

### Section A [10 marks]

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

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

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

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

Examples:

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

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

Gold is a metal that is durable, easy to work with and will not  
tarnish or corrode. It is also quite rare, and so is high prized and 1 .....  
valuable. From the earliest times it is found in river sand. Its 2 .....  
presence was detected by the gleaming grains of metal washed 3 .....  
down from mountains, bit on bit. Further search sometimes led to 4 .....  
the discover of nuggets of gold of various sizes. Primitive men 5 .....  
and women used the precious metal to deck a body with 6 .....  
ornaments or beads string together. Later, people learnt how to 7 .....  
melt gold and cast it into moulds to form jewellery. In ancient 8 .....  
Egyptian tombs, archaeologists had unearth exquisitely fine gold 9 .....  
necklaces and bracelets, as well as furnitures, coffins and other 10 .....  
objects finely inlaid with gold.

### Section B [30 marks]

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

You should look at the result of a poll conducted and some students' suggestions on page 4 carefully and plan your answer before beginning to write.

There is an increasing trend among students choosing to stay behind in school after lessons and Co-Curricular Activities. An idea of having a recreation room as a space for students to enhance their school experience was brought up during a Student Council meeting.

You are the Head of Student Welfare of the Student Council in your school. Write a letter to your principal to explain the need for a recreation room in your school. You should include the following:

- what two problems students face in your school
- what is one item you suggest should be included in the recreation room
- how your chosen item can help resolve the problems faced by students

Your letter should have a **respectful** tone, and be written in clear, accurate English. You also need to be **persuasive** and **convincing**.

You may add any additional details to make your letter more convincing.  
You should use your own words as much as possible.

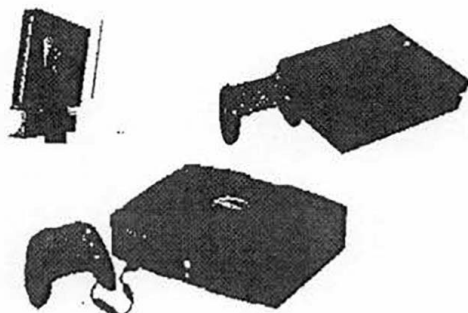
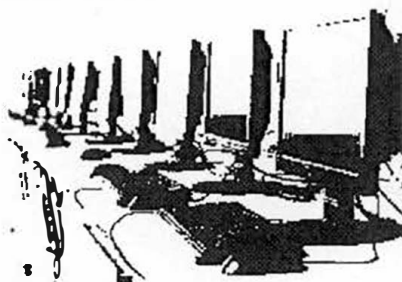
## Poll result on how the recreation room should be equipped

■ Item 1: Computers (50%) ■ Item 2: Game Consoles (33%) ■ Item 3: Board Games (17%)



"I had such a good time playing board games with my friends whenever we are at a chalet" – Hui Ping, Sec 2

"More computers! Those in the library are always being utilised." – Kayne, Sec 4



"Some hi-tech game consoles would be perfect!" – Jamie, Sec 1

### **Section C [30 marks]**

Begin your answer on a fresh page.

You are advised to write between 300 and 450 words on one of the following topics.

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

1. What are the advantage and disadvantage of being an only child in the family?
2. "A friend in need is a friend indeed." Write about an occasion which made you realise that friendship is valuable.
3. "Students should participate in outdoor activities more often." Discuss the advantage and disadvantage of engaging in outdoor learning.
4. What are the things you like most about school?

**End of Paper**

Section A

Text 1

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

When you abandon THEM  
because they become "old"  
"a burden" and  
"not useful"  
anymore...

YOU are teaching  
your children a lesson.

Later on in life, it could be  
YOUR TURN!

Love  
CATS

f 140

## Section B

### Text 2

*The text below is about Jane Goodall, a scientist, where she describes some of her early experiences when trying to study the 'chimps' in the wild. Read the text carefully and answer Questions 5 – 14 in the Question Booklet.*

- 1 I remember feeling very excited when I first came across a group of chimpanzees feeding in a large tree. But I was also very disappointed, for although they remained there for two hours while I crouched – cramped and hardly daring to breathe – I saw little except an occasional glimpse of a hairy arm reaching out from the thick foliage and pulling branches of fruits out of sight. When I tried to move nearer, the large males hooted in a hostile way and shook the branches aggressively while the whole group climbed down and vanished into the forest. 5
- 2 In the days that followed, I searched constantly for the chimpanzees. However, the undergrowth was often thick, and while the noise of the stream certainly drown any noise I made, it also effectively obliterated the sounds which might have told me of the whereabouts of the chimps. Those which I did see were usually so close by the time I came upon them that they fled instantly. I can well imagine, now, how many times they must have seen me coming and silently disappeared without my even being aware of their presence. In between the disappointing days when I only saw chimps too far off to observe properly or for a few minutes close by before they fled, there were even worse days when I saw no chimps at all. The more I thought about the task I had set myself, the more despondent I became. 10 15
- 3 Nevertheless, those weeks did serve to acquaint me with the rugged terrain. My skin became hardened to the rough grasses of the valleys, and my blood immune to the poison of the tsetse fly. I became increasingly sure-footed on the treacherous slopes that were equally slippery whether they were bare and eroded or carpeted by dry, trampled grass. Eventually I found that some of the chimpanzees would tolerate my presence provided they were in fairly thick forest and I sat still and did not move closer than seventy metres. Because I always wore similar, dull coloured clothes and because I never tried to follow or harass them, the chimps began to realise that I was not, after all, so terrifying. 20 25
- 4 But when the rainy season came and the grass shot up until it was over four metres high in places. When I left the tracks which I had used previously – if, indeed, I could now find them at all – I could not tell where I was going, and had to stop every so often and climb a tree to get my bearings. Also, when I came across a group of chimpanzees, I was no longer able to sit down wherever I happened to be or wherever was convenient, for usually my view would then be totally obscured by grasses. I have never been able to work with binoculars for long periods of time while standing, so I had either to bend down hundreds of grass stems or else climb a tree. This was unsatisfactory for I lost time in looking for a suitable tree and in breaking away branches that obstructed my view of the chimps. When there was wind, which was often, I couldn't keep the binoculars still anyway. 30 35
- 5 I found it difficult, also to shield my binoculars from the rain. I made a sort of tube from polythene, which kept out much of the wet, and pulled a large piece of plastic forward over my head while watching the animals. Even so, there were many days when I couldn't use my binoculars because they were clouded over inside with droplets of condensed moisture. Even when it was not actually raining, the long grass remained drenched nearly all day and there were periods when I seemed to be wet through for days on end. 40

6 But, on the whole, I preferred rainy season. Gone was the heat which distorted my long 45  
distance observations. I have always loved to feel myself as much a part of nature as  
the animals. In the dry season the crunching of my feet on the cracking leaf carpet of  
the forest floor bothered me. But when the leaves became soft and damp during the  
rains, I could move through the trees as silently as the animals, catch more than fleeting 50  
glimpses of the shyer chimpanzees, and continually learn more about their behaviour.  
I found that I could usually get closer to a group of them when it was cold and wet; it  
was though they were too fed-up with the conditions to bother with me.

Adapted from:  
*In the Shadow of Man* by Jane Goodall

## Section C

## Text 3

The text below is about vertical gardening in Chandipur, where the soil is too salty. Read the text carefully and answer Questions 15 to 19 in the Question Booklet.

- 1 As storms have flooded the village of Chandipur with seawater, the soil there has become increasingly salty. As a result, farmland has been ruined and growing crops has become more difficult.
- 2 Chandipur is a village in south-western Bangladesh and is regularly hit with extreme weather and flooding. The situation became considerably more acute after Cyclone Aila in 2009, which brought storm surges that broke embankments and flooded farmland. After 2009, vegetable crops planted in the ground in Chandipur yielded only meagre returns. Some failed completely. 5
- 3 As a delta formed by three of Asia's largest rivers, Bangladesh is also naturally prone to flooding and water-logging. With most of its land found to be at or below sea level, the country is highly susceptible to extreme weather, one that has been steadily exacerbated by climate change. Indeed, rising sea levels and violent storms have compounded the problem of increased soil salinity across the country. Salt from seawater soaks into the soil, which makes it hard to grow crops, especially in coastal areas along the surrounding rivers. 10 15
- 4 There is no doubt that the resulting decline in cultivatable land has become a pressing concern in Bangladesh, a densely populated country with a population of 156 million. Growing enough food for all of those people is already a challenge in such a small country, and this is made direr by the loss of land due to flooding. Moreover, it is expected that Bangladesh's population will increase to around 250 million by 2050. 20
- 5 For the past three years, therefore, hundreds of Chandipur villagers have begun to grow crops in "vertical gardens." Vertical gardens consist of a variety of containers in backyards and on rooftops, large and specially constructed "towers" that are filled with soil and crops. Such gardens can produce a lot of vegetables while taking up very little space. Also, they protect soil from being soaked with floodwater and becoming too salty thereafter. They let farmers adapt to climate change and cultivate vegetables despite the damage done to farmland. 25
- 6 Growing the vertical gardens is a relatively straightforward process. In November, villagers prepare soil to use it later for harvest during planting season. The soil is generally favoured at this time of year, from roughly July to October, when Bangladesh experiences heavy monsoon rains. These rains are depended on to wash away salt from the soil. 30
- 7 Villagers then put the soil into containers and mix it with fertilizer. To avoid water-logging, the containers are raised off the ground on bricks. They are also packed with brick chips that improve water circulation and drainage. Small holes are cut into the sides where short-rooted vegetables such as Indian spinach and tomatoes can grow. Long-rooted vegetables such as gourds grow on top. 35
- 8 Small containers, which cost about \$1.30 to \$2.00 to build, can produce up to 18 pounds of vegetables. Larger containers can produce more than 220 pounds of vegetables, at a cost of around \$11.50 to \$13.00 for materials and seeds. All in all, the 40

hope is that vertical gardens can increase food supply in Bangladesh. In the past, the villagers had to be frugal in their food expenses because they had to eke out a living on a few dollars a day. With the vertical gardens, a lot of extra food is now produced, which goes a long way for the rural poor in Bangladesh.

Adapted from:  
*Scientific American* (January 2015)

**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 to 4.**

- 1** Who is the target audience of the poster?

.....[1]

- 2** What do you find effective about the use of quotation marks in the poster?

.....[1]

- 3** 'You are teaching your children a lesson'. What lesson can children learn?

.....[1]

- 4** Later on in life, it could be YOUR TURN!' Explain fully what the poster means by this statement.

.....

.....[2]

**[Turn Over**



Section B [20 marks]

Refer to Text 2 on page 3 – 4 of the Insert for Questions 5 – 13.

For  
Examiner's  
Use

- 5 In paragraph 1, the writer expressed disappointment in seeing 'little except an occasional glimpse' of the chimpanzees. Why was she unable to see the chimpanzees clearly?

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

- 6 Which **two** separate words in the same paragraph suggest that the chimpanzees were ready to attack the writer when she tried to move nearer to them?

..... [2]

- 7 Why did the chimpanzees shake the branches (line 6)?

..... [1]

- 8 The 'noise of the streams' (line 9) was both a hindrance and a help to the writer. Explain why this is so.

The noise of the stream was a...	because...
hindrance	
help	

[2]

- 9 The chimpanzees were more willing to 'tolerate' the writer's presence provided they were in fairly thick forest (line 22). Why do you think this is so?

.....[2]

- 10 In paragraph 3, the writer became acquainted with the 'rugged terrain'. Pick out **two** pieces of evidence from the paragraph and show in what ways the writer had become more accustomed to her environment.

(i) .....

.....[1]

(ii) .....

.....[1]

- 11 The writer always wore 'similar, dull-coloured clothes (line 24). How did her clothes make her appear less 'terrifying'?

.....[2]

- 12 (i) Why did the writer have to 'bend down hundreds of grass stems' (line 34) to watch the chimpanzees?

.....

.....[2]

[Turn Over

(ii) Why did the writer find climbing a tree 'unsatisfactory'?

For  
examiner's

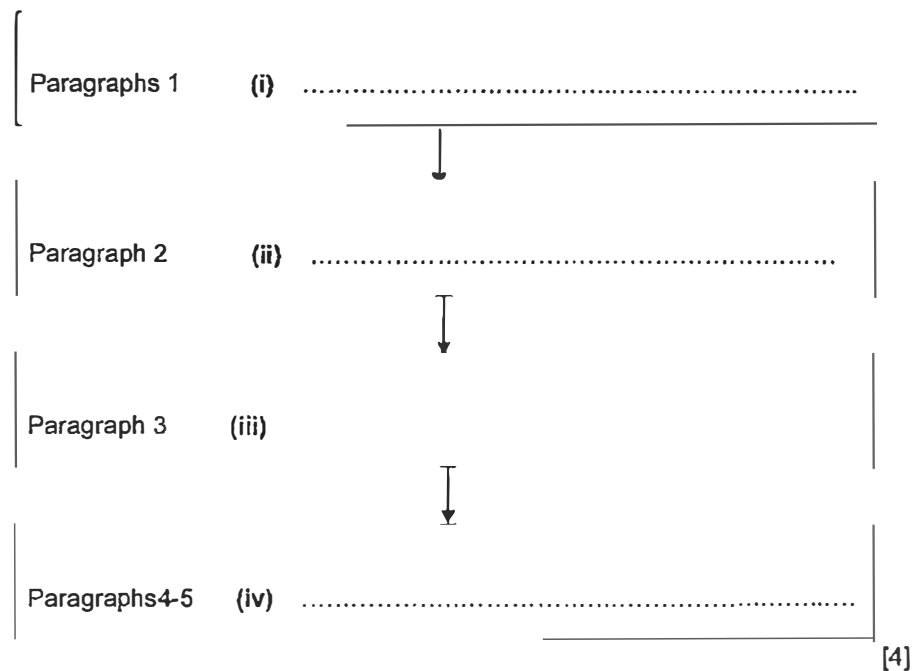
..... [2]

- 13 In this text, the writer went through different stages in her study of the chimpanzees in the wild. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the text. There are some extra phrases in the box you do not need to use.

**Main focus**

expecting a close encounter	defending against the attack of the beasts	using the binoculars in rainy season	fending off the elements of nature
adapting to the region	disheartening search	close encounter with the animals	

**Flow chart**



[Turn Over



Section C [25 marks]

For  
examiner's  
use

Refer to Text 3 on page 5-6 of the Insert for Questions 14 - 19.

- 14 The situation became considerably more acute after Cyclone Aila in 2009, which brought storm surges that broke embankments and flood farmland.' (lines 5-7)

(i) What does 'the situation' in the sentence above refer to?

.....[1]

(ii) How did 'the situation' affect farming in later years? **Answer in your own words.**

.....[1]

- 15 With reference to paragraph 3, why is Bangladesh naturally prone to flooding and water-logging? **Answer in your own words.**

.....  
.....  
.....  
.....[3]

- 16 Here is a part of a conversation between two students, Alicia and Alex, who have read the article.



Alicia

Growing enough food for a country like Bangladesh is difficult.

I don't agree. With vertical gardens, crops can grow and there will be enough food for everyone.



Alex

(i) Identify one detail from paragraph 4 to support Alicia's point of view.

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



(ii) Identify one detail from paragraph 5 that explain Alex's position.

For  
examiner's  
use

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

- 17 Which phrase in paragraph 6 provides evidence that vertical gardens are not difficult to build?

.....[1]

- 18 From paragraph 8, explain the difference in the way the people in Bangladesh manage their food supply in the past and now.

In the past	
Present	

[2]

- 19 Summarise the steps taken by the villagers in Bangladesh to build vertical gardens, and how these gardens can be used as a solution to existing problems.

**Use only material from paragraphs 6 to 8.**

**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 build a vertical garden, .....

For  
examiner's  
use

Word Count: \_\_\_\_\_

[15]

**-End of Paper-**

8

### Answers – Editing

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Gold is a metal that is durable, easy to work with and will not	
tarnish or corrode. It is also quite rare, and so is <u>high</u> prized and	1 .....highly.....
valuable. From the earliest times it is found in river sand. Its	2 .....was.....
presence was detected by the gleaming grains of metal washed	3 .....✓.....
down from mountains, bit <u>on</u> bit. Further search sometimes led to	4 .....by.....
the <u>discover</u> of nuggets of gold of various sizes. Primitive men and	5 .....discovery.....
women used the precious metal to deck <u>a</u> body with ornaments or	6 .....the.....
beads <u>string</u> together. Later, people learnt how to melt gold and	7 .....strung.....
cast it into moulds to form jewellery. In ancient Egyptian tombs,	8 .....✓.....
archaeologists had <u>unearth</u> exquisitely fine gold necklaces and	9 .....unearthed....
bracelets, as well as <u>furnitures</u> , coffins and other objects finely	10 .....furniture..
inlaid with gold.	

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CMS S

### Answer Scheme

#### Secondary Two Express MY P2 2016

##### Text 1

For  
examine  
r's use

Refer to the poster (text 1) on page 2 of the Insert for Questions 1 to 4.

- 1 Who is the target audience of the poster?  
[1]

**Cat owners /People who are interested/considering owning a cat or pet/ considering abandoning their cat or pet**

- 2 What do you find effective about the use of quotation marks in the poster?  
[1]

**It is effective as it highlights/emphasizes/ indicates that these are the actual excuses said/uttered by people when they abandoned their cats/pets.**

(The word 'said' or 'uttered' must be present in order to be awarded the mark)

- 
- 3 'You are teaching your children a lesson'. What lesson can children learn?  
[1]

**Responsibility**  
(accept any reasonable answers)

- 4 'Later on in life, it could be YOUR TURN!' Explain fully what the poster means by this statement.

***You could be abandoned by your children later on in life/in future [1] when you become 'old' 'a burden' 'not useful anymore' [1].*** [2]

*[Need to include the underlined phrase in order to be awarded the mark]*

Section B [20 marks]

For  
examine  
r's use

Refer to Text 2 on page 3 – 4 of the Insert for Questions 5 – 13.

- 5 In paragraph 1, the writer expressed disappointment in seeing 'little except an occasional glimpse' of the chimpanzees. Why was she unable to see the chimpanzees clearly? [1]

They were hidden behind the thick foliage by the tree they were in.

- 6 Which two separate words in the same paragraph suggest that the chimpanzees were ready to attack the writer when she tried to move nearer to them? [2]

'hostile' and 'aggressively'

- 7 Why did the chimpanzees shake the branches (line 6)? [1]

They wanted to warn Jane to back off/not to move too close to them/to frighten her. [1]

- 8 The 'noise of the streams' (line 9) was both a hindrance and a help to the writer. Explain why this is so. [2]

The noise of the stream was a...	because...
hindrance	It obliterated any sound that might indicate to her the whereabouts of the chimpanzees
help	It concealed any noise she might make which would give away her presence to the chimpanzees.

- 9 The chimpanzees were more willing to 'tolerate' the writer's presence provided *they were in fairly thick forest (line 22)*. Why do you think this is so? [2]



They would most probably feel more secure [1] as they could easily escape to the safety of the thick forest should the need arise [1]

- 10 In paragraph 3, the writer became acquainted with the 'rugged' terrain'. Pick out **two** pieces of evidence from the paragraph and show in what ways had the writer become more accustomed to her environment.

- (i) 'my skin became hardened to the rough grasses of the valleys' shows that her skin had become thicker and was not so easily cut/hurt by the sharp grasses as before. [2]
- (ii) 'my blood immune to the poison of the tsetse fly' suggests that she was no longer susceptible to the poison of the tsetse fly/poison had no effect on her.
- (iii) 'became increasingly sure-footed on the treacherous slopes' shows that over time, she was less likely to stumble/slip/fall/learn to balance herself on the slippery slopes.

- 11 The writer always wore 'similar, dull-coloured clothes' (line 24). How did her clothes make her appear less 'terrifying'?

The similarity in her clothes enabled the chimpanzees to identify/recognise her [1] as in time, they had grown accustomed to her presence. The dull colour could easily blend with the environment [1]. [2]

- 12 (i) Why did the writer have to 'bend down hundreds of grass stems' (line 34) to watch the chimpanzees? [2]

She was trying to flatten them [1] as the tall/over four metres tall grasses were obstructing her view of the chimpanzees [1]. [2]

- (ii) Why did the writer find climbing a tree 'unsatisfactory'?

She lost time in looking for a suitable tree [1] and in breaking away branches that obstructed her view of the

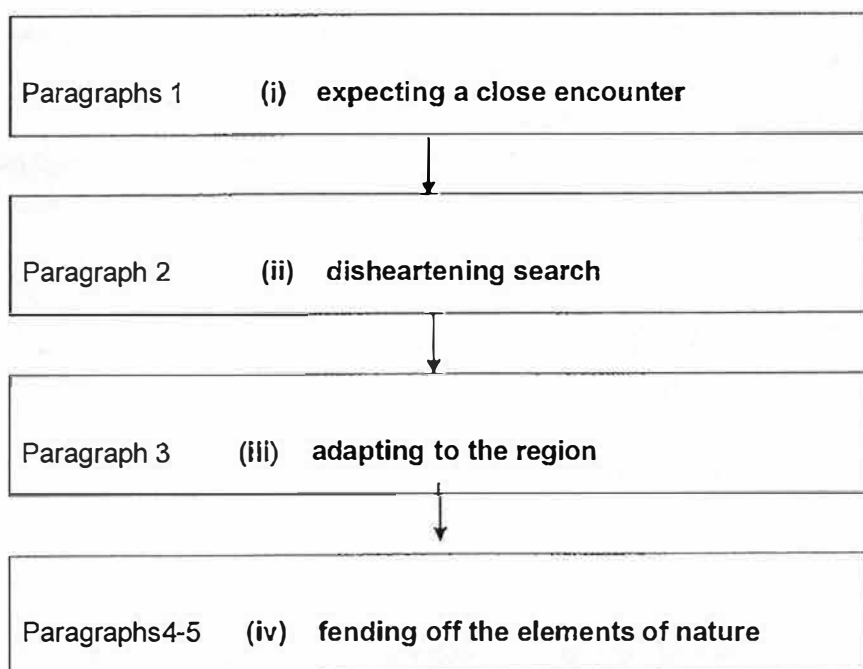
**chimpanzees [1].**

- 13** In this text, the writer went through different stages in her study of the chimpanzees in the wild. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the text. There are some extra phrases in the box you do not need to use.

expecting a close encounter	defending against the attack of the beasts	using the binoculars in rainy season	fending off the elements of nature
adapting to the region	disheartening search	close encounter with the animals	

**Main focus**

**Flow chart**



[4]

Section C [25 marks]

Text 3

For  
examine  
r's use

Refer to Text 3 on page 5-6 of the Insert for Questions 14 - 21.

- 14 The situation became considerably more acute after Cyclone Aila in 2009, which brought storm surges that broke embankments and flood farmland.' (lines 5-7)

What does 'the situation' in the sentence above refer to?

[1]

(i)

It refers to extreme weather and flooding.

- (ii) How did 'the situation' affect farming in later years? Answer in your own words.

[1]

From text: "vegetable crops planted in the ground yielded only meagre returns. Some failed completely."

The vegetable crops produced little harvest (yielded meagre returns) and were not successful (failed completely).

OR

Farmland is destroyed and growing crops is a challenge.

Answers with "meagre" and "failed" were not awarded any mark.  
Answers with "ruined" and "more difficult" were not awarded any mark.

X some returns. "meagre" does not have the same meaning as "some".

- 15 With reference to paragraph 3, why is Bangladesh naturally prone to flooding and water-logging? Answer in your own words.

[3]

Most of its land is found to be at or below sea level (1m), causing the country to be very prone to drastic weather conditions [1m] (susceptible to extreme weather), which is worsened/ aggravated by

climate change [1] (exacerbated by climate change).

- 16 Here is a part of a conversation between two students, Alicia and Alex, who have read the article.

(i) Identify one detail from paragraph 4 to support Alicia's point of view.  
[1]

**Bangladesh is a densely populated country/ It currently faces a loss of land due to flooding/ population is going to increase over the years.**

Either stem is awarded 1m.

*For  
examine  
r's use*

(ii) Identify one detail from paragraph 5 that explain Alex's position.  
**Vertical gardens take up little space/ they protect the soil from being soaked with floodwater and becoming too salty.**  
[1]

Either stem is awarded 1m.

- 17 Which phrase in Paragraph 6 provides evidence that vertical gardens are not difficult to build?  
[1]

**'Relatively straightforward process/ 'straightforward process'**

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- 18 From Paragraph 8, explain the difference in the way the people in Bangladesh manage their food supply in the past and now. [2]

In the past People are frugal in their food expenses because they have to eke out a living on a few dollars a day. [1]

Present Now, there is a lot of extra food which can go a long way to the rural poor in Bangladesh. [1]

OR

Now, there is a lot of extra food so people do not have to be so frugal/ so people can make more profits out of their selling.

X increase in food supply. Different from "extra food". Having an increase in food supply does not mean a surplus of food.

- 21 Summarise the steps taken by the villagers in Bangladesh to build vertical gardens, and how these gardens can be used as a solution to existing problems.

**Use only material from paragraphs 6 to 8.**

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).

	From the passage	Paraphrased
Step 1	'Villagers prepare soil to use it later for harvest in the planting season' (lines 30-31)	Villagers get the soil ready for the coming planting season.
Step 2	'Villagers then put soil into containers' (line 35)	The soil is then placed into vessels / receptacles.
Step 3	'...and mix it with fertiliser' (line 35)	...and combined / put together with fertiliser.
Step 4	'the containers are raised off the ground on bricks' (lines 36-37)	These vessels are lifted / elevated above the ground with bricks
Step 5	The containers 'are also packed with brick chips' (lines 37)	The vessels are also filled with brick chips
Step 6	'Small holes are cut into the sides' of the containers (line 38)	The sides of the vessels are perforated / pierced with small holes
Solution 1	'to avoid water-logging' (line 36)	Prevent the soil from being saturated / filled with water.
Solution 2	'to improve water circulation and drainage' (lines 37-38)	Help water to flow and leave the soil.
Solution 3	'...where short-rooted vegetables can grow. Long-rooted vegetables grow on	Allow short-rooted and long-rooted vegetables to grow

	top.' (lines 38-40)	
Soluti on 4	'a lot of extra food is now produced' (line 46)	Provide more than enough food
Soluti on 5	'...which goes a long way for the rural poor in Bangladesh' (lines 46-47)	...that is cheap / affordable for the villagers in Bangladesh.

To build a vertical garden, villagers in Bangladesh get the soil ready for the coming planting season. The soil is then placed into vessels. These vessels are elevated above the ground with bricks. They are also filled with brick chips. Their sides are perforated with small holes. These gardens prevent the soil from being filled with water, and help water to flow and leave the soil. They also allow short-rooted and long-rooted vegetables to grow. They provide more than enough food that is cheap for the villagers. [79 words]

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