

MARKER CODE			



STUDENT ENROLMENT NUMBER (SEN)									

FORM TWO COMMON EXAMINATION 2020

ENGLISH

QUESTION AND ANSWER BOOKLET

Time Allowed: 2 Hours + 10 minutes reading

INSTRUCTIONS

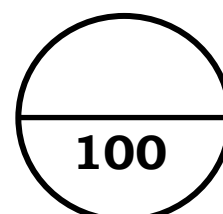
1. This paper has **FIVE** Sections. ALL Sections are COMPULSORY.

SECTION	TOPIC	MARKS
ONE	Reading Comprehension	25
TWO	Language	30
THREE	Informal Writing	10
FOUR	Formal Writing	10
FIVE	Literature	25
TOTAL MARKS		100

2. Write your **Student Enrolment Number (SEN)** on the top right hand corner of this page and on page 23.
3. Answer **ALL** questions in the spaces provided.
4. Use a black or blue ball point pen for your written answers. Use a pencil **ONLY** for drawings.
5. Write legibly and work neatly.
6. Check that this booklet contains **23** pages in the correct order and that page 22 have been deliberately left blank.
7. If you need more spaces for answers, ask the supervisor for extra paper and write your SEN on the extra page(s).

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL MARKS



SECTION ONE:**READING COMPREHENSION****(25 MARKS)****There are TWO passages.****Passage 1:****Text****(13 Marks)**

Read the following passage and answer the questions that follow.

My Painting

- 1** I wanted to show people how I felt about my new country. My family had moved here 5 years ago when I was just 7 years old. When we came I did not know any English. Everything was new and I was surprised every day. I had lived in a remote village far from the city. Now I was living in a city where there were so many people.
- 5** We would take the elevated train downtown. There we saw buildings that **noted** architects had designed. These architects were so famous that people all over the world knew their names. But I had never heard of them before. I looked up and was astonished at how high the buildings were.
- 10** I went to a school that was bigger than my whole village. More than 1,000 students go to the school. I remember my first day. The principal was friendly. So was the teacher. But I was mystified. I could not understand what the teachers and students were saying. Then another student came up to me during lunch. She said hello in Russian. I was so glad.
- 15** The teacher asked her to sit next to me for the rest of the school year and help me understand what they were saying. She was my official translator. But I wanted to learn English. So every day after school we would go to my home. She would help me learn English. To reciprocate, my mother would cook her family dinner. Once a week they would come to dinner. We would try hard to learn English, so instead of Russian everyone would talk in English.
- 20** Now I have learned English, and I have learned a lot about the United States. I will put some symbols in my painting that show how I feel about this land. It is a land of helpful people. It is a land of many heritages. It is a land of collaboration. People here work together to help each other make progress. I'm thinking of putting a flag in the background and then putting people holding hands in the foreground. I'll make a sketch first and then I will paint it.
- 25** Making a painting is a lot like writing an essay. First you think of the idea you want to express. Then you think of ways to communicate that idea. I think my painting will be a great way to tell people how I feel about my new homeland.

Source: Centre for Urban Education: <https://teacher.depaul.edu/Documents/MyPaintingFiction4thGrade.pdf>

SHORT ANSWERS

1. What does the first sentence tell you about the narrator? (1 mark)

2. Give a synonym for the word **'noted'** in line 5. (1 mark)

3. Describe the problem that caused the narrator's confusion at school. (2 marks)

4. Identify the narrator's first language. (1 mark)

5. Describe how the narrator's mother helped the narrator to learn English. (2 marks)

6. Name **ONE** (1) symbol that the narrator will put in the painting to show his/her feeling about the new homeland. (1 mark)

7. Describe how the final paragraph is related to the title of the passage. (2 marks)

8. Discuss something from the passage that you can relate to. (3 marks)

Passage 2:**Poetry****(12 Marks)**

Read the following passage and answer the questions that follow.

Storm

- 1 A storm is coming.
 The hot wind carries
 a whisper of thunder.
 The trees are anxious.
- 5 They call to one another,
 “Wrap up tight!
 Hold on to **your** leaves!”
 The wind is changing.
 Fat, chilly puffs squeeze
- 10 under the door.
 “The cold is coming,” they shriek
 through the cracks in the floor.
 The chimney roars,
 “Light the fire! Light the fire!”
- 15 Then the sky cracks open.

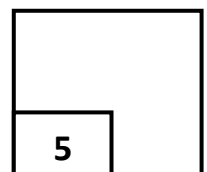
Terrie Huege de Serville

Source: School Journal Part 1, Number 4, 2002. pg.8.

SHORT ANSWERS

9. Name the poet: _____ (1 mark)
10. Where is this poem taken from? _____ (1 mark)
11. Identify **ONE** (1) example for each of the following language features:
- i. personification: _____ (1 mark)
- ii. repetition: _____ (1 mark)
- iii. onomatopoeia: _____ (1 mark)

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12. Quote a line that shows that the trees are worried. (1 mark)

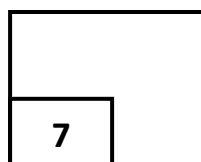
13. What does the pronoun **'your'** in line 7 refer to? (1 mark)

14. What caused this: **'The chimney roars'** (line 13)? (1 mark)

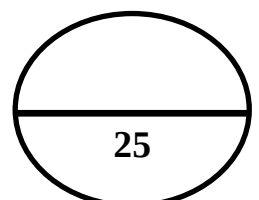
15. Describe the mood of this poem. (2 marks)

16. Describe **ONE** (1) important message you have learnt from this poem. (2 marks)

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SECTION TWO:

LANGUAGE

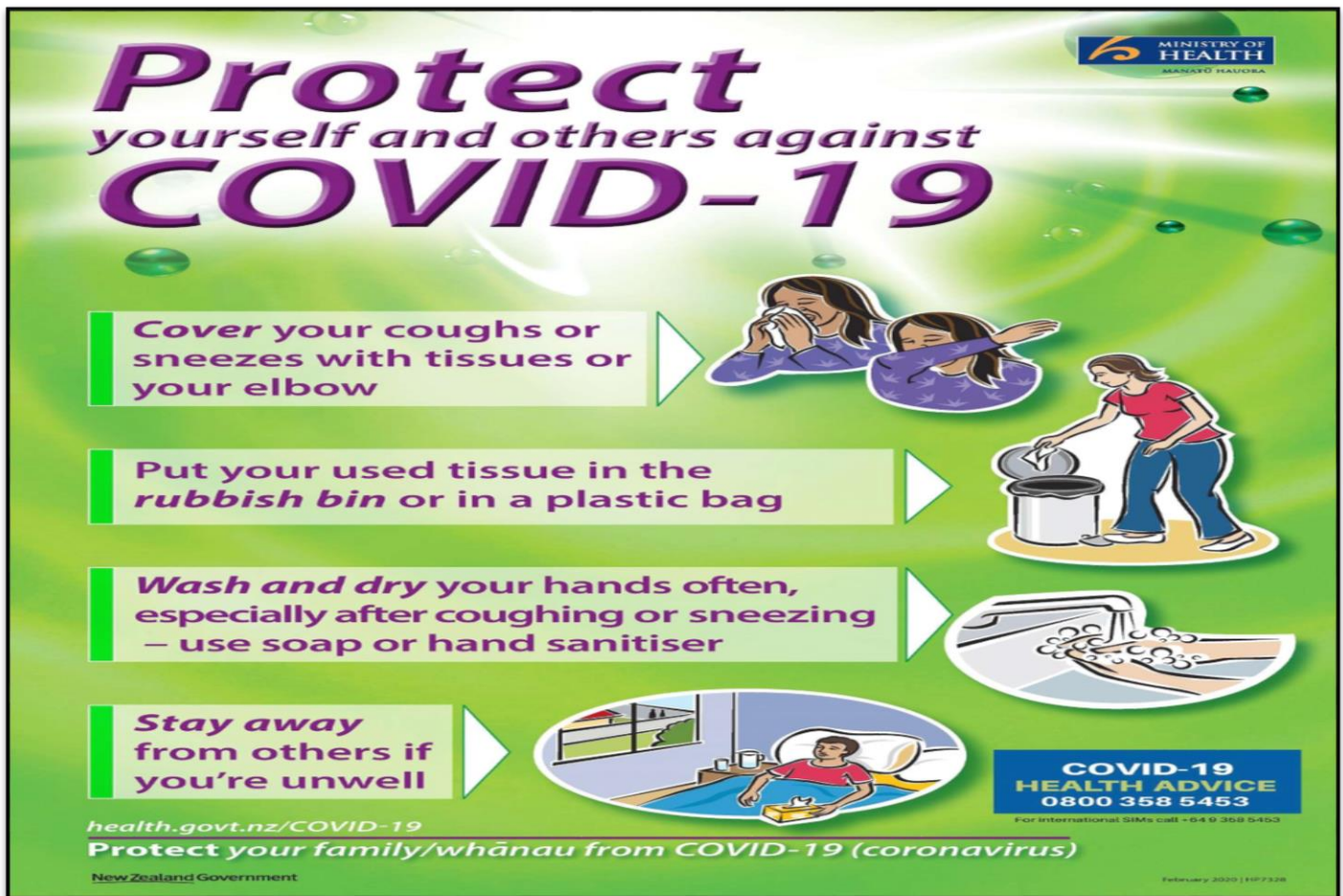
(30 MARKS)

Part A:

Language Analysis

(8 Marks)

Study the poster below and answer the questions that follow.



(<https://www.google.com.vn/search?q=posters+about+covid+19&tbm=isch&ved>)

1. What is the main purpose of this poster?

_____ (1 mark)

2. Write the part of speech of the underlined word in the space provided.

Example: Wash and dry your hands ... - verb

- i. Cover your coughs ... - _____ (1 mark)
- ii. Put your used tissue ... - _____ (1 mark)
- iii. Stay away from others ... - _____ (1 mark)

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iv.

3. Give **TWO** (2) examples of a non-verbal feature from this poster.

i. _____ (1 mark)

ii. _____ (1 mark)

4. Describe what would happen if people disobeyed the instructions given in this poster.

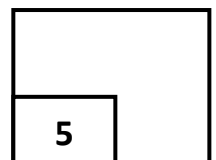
(2 marks)

Part B:**Proof-reading****(5 Marks)**

There is **ONE** (1) mistake in each line below. Give the correction in the space provided.

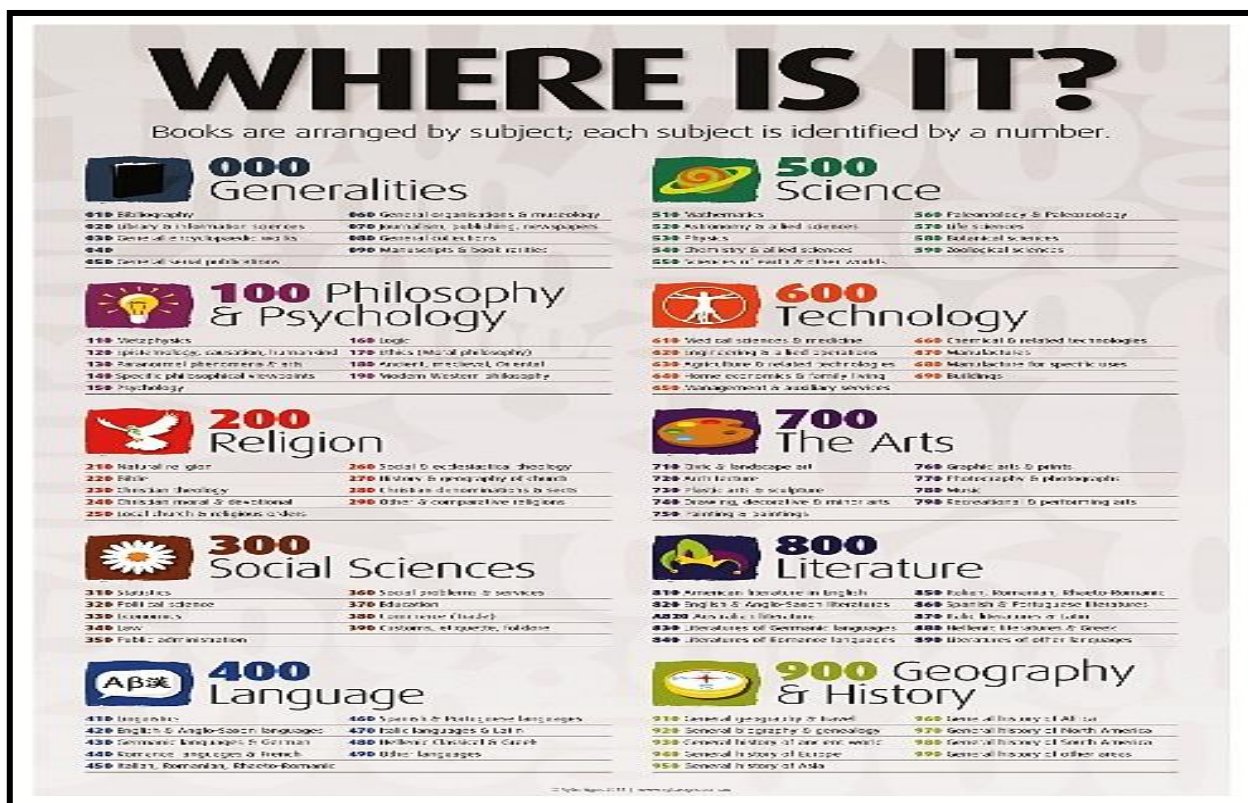
Pets

1. Many people have pets. Some people beleive _____
2. that dogs make good pets other people think _____
3. that cats make the better pets. Some people _____
4. prefer fish. Some people like birds. Choose _____
5. the right pet for you are very important. _____



Part C:**Reference Texts****(5 Marks)**

Use the information from the picture below to answer the questions that follow.



1. Give the name for the numbering system in the picture. (1 mark)

2. Name the **subject** that you may find in each of following categories.

i. 500: _____ (1 mark)

ii. 800: _____ (1 mark)

3. Arrange the following subjects into their correct **alphabetical order**. (2 marks)

Religion, Literature, Technology, Geography & History, Language, Social Sciences

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Part D:**Homophones****(4 Marks)**

Use each pair of homophones to write a complete sentence. An example is given.

Example: sun/son:

- i. The **sun** shines so brightly that the children enjoy their outdoor games.
- ii. My eldest **son** is unable to attend school today due to a medical reason.

1. fair/fare:

i:

(1 mark)

ii:

(1 mark)

2. right/ride:

i:

(1 mark)

ii:

(1 mark)

Part E:**Singular and Plural****(4 Marks)**

Change the following to plural sentences. An example is given.

Example: Singular: I am writing my story.

Plural: We are writing our stories.

1. That child put the first-aid box on the shelf. (2 marks)

2. The woman cooked the potato for her daughter. (2 marks)

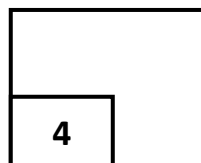
Part F:**Direct/Indirect Speech****(4 Marks)**

Change the following statements into Indirect Speech.

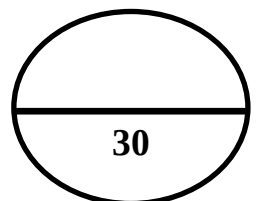
1. “Sina, please open the louvers because it’s too hot”, said the teacher. (2 marks)

2. “What do you think of our new sink at school, Viliami?” asked Toni. (2 marks)

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SECTION THREE:**INFORMAL WRITING****(10 MARKS)**

Choose **ONE (1)** of the following prompts and write a narrative composition of about 150 words.

You may **BEGIN** or **END** your writing with the chosen prompt.

REMEMBER:

- **Your writing should be interesting and clear.**
- **Give your story a title.**

Prompts:

1. I wasn't sure if I should run or...
2. I didn't realise what happened until ...
3. This was the best experience I've ever had.
4. "Why is this happening to me?" cried Andrew.
5. The crowd clapped as Justin Bieber stepped foot on the stage.

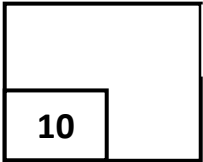
- ***Your story will be marked according to the marking criteria below.***

Criteria	Marks			
	0	1	2	3
1. Title is appropriate to the story.				
2. Writing has an interesting beginning and ending.				
3. Structure is effective and appropriate to the style of writing.				
4. Language used is varied and competent.				
5. Lively and original, create interest and a full sense of person.				

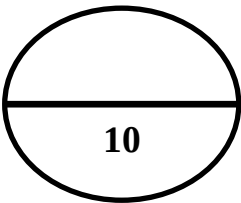
Title: _____

Handwriting practice lines consisting of 25 horizontal lines.

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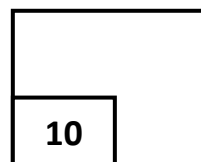
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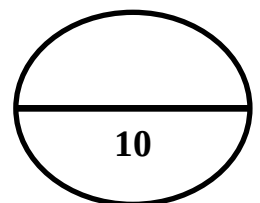
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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S.FOUR



SECTION FIVE

LITERATURE

(25 MARKS)

Part A:

Play

(10 Marks)

Read the play carefully and then answer the questions below.

Woodend Main Street. At night.

(A group of men – all armed, several carrying flaring torches – come clattering along the street, moving in the direction of the Rock. Suddenly Constable Jones confronts the armed men, holding up one hand. They slow to a walk, then stop.)

1 **Jones:** The search has been called off.

Local: We won't be searchin! Not for bodies.

(Jones notes the weapons.)

Jones: Go home. There's nothing you can do.

Another Local: It's gone on long enough.

5 **Jones:** Go home. It's a police matter.

(Jones and the locals stare at each other for a long hard moment. The tall policeman, unarmed, is a symbol of authority they are not prepared to defy (go against). One man hesitates.)

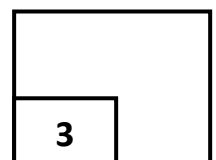
Source: Adapted from Lindsay, G. (1985)/Picnic at Hanging Rock. In: Sadler, R.K., & Hayllar, T.A.S. (Eds), Senior Drama, Macmillan Co., p., 200.

1. State the setting of this scene: (1 mark)

2. In your **own words**, describe the 'group of men'.

(2 marks)

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3. How did Constable Jones stop the men from going any further? (1 mark)

4. Give **ONE** (1) characteristic of Constable Jones. (1 mark)

5. Give **ONE** (1) example of a **stage direction** from the play. (1 mark)

6. Describe the feelings between the characters in the play. (2 marks)

7. Describe how the local men reacted to the Constable's decision. (2 marks)

Part B:**Novel/Short Story****(15 Marks)**

Use either a **Novel** or a **Short Story** studied in class to answer the following questions.

Please Circle: Novel OR Short Story

1. Title: _____ (1 mark)

2. Author: _____ (1 mark)

3. Describe **ONE** (1) major incident that captured your interest. (2 marks)

4. Explain how the main character faced an important situation. (3 marks)

5. Describe **ONE** (1) important idea or a lesson that you have learnt.

(2 marks)

6. Explain the importance of the setting. (3 marks)

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7. Name a character **you admire** or **do not admire**. Explain your reasons. (3 marks)

[illegible]

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STUDENT ENROLMENT NUMBER (SEN)

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FORM TWO COMMON EXAMINATION

2020

ENGLISH

(FOR MARKERS USE ONLY)

SECTION		MARKS	CHECK MARKS	TOTAL MARKS
ONE	Reading Comprehension			25
TWO	Language			30
THREE	Informal Writing			10
FOUR	Formal Writing			10
FIVE	Literature			25
TOTAL MARKS				100