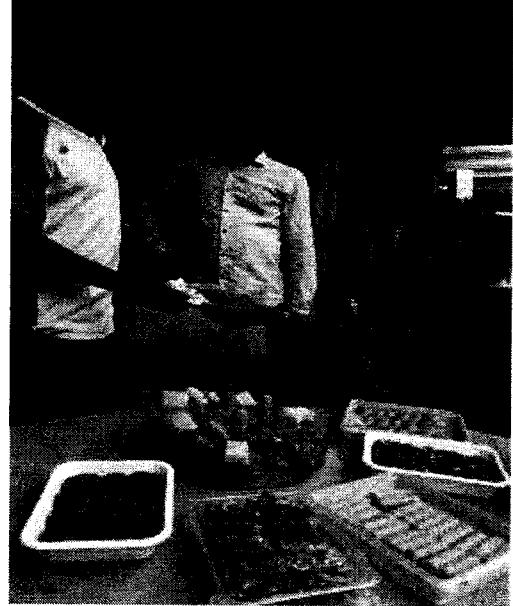
Project 2: The Cuff Road Project

Role: Support the Free Meal Programme for workers

Pack, deliver and distribute packed food. Interact and make friends with the migrant workers and find out more about their experiences and backgrounds.

Where: Meal stations at Cuff Road (Little India vicinity)

When: Weekdays 8:00 – 9:30am; 6:30 – 8:30pm;



Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 Describe your ideal vacation. What are some factors that contribute to an ideal vacation?
- 2 'Friends can understand us better than family.' What are your views?
- 3 Do you agree that traditions are important in today's society?
- 4 What is your dream profession? Why is it important for you to achieve it?

END OF PAPER

NAME:

NO:

CLASS:

ADMIRALTY SECONDARY SCHOOL**PRELIMINARY EXAMINATION 2021****INSERT**

SUBJECT : English Language
CODE/ PAPER : 1128/02
LEVEL/STREAM : Secondary 4 Express/5 Normal (Academic)
DATE : 23 August 2021
TIME : 1040 – 1230h
DURATION : 1 hour 50 minutes

Instructions to candidates:

1. This INSERT contains Text 1, Text 2 and Text 3. Please answer all the questions in the Question Booklet.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

This INSERT consists of **5** printed pages including this cover page.

Section A [5 marks]**Text 1**

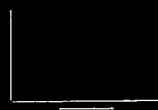
Study the advertisement below and answer Questions 1 to 4 in the Question Booklet.



Stream Disney+ originals and blockbuster films!

Discover exclusive Disney+ originals you can't find anywhere else and enjoy the biggest hits from Disney, Marvel, Star Wars and more! With thousands of hours of entertainment, Disney+ has something for every moment and every mood!

Available on your favourite devices



TV



Computer



Mobile & Tablet



Game Console

Enjoy the big screen experience on your TV, with an ever-growing selection of titles in stunning 4K quality. Download any show on your mobile or tablet to watch on the go. Plus you can stream on 4 screens at once and have up to 7 profiles for a personalised viewing experience, so everyone will be happy. Enjoy all of these features and more at no extra cost!

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

The text below is about Jamie's journey to a diamond mine. Read the text below and answer Questions 5 to 16 in the Question Booklet.

- 1 The three men, with Jamie in the middle, squeezed into the seat, crowded against each other, their knees cramped, their backs pressing against the wooden back of the driver's seat. There was no room to move or breathe. 'It's not bad,' Jamie thought to himself. 'Hold on!' the driver sang out and a moment later, they were racing through the streets of Cape Town on their way to the diamond fields at Klipdrift. 5
- 2 By bullock wagon, the journey was relatively comfortable. They were large and roomy, with tent covers to ward off the blazing winter sun. Each wagon accommodated a dozen passengers and was drawn by teams of horses. Refreshments were provided at regular stations. The cart he was in was different. 10
- 3 It never stopped, except to change drivers and horses. The pace was a full gallop, over rough roads and fields and rutted trails. There were no springs on the cart and each bounce was like the blow of a horse's hoof to one's chest. Jamie gritted his teeth and thought – I can stand it until we stop for the night. I'll eat and get some sleep and in the morning I will be fine. But when night time came, there was a halt just for a change of driver and horse and they were off again. 15
- 4 'When do we stop to eat?' Jamie asked. 'We don't', the driver grunted. Jamie stared at him. 20
- 5 They raced through the long night, travelling over dusty, bumpy roads by moonlight. The little cart bouncing up the rises, plunging down the valleys. Every inch of Jamie's body was battered and bruised. He was exhausted, but it was impossible to sleep. Every time he started to doze, he was jarred awake. His body was cramped and aching and there was no room to stretch. It was a six-hundred-mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to. 25
- 6 When the next dawn came, the real wilderness began. Stretching to infinity, the monstrous desert lay flat and intimidating under the pitiless sun. The passengers were smothered in heat, dust and flies. 30
- 7 'I'm going to make it. I'm going to make it. I'm going to make it.'
- 8 True enough, he saw that first glint in the sands.

Adapted from: 'Master of the Game' by Sidney Sheldon

Section C [25 marks]

Text 3

The text below is about how to form healthy relationships. Read the text below and answer Questions 17 to 23 in the Question Booklet.

- 1 Are you in a healthy relationship? Are you looking for the right things in a partner? Would you know if you found them? Many people spend so much time looking for that 'spark' or that feeling when they've found 'the one' that they forget to examine whether the relationship is good for them. It would be ideal if we were all able to recognize the signs of an unhealthy relationship. The truth is that it can be hard to let go of someone we love. We focus on the good and refuse to see what's often obvious to everyone else - the relationship is unhealthy. 5
- 2 The signs of an unhealthy relationship is aplenty. We all love honesty but there's a difference between honesty and criticism. When your partner is being honest, you'll still feel respected and valued because their feedback is constructive. Criticism is often about small things, like your clothes or favorite pastimes, and makes you feel belittled. Another reason why you possibly feel belittled could be if your partner blatantly pressures you to change your appearance, quit activities you love or stop seeing friends or family, those are big red flags. Pushing you to share every thought or detail of your day or always needing to be with you are more subtle signs of controlling behavior. 10
- 3 It is safe to say that all couples encounter disagreements. Sometimes it is best to defuse arguments over minor things. But if you're always burying conflict – or constantly arguing without seeing any improvement – your communication skills may be lacking. Certain relationship red flags, like physical or emotional abuse, are always signs that you must leave the relationship immediately. Otherwise, healthy relationships can often be formed with the commitment and dedication of both partners. 15 20 25
- 4 Have you ever heard the expression 'love at first sight'? Some people believe that a healthy relationship is the work of destiny. However, what they mistake as 'fate' is the law of attraction – the idea that we attract the things that we focus on and surround ourselves with – and it applies to relationships and life. If you embrace positive thinking, live with passion and are kind and accepting of yourself and others, you'll attract people who do the same. You'll need to identify and overcome your limiting beliefs and rewrite your story to give you strength and confidence. That being said, learning self-love isn't always easy. 30 35
- 5 You must hold yourself to high standards if you want a healthy relationship. If your expectations are low and you're not putting in the effort to grow with your partner, the result will be a stale and

deteriorating relationship. What is it that you *truly* want from your relationship? What are the standards you'd hold for your dream partner? What do you expect from your partner, physically and emotionally? Whatever it is, that is the bar that you must hold for yourself as well. You are an active participant in this relationship; the way you want them to show up for you is the way you must show up for them.

40

45

- 6 We need to appreciate that every individual is different. You don't need to ignore or play down the differences between you and your partner. On the contrary, appreciating your differences is essential to maintaining a sense of excitement in the relationship. Those little differences are what awakened your interest in each other in the first place, and this is something that you must always keep close to your hearts and minds. Appreciate each other and you will not only appreciate the life you have created together – you will revel in it.
- 50
- 7 At the end of the day, it is not difficult to form a healthy relationship! It is simply about two people making each other's needs their own. The more you do this, the more fulfilling the relationship becomes.
- 55

Adapted from: <https://www.tonyrobbins.com/ultimate-relationship-guide/healthy-relationship-you-deserve/>

NAME:

NO:

CLASS:

ADMIRALTY SECONDARY SCHOOL
**PRELIMINARY EXAMINATION 2021
SECTION A and B**

SUBJECT	: English Language
PAPER	: 1128/02
LEVEL/STREAM	: Secondary 4 Express/5 Normal(Academic)
DATE	: 23 August 2021
TIME	: 1040 – 1230h
DURATION	: 1 hour 50 minutes

Instructions to candidates:

1. Write your name, class and index number on the cover page.
2. Write in dark blue or black ink.
3. Do not use staples, paper clips, highlighters, glue or correction fluid.
4. The number of marks for each question is given in brackets [] at the head of the section.
5. Answer **all questions**. Write your answers in the spaces provided.

Section A	5
Section B	20
Section C	25
Total	50

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

This question paper consists of **6** printed pages including this cover page.

Section A [5 marks]

Refer to Text 1 in the INSERT and answer Questions 1 to 4.

1. What is the purpose of the text? [1]

- 2 Look at the paragraph in the middle. [1]

- (a) What does the phrase 'has something for every moment and every mood' suggest about Disney+?

- (b) How does the image above support your answer to 2(a)? [1]

3. What does the phrase 'can't find anywhere else' suggest about the Disney+ experience? [1]

4. Identify a sentence from the paragraph at the bottom that shows the convenience that Disney+ brings. [1]

Section B [20 marks]

Refer to Text 2 in the INSERT and answer Questions 5 to 16.

5. Paragraph 1 mentioned that 'There was no room to move or breathe' [1] (lines 3 – 4).

Identify a sentence in the same paragraph that suggests the same idea.

6. Explain the irony in Paragraph 1. [2]

- 7 (a) What does the word 'racing' (line 5) suggest about the cart? [1]

- 7 (b) Identify a phrase from Paragraph 3 that conveys the same meaning. [1]

8. What does the phrase 'like the blow of a horse's hoof to one's chest' [1]
(lines 15 - 16) suggest about 'each bounce' (line 15)?

9. What does the word 'halt' (line 18) suggest about the interval? [1]

10. From Paragraph 4, why did Jamie stare at the driver? [1]

11. Paragraph 5 describes the impact of the ride on Jamie's body. Explain [3] how the language used shows that Jamie was suffering.

12. From paragraph 5, 'It was a six-hundred-mile journey and he was not [1]
sure if he was going to live through it. Neither was he sure that he
wanted to' (lines 27 – 29).

How did Jamie feel?

13. Based on the words in bold, what is effective about the following [3]
phrases:

'Stretching to infinity' (lines 30 – 31)	
'Pitiless sun' (lines 31 – 32)	
'smothered in heat, dust and flies' (line 32)	

14. From paragraph 7, how does the writer show Jamie's determination? [1]

15. From paragraph 8, what was the 'glint' (line 34)? [1]

16. The text reflects the author's emotions. By choosing 3 words from the box, summarise the emotions that the author experienced. There are some extra options in the box you do not need to use. [3]

The 3 emotions are:

Optimistic	Dread	Melancholic
Excited	Shocked	Miserable

(i) Paragraph 1: _____

(ii) Paragraph 3 - 4: _____

(iii) Paragraph 5 - 6: _____

NAME:

NO:

CLASS:

ADMIRALTY SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2021
SECTION C

SUBJECT : English Language
 PAPER : 1128/02
 LEVEL/STREAM : Secondary 4 Express/5 Normal(Academic)
 DATE : 23 August 2021
 TIME : 1040 – 1230h
 DURATION : 1 hour 50 minutes

Instructions to candidates:

1. Write your name, class and index number on the cover page.
2. Write in dark blue or black ink.
3. Do not use staples, paper clips, highlighters, glue or correction fluid.
4. The number of marks for each question is given in brackets [] at the head of the section.
5. Answer **all questions**. Write your answers in the spaces provided.

Section A	5
Section B	20
Section C	25
Total	50

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

This question paper consists of **4** printed pages including this cover page.

Section C [25 marks]**Refer to Text 3 in the Insert for Questions 17 – 23.**

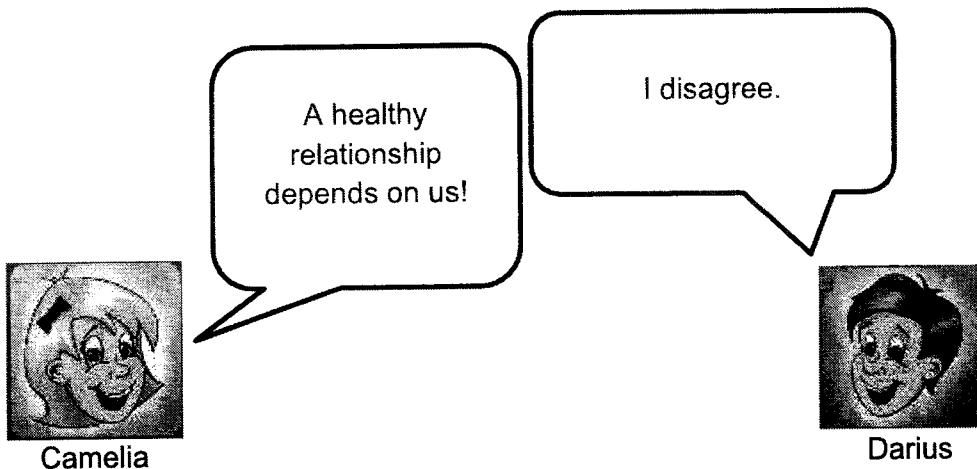
17. In Paragraph 1, the author asks multiple questions. What effect is this intended on the reader? [1]

18. **In your own words**, why is it hard to let go of someone we love? [1]

19. Identify 2 contrasting words in paragraph 2 that describe controlling behaviour. [2]

20. What does the phrase 'safe to say' (line 19) suggest about disagreements between a couple? [1]

21. Here is part of a conversation between two friends, Camelia and Darius, who have read the article.



- (i) Identify 2 pieces of evidence from Paragraph 1 that Camelia can use to support her stand. [2]

- (ii) How can Darius explain his stand with reference to Paragraph 4? [2]

22. What tone does the author use in the last paragraph to address the reader? [1]

- 23. Using your own words as far as possible, summarise the ways to form a healthy [15] relationship.**

Use only information from Paragraph 2 to 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.)

To form a healthy relationship, we need to...

(words)

NAME:

NO:

CLASS:

ADMIRALTY SECONDARY SCHOOL**PRELIMINARY EXAMINATION 2021**

SUBJECT	:	English Language
CODE/PAPER	:	1128/02
LEVEL / STREAM	:	Secondary 4 Express/5 Normal (Academic)
DATE	:	23 August 2021
TIME	:	0800 – 0950h
DURATION	:	1 hour 50 minutes

ANSWER SCHEME***(For examiners' use only)*****DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**This marking scheme consists of 6 printed pages including this cover page.

Section A [10 marks]

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

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

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

Examples:

I arrive~~to~~ my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

Anita Roddick, founder of The Body Shop, was committed to the betterment
 of the world we live in. She was not ~~prepare~~ to conform to business 1 Prepared (vf)
 practices that she saw as ~~destruction~~ to the environment. Her beliefs in 2 Destructive
 (wf)
 social and environmental responsibility ~~was~~ fundamental to the way in 3 Were (sva)
 which she established her own business, and ~~lead~~ her to devote her time 4 Led (Tense)
 and energy to raising awareness of the need to protect the environment. 5 ✓
 When Roddick died, Adrian Bellamy, chairman of Body Shop International, 6 ✓
 said that one of Roddick's ~~achievement~~ was to alter the world of business. 7 Achievements
 (plural)
 Roddick believed that the business world, traditionally, ~~do~~ things 8 Does (sva)
 predominantly for personal gain. However, she believed in ~~a~~ notion that 9 The (article)
 "business can and must be a force ~~to~~ positive change." This led to her 10 For
 (preposition)
 involvement in campaigning for various environmental and social issues.

Adapted from National Geographic Learning: Reading Explorer

Section B [30 marks]

Format: Formal Letter

Full name of Sender

Full Address

Date in full

Full name of recipient

Position

Full Address

Dear Sir/Madam

Title (underlined)

Intro: self-introduction and purpose

TEXT (paragraphs NOT indented and leave a line after every paragraph)

Yours faithfully

(signature)

Audience

- Project Organiser

Content

- Introduction
 - Self-introduction
 - Purpose of letter – to express interest in volunteering with TWC2
- The project you would like to work on
 - Candidates should choose either Discover Singapore or The Cuff Road Project
- The date and time you would like to carry out this project
 - Candidates should choose a time and day relevant to the project
- How you will organise and carry out the project
 - Candidates should provide detailed description and explanation of how the project can be carried out.
 - Discover Singapore – place of interest, activities to carry out at the place

- The Cuff Road Project – How to carry out the project, activities other than distributing food e.g. interacting/having meals together
- Why you think the project would be beneficial to the migrant workers and the class
 - Migrant worker: learn local culture, make friends and hence less lonely
 - Class: develop empathy, social skills, planning and organising skills
- Conclusion
 - Restate the main purpose of the letter
 - Thank the audience

Tone

- Persuasive and enthusiastic
 - avoid contractions
 - appeals to emotions, logic and credibility
 - appropriate use of persuasive techniques

Section C [30marks]

1	<p>Describe your ideal vacation. What are some factors that contribute to an ideal vacation?</p> <p><u>Text Features</u></p> <p>Mixed-Type</p> <ul style="list-style-type: none"> • Introduction: Hook, Reflective Description, Define Key Terms, Thesis Statement • Body paragraphs: Topic Sentence, Logic Flow, FREDA, Link • Conclusion: Restate Thesis, Afterthoughts <p><u>Language features</u></p> <p>Present tense in general, use of nominalization and parallelism, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Reflective Description: Describe an ideal vacation (e.g. place, experience, sight, companion etc). • 3 factors that makes a vacation ideal <ul style="list-style-type: none"> ◦ The companionship – people to enjoy the experience with ◦ Activities – cultural, adventurous activities to learn and explore ◦ Cost – affordable and practical trip to fulfil ◦ Any other logical arguments
2	<p>'Friends can understand us better than family.' What are your views?</p> <p><u>Text features</u></p> <p>Argumentative</p> <ul style="list-style-type: none"> • Introduction: Hook, background information, definition of key terms, thesis statement (stand + 2 supporting points) • Background information: Time and Space Continuum • Body paragraphs using point logic flow, FREDA and link (2 supporting points + 1 counter point) • Conclusion: Restate thesis, afterthoughts <p><u>Language features</u></p> <p>Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Agree <ul style="list-style-type: none"> ◦ Friends are of similar age and hence experiences the same issues ◦ Friends provide a neutral perspective to problems shared • Disagree <ul style="list-style-type: none"> ◦ Family is whom we spend the most time with since young and knows us the best

	<ul style="list-style-type: none"> ○ Family is where we can be who we are and express how we feel without being judged
3	<p>Do you agree that traditions are important in today's society?</p> <p><u>Text features</u></p> <p>Argumentative</p> <ul style="list-style-type: none"> • Introduction: Hook, background information, definition of key terms, thesis statement (stand + 2 supporting points) • Background information: Time and Space Continuum • Body paragraphs using point logic flow, FREDA and link (2 supporting points + 1 counter point) • Conclusion: Restate thesis, afterthoughts <p><u>Language features</u></p> <p>Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Agree <ul style="list-style-type: none"> ○ Tradition provides a sense of comfort and sense of belonging ○ Tradition reinforces values and beliefs that can guide us in life • Disagree <ul style="list-style-type: none"> ○ Traditions may hamper development and progress of the society ○ Traditions might pose as risks when they go against scientific rules.
4	<p>What is your dream profession? Why is it important for you to achieve it?</p> <p><u>Text Features</u></p> <p>Mixed Type</p> <ul style="list-style-type: none"> • Introduction: Hook, Reflective Description, Define Key Terms, Thesis Statement • Body paragraphs: Topic Sentence, Logic Flow, FREDA, Link • Conclusion: Restate Thesis, Afterthoughts <p><u>Language features</u></p> <p>Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Reflective Description: Describe dream profession • 3 reasons why it is important to achieve this dream profession <ul style="list-style-type: none"> ○ A source of livelihood ○ Passion ○ Live up to expectations of self and others ○ Make a difference in society

NAME:

NO:

CLASS:

ADMIRALTY SECONDARY SCHOOL**PRELIMINARY EXAMINATION 2021**

SUBJECT : English Language
PAPER : 1128/02
LEVEL/STREAM : Secondary 4 Express/5 Normal (Acad)
DATE : 23 August 2021
TIME : 1040 – 1230h
DURATION : 1 hour 50 minutes

ANSWER SCHEME***(For examiners' use only)*****DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

This question paper consists of **10** printed pages including this cover page.

Section A [5 marks]

Refer to Text 1 in the INSERT and answer Questions 1 to 4.

1.	What is the purpose of the text?	[1]
	<p>It is to encourage readers to sign up for/ subscribe to Disney+.</p> <p>Answers accepted: buy Disney+</p> <p>Answers not accepted: download Disney+, use Disney+, Start streaming on Disney+, choose Disney+, join Disney+</p> <p>*Candidate answers must show that money is involved.</p>	

2	Look at the paragraph in the middle.	[1]
(a)	<p>What does the phrase 'has something for every moment and every mood' suggest about Disney+?</p> <p>It has a huge variety of shows. /It caters to viewers of all ages and interests.</p> <p>Answers accepted: caters to the needs of the viewer, inclusive</p> <p>Answers not accepted: range of activities (there is only 1 activity), different kinds of shows for different occasions, for every moment or mood (merely repeating the question), anytime, anywhere (NAQ), universal (not precise)</p>	
(b)	<p>How does the image above support your answer to 2(a)?</p> <p>The image shows the different movies available on Disney+/ that Disney+ has movies from different companies/ sources/ different genres of movies which suggests that they have a huge variety/ caters to viewers of all ages and interests.</p> <p>*candidates must show D and C.</p>	[1]

3.	What does the phrase 'can't find anywhere else' suggest about the Disney+ experience?	[1]
	<p>It suggests that the Disney+ experience is unique/ one-of-a-kind.</p> <p>Answers accepted: exclusive</p>	

	Answers not accepted: premium, the best (vague – in what sense), rare (on its own not accepted, combined with accepted answers will be accepted), limited (inaccurate vocab)
--	---

4.	Identify a sentence from the paragraph at the bottom that shows the convenience that Disney+ brings. [1]
	The sentence is 'Download any show on your mobile or tablet to watch on the go'.

Section B [20 marks]

Refer to Text 2 in the INSERT and answer Questions 5 to 16.

5.	Paragraph 1 mentioned that 'There was no room to move or breathe' (lines 3 – 4). Identify a sentence in the same paragraph that suggests the same idea.	[1]
	[Simple Reference] The sentence is 'the three men, with Jamie in the middle, squeezed into the seat, crowded against each other, their knees cramped, their backs pressing against the wooden back of the driver's seat'.	

6.	Explain the irony in Paragraph 1. [2]
	[Literary Device - Irony] Since the cart was extremely small and squeezy/ the men were all squeezed in together with Jamie stuck in the middle, Jamie should have felt uncomfortable [1], yet he thought that it was not bad [1].

7 (a)	What does the word 'racing' (line 5) suggest about the cart? [1]
	[Quotation] It suggests that it was moving very fast/ quickly/ high speeds/ full speed. Answers not accepted: speedy

	*Students must include the word 'very' to convey the actual meaning of racing.	
7 (b)	Identify a phrase from Paragraph 3 that conveys the same meaning.	[1]
	<p>[Simple Reference]</p> <p>The phrase is '(the pace was a) full gallop'.</p>	

8.	What does the phrase 'like the blow of a horse's hoof to one's chest' (lines 15 - 16) suggest about 'each bounce' (line 15)?	[1]
	<p>[Quotation]</p> <p>It suggests that it has great impact.</p> <p>Answers accepted: violent, rough, forceful, very hard, impactful, impactful and <u>therefore</u>, painful, powerful</p> <p>Answers not accepted: vigorous, physically demanding, devastating, painful, high, strong, bumpy</p>	

9.	What does the word 'halt' (line18) suggest about the interval?	[1]
	<p>[Quotation]</p> <p>It suggests that it was very short/ momentary/ quick.</p> <p>*Students must include the word 'very' to convey the actual meaning of halt.</p> <p>Answers not accepted: sudden, fast-paced, long</p>	

10.	From Paragraph 4, why did Jamie stare at the driver?	[1]
	[Inferential]	

	<p>He was shocked (Answers accepted: disbelief, taken aback, dumfounded, speechless, astonished) that they were not going to stop to eat.</p> <p>*Candidates must have both the emotion and the reason for 1mark.</p>
--	---

11.	<p>Paragraph 5 describes the impact of the ride on Jamie's body. Explain how the language used shows that Jamie was suffering. [3]</p> <p>[COMPLEX REFERENCE]</p> <p>1. 'every inch of Jamie's body was battered and bruised.' shows that Jamie was physically hurt. Therefore, he was in pain. 2. 'exhausted' shows that he was worn out but it was impossible to sleep. Therefore, he was in distress. 3. 'cramped and aching shows that he was extremely uncomfortable with no room to stretch. Therefore, he was tormented.</p> <p>Synonyms not accepted: struggling, uncomfortable</p> <p>*Candidates must have clearly explained the detail and not (1) provided another synonym or (2) provided a vague or un-matching explanation</p>
-----	--

12.	<p>From paragraph 5, 'It was a six-hundred- mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to' (lines 27 – 29).</p> <p>How did Jamie feel?</p> <p>*Even if there is hope to survive it, he may not want to.</p> <p>[Inferential]</p> <p>He felt desperate for the journey to end.</p> <p>Answers accepted: defeated, miserable</p> <p>Answers not accepted: hopeless, exhausted, unmotivated</p>
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13.	Based on the words in bold, what is effective about the following phrases:	[3]
	[Effective]	
	<p>'Stretching to infinity' (lines 30 – 31)</p> <p>It emphasizes the vastness of the desert.</p> <p>Answers accepted: boundless, extremely big, wide and long</p> <p>Answers not accepted: wide, long, far</p>	
	<p>'Pitiless sun' (lines 31 – 32)</p> <p>It emphasizes the extreme heat from the sun.</p> <p>Answers not accepted: brightest</p>	
	<p>'smothered in heat, dust and flies' (line 32)</p> <p>It highlights that the heat, dust and flies were overwhelming.</p> <p>Answers accepted: completely covered</p> <p>Answers not accepted: very uncomfortable</p>	

14.	From paragraph 7, how does the writer show Jamie's determination?	[1]
	[Writer's Craft]	
	The author uses repetition.	
15.	From paragraph 8, what was the 'glint' (line 34)?	[1]
	[Inferential]	
	It was a diamond/ shine/ reflection from the diamond	

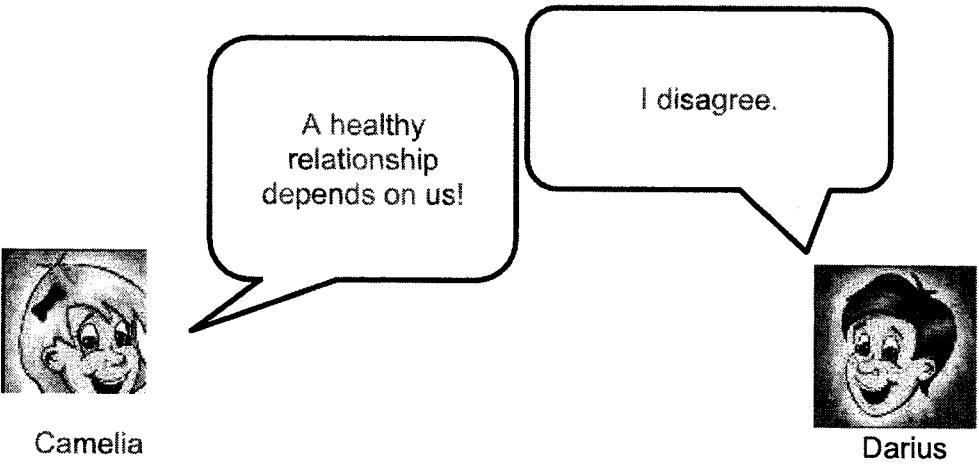
16.	The text reflects the author's emotions. By choosing 3 words from the box, summarise the emotions that the author experienced. There are some extra options in the box you do not need to use. The 3 emotions are: <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="text-align: center; padding: 5px;">Optimistic</td><td style="text-align: center; padding: 5px;">Dread</td><td style="text-align: center; padding: 5px;">Melancholic</td></tr><tr><td style="text-align: center; padding: 5px;">Excited</td><td style="text-align: center; padding: 5px;">Shocked</td><td style="text-align: center; padding: 5px;">Miserable</td></tr></table> [GIST] <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="width: 10%;">(i)</td><td style="width: 40%;">Paragraph 1:</td><td style="width: 50%;">Optimistic</td></tr><tr><td>(ii)</td><td>Paragraph 3 - 4:</td><td>Shocked</td></tr><tr><td>(iii)</td><td>Paragraph 5 - 6:</td><td>Miserable</td></tr></table>	Optimistic	Dread	Melancholic	Excited	Shocked	Miserable	(i)	Paragraph 1:	Optimistic	(ii)	Paragraph 3 - 4:	Shocked	(iii)	Paragraph 5 - 6:	Miserable	[3]
Optimistic	Dread	Melancholic															
Excited	Shocked	Miserable															
(i)	Paragraph 1:	Optimistic															
(ii)	Paragraph 3 - 4:	Shocked															
(iii)	Paragraph 5 - 6:	Miserable															

Section C [25 marks]

Refer to Text 3 in the INSERT and answer Questions 17 to 23.

17.	<p>In Paragraph 1, the author asks multiple questions. What effect is this intended on the reader?</p> <p>[Effect]</p> <p>It makes the reader question themselves/ reflect on their own relationships.</p> <p>*Candidates must mention 'their own relationships'.</p> <p>Answers accepted: think about/ wonder/ ponder + intrigue, interested, curious</p> <p>Answers not accepted: worried, anxious, doubtful</p>	[1]
18.	<p>In your own words, why is it hard to let go of someone we love?</p> <p>[IYOW +Literal]</p> <p>We fixate/ concentrate on the strengths/ positive traits of our loved ones/ the relationship and ignore the flaws.</p> <p>Taboo: 'focus', 'good', 'refuse', 'unhealthy', 'obvious'</p> <p>Answers not accepted: blinded</p>	[1]
19.	<p>Identify 2 contrasting words in paragraph 2 that describes controlling behaviour.</p> <p>[Simple Reference]</p> <p>The two words are 'blatantly' and 'subtle'.</p> <p>*Candidates must provide both for 2 marks – to show comprehension of 'contrasting' and not guess their answers.</p>	[2]

20.	<p>What does the phrase 'safe to say' (line 19) suggest about disagreements between a couple? [1]</p> <p>[Quotation]</p> <p>It suggests that it is very common/ normal/ expected/ bound to happen</p> <p>Answers not accepted: natural, unavoidable, inevitable, often, acceptable, happens all the time.</p>
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21.	<p>Here is part of a conversation between two friends, Camelia and Darius, who have read the article.</p> 
(i)	<p>Identify 2 pieces of evidence from Paragraph 1 that Camelia can use to support her stand. [2]</p> <p>'forget to examine whether the relationship is good for them' (lines 4 – 5) - anything more is considered excess denied.</p> <p>'It would be ideal if we were able to recognise the signs of an unhealthy relationship' (lines 5 – 6)</p> <p>Answers not accepted: 'we focus on the good.... Unhealthy' – does not answer the question.</p>
(ii)	<p>How can Darius explain his stand with reference to Paragraph 4? [2]</p> <p>'Some people believe that a healthy relationship is the work of destiny' [1] shows that we have no control over the health of our relationships/ fate controls our relationships/ happens by chance/ we have no choice [1].</p>

	Answers not accepted: 'mistake as fate is the law of attraction...'
--	--

22.	What tone does the author use in the last paragraph to address the reader? [1]
	<p>[Tone]</p> <p>The tone is encouraging/ nurturing/ motivating.</p> <p>Answers not accepted: assuring, reassuring, uplifting, light-hearted, optimistic</p>

23.	Using your own words as far as possible , summarise the ways to form a healthy relationship. Use only information from Paragraph 2 to 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.) To form a healthy relationship, we need to...	[15]												
	<table border="1"> <thead> <tr> <th></th> <th>Points from passage</th> <th>Paraphrased points</th> </tr> </thead> <tbody> <tr> <td>1</td><td>'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive' (lines 10 – 12)</td><td>Be truthful with the good intention to help one another improve</td></tr> <tr> <td>2</td><td>'controlling behaviour' (line18) – Inferred point</td><td>Give our partner some personal freedom</td></tr> <tr> <td>3</td><td>'defuse arguments over minor things' (line 20)</td><td>Minimise conflict over trivial matters/ Compromise on unimportant issues 'defuse' is not 'prevent' or 'avoid'</td></tr> </tbody> </table>		Points from passage	Paraphrased points	1	'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive' (lines 10 – 12)	Be truthful with the good intention to help one another improve	2	'controlling behaviour' (line18) – Inferred point	Give our partner some personal freedom	3	'defuse arguments over minor things' (line 20)	Minimise conflict over trivial matters/ Compromise on unimportant issues 'defuse' is not 'prevent' or 'avoid'	
	Points from passage	Paraphrased points												
1	'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive' (lines 10 – 12)	Be truthful with the good intention to help one another improve												
2	'controlling behaviour' (line18) – Inferred point	Give our partner some personal freedom												
3	'defuse arguments over minor things' (line 20)	Minimise conflict over trivial matters/ Compromise on unimportant issues 'defuse' is not 'prevent' or 'avoid'												

	4	'always burying conflict – or constantly arguing without seeing any improvement – your communication skills may be lacking' (lines 20 - 22) – inferred point	Learn to talk to each other to solve problems	
	5	'physical or emotional abuse, are always signs that you must leave the relationship immediately' (lines 23 – 24) – inferred point	Not mistreat each other	
	6	'healthy relationships can often be formed with the commitment and dedication of both partners' (line 25 – 26)	Be devoted to each other	
	7	'If you embrace positive thinking, live with passion and are kind and accepting of yourself and others, you'll attract people who do the same. You'll need to identify and overcome your limiting beliefs and rewrite your story to give you strength and confidence' (line 31 – 35) OR 'learning self-love isn't always easy' (line 35) – inferred point	Respect ourselves	
	8	'hold yourself to high standards' (line 36) 'your expectations are low and you're not putting in the effort to grow with your partner' (line 37 – 38)	Have high expectations of ourselves and treat our partners the way we want to be treated/so we can grow together	

		'You are an active participant in this relationship; the way you want them to show up for you is the way you must show up for them' (line 42)		
	9	'appreciate that every individual is different' (line 46) 'appreciating your differences' (line 48) 'Appreciate each other' (line 52)	Embrace each other's individuality	



BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2021

CANDIDATE
NAME

REGISTER
NUMBER

CLASS

ENGLISH LANGUAGE

1128/01

Secondary Four Express & Five Normal Academic

23 August 2021

Paper 1 Writing

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

Setter: Mr Tan Yew Hock

Parent's / Guardian's Signature:

This document consists of **2** printed pages.

SG CARES **Caring Day** **Art of Business** **Volunteer For A Cause** **Join A Group** **Get Involved** **Share**

A MOVEMENT TO FOSTER A MORE

CARING AND INCLUSIVE SOCIETY

SG Cares is a national movement dedicated to guide and support the goodwill of all who live in Singapore to better help those in need. Giving and kindness can take many forms, spontaneous, informal or organised. From daily acts of kindness to volunteering together with friends, colleagues, neighbours and others - every action matters. Together, we can all play a part, big and small, to make Singapore a more caring and inclusive home for all.

WRS CONSERVATION AMBASSADORS

Guide guests in the parks, sharing interesting animal facts and anecdotes. You will promote conservation awareness while providing meaningful and memorable wildlife experiences for our guests. Full two-day training will be provided.

Criteria for volunteers:

- 13 – 18 years old
- Strong interest in nature and wildlife
- Interest in engaging guests on wildlife conservation



CHANGEMAKERS

Use sports to teach values and character to primary school children. There will be additional training sessions solely for the ChangeMakers as well as debrief sessions. The purpose of the programme is to develop the human capital of the students leaders by having them work with children living in hardship.

Criteria for volunteers:

- 13 – 18 years old
- Able to converse in English. Sports background would be an asset.
- Open-minded
- Able to attend one-day orientation



FRIENDS OF OUR HEARTLANDS

Participate in activities, such as gate painting and spring cleaning, to add cheer to the homes of Senior Residents. Alternatively, organise your own projects to keep them active and engaged. The purpose is to foster care and neighbourly relations.

Criteria for volunteers:

- 13 years and above
- Interest in serving the elderly
- Conversational proficiency in Mandarin, other Chinese dialects, Malay or Tamil would be useful but not compulsory



Adapted from: <https://www.sg/singaporecares/volunteer-for-a-cause/>

CANDIDATE
NAME

BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2021

REGISTER
NUMBER

CLASS

ENGLISH LANGUAGE

1128/01**23 August 2021****Secondary Four Express & Five Normal Academic****Paper 1 Writing****1 hour 50 minutes**

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

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

Do not use staples, paper clips, 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. Each essay must be accompanied with a plan.

The Insert contains the text for **Section B**.

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

For Examiner's Use	
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70
% / Grade	/

Setter: Mr Tan Yew Hock

Parent's / Guardian's Signature:

This document consists of 12 printed pages and 1 Insert.

[Turn Over

Section A [10 marks]**Question 1**

Carefully read the text below, consisting of 12 lines, about how the COVID-19 pandemic exposed the undesirable living conditions of our migrant workers in Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

at
I arrived <u>to</u> my destination at 2 pm.
My mother always wears sensible clothes.

In June 2020, infection rates among foreign workers living in dormitories numbered on the thousands. The coronavirus exposed the not-too-ideal living conditions of migrant workers that makes COVID-19 rampant. The hope was for migrant workers to recover quickly and for infection in the dormitories to cease. Some of the people watching on and wanting their recovery was motivated by sincere concern and recognition of our shared humanity. Additionally, there were many who needed migrant workers back on their feet so their work is integral to our quality of life in Singapore. Their salient role in many aspects of our lives is evident, in keep up much-needed construction efforts to house the population and in maintaining a well-landscape and clean environment for everyone. The pandemic has reminded us how we are all inextricably connected.

1
2
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9
10

Adapted from: <https://www.todayonline.com/commentary/ride-wave-goodwill-further-protect-and-recognise-dignity-migrant-workers>

Section B [30 marks]

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

Question 2

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

You have chanced upon a poster on SG Cares, a national movement dedicated to guide and support the goodwill of all Singapore residents to help those in need. As the Chairperson of the Service-Learning Club, you would like to recommend one of the programmes advertised on the poster for the Club members to take part in. This is to give them an opportunity to contribute to a caring society and make lasting changes in the lives of others.

Write a proposal report to your teacher-in-charge to:

- indicate the purpose of joining SG Cares
- state which programme you have selected for the Club
- explain how the members can play a part in the programme
- explain why it is a meaningful programme to take part in.

You may include other details you think will be useful.

Write your report in **clear, accurate English** and in a **polite and persuasive tone** to convince your teacher-in-charge why the Club should join the programme.

You should use your own words as much as possible.

Section C [30 marks]

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.

Questions 3 – 6

- 3 'It is impossible to have a good life without friends.' Write about an occasion when you have found this to be true.
- 4 'Big sporting events like the Olympic Games and the World Cup are a waste of resources.' Do you agree?
- 5 Write about some of the things that make you happy and relaxed at the end of a school day.
- 6 How far do you agree that the challenges of life bring out the best in young people?

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

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BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2021

CANDIDATE
NAME

REGISTER
NUMBER

CLASS

ENGLISH LANGUAGE

1128/02

Secondary Four Express and Five Normal Academic

23 August 2021

Paper 2 Comprehension

1 hour 50 minutes

INSERT

Information for Candidates

This insert contains Text 1, 2, and 3.

Setter: Miss Tan Yok Siew

This document consists of 6 printed pages.

[Turn over]

Section A

Text 1

Study the poster below and answer Questions 1–5 in the Question Paper Booklet.



Care Chefs' Table Programme

Food is global, connecting all of us. And in nearly every culture, people make deep connections over food, binding them together bite by bite. But more than 795 million people do not have enough food to eat. CARE is working with renowned chefs in the fight to end global hunger. Contact us at CAREChefs@care.org to learn more.



Who do we help?

On a remote island off the coast of northern Mozambique, the community struggles with food insecurity due to overfishing and the impact of climate change on the environment.

The CARE programme aims to protect the region's fragile ecosystem while also strengthening the livelihood of the people who depend on the area's dwindling resources.

What is the impact?

Through the CARE Chef Advocates, the people learn about protecting the environment, including mangroves, which are often cut down for firewood. By protecting the mangroves, they have better access to crabs and sea snails, leading to better food security for their families.

Become a Partner for Change!

Section B**Text 2**

In the text below, an African young boy encountered a dying deer in the veld¹ while he was out hunting. Read the text carefully and answer Questions 6–16 in the Question Booklet.

- 1 There it lay, a chocolate-horned figure with legs splayed out. From afar, it looked like a young deer with black ragged tufts of hair sprouting irregularly all over its limp body with patches of raw flesh... But the patches of rawness were disappearing under moving black patches and reappearing elsewhere. "How odd," he thought. He ran closer to the wailing creature as it heaved out small gasps in between and writhed drunkenly from side to side. 5
- 2 Upon getting closer, then he knew. He saw the ground – black with ants, great energetic ants that took no notice of him; like a speed train bulleting towards the fighting shape, like glistening black water flowing through the grass. As he drew in his breath while terror and pity seized him, the deer finally gave in under the twisting blackness and the wailing stopped. Now he could hear nothing but the sound of the rustling whispering ants. 10
- 3 He raised his rifle to end its pain, but lowered it back. It can no longer feel; its convulsions are a mechanical protest of the nerves. But that was not what made him put down his weapon. It was a swelling feeling of rage, misery and protest that expressed itself in the thought, "If I had not come, it would have died like this anyway. So, why should I interfere? All over the bush, things like this happen, they happen all the time. This is how life goes on; by living things dying in anguish." As though on cue, he suddenly felt in his limbs the myriad swarming pain of the twitching animal that could no longer feel. With gritted teeth, he repeated under his breath: I couldn't have prevented it. There is nothing I can do now. 15
- 4 Suffering, sick, and angry, but also grimly satisfied with his new stoicism, he stood there leaning on his rifle, and watched the seething black mound grow smaller. He followed the ants with his eyes and saw them manoeuvring around his feet to trickle back into the grass with pink fragments in their mouths. Seeing those pink bits, he turned away and sternly controlled the convulsing muscles of his stomach, and to his surprise, found hot tears streaming down his cheeks. 20
- 5 The helpless shape had grown small. Now it looked unrecognisable. He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked. Ants were ebbing away from the bones, their pincers full of meat. The boy looked at them, big black ugly insects. A few were standing and gazing up at him with small glittering eyes. "Go away!" he ordered the ants, very coldly. And he fancied that the ants turned and went away. 25
- 6 He bent over the bones and touched the sockets in the skull; that was where the eyes had been, he thought incredulously. What had happened? The boy bent curiously towards the skeletal frame. Then he saw that the back leg that lay uppermost strained out in the tension of death, was snapped midway in the thigh, so that broken bones jutted over each other uselessly. So that was it! Limping into the ant-masses which it could not escape from, once it had sensed the danger. Yes, but how had the leg been broken? Had it fallen, perhaps? Impossible, a deer was too light and graceful. What could possibly have happened? 30
- 35

[Turn over]

7 Even as he imagined the crowd of running and shouting hunters, and the flying stones, and the leaping deer, another picture came into his mind. He saw himself: on any one of these bright mornings while hunting, discovering a dying deer. He saw himself with the rifle lowered, wondering whether he should end its torture. Then, as suddenly as the thought came, it suddenly went away. He realised that it was getting late in the morning and that he desired for his breakfast, and he figured that it was not worthwhile to reflect on his actions for an animal that would have died anyway.

40

45

8 For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility. Then he straightened up, and looked down at the bones with an odd expression of dismay, all the anger gone out of him. His mind went quite empty: all around him he could see trickles of ants disappearing into the grass. The whispering noise was faint and dry, like the rustling of a cast snakeskin.

50

Adapted from The Sunrise on the Veld by Doris Lessing

veld¹: flat open land with grass and no trees in South Africa

Section C

Text 3

The text below discusses different music styles and how these have shaped society over the years. Read it carefully and answer Questions 17-22 in the Question Paper.

- 1 If there is one antidote that can invigorate, soothe and enthuse the human soul and spirit all at the same time, then that elixir has to be music. This potent potion has yet another remarkable ability: it floors all barriers and differences, connecting mankind from every nook and cranny of the universe, providing enjoyment for millions. 5
- 2 Just as mankind has evolved, so has music. Over the years, cross-cultural influences, the invention of musical instruments and technological advancements have given birth to an assortment of music, running the gamut from hardcore blaring to mellow notes. In today's music catalogue, there is a style to suit every personality, age group, mood and occasion. 10
- 3 One of the oldest and most respected genres in the music world is classical music, bringing historical elegance to the modern era. Distinguished by a fascinating orchestral colour that is produced by neat arrangements of string, woodwind, brass and percussion instruments, classical music has a homophonic texture with a defined and regular rhythm. Research has revealed that the organised and complex nature of a classical composition with varying intensity stimulates children's brains, igniting their creative and analytical abilities. A classical form that constitutes a 60-beats-per-minute pattern has a significant impact on activating the left and right brain and thus maximises learning and retention of information. In addition to enhancing the cognitive skills, the harmony of notes and chords in the melodious versions of classical music has a therapeutic effect that counters stress and anxiety and calms the nerves, inducing a state of tranquility. It is no wonder then that a Bach, a Beethoven or a Mozart piece greets you when you step into hospitals, clinics and learning environments. 15 20
- 4 If classical music follows conservative conventions, rock 'n' roll beats break rules and racial barriers. Elvis Presley and Chuck Berry were two pioneer solo musicians critical in defining and popularising rock 'n' roll music. The Rolling Stones, The Beatles and The Beach Boys were rock bands that followed suit in the subsequent years but injected a more artful essence into this genre of pop music, appealing even more to the masses. Rock 'n' roll was at once admired and adored by the rebellious youth of that period, being a source of expression for their inner angst and anguish. On the social front, rock 'n' roll music had widespread influences, setting fashion trends, becoming a medium for free thought and self-expression and merging the social scenes between the blacks and the whites. Characterised by narrow range melodies and deep, grainy voices, the infectious rhythm and stomping backbeats of rock 'n' roll music incite spontaneous energy and make it eminently danceable and continues to do so in present times. 25 30
- 5 Rap made its appearance in the 1970s and earned a less than favourable reputation for its morally and socially inappropriate content. Undeniably, it is unnerving to note that raps containing offensive content are sanctioned in the music industry. What then are the musical elements of this music genre that continue to appeal to the current generation despite having the most controversies? In contrast to other forms of music which are mostly sung or played, rap music evolved like a chant where lyrics or rhymes are rapidly spoken and complemented by constant beat, over music made up of drum beats and electronic instruments. It is almost like a chic style of poetry recitals. Since its inception, rap song lyrics 35 40

have matured from perky and funky to complex and thought-provoking. While the violent and sexist lyrics of rap songs are argued to elicit a negative feeling in the listener and become a stimulus for sexist attitudes, the musical portion of rap, denoted by high rhythmic metres, brings on an adrenaline rush of energy in the listeners.

45

- 6 Old or modern, fast or slow, subdued or electrifying, the pulse and metre of each music type draws different emotions from different people at different times and is vastly dependent on a person's personal preferences and perceptions. Music has a profound effect on mankind regardless of time, space and age.

Adapted from Music Over Time by Shanas Krishnan

[Turn over]

CANDIDATE
NAME
**BEDOK VIEW SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

REGISTER
NUMBER

CLASS

English Language**1128/02**
Secondary Four Express and Five Normal Academic
Paper 2 Comprehension
23 August 2021**1 hour 50 minutes**

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

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

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

Information for Candidates

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
% / Grade	/

Setter: Miss Tan Yok Siew

Parent's / Guardian's Signature:

This document consists of **10** printed pages.

[Turn over]

Section A [5 marks]**Text 1***For Examiner's Use***Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.**

- 1 How does the picture depict the message that 'Food is global, connecting all of us.'?

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

- 2 Under the section "Who do we help?", give **one** reason for the dwindling resources of the island community.

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

- 3 In what way does the cutting down of mangroves affect the people's livelihood?

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

- 4 Who is the target audience for this poster?

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

- 5 Which sentence gives the main message of the poster?

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

Section B [20 marks]For
Examiner's
Use**Refer to Text 2 on pages 3 and 4 of the Insert for Questions 6–16.**

- 6 In Paragraph 1, there are descriptions of the dying deer. Explain how the language used in the paragraph portrays the dying deer in pain.

Support your ideas with **three** details from Paragraph 1.

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[3]

- 7 In Paragraph 2, the writer describes the boy's observation of the ants.

What do the following similes suggest about the ants' movements?

Descriptions of the ants	The ants' movements
'like a speed train bulleting towards the fighting shape' (line 7)	
'like glistening black water flowing through the grass' (lines 7-8)	

[2]

- 8 What is effective about the phrase 'twisting blackness' (line 9)?
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[1]

[Turn over]

- 9 (a) In Paragraph 3, why did the boy grit his teeth?

..... [1]

- (b) Which word in Paragraph 4 conveys the same idea as in 9(a)?

..... [1]

- 10 In lines 23–24, ‘to his surprise, found hot tears streaming down his cheeks’. Why was the young boy surprised?

..... [1]

- 11 ‘He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked.’ (lines 25–28)

In the sentences above, the writer describes the condition of the dead deer being eaten up by the ants. How does the writer emphasise the ants’ impressive ability to cleanly eat the deer’s flesh?

..... [1]

- 12 Explain what was happening when the boy ‘fancied that the ants turned and went away’ (lines 30–31)

..... [2]

- 13 In Paragraph 6, what was the realisation the boy had when he thought, ‘So that was it!’ (line 36)?

..... [1]

14 Why was the boy not bothered by his guilt at the end of Paragraph 7?

(a)

(b)

[2]

15 In Paragraph 8, 'For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility.' (lines 46-47)

What do the phrases 'he would not face it' and 'refusing to accept the responsibility' suggest about the attitude of the boy towards the death of the deer?

.....

[1]

[Turn over]

- 16** The structure of the text reflects the boy's thoughts and feelings as he witnessed the dying deer being attacked and eaten slowly by the ants.

Complete the flowchart by choosing one word from the box to summarise the main thoughts or feelings presented in each part of the text.

There are some extra words in the box you do not need to use.

The boy's thoughts and feelings

disgusted	determined	doubtful	nonchalant	amazed	conflicted	puzzled
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Flow chart

Paragraph 1: (i)



Paragraph 2: terrified



Paragraph 3: (ii)



Paragraphs 4–5 (iii)



Paragraph 6 : inquisitive



Paragraphs 7-8 : (iv)

[4]

[Turn over]

Section C [25 marks]

For
Examiner's
Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17–22.

- 17 Besides the word 'antidote' (line 1), pick out another word in Paragraph 1 which refers to music as a cure.

..... [1]

- 18 In Paragraph 1, the writer states that music 'floors all barriers and differences' (line 3).

- (a) What does this expression say about music?

..... [1]

- (b) How is music able to floor 'all barriers and differences'? **Answer in your own words.**

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

- 19 In Paragraph 3, which phrase suggests that classical music can improve our thinking ability?

..... [1]

[Turn over]

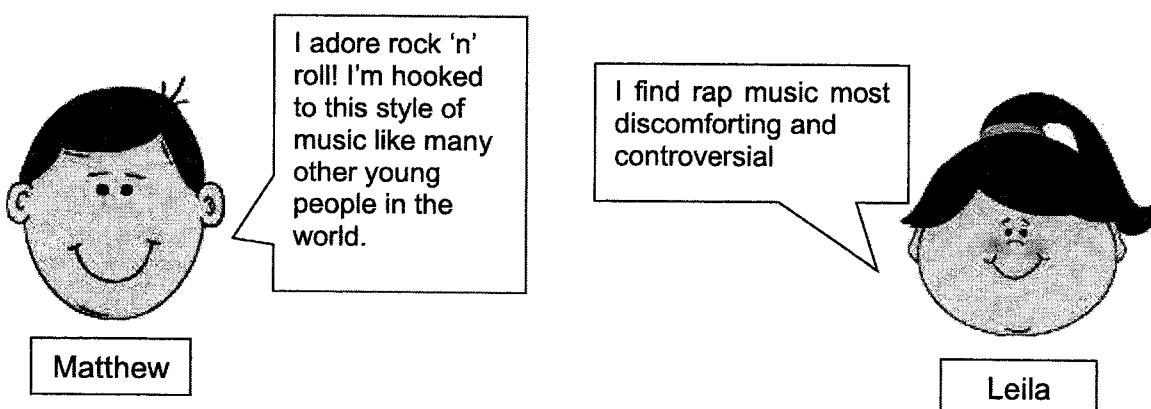
- 20 With reference to Paragraphs 3 and 4, pick out the main differences between classical music and rock 'n' roll music.

For Examiner's Use

Type of Music	Musical Characteristic	
	Musical Arrangement	Rhythm and Beat
Classical Music		
Rock 'n' Roll Music		

[2]

- 21 Here is part of a conversation between two friends, Matthew and Leila, who have read the article.



- (a) From Paragraph 4, give **two** characteristics of rock 'n' roll music that have attracted young people like Matthew.

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[2]

- (b) How would Leila explain her view with reference to Paragraph 5?

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[1]

- 22 Using your own words as far as possible, summarise the different effects that music has on humans, as outlined in the passage.

Use only information from Paragraphs 3 to 5.

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 to begin).

Different styles of music affect people in different ways. Classical music.....

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[Turn over]

10

For
Examiner's
Use

No. of words:

[15]



BEDOK VIEW SECONDARY SCHOOL PRELIMINARY EXAMINATION 2021

ENGLISH LANGUAGE

Secondary Four Express and Five Normal Academic
Paper 1 Writing

1128/01

23 August 2021

1 hour 50 minutes

ANSWER SCHEME

Setter: Mr Tan Yew Hock

This document consists of 9 printed pages.

Section A [10 marks]**Question 1**

Carefully read the text below, consisting of 12 lines, about how the COVID-19 pandemic exposed the undesirable living conditions of our migrant workers in Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived <u>to</u> my destination at 2 pm.	at ✓
My mother always wears sensible clothes.
In June 2020, infection rates among foreign workers living in dormitories numbered <u>on</u> the thousands. The coronavirus exposed the not-too-ideal living conditions of migrant workers that <u>makes</u> COVID-19 rampant. The hope was for migrant workers to recover quickly and for <u>infection</u> in the dormitories to cease. Some of the people watching on and wanting their recovery <u>was</u> motivated by sincere concern and recognition of our shared humanity. <u>Additionally</u> , there were also many who needed migrant workers back on their feet <u>so</u> their work is integral to our quality of life in Singapore. Their salient role in many aspects of our lives is evident, in <u>keep</u> up much-needed construction efforts to house the population and in maintaining a <u>well-landscape</u> and clean environment for everyone. The pandemic has reminded us how we are all inextricably connected.	<p>1in/by (prep)....</p> <p>2made (t)....</p> <p>3infections (pl).... ✓</p> <p>4</p> <p>5were (SVA)....</p> <p>6However (conn)..</p> <p>7 ..as/because (conj). ✓</p> <p>8keeping (vf)....</p> <p>9</p> <p>10 well-landscaped (wf)</p>

Adapted from: <https://www.todayonline.com/commentary/ride-wave-goodwill-further-protect-and-recognise-dignity-migrant-workers>



CANDIDATE
NAME

REGISTER
NUMBER

CLASS

English Language

1128/02

Secondary Four Express and Five Normal Academic

23 August 2021

Paper 2 Comprehension

1 hour 50 minutes

ANSWERS

Setter: Miss Tan Yok Siew

This document consists of **10** printed pages.

Section A [5 marks]

Text 1 Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-5.		<i>For Examiner's Use</i>
1	<p>How does the picture depict the message that 'Food is global, connecting all of us'? 1m</p> <p>The picture / photo shows that CARE Chef Advocates are smiling and laughing / interacting with the locals, suggesting that food is a bridge to foster ties among people of different races / ethnicities.</p> <p>OR</p> <p>The picture shows people from different backgrounds / cultures / parts of the world coming together to cook suggesting that food is a way to bring people together.</p>	LO3: Recognise writer's intention through the use of illustrations/images.
2	<p>Under the section "Who do we help? give one reason for the dwindling resources of the island community. 1m</p> <p>Overfishing</p> <p>OR</p> <p>impact of climate change</p> <p>OR</p> <p>cutting down of mangroves for firewood.</p> <p>[Literal - Accept only ONE answer. 'Climate change' alone is not enough as it merely indicates a change in the temperature/climate, whereas 'impact' shows the damage done to the environment]</p> <p>[Do not accept – food insecurity only]</p>	LO3: Recognise writer's intention through the use of words.
3	<p>In what way does the cutting down of mangroves affect the people's livelihood? 1m</p> <p>By cutting down the mangroves, the sea creatures which are sold by the people would die, affecting the income of the people.</p> <p>OR</p> <p>They would not have any sea creatures / crabs and sea snails to sell for an income</p>	LO2: Use contextual clues and make inferences based on contextual information

	<p>Must show understanding of 'livelihood', meaning to make a living, i.e. selling of these creatures for an income. If students only write 'lose access to food' or 'cause food insecurity', they have not demonstrated this understanding.</p> <p>[Literal – The phrasing of response must show understanding.]</p>	
4	<p>Who is the target audience for this poster? 1m</p> <p>People who would like to donate / volunteer / help to battle world hunger</p> <p>OR</p> <p>Chefs who want to contribute to battle global hunger</p> <p>Do not accept - 'chefs' (alone), 'people who love to cook' as these are too vague. 'Organisations' also not accepted as CARE is already an organisation, and would not communicate with other organisations with an advertisement.</p>	LO2: identify the audience
5	<p>Which sentence gives the main message of the poster? 1m</p> <p>"Become a Partner for Change!"</p> <p>Must include ! exclamation mark</p>	LO2: scan for main idea

Section B [20 marks]

	<p>Refer to Text 2 on pages 3 and 4 of the Insert for Questions 6-16.</p>	<i>For Examiner's Use</i>
6	<p>In Paragraph 1, there are descriptions of the dying deer. Explain how the language used in the paragraph portrays the dying deer in pain. Support your ideas with three details from Paragraph 1. 3m</p> <p>'wailing' suggests that the sound the dying deer made was a long loud high cry which is typical of a person, or an animal, who is suffering. [1] (portrayal through sound)</p> <p>'heaved out small gasps in between' suggests that the dying deer had difficulty in breathing, which is typical of a person in agony or distress. [1] (portrayal through breathing difficulty)</p>	LO3: demonstrate understanding of how a writer's style can impact reader's interpretation

	<p>'writhed drunkenly from side to side' suggests that the dying deer was continuously twisting / squirming / contorting its body / experiencing spasms possibly due to an injury. [1] (portrayal through uncontrollable movements)</p> <p>Accept: 'patches of rawness' suggests that the deer's layer of skin had been peeled off / eaten away since its flesh was exposed, which must have stung the deer. [1] (portrayal through a gory appearance)</p> <p>Do not accept: 'limp body' because it portrays a weak being that lacks the strength or energy, or something that is not stiff or firm, hence it doesn't necessarily portray pain.</p>							
7	<p>In Paragraph 2, the writer describes the boy's observation of the ants.</p> <p>What do the following similes suggest about the ants' movements? 2m</p> <table border="1" data-bbox="306 945 1148 1483"> <thead> <tr> <th data-bbox="306 945 727 1079">Descriptions of the ants</th><th data-bbox="727 945 1148 1079">The ants' movements</th></tr> </thead> <tbody> <tr> <td data-bbox="306 1079 727 1236">'like a speed train bulleting towards the fighting shape' (line 7)</td><td data-bbox="727 1079 1148 1236"> They moved very / extremely fast / rapidly / swiftly (Answer needs to show intensity.)</td></tr> <tr> <td data-bbox="306 1236 727 1483">'like glistening black water flowing through the grass' (lines 7-8)</td><td data-bbox="727 1236 1148 1483"> They moved fluidly / smoothly / in sync / continuously Do not accept – unison / uniformed / orderly / gracefully / swiftly</td></tr> </tbody> </table>	Descriptions of the ants	The ants' movements	'like a speed train bulleting towards the fighting shape' (line 7)	They moved very / extremely fast / rapidly / swiftly (Answer needs to show intensity.)	'like glistening black water flowing through the grass' (lines 7-8)	They moved fluidly / smoothly / in sync / continuously Do not accept – unison / uniformed / orderly / gracefully / swiftly	LO3: Recognise Writer's intention through choice of words
Descriptions of the ants	The ants' movements							
'like a speed train bulleting towards the fighting shape' (line 7)	They moved very / extremely fast / rapidly / swiftly (Answer needs to show intensity.)							
'like glistening black water flowing through the grass' (lines 7-8)	They moved fluidly / smoothly / in sync / continuously Do not accept – unison / uniformed / orderly / gracefully / swiftly							

8	<p>What is effective about the phrase 'twisting blackness' (line 9)? 1m</p> <p>It shows (1) how the group of black ants worked together (2) to kill the dying deer as though they were strangling it.</p> <p>OR</p> <p>It shows (1) a large number of ants swarming the deer and (2) killing it.</p> <p>OR</p> <p>It shows (1) a sheer number / large number of ants (2) attacking the deer.</p> <p>need to have (1) and (2) to get 1m</p>	LO2: Use contextual clues & make inferences based on contextual information
9	<p>(a) In Paragraph 3, why did the boy grit his teeth? 1m</p> <p>He was trying to control / contain his overwhelming emotions.</p> <p>('control' and 'overwhelming' is needed due to 'the myriad swarming pain' to show intensity.)</p>	LO2: Use contextual clues & make inferences based on contextual information
9	<p>(b) Which word in Paragraph 4 conveys the same idea as in 9(a)? 1m</p> <p>The word is 'stoicism'.</p>	Vocab LO3: Deduce meaning of words
10	<p>In lines 23–24, 'to his surprise, found hot tears streaming down his cheeks'. Why was the young boy surprised? 1m</p> <p>He did not expect himself to cry as crying showed that he had come to terms with the fact that he could not have saved the deer.</p> <p>OR</p> <p>He did not expect to be so affected by the death of the deer since such things happened all the time in the veld.</p> <p>OR</p> <p>He thought he had already accepted the inevitable death / come to terms with the inevitable death / of the deer. Therefore, to shed tears for something he had accepted the fact was odd / surprising.</p>	LO2: Use contextual clues & make inferences based on contextual information

11	<p>'He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked.' (lines 25–28)</p> <p>In the sentences above, the writer describes the condition of the dead deer being eaten up by the ants. How does the writer emphasise the ants' impressive ability to cleanly eat the deer's flesh? 1m</p> <p>By using a short and abrupt sentence after the two long descriptive sentences.</p>	Vocab LO3: Deduce meaning of words
12	<p>Explain what was happening when the boy 'fancied that the ants turned and went away' (lines 30-31) 2m</p> <p>He imagined <u>the ants were obeying his order when he shouted [1]</u> but that <u>was not possible and the ants were simply moving away on their own.</u> [1]</p>	LO2: Use contextual clues & make inferences based on contextual information
13	<p>In Paragraph 6, what was the realisation the boy had when he thought, 'So that was it!' (line 36)? 1m</p> <p>It referred to the boy <u>figuring out / discovering why the deer died / how it let itself to be eaten up by ants.</u></p>	LO3: Recognise writer's intention through their choice of words
14	<p>Why was the boy not bothered by his guilt at the end of Paragraph 7? 2m</p> <p>(a) 'He desired for his breakfast'. [1]</p> <p>(b) 'it was not worthwhile to reflect on his actions for an animal that would have died anyway'. [1]</p>	<p>LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation</p> <p>LO3: Recognise writer's intention through their choice of words</p>
15	<p>In Paragraph 8, 'For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility.' (lines 46-47)</p> <p>What do the phrases 'he would not face it' and 'refusing to accept the responsibility' suggest about the attitude of the boy towards the death of the deer? 1m</p> <p>He was resolute / certain / adamant / relentless / steadfast / unyielding in believing that he could not have changed the outcome of the situation.</p> <p>OR</p> <p>He was in denial of his responsibility for its death.</p>	LO2: Use contextual clues & make inferences based on contextual information

	<p>OR</p> <p>He felt he was <u>not accountable</u> for its death.</p> <p>Not accepted – He was in denial of the deer's death (did not show responsibility instead stated his refusal to believe the deer was dead.)</p>																							
16	<p>The structure of the text reflects the boy's thoughts and feelings as he witnessed the dying deer being attacked and eaten up slowly by the ants.</p> <p>Complete the flowchart by choosing one word from the box to summarise the main thoughts or feelings presented in each part of the text. 4m</p> <p>There are some extra words in the box you do not need to use.</p> <p>The boy's thoughts and feelings</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>disgusted</td> <td>determined</td> <td>doubtful</td> <td>nonchalant</td> <td>amazed</td> </tr> <tr> <td colspan="5">conflicted puzzled</td> </tr> </table> <p>Flow chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Paragraph 1 :</td> <td>puzzled</td> </tr> <tr> <td>Paragraph 2 :</td> <td><i>terrified</i></td> </tr> <tr> <td>Paragraph 3 :</td> <td>conflicted</td> </tr> <tr> <td>Paragraphs 4 – 5 :</td> <td>disgusted</td> </tr> <tr> <td>Paragraph 6 :</td> <td><i>inquisitive</i></td> </tr> <tr> <td>Paragraphs 7 – 8 :</td> <td>determined</td> </tr> </table>	disgusted	determined	doubtful	nonchalant	amazed	conflicted puzzled					Paragraph 1 :	puzzled	Paragraph 2 :	<i>terrified</i>	Paragraph 3 :	conflicted	Paragraphs 4 – 5 :	disgusted	Paragraph 6 :	<i>inquisitive</i>	Paragraphs 7 – 8 :	determined	LO4: Recognise the plot structure
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<p>Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-22.</p>		<i>For Examiner's Use</i>																						
17	<p>Besides the word 'antidote' (line 1), pick out another word in Paragraph 1 which refers to music as a cure. 1m</p> <p>"elixir"</p> <p>OR</p> <p>"potion"</p>	LO2: Scan for details																						

18	<p>In Paragraph 1, the writer states that music 'floors all barriers and differences' (line 3).</p> <p>(a) What does this expression say about music? 1m</p> <p>Music removes / breaks down the things / obstacles that separate the different people of the world.</p>	Vocab LO3: Deduce meaning of words											
18	<p>(b) How is music able to floor 'all barriers and differences'? Answer in your own words. 2m</p> <p>(from passage : <u>connecting mankind from every nook and cranny of the universe</u>)</p> <p>By bringing together people from all parts of the world [1]</p> <p>(from passage : <u>providing enjoyment to millions</u>)</p> <p>By bringing happiness/entertainment to many people [1]</p> <p>must include all the underlined words must not include the words from the text e.g. connect / providing / enjoyment / enjoy</p>	LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation LO3: Recognise writer's intention through their choice of words											
19	<p>In Paragraph 3, which phrase suggests that classical music can improve our thinking ability? 1m</p> <p>"enhancing the cognitive skills"</p>	LO2: Scan for details											
20	<p>With reference to Paragraphs 3 and 4, pick out the main differences between classical music and rock 'n' roll music. [2]</p> <table border="1"> <thead> <tr> <th rowspan="2">Type of Music</th> <th colspan="2">Musical Characteristic</th> </tr> <tr> <th>Musical Arrangement</th> <th>Rhythm and Beat</th> </tr> </thead> <tbody> <tr> <td>Classical Music</td> <td> <p>organised and complex harmony of notes and chords / melodious</p> <p>must include organised and complex</p> </td> <td> <p>defined and regular rhythm</p> <p>OR</p> <p>Homophonic texture with a defined and regular rhythm</p> </td> </tr> <tr> <td>Rock 'n' Roll Music</td> <td>narrow range melodies</td> <td> <p>Infectious rhythm</p> <p>stomping backbeats</p> <p>danceable = zero</p> </td> </tr> </tbody> </table> <p>1 mark for MUSICAL ARRANGEMENT for Classical <u>AND</u> Rock 'n' Roll</p>	Type of Music	Musical Characteristic		Musical Arrangement	Rhythm and Beat	Classical Music	<p>organised and complex harmony of notes and chords / melodious</p> <p>must include organised and complex</p>	<p>defined and regular rhythm</p> <p>OR</p> <p>Homophonic texture with a defined and regular rhythm</p>	Rock 'n' Roll Music	narrow range melodies	<p>Infectious rhythm</p> <p>stomping backbeats</p> <p>danceable = zero</p>	LO2: Scan for details and compare-contrast
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	<p>1 mark for RHYTHM & BEAT for Classical <u>AND</u> Rock 'n' Roll Check spelling of rhythm!</p>	
21	<p>Here is part of a conversation between two friends, Matthew and Leila, who have read the article.</p> <p>Matthew</p> <p>I adore rock 'n' roll! I'm hooked to this style of music like many other young people in the world.</p> <p>I find rap music most discomforting and controversial</p> <p>Leila</p>	
21	<p>(a) From Paragraph 4, give two characteristics of rock 'n' roll music that have attracted young people like Matthew. 2m</p> <p>(i) infectious rhythm</p> <p>(ii) stomping backbeats / can easily dance to the energetic beat / incite spontaneous energy / make it eminently danceable</p>	LO2: Scan for details
21	<p>(b) How would Leila explain her view with reference to Paragraph 5? 1m</p> <p><u>Its content is unnerving / offensive / morally & socially inappropriate.</u></p>	LO2: Use contextual clues & make inferences based on contextual information
22	<p>Using your own words as far as possible, summarise the different effects that music has on humans, as outlined in the passage.</p> <p>Use only the information from paragraphs 3 to 5.</p> <p>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 to begin)</p> <p>Different styles of music affect people in different ways. Classical music.....</p>	

From Passage	Own Words
<p>Classical Music</p> <p>1. stimulates children's brains and igniting their creative and analytical abilities</p> <p>2. maximises learning and retention of information</p> <p>3. has a therapeutic effect / counters stress and anxiety and calms the nerves, inducing a state of tranquility</p>	<p>Classical Music</p> <p>1. activates the left and right brain / enhances the cognitive skills and sparks their creativity and analytical skills / energises their brain</p> <p>2. optimises learning and memory / storing information (in the brain)</p> <p>3. has a calming effect / reduces stress and anxiety / nervous attacks creating peacefulness</p>
<p>Rock 'n' Roll Music</p> <p>4. break(s) racial barriers / merging the social scenes between the blacks and the whites</p> <p>5. a source of expression for their inner angst and anguish</p> <p>6. setting fashion trends</p> <p>7. a medium for free thought and self-expression</p> <p>8. incites spontaneous energy</p>	<p>Rock 'n' Roll Music</p> <p>4. can bring together people from different racial backgrounds</p> <p>5. serves as an outlet for young people to release their frustrations</p> <p>6. starting new trends in fashion</p> <p>7. ... and (to) express themselves freely</p> <p>8. triggers impromptu vitality / vigour / power</p>
<p>Rap Music</p> <p>9. elicit(s) a negative feeling in the listener</p> <p>10. become(s) a stimulus for sexist attitudes</p> <p>11. brings on an adrenaline rush of energy</p>	<p>Rap Music</p> <p>9. evokes a negative reaction</p> <p>10. an impetus to form sexually-biased attitudes</p> <p>11. causes listeners to be extremely energized / excited</p>

Summary

Different styles of music affect people in different ways. Classical music

activates / enhances their **cognitive skills** and **sparks** their creativity / energises their brain

[1]. It **optimises** learning and **memory**. [2] Furthermore, it has a **calming effect** reducing stress. [3] Rock 'n' Roll **can bring together people from different racial backgrounds**. [4] It **serves as an outlet for young people to release their frustrations** [5] and to express **themselves freely**. [6] **Moreover, it triggers impromptu vitality** [7] and **sets fashion trends**. [8] **Rap music, however, causes** listeners to be **extremely energized** [9] **evoking a negative reaction** [10] and **is an impetus to form sexually-biased attitudes** [11].

80 words

