

Class	Register No.

Candidate Name _____



**PEIRCE SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE
Paper 1 Writing**

**1128/01
6 May 2019
1 hour 50 minutes**

INSERT

INSTRUCTIONS TO CANDIDATESThis Insert contains the text for **Section B**.

This paper consists of **2** printed pages and **0** blank page.
Setter: Ms Kavitha





Class

Register
No.

Candidate Name _____

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**PEIRCE SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE
Paper 1 Writing**

**1128/01
6 May 2019
1 hour 50 minutes**

Sections A and B

Candidates answer in the Question Booklet
Additional Materials: Insert

INSTRUCTIONS TO CANDIDATES

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

Answer **Section A** and **Section B**.

Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

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

PARENT'S SIGNATURE	For Examiner's Use	
	Section A	
	Section B	
	Total	

This paper consists of **6** printed pages and **0** blank page.
Setters: Ms Geraldine Cheng and Ms Kavitha

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176

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the intelligence of honeybees. 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 (to) my destination at 2 pm. at

My mother always wears sensible clothes. ✓

<p>Honey bees can learn to add and subtract, according to research showing that while the insects have tiny brains, they are still surprisingly clever. Researchers behind the study have previously found that honeybees can understand the concept of zero yet learn to correctly indicate which of two groups is the smallest. But now they say insects can learn to carry out exactly numerical calculations such as adding and subtracting the given number. "Their brains can manage a long-term rule and applying that to a mathematical problem to came up with a correct answer," said Dr Adrian Dyer. "That is a different type of number processing compared from spontaneous quantity judgments. There is evidence that other primates, as well as parrots, could do it too."</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>
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Adapted from The Guardian: 'Spelling bees? No, but they can do arithmetic, say researchers'

Section B [30 marks]

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

Question 2

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

Your class has been given the opportunity to organise a visit to a voluntary welfare organisation. Your class is to propose the voluntary welfare organisation to visit and when the visit should take place. Your classmates have put forth their suggestions.

Your proposal to your school principal should include the following:

- which voluntary welfare organisation to visit and when the visit will take place
- the activities you and your class will carry out at this visit
- the reasons for your class’s decisions
- the benefits that your classmates and the voluntary welfare organisation will gain from this visit

Write your proposal in clear, accurate English and in a persuasive and an enthusiastic tone to your school principal. You may add any other details that might be of interest and relevance.

You should use your own words as much as possible.

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A series of 24 horizontal dotted lines spanning the width of the page, intended for handwriting practice.

Lined writing area consisting of 23 horizontal dotted lines for text entry.

Class

Register
No.

Candidate Name _____

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**PEIRCE SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE
Paper 1 Writing**

**1128/01
6 May 2019
1 hour 50 minutes**

Section C

Candidates answer in the Question Booklet

INSTRUCTIONS TO CANDIDATES

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

Answer **one** question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.

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

PARENT'S SIGNATURE	For Examiner's Use	
	Section C	

This paper consists of **6** printed pages and **0** blank page.
Setter: Ms Geraldine Cheng

Section C [30 marks]

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

Questions 3-6

- 3 'Values are caught, not taught.' What are your views?

- 4 How do you occupy your free time meaningfully as a teenager? What have you learnt or gained as a result of doing so?

- 5 'Monetary gain is the least important factor to consider when choosing a career.' Do you agree?

- 6 'An eye for an eye makes the world go blind.' Do you consider this to be true based on your personal experiences?

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

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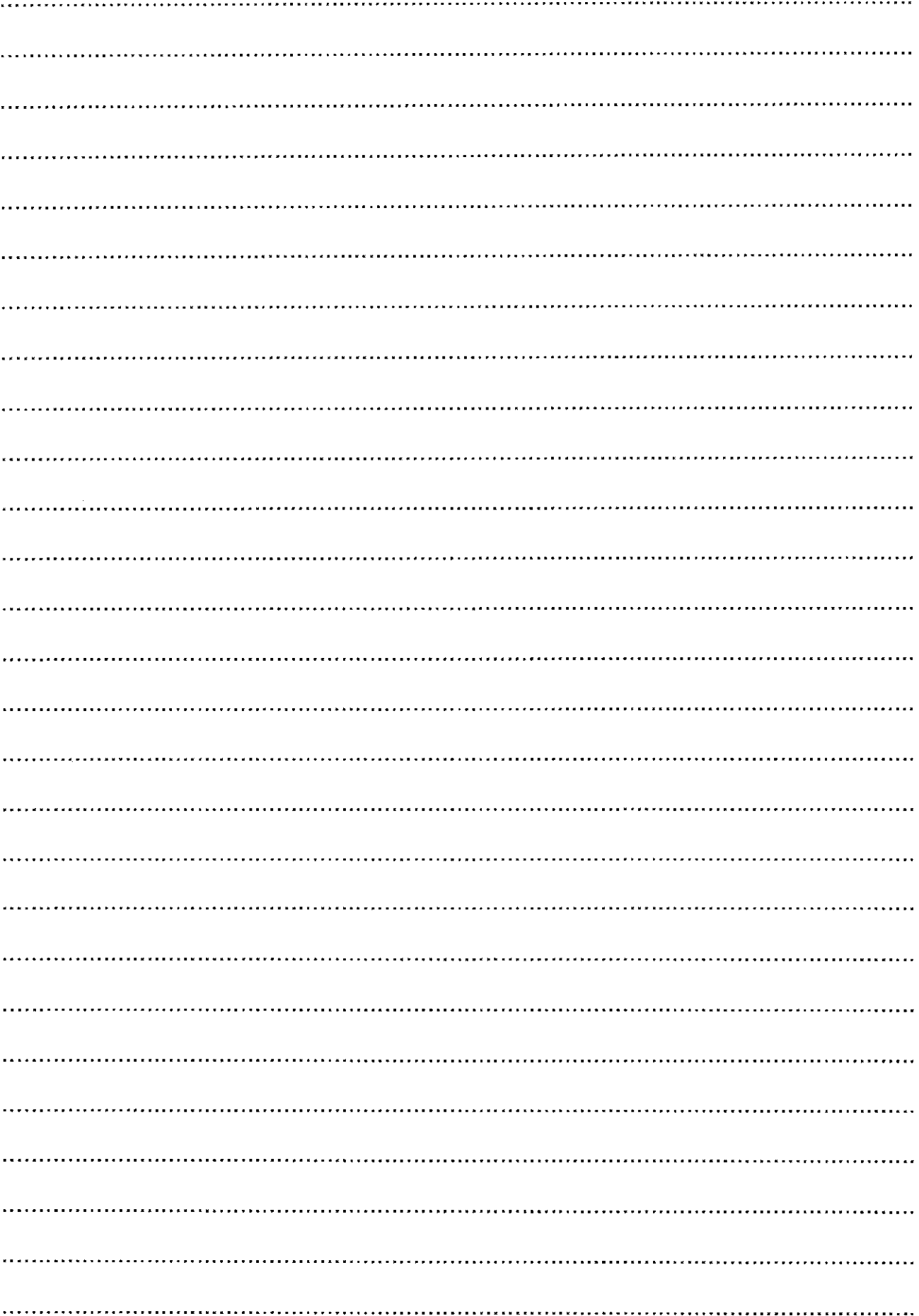
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Candidate Name _____

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**PEIRCE SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE
Paper 2 Comprehension**

**1128/02
6 May 2019
1 hour 50 minutes**

Insert

INSTRUCTIONS TO CANDIDATES

This insert contains Text 1, Text 2 and Text 3.

This paper consists of **6** printed pages and **0** blank page.
Setter: Ms Hong Wee Fui

PartnerInLearning

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Section A

Text 1

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

AN INFOGRAPHIC

8-12%

ANXIETY AND DEPRESSION

1 IN 5 PEOPLE DEPRESSED AT SOME POINT

CLINICAL DEPRESSION SYMPTOMS:

CAN LAST FOR WEEKS YEARS

*CONSIDERED THAT MORE WOMEN REPORT IT

YOU CAN GET BETTER.

MEDICATION

SELF-HELP

COUNSELLING

BEHAVIOURAL THERAPY

ALWAYS

FOR MORE INFORMATION:

Section B

Text 2

The text below describes what happened when a boy went out on a stormy day to play with his paper boat. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

- 1 Now here he was, chasing his boat down the left side of Witcham Street. He was running fast but the water was running faster and his boat was pulling ahead. He heard a deepening roar and saw the fifty yards farther down the hill the water in the gutter was cascading into a stormdrain that was still open. It was a long dark semicircle out into the curbing, and as George watched, a stripped branch, its bark as dark and glistening as sealskin, shot into the stormdrain's maw. It hung up there for a moment and then slipped down inside. That was where his boat was headed, then slipped down inside. That was where his boat was headed. 5
- 2 "Oh my goodness!" he yelled, dismayed. He put on speed, and for a moment he thought he would catch the boat. Then one of his feet slipped and he went sprawling, skinning one knee and crying out in pain. From his new pavement-level perspective he watched his boat swing around twice, momentarily caught in another whirlpool, and then disappear. "Oh my goodness!" he yelled again, and slammed his fist down on the pavement. That hurt too, and he began to cry a little. What a stupid way to lose the boat! He got up and walked over to the stormdrain. He dropped to his knees and peered in. The water made a dank hollow sound as it fell into the darkness. It was a spooky sound. It reminded him of - 10
- 3 'Huh!' The sound was jerked out of him as if on a string, and he recoiled. There were yellow eyes in there: the sort of eyes he had always imagined but never actually seen down in the basement. *It's an animal*, he thought incoherently, *that's all it is, some animal, maybe a housecat that got stuck down in there* - 20
- 4 Still, he was ready to run – *would* run in a second or two, when his mental switchboard had dealt with the shock those two shiny yellow eyes had given him. He felt the rough surface of the macadam under his fingers, and the thin sheet of cold water flowing around them. He saw himself getting up and backing away, and that was when a voice – a perfectly reasonable and rather pleasant voice – spoke to him inside the stormdrain. 30
- 5 'Hi, Georgie,' it said.
- 6 George blinked and looked again. He could barely credit what he saw; it was like something from a made-up story, or a movie where you know the animals will talk and dance. If he had been ten years older, he would not have believed what he was seeing, but he was not sixteen. He was six. 35
- 7 There was a clown in the stormdrain. The light in there was far from good, but it was good enough so that George Denbrough was sure of what he was seeing. It was a clown, like in the circus or on TV. In fact he looked like a cross between Bozo and Clarabell, who talked by honking his (or was it her? – George was never really sure of the gender) horn on *Howdy Doody* Saturday mornings – Buffalo Bob was just about the only one who would understand Clarabell, and that always cracked George up. The face of the clown in the stormdrain was white, there were funny tufts of red hair on either side of his bald head, and there was a big clown-smile painted over his mouth. If George had been inhabiting a later year, he would have surely thought of Ronald McDonald before Bozo or Clarabell. 40
- 8 The clown held a bunch of balloons, all colours, like gorgeous ripe fruit in one hand. In the other he held George's newspaper boat. 'Want your boat, George?' The clown smiled. 45
- 9 George smiled back. He couldn't help it; it was the kind of smile you just had to answer. 'I sure do,' he said.
- 10 The clown laughed. 'I sure do.' That's *good!* That's *very good!* And how about a balloon? 50

- 11 'Well... sure!' He reached forward... and then drew his hand reluctantly back. 'I'm not supposed to take stuff from strangers. My dad said so.' 50
- 12 'Want your boat, Georgie?' Pennywise asked. 'I only repeat myself because you really do not seem that eager.' He held it up, smiling.
- 13 'Yes, sure,' George said, looking into the stormdrain.
- 14 'And a balloon?' I've got red and green and yellow and blue...' 55
- 15 'Do they float?'
- 16 'Float?' The clown's grin widened. 'Oh yes, indeed they do. They float! And there's...'
- 17 George reached. The clown seized his arm. And George saw the clown's face change. What he saw was terrible enough to make his worst imaginings of the thing in the cellar look like sweet dreams; what he saw destroyed his sanity in one clawing stroke. 60
- 18 'They *float*,' the thing in the drain crooned in a clogged, chuckling voice. It held George's arm in its thick and wormy grip, it pulled George toward that terrible darkness where the water rushed and roared and bellowed as it bore its cargo of storm debris toward the sea. George craned his neck away from that final blackness and began to scream into the rain, to scream mindlessly into the white autumn sky which curved above Derry on that day in the fall of 1957. His screams were shrill and piercing, and all up and down Witcham Street people came to their windows or bolted out onto their porches. 65

Adapted from *It* by Stephen King
Hodder and Stoughton, 2017

Section C

Text 3

The article below attempts to explain why people are afraid of clowns. Read it carefully and answer Questions 14 – 19 in the Question Booklet.

- 1 Clowns have appeared in most cultures throughout history. The earliest documented clowns go back to ancient Egypt, some time around 2500 to 2400 BCE. Clowns were also around in ancient Greek and Roman societies. These clowns would eventually evolve into the court jesters of medieval Europe. The modern idea of a clown is attributed to Joseph Grimaldi. Grimaldi created the classic image of a clown, with the white face makeup and colourful hair, and used a lot of physical comedy in his act. However, outside of his act, Grimaldi's life was a series of hardships. He suffered from depression, his first wife died in childbirth, and his son, who was also a clown, died of alcoholism at the age of 31. In addition, Grimaldi's slapstick routines had left him disabled and permanently in pain. He once famously said, "I am grim all day, but I make you laugh at night." 5 10
- 2 In theory, clowns are figures of fun, intended to provoke amusement and laughter with their hijinks, not screams of horror. David Carlyon, author, playwright and a former clown with Ringling Bros. and Barnum & Bailey Circus in the 1970s, argues that the fear of clowns — known officially as coulrophobia — is a relatively new phenomenon. Carlyon said clowns were considered sweet and funny for two centuries until an inevitable backlash that included Stephen King's hit novel *It*, the film *Poltergeist* and Heath Ledger's white-faced maniac Joker in the 80s and 90s. Benjamin Radford, an author who wrote the book on the subject, 2016's *Bad Clowns*, however, traces bad clowns all the way to ancient Greece and connects them to court jesters and the Harlequin figure. He notes that Punch, an evil puppet clown who frequently smacked his partner Judy with a stick, made his first appearance in London in the 1500s. 15 20
- 3 Clowns are not masked figures, but their painted faces — with large, exaggerated and distorted features — come close. "We rely a lot on facial expressions to understand people and see their motivations. And with clowns, you do not have facial expressions," Dr. Dena Rabinowitz, a clinical psychologist said. "It is all under makeup, and it is fixed. And so there is a kind of a question of, 'what's going on under there?'" 25
- 4 It is important to remember that clowns are people. People in elaborate costumes, but people nonetheless. As a result, they have human bodies and faces, like everyone else. But this is where problems arise. The "uncanny valley" effect is a phenomenon whereby things that look human but "aren't quite there" are incredibly unsettling. It appears to be a fundamental reflex. Slap a pair of googly eyes on a sock and you have got yourself a loveable puppet that nobody has any issue with, but a highly-realistic android with an almost-but-not-quite-identical face to that of a real human is often very off-putting. Ventriloquist dummies share a similar "scary" reputation to clowns, likely for this reason. 30
- 5 Another theory is that they make us think of death and corpses (a dead face looks like a normal one but "behaves" differently) which should be avoided due to danger and risk of illness. But whatever the underlying cause, human faces that deviate from the norm are upsetting. And clown faces differ in very elaborate ways; the huge painted-on smiles, the crude colours, the greatly-exaggerated eyes, all of these and more combine to provide a recognisably-human face which does not behave as it should, which is very unsettling on a deep subconscious level. 35 40
- 6 It is not just the face; humans are very sensitive to body shape, and movement. We (again, subconsciously) glean an incredible amount of information just from the way someone walks. Posture, stance, gait, we are sensitive to all these. Again, clowns throw all this out of whack, with their exaggerated tumbling and oversized shows. Combine all these with the incredible human sensitivity to faces and clowns often end up being upsetting just by their existence. 45

- 7 If you go to a circus as an adult, you pretty much know what to expect. Lion tamers tame lions. Jugglers juggle. Acrobats perform impressive stunts. And clowns clown around. But that last bit is not quite as predictable as the others. In a way, the whole point of clowns is that they do things which defy normal behaviour. Unpredictability is something which causes knee-jerk distrust and apprehension in humans. The drunk on public transport, the homeless person yelling in the street, these figures are desperately avoided or ignored by those around them because they clearly are not conforming to societal norms, and thus present a possible threat. 50 55
- 8 Dr Alexandra Hamlet, a clinical psychologist at the Child Mind Institute in New York was prompted to look into coulrophobia last year when a spate of frightening clown appearances occurred across the US. The sightings began in August last year, with reports of people in South Carolina dressed as clowns trying to lure children into the woods. The appearances soon spread with more than 20 states reporting incidents. Although most were pranks or unverified threats, police made a handful of arrests, including for physical attacks. The craze even spread to Europe, South America and Australia, and the ensuing hysteria dealt yet another setback to the embattled clown community. The World Clown Association was moved by the release of the *It* movie to issue a statement that insisted "these horror characters are not clowns". People dressed as horror clowns, it complained, were "taking something innocent and wholesome and perverting it to create fear in their audience". 60 65

Adapted from:

<https://www.theguardian.com/science/brain-flapping/2016/oct/14/coulrophobia-why-clowns-trigger-our-fear-reflexes>

<https://globalnews.ca/news/3736687/creepy-clowns-why-we-are-scared/>

<https://nypost.com/2016/10/07/theres-no-such-thing-as-a-good-clown-according-to-your-brain/>

<https://www.usatoday.com/story/life/2018/03/24/when-clowns-became-scary/455728002/>

Class Register
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Candidate Name _____

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**PEIRCE SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE
Paper 2 Comprehension**

**1128/02
6 May 2019
1 hour 50 minutes**

Candidates answer on the Question Booklet.

Additional Materials: Insert

INSTRUCTIONS TO CANDIDATES

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

Answer all questions.

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

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

PARENT'S SIGNATURE	For Examiner's Use	
	Section A	
	Section B	
	Section C	

This paper consists of **8** printed pages and **0** blank page.

Setter: Ms Hong WF

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	Total	
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Section A [5 marks]

Text 1

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

1 What idea is the heading 'The Truth About Depression' trying to establish?

.....

.....

[1]

2 (i) Refer to the section 'More women are affected by depression than men.' Explain how the symbols used in this section support this idea.

.....

.....

[1]

2 (ii) Which statement in the infographic contradicts this idea?

.....

[1]

3 According to this infographic, what can people who want to find out more about depression do?

.....

.....

[1]

4 Which sentence gives the main message of the infographic?

.....

[1]

Section B [20 marks]

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

5 At the beginning of this text there is a description of how the water is flowing towards the stormdrain. Explain how the language used in paragraph 1 emphasises the water's speed.

Support your ideas with **three** details from paragraph 1.

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[3
]

6 In paragraph 2 the writer describes how George cried after injuring himself while chasing after his boat. Identify **two** separate words used in this paragraph which explain why he was crying.

(i)

(ii)

[1
]

7 'It's an animal, he *thought incoherently*' (line 19).

What does 'thought incoherently' tell you about George's state of mind?

.....
.....

[1
]

8 In paragraph 4, what was unusual about the clown's behaviour?

.....
.....
.....

[2
]

9 In paragraph 7, what phrase does the writer use to show that George found the *Howdy Doody* show amusing?

.....
.....

[1
]

10 In which **two** ways does the clown try to allay George's fear and put him at ease? (Refer to lines 45 – 55)

.....

[2
]

11 'George reached. The clown seized his arm. And George saw the clown's face change. What he saw was terrible enough to make his worst imaginings of the thing in the cellar look like sweet dreams.'

(i) What effect does the writer create by using three short sentences followed by a longer one?

.....

[1
]

(ii) What is unusual and effective about the phrase 'worst imaginings of the thing in the cellar look like sweet dreams?'

It is unusual because.....

.....

[2
]

It is effective because.....

.....

[1
]

12 In paragraph 18, the writer says, 'George craned his neck away from that final blackness and began to scream into the rain, to scream mindlessly into the white autumn sky which curved above Derry on that day in the fall of 1957.'

Which words or phrases in the given sentences describe George's actions?

Descriptions	Words or phrases from the passage
(i) insensible to	
(ii) struggling against	

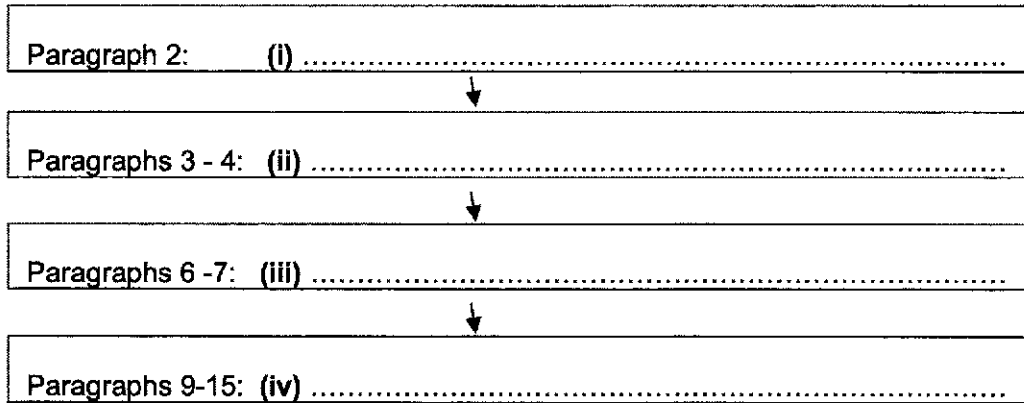
[2
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- 1 The structure of the text reflects George’s moods at different stages of his experience. Complete
- 3 the flowchart by choosing one word from the box to summarise his dominant mood at each stage. There are some extra words in the box that you do not need to use.

George’s dominant moods

yearning disappointment bewilderment frustration shock indifference disbelief

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 – 19.

14 Which **one** word in Paragraph 1 tells that the clowns have changed since their first appearance in history?

..... [1]

15 In Paragraph 1, we are told that Grimaldi led a grim life. Write down two kinds of hardship he had to endure in the boxes below.

Mental	
Physical	

[1]

16 Here is part of a conversation between two students, Sean and Claire, who have read the article



Sean

I think that people have been afraid of clowns for a very long time.

Coulrophobia is a fairly recent syndrome.



Claire

Explain what makes Sean feel this way with reference to paragraph 2.

(a)

(i)

(ii)

[2]

(b) With reference to the same paragraph, give **one** reason to support Claire's point of view.

.....

[1]

17(a) What does the phrase "fundamental reflex" (line 31) suggest about our reaction to clowns?

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

(b) How does the phrase "painted-on smiles" (lines 38 – 39) suggest the writer disapproves of clowns?

..... [1]

18(a) According to Paragraph 8, what was the effect on the clown community after the spate of frightening clown appearances in various parts of the world?

.....
..... [2]

(b) How did the release of the 'It' movie reinforce the idea that clowns are scary?

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

19 Using your own words as far as possible, summarise the reasons as to why some people fear clowns.

Use only information from paragraphs 3 to 7.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Clowns are supposed to be figures of fun, but their

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**PEIRCE SECONDARY SCHOOL
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
2019 SECONDARY 3E EL SEMESTRAL ONE EXAM
PAPER 1
ANSWER KEY**

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the intelligence of honeybees. 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.	✓
Honey bees can learn to add and subtract, according to research	
showing that while the insects have tiny brains, they are still	1 ✓
surprisingly clever. Researchers behind the study <u>have</u> previously	2 <u>had (T)</u>
found that honeybees can understand the concept of zero <u>yet</u>	3 <u>and (conj.)</u>
learn to correctly indicate which of two groups is the <u>smallest</u> . But	4 <u>smaller (comparative adj.)</u>
now they say insects can learn to carry out <u>exactly</u> numerical	5 <u>exact (WF)</u>
calculations such as adding and subtracting <u>the</u> given number.	6 <u>a (article)</u>
"Their brains can manage a long-term rule and <u>applying</u> that to a	7 <u>apply (modal)</u>
mathematical problem to <u>came</u> up with a correct answer," said	8 <u>come (to inf.)</u>
Dr Adrian Dyer. "That is a different type of number processing	9 ✓
compared <u>from</u> spontaneous quantity judgments. There is	10 <u>to or with</u>
evidence	
that other primates, as well as parrots, could do it too."	
<i>Adapted from The Guardian: 'Spelling bees? No, but they can do arithmetic, say researchers'</i>	

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MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE
Paper 2 Comprehension**

**1128/02
6 May 2019
1 hour 50 minutes**

Candidates answer on the Question Booklet.

Additional Materials: Insert

MARKING SCHEME

DO NOT PRINT

This paper consists of **8** printed pages and **0** blank page.
Setter: Ms Hong WF

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Section A [5 marks]

Text 1

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

1 What idea is the heading 'The Truth About Depression' trying to establish?

The heading is trying to establish that the knowledge that people have about depression is all misconception/ that people have mistaken beliefs about depression

[1]

2 (i) Refer to the section 'More women are affected by depression than men.' Explain how the symbols used in this section support this idea.

The feminine symbol is bigger than the male symbol, indicating that more women are affected by depression than men.

[1]

BOTH parts of the answer must be present to be awarded ONE mark.

2 (ii) Which statement in the infographic contradicts this idea?

3 times more likely for a male to commit suicide in the UK

[1]

3 According to this infographic, what can people who want to find out more about depression do?

They can visit the websites (located at the bottom of the infographics) for more information.

[1]

4 Which sentence gives the main message of the infographic?

There is always help.

[1]

Section B [20 marks]

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

- 5 At the beginning of this text there is a description of how the water is flowing towards the stormdrain. Explain how the language used in paragraph 1 emphasises the water's speed.

Support your ideas with **three** details from paragraph 1.

'deepening roar' suggests that the water is flowing so fast that it produces a very loud sound

'cascading' suggests that the water is flowing downwards rapidly and in large quantities

'a stripped branch...shot into' shows that the water is moving at such a high speed that it can send a branch hurling into the stormdrain

[3
]

- 6 In paragraph 2 the writer describes how George cried after injuring himself while chasing after his boat. Identify **two** separate words used in this paragraph which explain why he was crying.

ain

(i)

urt

(ii)

[1
]

Students must get BOTH words right to receive ONE mark.

- 7 'It's an animal, he *thought incoherently*' (line 19).

What does 'thought incoherently' tell you about George's state of mind?

He was incapable of logical thinking/ He was unable to process his thinking

[1
]

Accept all other logical and plausible answers that explain 'incoherent' correctly

- 8 In paragraph 4, what was unusual about the clown's behaviour?

The clown was standing in the stormdrain (1m) and he made it seem as if it was the most normal thing for him to do so (1m)

Clue: 'inside the stormdrain', 'a perfectly reasonable and rather pleasant voice'

[2
]

9 In paragraph 7, what phrase does the writer use to show that George found the *Howdy Doody* show amusing?

'cracked George up'

[1]

10 In which **two** ways does the clown try to allay George's fear and put him at ease? (Refer to lines 45 – 55)

He smiled at George to show that he was friendly.

He offered to return George's boat.

He offered George a colourful balloon.

[2]

Any TWO of the above for TWO marks.

11 'George reached. The clown seized his arm. And George saw the clown's face change. What he saw was terrible enough to make his worst imaginings of the thing in the cellar look like sweet dreams.'

(i) What effect does the writer create by using three short sentences followed by a longer one?

To show how fast the clown showed his evil / nasty side after taking some time to win George over.

[1]

(ii) What is unusual and effective about the phrase 'worst imaginings of the thing in the cellar look like sweet dreams?'

Sweet dreams would consist of pleasant thoughts (1m) but here it is unusual because.....

it is associated with unpleasant suggestions of a thing that lives in a cellar (1m)

[2]

It emphasizes how horrific/ terrifying the changed clown was
It is effective because.....

[1]
]

12 In paragraph 18, the writer says, 'George craned his neck away from that final blackness and began to scream into the rain, to scream mindlessly into the white autumn sky which curved above Derry on that day in the fall of 1957.'

Which words or phrases in the given sentences describe George's actions?

Descriptions	Words or phrases from the passage
(i) insensible to	mindlessly

(ii) struggling against	craned his neck away	[2]
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- 1 The structure of the text reflects George's moods at different stages of his experience. Complete the flowchart by choosing one word from the box to summarise his dominant mood at each stage.
 3 There are some extra words in the box that you do not need to use.

George's dominant moods

yearning disappointment bewilderment frustration shock indifference disbelief

Flow chart

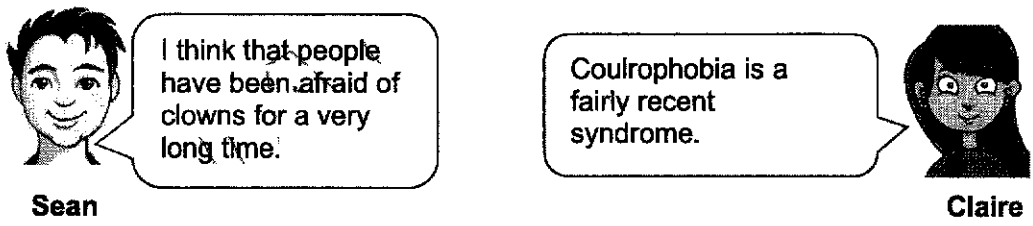
Paragraph 2: (i) <i>frustration</i>	↓
Paragraphs 3 - 4: (ii) <i>shock</i>	↓
Paragraphs 6 - 7: (iii) <i>bewilderment</i>	↓
Paragraphs 9-15: (iv) <i>yearning</i>	

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 – 19.

14	Which one word in Paragraph 1 tells that the clowns have changed since their first appearance in history?					
	<i>evolved</i>	[1]				
15	In Paragraph 1, we are told that Grimaldi led a grim life. Write down two kinds of hardship he had to endure in the boxes below.					
	<table border="1"> <tr> <td>Mental</td> <td><i>He suffered from depression.</i></td> </tr> <tr> <td>Physical</td> <td><i><u>He was disabled</u> from his slapstick routines.</i></td> </tr> </table>	Mental	<i>He suffered from depression.</i>	Physical	<i><u>He was disabled</u> from his slapstick routines.</i>	[2]
Mental	<i>He suffered from depression.</i>					
Physical	<i><u>He was disabled</u> from his slapstick routines.</i>					

16	Here is part of a conversation between two students, Sean and Claire, who have read the article	
		
(a)	Explain what makes Sean feel this way with reference to paragraph 2.	
	<p>Benjamin Radford traces bad clowns all the way to ancient Greece. (1m)</p> <p>(i)</p> <p>.....</p> <p>(ii) <i>He notes that Punch, an evil puppet clown, made his first appearance in the 1500s. (1m)</i></p> <p>.....</p>	[2]
(b)	With reference to same paragraph, give one reason to support Claire's point of view.	
	<p><i>Clowns were considered sweet and funny for two centuries until an inevitable backlash in the 80s and 90s.</i></p> <p>.....</p>	[1]
17(a)	What does the phrase "fundamental reflex" (line 31) suggest about our reaction to clowns?	
	<i>Our reaction is instinctive/ Our reaction is guided by our gut instincts.</i>	

	[1]
(b)	How does the phrase "painted-on smiles" (lines 38 – 39) suggest the writer disapproves of clowns?	
	The writer disapproves of clowns as 'painted-on' suggests that the smiles are fake/ artificial/ insincere.	[1]
18(a)	According to Paragraph 8, what was the effect on the clown community after the spate of frightening clown appearances in various parts of the world?	
	Clues: yet another setback, embattled clown community	
	It was another devastating blow/ calamity/ disaster to/ for the clown community (1m) that was already under attack/ constantly criticized (1m).	[2]
18(b)	How did the release of the 'It' movie reinforce the idea that clowns are scary?	
	'It' is a horror movie that features a horror character dressed up as a clown.	
	[1]

19 Using your own words as far as possible, summarise the reasons as to why some people fear clowns.

Use only information from paragraphs 3 to 7.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Clowns are supposed to be figures of fun, but we

From Passage	Own Words
1. We rely a lot on facial expressions to understand people and see their motivations	... depend on facial expressions to understand people and their motivations
2. with clowns, you do not have facial expressions	... that clowns do not have.
3. there is a kind of a question of, 'what's going on under there?'	... we question what is happening under the makeup.
4. The "uncanny valley" effect is a phenomenon whereby things that look	There is also the 'uncanny valley' effect...

human but "aren't quite there" are incredibly unsettling. (definition – omit)	
5. It appears to be a fundamental reflex.	... which seems to be a fundamental reaction.
6. they make us think of death and corpses (a dead face looks like a normal one but "behaves" differently) which should be avoided due to danger and risk of illness. (elaboration – omit)	Clowns make us think of death and corpses...
7. human faces that deviate from the norm are upsetting.	... human faces that differ from the norm are disturbing.
8. clown faces differ in very elaborate ways	Clown faces differ (from normal humans) in complex ways.
9. humans are very sensitive to body shape, and movement.	Moreover, humans are sensitive to body shapes and movement
10. clowns throw all this out of whack	but clowns upset this natural balance.
11. the whole point of clowns is that they do things which defy normal behaviour.	In addition, clowns do things which go against normal behavior.
12. Unpredictability is something which causes knee-jerk distrust and apprehension in humans.	Unpredictable behavior causes humans to be mistrustful and [REDACTED].

The 15 marks are allotted for the summary question in Section C (Text 3) as follows:

- Content (C) 8 marks
- Style (S) 7 marks

1. Award 1 mark for each point made, up to a maximum of 8 points.

2. Award a maximum of 7 marks for Style. (see pg 2)

3. **Introductory Words**

No penalty

4. **Length**

Draw a single line where the introductory words end, or should end.

Count the number of words used by the candidate after the single line drawn and write down the number at the bottom right of the candidate's answer.

DO NOT use the candidate's word-total without checking it.

STOP at 80 and cross out excess words.

5. **Marking Technique**

Indicate by a tick the point rewarded.

Assign the mark-scheme number for the point, eg √ 3.

6. **Types of Errors**

Minor Errors

- ◆ Mis-spellings of a minor nature. Count as a serious error when the form of the word is severely mangled.

- ◆ Obvious slips of repetition or omission.
- ◆ Minor errors of punctuation, i.e. the failure to complete pairs of commas in parenthetical phrases/clauses.
- ◆ Omissions of stops after introductory words like 'however'. The key here is to see how far the misuse or omission destroys the reading sense. Major destruction will count as a serious error.
- ◆ Inconsistent American spelling.

Serious Errors

- ◆ Wrong verb forms.
- ◆ Serious tense errors.
- ◆ Serious errors of sentence structure, especially in setting up subordination.
- ◆ Omission of obvious misuse of prepositions.
- ◆ Wholesale misunderstanding over the meanings of words used.
- ◆ Serious errors of agreement.
- ◆ Ingrained weakness of punctuation, i.e. the habitual comma replacing the necessary full stop.

SUMMARY STYLE DESCRIPTORS

Mark	Descriptors
7	<ul style="list-style-type: none"> ▪ There is a sustained and successful attempt to re-phrase the text language. ▪ The summary is free from lifting except for phrases from the text which are difficult to substitute. ▪ Apart from very occasional slips, the language is accurate.
5 – 6	<ul style="list-style-type: none"> ▪ There is noticeable attempt to re-phrase the text. ▪ The summary is free from stretches of concentrated lifting. ▪ The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable.
3 – 4	<ul style="list-style-type: none"> ▪ There are recognisable but limited attempts to re-phrase the text detail. ▪ Groups of text expressions are interlaced with own words. ▪ The expression may not be always secure, but the attempt to substitute the text will gain credit. ▪ The language is largely accurate.
1 – 2	<ul style="list-style-type: none"> ▪ Wholesale copying of large areas of the text, but not a complete transcript. ▪ Attempts to substitute own language will be limited to a single word expression. ▪ Irrelevant sections of the text will be more frequent at this level and below. ▪ Meaning is not in doubt but serious errors are becoming more frequent.
0	<ul style="list-style-type: none"> ▪ Pretty well a complete transcript of the text expression. ▪ Originality is barely noticeable.

	<ul style="list-style-type: none">▪ There may also be random transcription of irrelevant sections of the text.▪ Heavy frequency of serious errors, impeding the reading in many places.
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