



MINISTRY OF EDUCATION, SINGAPORE
in collaboration with
CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION
General Certificate of Education Ordinary Level

ENGLISH LANGUAGE**1128/02**

Paper 2 Comprehension

October/November 2020

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 4 printed pages and 4 blank pages.



Singapore Examinations and Assessment Board

Cambridge Assessment
International Education

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DC (ST/ST) 182481/4

Section A

Text 1

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

The screenshot shows a web browser window with the address bar displaying <http://hopofarm.sg>. The main heading is "HOPE FARM: OFFERING STUDENTS A BRIGHTER FUTURE". Below the heading is a collage of three images: a person working in a field, a woman smiling, and a cow. A left-hand navigation menu lists: ABOUT US, FARM, SHOP, GARDEN, COURSES & EVENTS, VOLUNTEERING, WORK EXPERIENCE, CONTACT US, PLAN YOUR VISIT, and OPENING TIMES. The main content area is titled "WORK EXPERIENCE" and contains the following text:

Are you considering a career in agriculture or horticulture? Hope Farm offers **work experience** placements for those aged 16 and upwards in a variety of roles. We aim to help you develop skills that will be useful in your future career.

Short-term placements run from Monday to Friday for one or two weeks. Long-term placements are for one day a week for 3 months (not weekends). Placements are hosted throughout the entire year.

Choose from:

- the **shop**, where you will develop skills in customer service, team work and stock-taking
- the **farm**, where you will learn to grow a wide variety of fruit and vegetables and learn to look after livestock
- the **Children's Centre**, where you will help school children to learn the science behind their food.

At the end of your placement, we issue a certificate detailing what skills you have achieved, to put with your CV.

To enquire about a work experience placement, please complete the application form **here** and attach a reference from your school or college. A photograph will be taken later so it is not required at this stage. You will be invited to an interview and will have a chance to look round the farm, shop, stables and Children's Centre.

You should bring with you a letter of consent from your parents or guardians.

Participant feedback
'It was really challenging to fit the placement around my studies but, when I started college, my tutor was impressed that I could refer to practical experience in my first written assignment.'
Li Ping, Agricultural Sciences student

Section B

Text 2

In the text below Grace writes about a visit to the library with her sister Tilly and Mrs Morton, their mother's friend.

Read the text carefully and answer Questions 5–13 in the Question Booklet.

- 1 Tilly and I followed Mrs Morton down the High Street. She sailed, like a vessel, along the pavement, skirting around the pushchairs and people who had stopped to wipe ice cream from their babies' chins. The holiday had found its fiercest day yet. Even so there were those who still nurtured mistrust. We walked past raincoats bundled into shopping bags, and one woman who carried an umbrella wedged into her armpit, like artillery. The sky was ironed flat, and even the clouds had fallen from the edges in the faultless blue above our heads. 5
- 2 The library was inconveniently right at the end of the High Street, where the shops faded into offices for accountants and solicitors and architects, with their smart, black front doors and thick brass plates. My mother usually took me to the library but, since the previous week, her life seemed to have become disconnected from times and dates. 10
- 3 Mrs Morton pushed open the library door, and Tilly and I entered underneath her arm. After my bedroom, this was my sanctuary, my favourite place in the world. It smelled enticingly of unturned pages and unseen adventures, and on every shelf were people I had yet to meet, and places I had yet to visit. 15
- 4 Mrs Morton took out of her bag the books I had borrowed last time and placed them on the front desk.
'Grace Bennett's books are returned on time,' said the librarian. She snapped shut the front cover of each one, sending little gusts of air across the counter. 'That must be a first.'
Despite her obvious dislike of me, I gave her my biggest smile and she handed over the tickets and frowned. Her hands were covered in ink and it had leaked into the creases around her nails. 20
- 5 I had five tickets. Five adventures to choose. I wandered past Mrs Morton who was standing in front of the historical novels.
'Aren't you staying in the children's room?' she said.
'I've outgrown it, Mrs Morton. I'm ten now.'
'But there are some very appropriate books in there for young ladies of ten.'
'Yes, I know, I've read them all,' I said. 'I need to broaden my reading.' 25
- 6 I walked through the romances, beyond the detective novels and past the side room full of old newspapers and posters about coffee mornings. I reached the non-fiction room at the back of the building with yet more shelves and corridors but the smell of the pages seemed heavier. It was unfamiliar: the ripe solid smell of learning. 30
- 7 I had just reached the travel section when a conversation drifted across the top of the shelves. One of the voices was the grumpy librarian with the inky hands. The voices moved somewhere along the aisle, and for a moment I lost reception. I took a dictionary of quotations from the shelf in order to listen through the gap but the voices floated away from the dictionaries and encyclopaedias and disappeared somewhere beyond the solar system and local history. I returned to my search for next week's reading. 35
- 8 'Have you chosen?' Mrs Morton stood at the front desk with Tilly.
'I have,' I said, although I was using my chin to steady the tower of books in my arms, and it wasn't easy to speak.
When the librarian had stamped and clicked, and run inky fingers over my books, we left the carpets and the polished corridors and walked into a heat which made the edges of the world wave and swim.
'Gosh,' said Tilly, and I held on to her books while she took off her jumper. 40
'We'll walk back through the park,' said Mrs Morton, pointing towards the gates like an intrepid sub-Saharan explorer. 'We'll find some shade.' 45

Section C

Text 3

The article below is about penguins and their behaviour.

Read it carefully and answer Questions 14–19 in the Question Booklet.

- 1 The earliest written reference to any penguin is in a Portuguese explorer's account of his voyage to India in 1499. In his journal the explorer, Vasco da Gama, described birds as large as male geese, which could not fly away and which had a cry resembling the braying of donkeys. This sighting occurred near the South African coast and the birds were the species now known as jackass penguins. 5
- 2 In 1519 another Portuguese explorer, Magellan, referred to his discovery of penguins in South America, a species which came to be known as Magellan penguins. There is little doubt that the word 'penguin' is derived from the Portuguese 'pinguim', originally coined by fishermen to name another flightless bird, now known as the northern great auk. Magellan's sailors would certainly have noted the similarity to the northern bird of this strange new version they had discovered, which also had an upright posture. 10
- 3 Penguins were popular with early explorers, partly because of their quaint appearance and their human-like stance, but also because they gathered in tightly packed colonies and so were a very accessible food source. However, the population of penguin colonies has dwindled in the last forty years, some by as much as eight per cent or more. This is attributed to pollution, as much as fishing and other human activities. Surprisingly, Magellan penguins can still be found all around the southern coasts of South America, where the delicate balance in the eco-system needs to be preserved. 15
- 4 People are generally familiar with penguins from their appearance and posture on land. Out of the water they are usually awkward-looking birds. They seem to have long bodies on short legs, and their shoulders, or scapulae, are set low on their bodies. The bones of their wings are astonishingly flat and thin, giving them the profile of a boomerang. A penguin's natural stance is with bent knees and an 'S'-shaped neck. When they squat like this, they become almost round, which helps with heat conservation, but they can change their shape to a remarkable degree. When they stand up straight, they appear very slim, tall and elegant. 20 25
- 5 When standing erect, they spread their webbed toes so that their 'heels' are above their toes, but they can 'sit' with their heels and their tail ends touching the ground. This triangular contact with the ground is a very stable arrangement. When seated on a low stool human leg bones are placed in a similar way, but penguins have more tail bones which they can sit on than humans do. In order to insulate their legs against the cold, most of their leg bones are enveloped by their bodies, which come down to their heels. The overall effect is of two extremely stubby legs protruding below their abdomens. The geometry of these bones also makes them very pigeon-toed so, when walking, they waddle with a rolling, rotating gait which is comical to watch. 30 35
- 6 But penguins do not always lack grace. In the water, they are transformed. Most penguin species cannot breathe under water, so they mainly stay near the surface to take in air. When travelling, they jump out of the water while moving forward, a manoeuvre similar to the one made by porpoises and dolphins for the same reason. When swimming on the surface a penguin resembles a rather deflated duck but below the waves they are simply matchless: all penguins are experienced divers, and some species can even stay under water for several minutes; their speed, often as fast as two metres per second, enables them to outswim the fish they prey on. No cheetah, stallion, albatross or condor, on land or in the sky, moves more elegantly or gracefully than penguins in water. 40



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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

October/November 2020

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

DO NOT WRITE ON ANY BARCODES.

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.

This document consists of 8 printed pages and 1 Insert.



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Section A [5 marks]

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

- 1 Look at the heading HOPE FARM and the phrase next to it. In what way does work experience at Hope Farm offer students a 'brighter future'?

..... [1]

- 2 Look at the first photograph at the top of the webpage. With reference to the information under the sub-heading **Choose from**, which skill does the photograph illustrate?

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

- 3 Students must complete an application form. What **two** other things do they need to provide?

(i)

(ii) [2]

- 4 Look at the box **Participant feedback**. Which phrase in Li Ping's comment would encourage students to apply to Hope Farm?

..... [1]

Section B [20 marks]

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

- 5 At the beginning of the text Mrs Morton is taking Grace and Tilly to the library. Explain how the language used in Paragraph 1 emphasises how hot the weather was that day.

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

.....

.....

.....

.....

.....

.....

..... [3]

- 6 Give the **one** word in Paragraph 2 which indicates that the change from shops to offices was gradual.

..... [1]

- 7 Explain what the following phrases suggest about Grace's attitude to the library and the books in it.

(i) 'this was my sanctuary' (line 13)

..... [1]

(ii) 'unturned pages and unseen adventures' (line 14)

..... [1]

- 8 (a) In Paragraph 4, what is the tone of the librarian's comment in lines 18–19?

..... [1]

(b) What **two** other things did the librarian do to show her dislike of Grace?

.....

..... [1]

9 (a) In Paragraph 5, why does Mrs Morton think Grace is going into the wrong part of the library?
..... [1]

(b) Explain what Grace means when she says 'I need to broaden my reading' (line 28).
..... [1]

10 In Paragraph 6, Grace goes into the non-fiction section. What did Grace experience for the first time there?
..... [1]

11 In Paragraph 7, identify the words or phrases which tell us about what Grace hears.

What Grace hears	Words or phrases from passage
(i) Grace hears people talking	
(ii) There was a gap in what Grace could hear	
(iii) Grace could no longer hear anything	

[3]

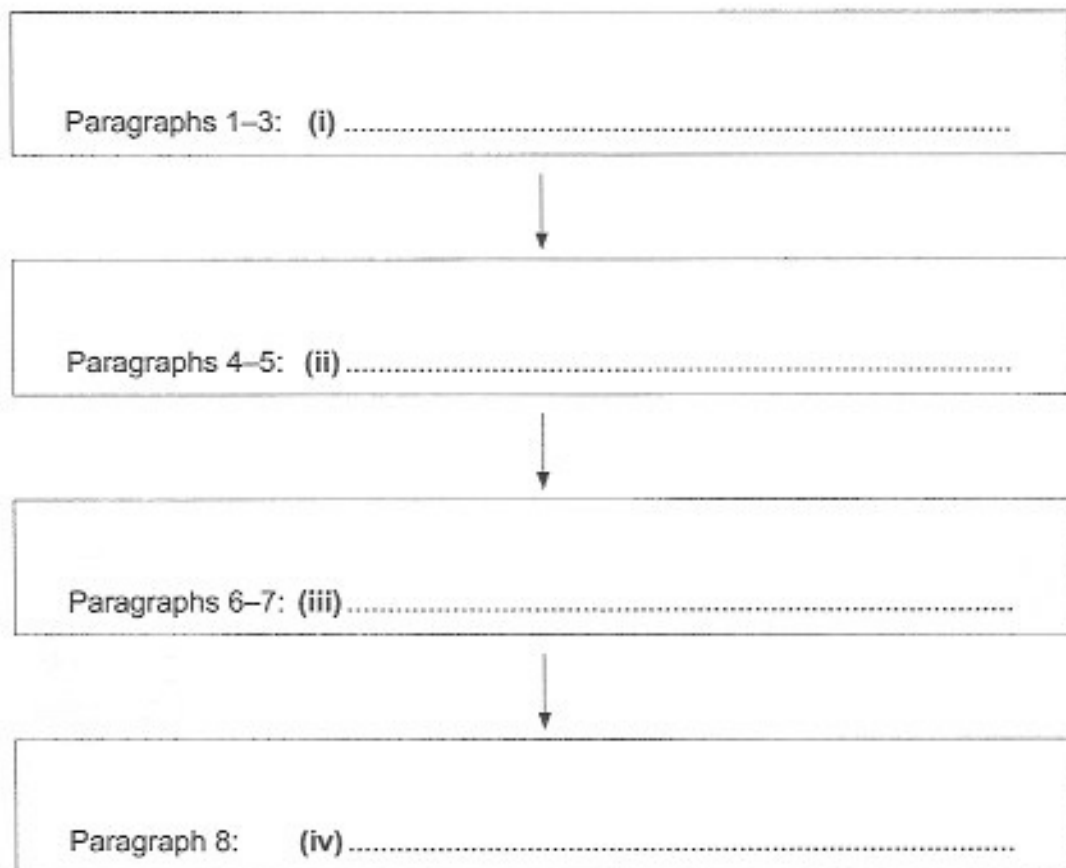
12 (a) In Paragraph 8, what is the contrast between the atmosphere inside the library and outside in the street?
..... [1]

(b) In Paragraph 8, which phrase suggests that Mrs Morton is a fearless person?
..... [1]

- 13 The structure of the text reflects the stages in Grace's visit to the library. Complete the flowchart by choosing one phrase from the box to summarise the main event in each part of the text. There are some extra phrases in the box you do not need to use.

Grace's visit to the library

an angry adult	a dangerous journey	exploring an empty room
a familiar journey	managing adults	a satisfying outcome
showing curiosity		



[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 In Paragraph 1, jackass penguins are compared to **two** animals.

Which animals are they, and in which ways are jackass penguins similar to each of them?

Animals	Similarity
(i)
(ii)

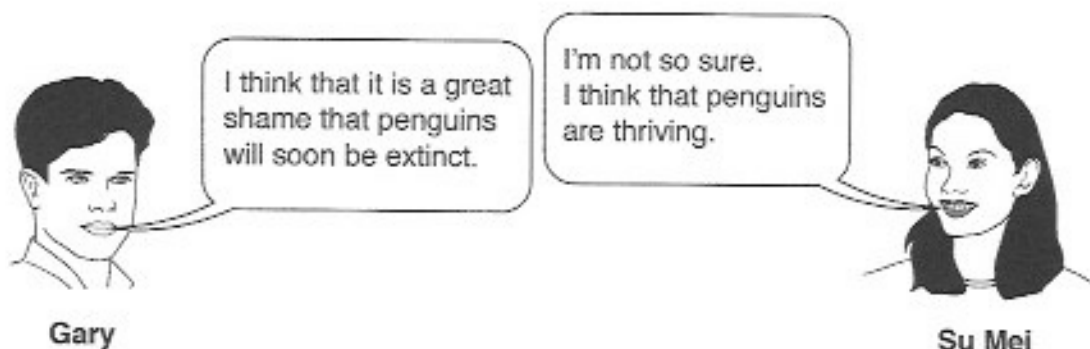
[2]

15 With reference to Paragraph 2, give **in your own words** the **two** reasons why Portuguese sailors thought penguins were similar to 'the northern great auk' (line 9).

(i)

(ii) [2]

16 Here is part of a conversation between two students, Gary and Su Mei, who have read the article.



Gary: I think that it is a great shame that penguins will soon be extinct.

Su Mei: I'm not so sure. I think that penguins are thriving.

(a) Identify **two** examples from Paragraph 3 that Gary can give to support his view.

(i)

(ii) [2]

(b) With reference to Paragraph 3, how would Su Mei explain her position?

..... [1]

