

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

CANDIDATE
NAME

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ENGLISH LANGUAGE

1184/02

Paper 2 Comprehension

October/November 2024

1 hour 50 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number and name in the spaces at the top of this page.
Write in dark blue or black ballpoint pen.
Do not use staples, paper clips, glue, correction fluid/tape or highlighters.
DO NOT WRITE ON ANY BARCODES.

Answer **all** questions.
Write your answers in the spaces provided on the Question Paper.
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.

Section A [5 marks]

Refer to the poster (Text 1) and the social media post (Text 2) on pages 2 and 3 of the Insert for Questions 1–4.

- 1 Look at the poster (Text 1). Tick (✓) the sentence that best conveys the overall message of the poster.

☐

Young people really know how to have fun in their free time.

☒

Young people can learn and grow while having fun in group activities.

☐

Young people will develop a sense of responsibility for others through having fun.

[1]

- 2 How do the three smaller images support what the poster is saying about Outdoor Adventurers?

They show young people hiking, camping, and rock climbing, supporting the message that Outdoor Adventurers provides groups of young people the opportunity to take part in a range of exciting and challenging outdoor activities

[1]

- 3 What information does Text 2 give to support the idea from Text 1 that young people can have their say?

it offers young people a chance to help organise activities when they join Young Adventurers

[1]

- 4 Look at Texts 1 and 2 and statements (a) and (b) below.

Tick (✓) the correct answer for each statement.

- (a) The tone of the language used in both texts is ...

☐

reassuring.

☒

compelling.

☐

encouraging.

[1]

- (b) The purpose of Text 2 is ...

☐

to help young people become more physically active.

☒

to persuade young people to participate in the organisation.

☐

to give young people details of the activities planned.

[1]

Section B [20 marks]

Refer to **Text 3** on pages 4 and 5 of the Insert for Questions 5–14.

5 In Paragraph 1, in what **two** ways did the father show that he was unfamiliar with the house?

- (i) He looked all around him as he entered the house [1]
- (ii) Someone (Ruma) had to suggest that he remove his shoes in a more comfortable spot (like the living room) [1]

6 What does 'It was one of the many habits of her upbringing' refer to (line 8)?

The practice of taking off footwear when entering a house
REJECT: "habit of" — avoid reusing the question's phrasing for reference questions [1]

7 What does Paragraph 2 suggest about Ruma's childhood?

Ruma lived a modest / adequate childhood/lifestyle (that was not particularly luxurious)
REJECT: any implication of "poverty", such as "frugal" >> they were not broke or very poor [1]

8 Paragraph 2 tells the reader that Ruma 'felt she had done justice to the house' (line 15).

(a) What had she done to achieve this?

She had furnished the house by carefully picking simple yet elegant pieces for furnishing.
..... [1]

(b) Why do you think she had felt the need to do this?

She wished to respect the grandeur of the house which had previously been designed and lived in by an architect.
..... [1]

9 Paragraph 3 describes the view of the mountains from the balcony. Explain how the language used in this paragraph emphasises the beauty of the scene. Support your answer with **two** details from Paragraph 3.

"seemed crafted from the same billowing white of the clouds drifting above them" shows the Olympic Mountains appearing to blend with the clouds, showing how spectacular the view (from the balcony) was.
"After five years in an apartment that faced the backs of other buildings" shows how the scenery was vastly superior to / contrasted against the dullness of another [2]

10 In Paragraph 4, Ruma felt that her father was not impressed by her new house. Give **three** pieces of evidence from Paragraph 4 and explain how they show her father's opinion.

"looked out of the window but said nothing" suggests he was not interested in Ruma's details about the view.

"Appeared to be simply measuring its dimensions" shows her father seemed more interested in how big the house was ("the size"; accept any implication of this), rather than the view (scenery) and interior design

>> you need to extract the context here from "her mother (...) remarking on the view + wondering whether cream curtains would have been better than green"

"Obvious indifference" shows that Ruma's father did not display any enthusiasm about the effort put into the design, or its surroundings. [3]

11 In Paragraph 5, Ruma showed her father his room. Why did she tell him about the television channel?

She wanted her father to know there were still some programmes he could watch on PBS, even though his other preferred shows on TV were unavailable. [1]

12 In Paragraph 5, Akash's grandfather told him to get off his bed.

(a) Why do you think Akash was 'puzzled' (line 37)?

He had previously never been ordered off the bed because he had shoes on / was used to walking on the bed with his shoes on [1]

(b) Why was Ruma 'surprised' (line 41)?

Akash had obeyed the instructions immediately / without the need for Ruma to explain to him why
"Before Ruma could explain about dirty shoes" + "For a moment Akash continued what he was doing, ignoring him" [1]

13 At the end of Paragraph 5, the writer says that 'Akash slithered silently onto the floor and vanished under the bed' (lines 41–42).

(a) What is the writer comparing Akash to?

A snake
..... [1]

(b) Why do you think Akash behaved like this?

He did not want his grandfather to have nightmares about the creatures he had described.
He realised he had embarrassed himself, and wanted to quietly and quickly slip away
(element of "consideration" — a bond was forming) [1]

- 14 The structure of the text reflects how Ruma's feelings changed during her father's visit to her new house. Complete the flow chart by choosing one word from the box to summarise how Ruma's feelings changed in each part of the text. There are some extra words in the box you do not need to use.

Ruma's feelings

attentive	defensive	disappointed	eager	hesitant	proud	resigned
-----------	-----------	--------------	-------	----------	-------	----------

Paragraph 1	(i)	attentive
-------------	-----------	-----------

↓

Paragraphs 2–3	(ii)	proud
----------------	------------	-------

↓

Paragraph 4	(iii)	disappointed
-------------	-------------	--------------

↓

Paragraph 5		hopeful
-------------	-------	---------

↓

Paragraph 6	(iv)	resigned
-------------	------------	----------

[4]

Section C [25 marks]

Refer to **Text 4** on page 6 of the Insert for Questions 15–20.

- 15 (a)** According to the writer, in Paragraph 1, why might readers be unsure about what they were wearing at a specific event?

It is considered a trivial/irrelevant detail which is not essential to remember

[1]

- (b)** In Paragraph 1, which **two** features of the writing help to engage the reader?

(i) The instruction to look back on a past event to engage the reader in the writer's ideas

(ii) Rhetorical questions that guide the reader's consideration of key ideas

[1]

- 16** In Paragraph 2, the writer says that autobiographical memory is more like 'visual snapshots, sounds, smells, thoughts and feelings' (lines 10–11) than a video tape.

- (a)** What does this comparison tell the reader about how memory works?

It shows that memory works more like a collage/compilation of assorted memories and experiences rather than a sequential recounting/stream of stored events.

[1]

- (b)** Why do you think the writer uses this comparison?

To show that the focus is not on the sequence of events, but on one's broader impressions/takeaways.

[1]

- (c)** Which word used later in the paragraph summarises the writer's description of autobiographical memory?

episodic

[1]

- 17** In Paragraph 3, the writer says that 'memories are not constructed from precise records' (line 15). Explain in **your own words** what they are constructed of.

They are constructed from collective experiences, emotions, and overall understanding of one's surroundings and circumstances

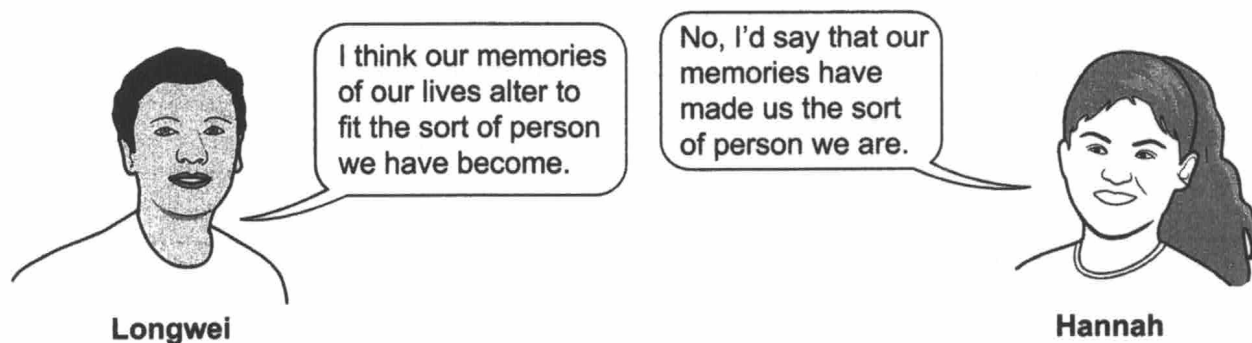
[1]

- 18** From Paragraph 4, how does memory influence our actions in the present?

It guides our decisions and helps us to build and maintain relationships

[1]

- 19 Here is a part of a conversation between two students, Longwei and Hannah, who have read the article.



- (a) Give **two** pieces of evidence from Paragraph 3 to support Longwei's view.

- (i) Context and knowledge together provide a framework not only for storing memories but also for retrieving them
- (ii) Memories can change as context and knowledge can both change over time

[2]

- (b) Give **one** piece of evidence from Paragraph 4 to support Hannah's view.

Autobiographical memory provides us with a narrative and gives us a sense of identity

[1]

- 20 Using your own words as far as possible, summarise how memory works efficiently and what makes it unreliable, as outlined in the text.

Use only information from Paragraphs 5 to 6 of Text 4.

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

One of the ways in which memory works efficiently is

by storing recurring events as generalised recollections which are more readily recalled. However, fine details are discarded, with only unusual events remembered for being unique. Consequently, specific details from mundane days become difficult to recollect on demand and fades away quickly without constant re-visiting. However, this is efficient for retaining only what we need. Yet, remembering entails rebuilding memories from evolving knowledge and perspectives. Consequently, memories are subject to mistakes and alternative interpretations that shift from acquiring new knowledge.