



**SMILE**Tutor

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# 2021

## SECONDARY 4 ENGLISH TEST PAPERS

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## ADMIRALTY SECONDARY SCHOOL

### PRELIM PAPER

#### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Anita Roddick, founder of The Body Shop. 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 arrive<sup>(to)</sup> my destination at 2 pm.

My mother always wears sensible clothes.

at

✓

Anita Roddick, founder of The Body Shop, was committed to the betterment of the world we live in. She was not prepare to conform to business 1 \_\_\_\_\_ practices that she saw as destruction to the environment. Her beliefs in 2 \_\_\_\_\_ social and environmental responsibility was fundamental to the way in 3 \_\_\_\_\_ which she established her own business, and lead her to devote her time 4 \_\_\_\_\_ and energy to raising awareness of the need to protect the environment. 5 \_\_\_\_\_ When Roddick died, Adrian Bellamy, chairman of Body Shop International, 6 \_\_\_\_\_ said that one of Roddick's achievement was to alter the world of business. 7 \_\_\_\_\_ Roddick believed that the business world, traditionally, do things 8 \_\_\_\_\_ predominantly for personal gain. However, she believed in a notion that 9 \_\_\_\_\_ "business can and must be a force to positive change." This led to her 10 \_\_\_\_\_ involvement in campaigning for various environmental and social issues.

*Adapted from National Geographic Learning: Reading Explorer*

### **Section B [30 marks]**

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

You should look at the printout on page 3, study the information carefully and plan your answer before beginning to write.

You have seen this appeal by the organisation, Transient Workers Count too (TWC2). Student volunteers are asked to spend some time during the school holidays to help make a difference to the lives of migrant workers. Several members of your class, including you, are keen to take part. As the Chairperson of the class, you have been tasked by your Form Teacher to write a letter to the Project Organiser of TWC2 to show your interest in volunteering with them.

In your letter, you should include:

- The project you would like to work on
- The date and time which you would like to carry out this project
- How you will organise and carry out the project
- Why you think that the project will be beneficial to the migrant workers and the class

Write your letter in clear, accurate English and in a polite, persuasive and enthusiastic tone to convince the Project Organiser that your volunteer work will benefit the migrant workers.

You may add any other details you think will be helpful.

You should use your own words as much as possible.



**Contact Info**  
5001 Beach Road  
#09-86  
Singapore 199588

## Volunteer with us NOW!

Migrant workers build structures, keep our streets clean and raise our children. There are nearly 1 million of them in Singapore and are vital to many sectors (construction, domestic work, sanitation services). Yet, they face many disadvantages like language and cultural barriers and tend to be exploited with low wage. Join us in helping them!

### Project 1: Discover Singapore

**Role:** Assist in organising excursions and outings for workers

Plan, organise and execute an outing to places of interest in Singapore. Help migrant workers adapt to the local culture and living environment.

**Where:** Any place of interest in Singapore of your choice

**When:** Weekend (8:00 – 5:00pm)



### Project 2: The Cuff Road Project

**Role:** Support the Free Meal Programme for workers

Pack, deliver and distribute packed food. Interact and make friends with the migrant workers and find out more about their experiences and backgrounds.

**Where:** Meal stations at Cuff Road (Little India vicinity)

**When:** Weekdays 8:00 – 9:30am; 6:30 – 8:30pm;



**Section C [30 marks]**

Begin your answer on a fresh page.

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

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

- 1** Describe your ideal vacation. What are some factors that contribute to an ideal vacation?
- 2** 'Friends can understand us better than family.' What are your views?
- 3** Do you agree that traditions are important in today's society?
- 4** What is your dream profession? Why is it important for you to achieve it?

**END OF PAPER**

## Section A [5 marks]

### Text 1

Study the advertisement below and answer Questions 1 to 4 in the Question Booklet.



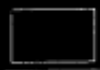
**Stream Disney+ originals and blockbuster films!**

Discover exclusive Disney+ originals you can't find anywhere else and enjoy the biggest hits from Disney, Marvel, Star Wars and more! With thousands of hours of entertainment, Disney+ has something for every moment and every mood!

**Available on your favourite devices**



TV



Computer



Mobile & Tablet



Game Console

Enjoy the big screen experience on your TV, with an ever-growing selection of titles in stunning 4K quality. Download any show on your mobile or tablet to watch on the go. Plus you can stream on 4 screens at once and have up to 7 profiles for a personalised viewing experience, so everyone will be happy. Enjoy all of these features and more at no extra cost!



**Section B [20 marks]****Text 2**

*The text below is about Jamie's journey to a diamond mine. Read the text below and answer Questions 5 to 16 in the Question Booklet.*

- 1 The three men, with Jamie in the middle, squeezed into the seat, crowded against each other, their knees cramped, their backs pressing against the wooden back of the driver's seat. There was no room to move or breathe. 'It's not bad,' Jamie thought to himself. 'Hold on!' the driver sang out and a moment later, they were racing through the streets of Cape Town on their way to the diamond fields at Klipdrift. 5
- 2 By bullock wagon, the journey was relatively comfortable. They were large and roomy, with tent covers to ward off the blazing winter sun. Each wagon accommodated a dozen passengers and was drawn by teams of horses. Refreshments were provided at regular stations. The cart he was in was different. 10
- 3 It never stopped, except to change drivers and horses. The pace was a full gallop, over rough roads and fields and rutted trails. There were no springs on the cart and each bounce was like the blow of a horse's hoof to one's chest. Jamie gritted his teeth and thought – I can stand it until we stop for the night. I'll eat and get some sleep and in the morning I will be fine. But when night time came, there was a halt just for a change of driver and horse and they were off again. 15
- 4 'When do we stop to eat?' Jamie asked. 'We don't', the driver grunted. Jamie stared at him. 20
- 5 They raced through the long night, travelling over dusty, bumpy roads by moonlight. The little cart bouncing up the rises, plunging down the valleys. Every inch of Jamie's body was battered and bruised. He was exhausted, but it was impossible to sleep. Every time he started to doze, he was jarred awake. His body was cramped and aching and there was no room to stretch. It was a six-hundred-mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to. 25
- 6 When the next dawn came, the real wilderness began. Stretching to infinity, the monstrous desert lay flat and intimidating under the pitiless sun. The passengers were smothered in heat, dust and flies. 30
- 7 'I'm going to make it. I'm going to make it. I'm going to make it.'
- 8 True enough, he saw that first glint in the sands.

*Adapted from: 'Master of the Game' by Sidney Sheldon*

### Section C [25 marks]

#### Text 3

*The text below is about how to form healthy relationships. Read the text below and answer Questions 17 to 23 in the Question Booklet.*

- 1 Are you in a healthy relationship? Are you looking for the right things in a partner? Would you know if you found them? Many people spend so much time looking for that 'spark' or that feeling when they've found 'the one' that they forget to examine whether the relationship is good for them. It would be ideal if we were all able to recognize the signs of an unhealthy relationship. The truth is that it can be hard to let go of someone we love. We focus on the good and refuse to see what's often obvious to everyone else - the relationship is unhealthy. 5
- 2 The signs of an unhealthy relationship is aplenty. We all love honesty but there's a difference between honesty and criticism. When your partner is being honest, you'll still feel respected and valued because their feedback is constructive. Criticism is often about small things, like your clothes or favorite pastimes, and makes you feel belittled. Another reason why you possibly feel belittled could be if your partner blatantly pressures you to change your appearance, quit activities you love or stop seeing friends or family, those are big red flags. Pushing you to share every thought or detail of your day or always needing to be with you are more subtle signs of controlling behavior. 10 15
- 3 It is safe to say that all couples encounter disagreements. Sometimes it is best to defuse arguments over minor things. But if you're always burying conflict - or constantly arguing without seeing any improvement - your communication skills may be lacking. Certain relationship red flags, like physical or emotional abuse, are always signs that you must leave the relationship immediately. Otherwise, healthy relationships can often be formed with the commitment and dedication of both partners. 20 25
- 4 Have you ever heard the expression 'love at first sight'? Some people believe that a healthy relationship is the work of destiny. However, what they mistake as 'fate' is the law of attraction - the idea that we attract the things that we focus on and surround ourselves with - and it applies to relationships and life. If you embrace positive thinking, live with passion and are kind and accepting of yourself and others, you'll attract people who do the same. You'll need to identify and overcome your limiting beliefs and rewrite your story to give you strength and confidence. That being said, learning self-love isn't always easy. 30 35
- 5 You must hold yourself to high standards if you want a healthy relationship. If your expectations are low and you're not putting in the effort to grow with your partner, the result will be a stale and

deteriorating relationship. What is it that you *truly* want from your relationship? What are the standards you'd hold for your dream partner? What do you expect from your partner, physically and emotionally? Whatever it is, that is the bar that you must hold for yourself as well. You are an active participant in this relationship; the way you want them to show up for you is the way you must show up for them.

- 6 We need to appreciate that every individual is different. You don't need to ignore or play down the differences between you and your partner. On the contrary, appreciating your differences is essential to maintaining a sense of excitement in the relationship. Those little differences are what awakened your interest in each other in the first place, and this is something that you must always keep close to your hearts and minds. Appreciate each other and you will not only appreciate the life you have created together – you will revel in it.
- 7 At the end of the day, it is not difficult to form a healthy relationship! It is simply about two people making each other's needs their own. The more you do this, the more fulfilling the relationship becomes.

*Adapted from: <https://www.tonyrobbins.com/ultimate-relationship-guide/healthy-relationship-you-deserve/>*



**Section A [5 marks]**

**Refer to Text 1 in the INSERT and answer Questions 1 to 4.**

- 1.** What is the purpose of the text? [1]

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- 2** Look at the paragraph in the middle. [1]

- (a)** What does the phrase 'has something for every moment and every mood' suggest about Disney+?

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- (b)** How does the image above support your answer to 2(a)? [1]

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- 3.** What does the phrase 'can't find anywhere else' suggest about the Disney+ experience? [1]

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- 4.** Identify a sentence from the paragraph at the bottom that shows the convenience that Disney+ brings. [1]

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**Section B [20 marks]**

**Refer to Text 2 in the INSERT and answer Questions 5 to 16.**

- 5.** Paragraph 1 mentioned that 'There was no room to move or breathe' (lines 3 – 4). [1]

Identify a sentence in the same paragraph that suggests the same idea.

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- 6.** Explain the irony in Paragraph 1. [2]

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- 7 (a)** What does the word 'racing' (line 5) suggest about the cart? [1]

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- 7 (b)** Identify a phrase from Paragraph 3 that conveys the same meaning. [1]

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8. What does the phrase 'like the blow of a horse's hoof to one's chest' [1]  
(lines 15 - 16) suggest about 'each bounce' (line 15)?

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9. What does the word 'halt' (line 18) suggest about the interval? [1]

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10. From Paragraph 4, why did Jamie stare at the driver? [1]

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11. Paragraph 5 describes the impact of the ride on Jamie's body. Explain [3]  
how the language used shows that Jamie was suffering.

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12. From paragraph 5, 'It was a six-hundred- mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to' (lines 27 – 29). [1]

How did Jamie feel?

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13. Based on the words in bold, what is effective about the following phrases: [3]

'Stretching to <b>infinity</b> ' (lines 30 – 31)	
' <b>Pitiless</b> sun' (lines 31 – 32)	
' <b>smothered</b> in heat, dust and flies' (line 32)	

14. From paragraph 7, how does the writer show Jamie's determination? [1]

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15. From paragraph 8, what was the 'glint' (line 34)? [1]

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16. The text reflects the author's emotions. By choosing 3 words from the box, summarise the emotions that the author experienced. There are some extra options in the box you do not need to use. [3]

**The 3 emotions are:**

Optimistic	Dread	Melancholic
Excited	Shocked	Miserable

- (i) Paragraph 1: \_\_\_\_\_
- (ii) Paragraph 3 - 4: \_\_\_\_\_
- (iii) Paragraph 5 - 6: \_\_\_\_\_

**Section C [25 marks]****Refer to Text 3 in the Insert for Questions 17 – 23.**

- 17.** In Paragraph 1, the author asks multiple questions. What effect is this intended on the reader? [1]

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- 18.** In your own words, why is it hard to let go of someone we love? [1]

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- 19.** Identify 2 contrasting words in paragraph 2 that describe controlling behaviour. [2]

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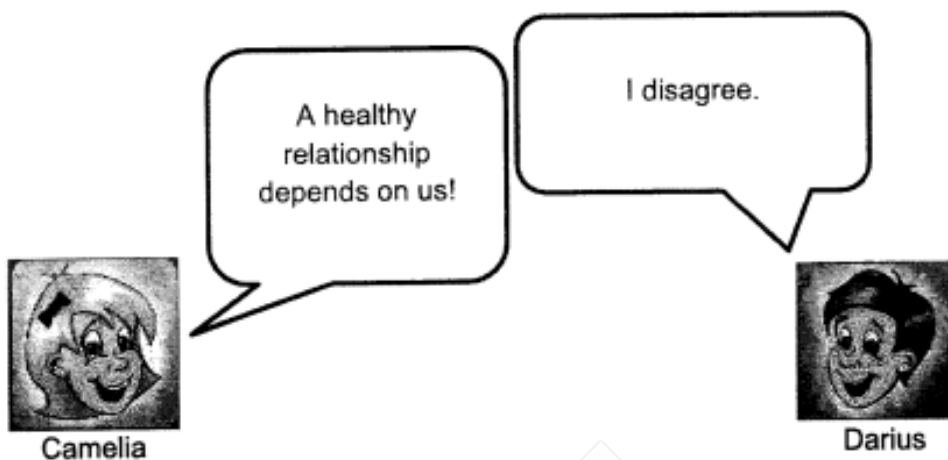
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- 20.** What does the phrase 'safe to say' (line 19) suggest about disagreements between a couple? [1]

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21. Here is part of a conversation between two friends, Camelia and Darius, who have read the article.



- (i) Identify 2 pieces of evidence from Paragraph 1 that Camelia can use to support her stand. [2]

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- (ii) How can Darius explain his stand with reference to Paragraph 4? [2]

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22. What tone does the author use in the last paragraph to address the reader? [1]

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## ANSWER SHEET

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Anita Roddick, founder of The Body Shop. 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.

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Examples:

I arrive<sup>(to)</sup> my destination at 2 pm.

My mother always wears sensible clothes.

at

✓

Anita Roddick, founder of The Body Shop, was committed to the betterment		
of the world we live in. She was not <u>prepare</u> to conform to business	1	Prepared (vf)
practices that she saw as <u>destruction</u> to the environment. Her beliefs in	2	Destructive (wf)
social and environmental responsibility <u>was</u> fundamental to the way in	3	Were (sva)
which she established her own business, and <u>lead</u> her to devote her time	4	Led (Tense)
and energy to raising awareness of the need to protect the environment.	5	✓
When Roddick died, Adrian Bellamy, chairman of Body Shop International,	6	✓
said that one of Roddick's <u>achievement</u> was to alter the world of business.	7	Achievements (plural)
Roddick believed that the business world, traditionally, <u>do</u> things	8	Does (sva)
predominantly for personal gain. However, she believed in <u>a</u> notion that	9	The (article)
"business can and must be a force <u>to</u> positive change." This led to her	10	For (preposition)
involvement in campaigning for various environmental and social issues.		

*Adapted from National Geographic Learning: Reading Explorer*

**Section B [30 marks]****Format: Formal Letter**

Full name of Sender  
Full Address

Date in full

Full name of recipient  
Position  
Full Address

Dear Sir/Madam

Title (underlined)

Intro: self-introduction and purpose

**TEXT** (paragraphs NOT indented and leave a line after every paragraph)

Yours faithfully  
(signature)

**Audience**

- Project Organiser

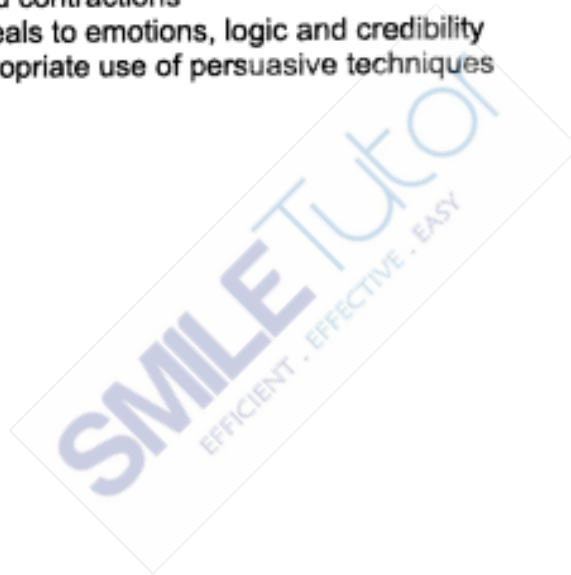
**Content**

- Introduction
  - Self-introduction
  - Purpose of letter – to express interest in volunteering with TWC2
- The project you would like to work on
  - Candidates should choose either Discover Singapore or The Cuff Road Project
- The date and time you would like to carry out this project
  - Candidates should choose a time and day relevant to the project
- How you will organise and carry out the project
  - Candidates should provide detailed description and explanation of how the project can be carried out.
    - Discover Singapore – place of interest, activities to carry out at the place

- The Cuff Road Project – How to carry out the project, activities other than distributing food e.g. interacting/having meals together
- Why you think the project would be beneficial to the migrant workers and the class
  - Migrant worker: learn local culture, make friends and hence less lonely
  - Class: develop empathy, social skills, planning and organising skills
- Conclusion
  - Restate the main purpose of the letter
  - Thank the audience

#### **Tone**

- Persuasive and enthusiastic
  - avoid contractions
  - appeals to emotions, logic and credibility
  - appropriate use of persuasive techniques



### Section C [30marks]

<b>1</b>	<p><b>Describe your ideal vacation. What are some factors that contribute to an ideal vacation?</b></p> <p><u>Text Features</u> Mixed-Type</p> <ul style="list-style-type: none"> <li>• Introduction: Hook, Reflective Description, Define Key Terms, Thesis Statement</li> <li>• Body paragraphs: Topic Sentence, Logic Flow, FREDA, Link</li> <li>• Conclusion: Restate Thesis, Afterthoughts</li> </ul> <p><u>Language features</u> Present tense in general, use of nominalization and parallelism, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>• Reflective Description: Describe an ideal vacation (e.g. place, experience, sight, companion etc).</li> <li>• 3 factors that makes a vacation ideal               <ul style="list-style-type: none"> <li>◦ The companionship – people to enjoy the experience with</li> <li>◦ Activities – cultural, adventurous activities to learn and explore</li> <li>◦ Cost – affordable and practical trip to fulfil</li> <li>◦ Any other logical arguments</li> </ul> </li> </ul>
<b>2</b>	<p><b>'Friends can understand us better than family.' What are your views?</b></p> <p><u>Text features</u> Argumentative</p> <ul style="list-style-type: none"> <li>• Introduction: Hook, background information, definition of key terms, thesis statement (stand + 2 supporting points)</li> <li>• Background information: Time and Space Continuum</li> <li>• Body paragraphs using point logic flow, FREDA and link (2 supporting points + 1 counter point)</li> <li>• Conclusion: Restate thesis, afterthoughts</li> </ul> <p><u>Language features</u> Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>• Agree               <ul style="list-style-type: none"> <li>◦ Friends are of similar age and hence experiences the same issues</li> <li>◦ Friends provide a neutral perspective to problems shared</li> </ul> </li> <li>• Disagree               <ul style="list-style-type: none"> <li>◦ Family is whom we spend the most time with since young and knows us the best</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Family is where we can be who we are and express how we feel without being judged</li> </ul>
<b>3</b>	<p><b>Do you agree that traditions are important in today's society?</b></p> <p><u>Text features</u>  <b>Argumentative</b></p> <ul style="list-style-type: none"> <li>Introduction: Hook, background information, definition of key terms, thesis statement (stand + 2 supporting points)</li> <li>Background information: Time and Space Continuum</li> <li>Body paragraphs using point logic flow, FREDA and link (2 supporting points + 1 counter point)</li> <li>Conclusion: Restate thesis, afterthoughts</li> </ul> <p><u>Language features</u>  Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>Agree <ul style="list-style-type: none"> <li>Tradition provides a sense of comfort and sense of belonging</li> <li>Tradition reinforces values and beliefs that can guide us in life</li> </ul> </li> <li>Disagree <ul style="list-style-type: none"> <li>Traditions may hamper development and progress of the society</li> <li>Traditions might pose as risks when they go against scientific rules.</li> </ul> </li> </ul>
<b>4</b>	<p><b>What is your dream profession? Why is it important for you to achieve it?</b></p> <p><u>Text Features</u>  <b>Mixed Type</b></p> <ul style="list-style-type: none"> <li>Introduction: Hook, Reflective Description, Define Key Terms, Thesis Statement</li> <li>Body paragraphs: Topic Sentence, Logic Flow, FREDA, Link</li> <li>Conclusion: Restate Thesis, Afterthoughts</li> </ul> <p><u>Language features</u>  Present tense in general, use of nominalization and parallelism, objective writing, avoidance of overgeneralization.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>Reflective Description: Describe dream profession</li> <li>3 reasons why it is important to achieve this dream profession <ul style="list-style-type: none"> <li>A source of livelihood</li> <li>Passion</li> <li>Live up to expectations of self and others</li> <li>Make a difference in society</li> </ul> </li> </ul>



### Section A [5 marks]

Refer to Text 1 in the INSERT and answer Questions 1 to 4.

1.	What is the purpose of the text?	[1]
	<p><b>It is to encourage readers to sign up for/ subscribe to Disney+.</b></p> <p><b>Answers accepted: buy Disney+</b></p> <p><b>Answers not accepted: download Disney+, use Disney+, Start streaming on Disney+, choose Disney+, join Disney+</b></p> <p><b>*Candidate answers must show that money is involved.</b></p>	
2	Look at the paragraph in the middle.	[1]
(a)	What does the phrase 'has something for every moment and every mood' suggest about Disney+?	
	<p><b>It has a huge variety of shows. /It caters to viewers of all ages and interests.</b></p> <p><b>Answers accepted: caters to the needs of the viewer, inclusive</b></p> <p><b>Answers not accepted: range of activities (there is only 1 activity), different kinds of shows for different occasions, for every moment or mood (merely repeating the question), anytime, anywhere (NAQ), universal (not precise)</b></p>	
(b)	How does the image above support your answer to 2(a)?	[1]
	<p><b>The image shows the different movies available on Disney+/ that Disney+ has movies from different companies/ sources/ different genres of movies which suggests that they have a huge variety/ caters to viewers of all ages and interests.</b></p> <p><b>*candidates must show D and C.</b></p>	
3.	What does the phrase 'can't find anywhere else' suggest about the Disney+ experience?	[1]
	<p><b>It suggests that the Disney+ experience is unique/ one-of-a-kind.</b></p> <p><b>Answers accepted: exclusive</b></p>	

	<b>Answers not accepted: premium, the best (vague – in what sense), rare (on its own not accepted, combined with accepted answers will be accepted), limited (inaccurate vocab)</b>
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<b>4.</b>	Identify a sentence from the paragraph at the bottom that shows the convenience that Disney+ brings.	<b>[1]</b>
	<b>The sentence is 'Download any show on your mobile or tablet to watch on the go'.</b>	

### Section B [20 marks]

Refer to Text 2 in the INSERT and answer Questions 5 to 16.

<b>5.</b>	Paragraph 1 mentioned that 'There was no room to move or breathe' (lines 3 – 4).  Identify a sentence in the same paragraph that suggests the same idea.	<b>[1]</b>
	<b>[Simple Reference]</b>  <b>The sentence is 'the three men, with Jamie in the middle, squeezed into the seat, crowded against each other, their knees cramped, their backs pressing against the wooden back of the driver's seat'.</b>	

<b>6.</b>	Explain the irony in Paragraph 1.	<b>[2]</b>
	<b>[Literary Device - Irony]</b>  <b>Since the cart was extremely small and squeezezy/ the men were all squeezed in together with Jamie stuck in the middle, Jamie should have felt uncomfortable [1], yet he thought that it was not bad [1].</b>	

<b>7 (a)</b>	What does the word 'racing' (line 5) suggest about the cart?	<b>[1]</b>
	<b>[Quotation]</b>  <b>It suggests that it was moving very fast/ quickly/ high speeds/ full speed.</b>  <b>Answers not accepted: speedy</b>	

	<b>*Students must include the word 'very' to convey the actual meaning of racing.</b>	
<b>7 (b)</b>	Identify a phrase from Paragraph 3 that conveys the same meaning.	<b>[1]</b>
	<b>[Simple Reference]</b>  The phrase is '(the pace was a) full gallop'.	

<b>8.</b>	What does the phrase 'like the blow of a horse's hoof to one's chest' (lines 15 - 16) suggest about 'each bounce' (line 15)?	<b>[1]</b>
	<b>[Quotation]</b>  <b>It suggests that it has great impact.</b>  <b>Answers accepted: violent, rough, forceful, very hard, impactful, impactful and <u>therefore</u>, painful, powerful</b>  <b>Answers not accepted: vigorous, physically demanding, devastating, painful, high, strong, bumpy</b>	

<b>9.</b>	What does the word 'halt' (line 18) suggest about the interval?	<b>[1]</b>
	<b>[Quotation]</b>  <b>It suggests that it was very short/ momentary/ quick.</b>  <b>*Students must include the word 'very' to convey the actual meaning of halt.</b>  <b>Answers not accepted: sudden, fast-paced, long</b>	

<b>10.</b>	From Paragraph 4, why did Jamie stare at the driver?	<b>[1]</b>
	<b>[Inferential]</b>	



	<p><b>He was shocked (Answers accepted: disbelief, taken aback, dumfounded, speechless, astonished) that they were not going to stop to eat.</b></p> <p><b>*Candidates must have both the emotion and the reason for 1 mark.</b></p>
--	--

11.	<p>Paragraph 5 describes the impact of the ride on Jamie's body. Explain how the language used shows that Jamie was suffering.</p>	[3]
	<p><b>[COMPLEX REFERENCE]</b></p> <ol style="list-style-type: none"> <li>1. 'every inch of Jamie's body was battered and bruised.' shows that Jamie was physically hurt. Therefore, he was in pain.</li> <li>2. 'exhausted' shows that he was worn out but it was impossible to sleep. Therefore, he was in distress.</li> <li>3. 'cramped and aching shows that he was extremely uncomfortable with no room to stretch. Therefore, he was tormented.</li> </ol> <p><b>Synonyms not accepted: struggling, uncomfortable</b></p> <p><b>*Candidates must have clearly explained the detail and not (1) provided another synonym or (2) provided a vague or un-matching explanation</b></p>	

12.	<p>From paragraph 5, 'It was a six-hundred- mile journey and he was not sure if he was going to live through it. Neither was he sure that he wanted to' (lines 27 – 29).</p> <p>How did Jamie feel?</p> <p><b>*Even if there is hope to survive it, he may not want to.</b></p>	[1]
	<p><b>[Inferential]</b></p> <p><b>He felt desperate for the journey to end.</b></p> <p><b>Answers accepted: defeated, miserable</b></p> <p><b>Answers not accepted: hopeless, exhausted, unmotivated</b></p>	

13.	Based on the words in bold, what is effective about the following phrases:	[3]
<b>[Effective]</b>		
<b>'Stretching to infinity'</b> (lines 30 – 31)	<b>It emphasizes the vastness of the desert.</b>  <b>Answers accepted:</b> boundless, extremely big, wide and long  <b>Answers not accepted:</b> wide, long, far	
<b>'Pitiless sun'</b> (lines 31 – 32)	<b>It emphasizes the extreme heat from the sun.</b>  <b>Answers not accepted:</b> brightest	
<b>'smothered in heat, dust and flies'</b> (line 32)	<b>It highlights that the heat, dust and flies were overwhelming.</b>  <b>Answers accepted:</b> completely covered  <b>Answers not accepted:</b> very uncomfortable	
14.	From paragraph 7, how does the writer show Jamie's determination?	[1]
<b>[Writer's Craft]</b>		
<b>The author uses repetition.</b>		
15.	From paragraph 8, what was the 'glint' (line 34)?	[1]
<b>[Inferential]</b>		
<b>It was a diamond/ shine/ reflection from the diamond</b>		



<b>16.</b>	<p>The text reflects the author's emotions. By choosing 3 words from the box, summarise the emotions that the author experienced. There are some extra options in the box you do not need to use.</p> <p><b>The 3 emotions are:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"><b>Optimistic</b></td> <td style="width: 33%; text-align: center; padding: 5px;">Dread</td> <td style="width: 33%; text-align: center; padding: 5px;">Melancholic</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Excited</td> <td style="text-align: center; padding: 5px;"><b>Shocked</b></td> <td style="text-align: center; padding: 5px;"><b>Miserable</b></td> </tr> </table> <p><b>[GIST]</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 2px;">(i)</td> <td style="width: 40%; padding: 2px;">Paragraph 1:</td> <td style="width: 55%; padding: 2px;">Optimistic</td> </tr> <tr> <td style="text-align: center; padding: 2px;">(ii)</td> <td style="padding: 2px;">Paragraph 3 - 4:</td> <td style="padding: 2px;">Shocked</td> </tr> <tr> <td style="text-align: center; padding: 2px;">(iii)</td> <td style="padding: 2px;">Paragraph 5 - 6:</td> <td style="padding: 2px;">Miserable</td> </tr> </table>	<b>Optimistic</b>	Dread	Melancholic	Excited	<b>Shocked</b>	<b>Miserable</b>	(i)	Paragraph 1:	Optimistic	(ii)	Paragraph 3 - 4:	Shocked	(iii)	Paragraph 5 - 6:	Miserable	<b>[3]</b>
<b>Optimistic</b>	Dread	Melancholic															
Excited	<b>Shocked</b>	<b>Miserable</b>															
(i)	Paragraph 1:	Optimistic															
(ii)	Paragraph 3 - 4:	Shocked															
(iii)	Paragraph 5 - 6:	Miserable															

### Section C [25 marks]

Refer to Text 3 in the INSERT and answer Questions 17 to 23.

17.	In Paragraph 1, the author asks multiple questions. What effect is this intended on the reader?	[1]
	<p><b>[Effect]</b></p> <p>It makes the reader question themselves/ reflect on their own relationships.</p> <p><b>*Candidates must mention 'their own relationships'.</b></p> <p><b>Answers accepted:</b> think about/ wonder/ ponder + intrigue, interested, curious</p> <p><b>Answers not accepted:</b> worried, anxious, doubtful</p>	
18.	In your own words, why is it hard to let go of someone we love?	[1]
	<p><b>[IYOW +Literal]</b></p> <p>We fixate/ concentrate on the strengths/ positive traits of our loved ones/ the relationship and ignore the flaws.</p> <p>Taboo: 'focus', 'good', 'refuse', 'unhealthy', 'obvious'</p> <p><b>Answers not accepted:</b> blinded</p>	
19.	Identify 2 contrasting words in paragraph 2 that describes controlling behaviour.	[2]
	<p><b>[Simple Reference]</b></p> <p>The two words are 'blatantly' and 'subtle'.</p> <p><b>*Candidates must provide both for 2 marks – to show comprehension of 'contrasting' and not guess their answers.</b></p>	

20.	What does the phrase 'safe to say' (line 19) suggest about disagreements between a couple?	[1]
	<p><b>[Quotation]</b></p> <p><b>It suggests that it is very common/ normal/ expected/ bound to happen</b></p> <p><b>Answers not accepted: natural, unavoidable, inevitable, often, acceptable, happens all the time.</b></p>	

21.	Here is part of a conversation between two friends, Camelia and Darius, who have read the article.	
	<div style="text-align: center;">   </div> <p style="text-align: center;">Camelia <span style="margin-left: 200px;">Darius</span></p>	
(i)	Identify 2 pieces of evidence from Paragraph 1 that Camelia can use to support her stand.	[2]
	<p><b>'forget to examine whether the relationship is good for them' (lines 4 – 5) - anything more is considered excess denied.</b></p> <p><b>'It would be ideal if we were able to recognise the signs of an unhealthy relationship' (lines 5 – 6)</b></p> <p><b>Answers not accepted: 'we focus on the good.... Unhealthy' – does not answer the question.</b></p>	
(ii)	How can Darius explain his stand with reference to Paragraph 4?	[2]
	<p><b>'Some people believe that a healthy relationship is the work of destiny' [1] shows that we have no control over the health of our relationships/ fate controls our relationships/ happens by chance/ we have no choice [1].</b></p>	

	<b>Answers not accepted: 'mistake as fate is the law of attraction...'</b>
--	--

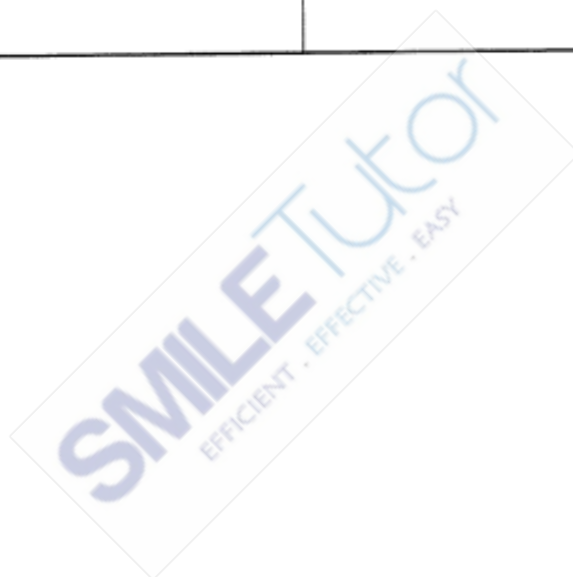
<b>22.</b>	What tone does the author use in the last paragraph to address the reader?	<b>[1]</b>
	<p><b>[Tone]</b></p> <p>The tone is encouraging/ nurturing/ motivating.</p> <p><b>Answers not accepted: assuring, reassuring, uplifting, light-hearted, optimistic</b></p>	

<b>23.</b>	<p><b>Using your own words as far as possible,</b> summarise the ways to form a healthy relationship. <b>[15]</b></p> <p><b>Use only information from Paragraph 2 to 6.</b></p> <p>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.)</p> <p>To a form healthy relationship, we need to...</p>													
	<table> <tr> <th></th><th>Points from passage</th><th>Paraphrased points</th></tr> <tr> <td><b>1</b></td><td>           'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive'             (lines 10 – 12)         </td><td>Be truthful with the good intention to help one another improve</td></tr> <tr> <td><b>2</b></td><td>           'controlling behaviour'             (line 18) – Inferred point         </td><td>Give our partner some personal freedom</td></tr> <tr> <td><b>3</b></td><td>           'defuse arguments over minor things'             (line 20)         </td><td>           Minimise conflict over trivial matters/ Compromise on unimportant issues             'defuse' is not 'prevent' or 'avoid'         </td></tr> </table>		Points from passage	Paraphrased points	<b>1</b>	'When your partner is being honest, you'll still feel respected and valued because their feedback is constructive'  (lines 10 – 12)	Be truthful with the good intention to help one another improve	<b>2</b>	'controlling behaviour'  (line 18) – Inferred point	Give our partner some personal freedom	<b>3</b>	'defuse arguments over minor things'  (line 20)	Minimise conflict over trivial matters/ Compromise on unimportant issues  'defuse' is not 'prevent' or 'avoid'	
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4	<p>'always burying conflict – or constantly arguing without seeing any improvement – your communication skills may be lacking'</p> <p>(lines 20 - 22) – inferred point</p>	Learn to talk to each other to solve problems
5	<p>'physical or emotional abuse, are always signs that you must leave the relationship immediately'</p> <p>(lines 23 – 24) – inferred point</p>	Not mistreat each other
6	<p>'healthy relationships can often be formed with the commitment and dedication of both partners'</p> <p>(line 25 – 26)</p>	Be devoted to each other
7	<p>'If you embrace positive thinking, live with passion and are kind and accepting of yourself and others, you'll attract people who do the same. You'll need to identify and overcome your limiting beliefs and rewrite your story to give you strength and confidence' (line 31 – 35)</p> <p>OR</p> <p>'learning self-love isn't always easy'</p> <p>(line 35) – inferred point</p>	Respect ourselves
8	<p>'hold yourself to high standards'</p> <p>(line 36)</p> <p>'your expectations are low and you're not putting in the effort to grow with your partner'</p> <p>(line 37 – 38)</p>	Have high expectations of ourselves and treat our partners the way we want to be treated/so we can grow together

	<p>'You are an active participant in this relationship; the way you want them to show up for you is the way you must show up for them'</p> <p>(line 42)</p>		
9	<p>'appreciate that every individual is different '</p> <p>(line 46)</p> <p>'appreciating your differences'</p> <p>(line 48)</p> <p>'Appreciate each other'</p> <p>(line 52)</p>	Embrace each other's individuality	





## ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL


### PRELIM PAPER

#### Section B

Read the poster below and use the information to answer the question on page 3 of the Question Booklet.

## **WOK THE TALK**


A CHARITY ORGANISATION THAT WALKS THE TALK



**Join us as a  
volunteer  
today!**

**Background:** The COVID-19 pandemic has caused widespread disruption to vulnerable groups, such as seniors, and the less-privileged. Many of these people face difficulties affording or accessing food and necessities. Many also are unsure of who to turn to for help.

**Our Mission:** As a group of restaurateurs, we wish to help – by helping to put food in their fridge or being able to earn enough to put food on their table.



### **How can YOU help?**

**HELPING SENIORS WITH THE GROCERIES**

Support seniors by:

- Making a list of groceries they need based on their needs
- Going groceries shopping on their behalf
- Delivering the groceries to their homes
- Unpacking, labelling and stocking their shelves with the groceries
- Clearing away expired goods from their cupboards

**HELPING HAWKERS TO JUMP ON THE I.T. BANDWAGON**

- Pick out three hawker stalls at ABC Brickworks Hawker Centre you wish to help.
- Help them create an online presence on food delivery apps or on social media platforms.
- Take photographs of their products and/or services they provide
- Write a short description of the food/service
- Teach them how to update the app or social media platforms.

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the impact of a pandemic. 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.

..... ✓ .....

Much has already been said about how the Covid-19 pandemic has destabilised economies and industries around the world, and left an even greater impact on 1 .....

our everyday lives. Over a year on, for many in financial services, these 2 .....

message has starting to sink in. The old ways of doing things will soon be a 3 .....

distant memory. In its place, a new world for wealth has emerged, where many 4 .....

of us are now working differently, live differently and certainly spending money 5 .....

differently compared to the 'good old days'. Take the rate of savings for instance, 6 .....

which is typically already very high in Asian cultures. Over the passed year, with 7 .....

most travel and hospitality venues closed but severe restrictions on overseas 8 .....

travel, this had led to an exponentially higher rise of 'accidental savers'. Thus it 9 .....

seems that being unable to travelled has produced good news – that we have 10 .....

saved more over the last two years!

*Adapted from Emerging from a Post-Pandemic World.*

**Section B [30 marks]**

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

**Question 2**

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

You have seen the poster by the charity organisation – Wok the Talk - asking for volunteers to help in their cause. As the President of the Values-in-Action Club, you hope to promote compassion and service through this initiative, and have decided to rally the school to ask for their help and participation in this project.

In your speech to your school mates, you must include the following points:

- background information about the organisation
- which one of the two ways you want the school to help in
- reasons for your choice
- possible challenges volunteers might face

Write your speech in clear and accurate English and in an enthusiastic and passionate manner, to convince the school to support this organisation.

You may add any other detail that might be of interest.  
You should use your own words as much as possible.

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



The screenshot shows a web browser window with the address bar displaying "kidscampsingapore.com". The main heading is "KIDS CAMP SINGAPORE" with a background image of children playing. Below the heading is the "About Us" section, followed by a list of unique selling points and a "Click Here to Register" button. The "Why you would want your kids to join" section describes the benefits of the camps. A "Parent Feedback" box contains a testimonial from Jenny, parent of a four-year-old girl and a nine-year-old boy.

**About Us**

Want to keep your children actively engaged over the school holidays? We want to offer to your children a safe and fun environment, with strong values such as sharing, simplicity and respect of others.

We have a fantastic range of activities around sports and arts, to keep your children entertained from 9am to 3pm.

For kids from 3.5 to 18 years old; located in Fort Canning Park, Sentosa and East Coast.

Our Unique Selling Points:

- A Montessori Methodology
- Camps available at various locations around the island
- Live Videos for the families
- Different camp durations to suit your schedule

**Click Here to Register**

**Why you would want your kids to join**

When your kids join our camps, they get to learn new things, make new friends and enjoy fun activities. This is our motto at KidsCamp Singapore. They'll get home buzzing with excitement and you can be sure they'll want to get up early and head straight back the next day! We offer a shirt with the kid's name if he/she stays for a week.

**Parent Feedback:**

*"The camp facilitators were really qualified and caring. They knew how to encourage the kids and at the same time, were firm in ensuring that all the rules and regulations were adhered to. I would not hesitate to sign my children up again for the camps. The only thing is that the places are limited and if we do not sign up early, the places will be snapped up!"*

- Jenny, parent of a four-year-old girl and a nine-year-old boy

Adapted from [www.kidscampsingapore.com](http://www.kidscampsingapore.com)



## Section B

### Text 2

The text below recounts the writer's experience returning to his hometown to see his sick grandmother. Read it carefully and answer Questions 5–12 in the Question Paper Booklet.

- 1 In October, my sister, Maya, called from Hawaii, saying the doctors did not think my grandmother, Toots, the person who brought me up, would last much longer, perhaps no more than a week. And so, twelve days before I was elected to become the 44<sup>th</sup> President of the United States, I made a thirty-six hour trip to Honolulu to say goodbye. Taking the chair beside the bed, I held my grandmother's dry, bony hand in mine. Her body wasted away and her breathing laboured. Every so often, she would be shaken by a violent, metallic cough that sounded like a grinding of gears. A few times, she murmured softly. But I still recognised that same old Toots I know. I thought back to a conversation I had with her when I was in high school, around the time that her chronic back problems began making it difficult for her to walk for long stretches. 'The thing about getting old,' Toot had told me, 'is that you're the same person inside.' I remember her eyes studying me through her thick bifocals, as if to make sure I was paying attention. 'You're trapped in this cursed contraption that starts falling apart. But it's still you. You understand?' 5
- 2 I did now.
- 3 As I sat beside Toots, I wondered what dreams she might be having. I wondered if she had been able to look back and take stock. My guess was that she would consider that too much of an indulgence. But I wanted to think that she did look back; that she had revelled in the memory of a sunlit day in her youth when she experienced a bit of good fortune and the world revealed itself to be big and full of promise. 10
- 4 As if the whole situation was not overwhelming enough, Maya then came into the room with a couple of shoeboxes of old photographs and letters. "I thought you might want to take some back with you," she said. I picked up a few photos from the coffee table. My grandparents and my eight-year-old mother, laughing in a grassy field at Yosemite. Me at age four or five, riding on Gramps's shoulders as waves splashed around us. The four of us with Maya, still a toddler, smiling in front of a Christmas tree. For the next hour or so, I sat talking to Maya about her work and her family, all the while stroking Toot's hand. But eventually, the room felt too crowded with memories – colliding, merging, refracting, like images in a kaleidoscope – and I told Maya I wanted to take a quick walk outside. 15
- 5 After consulting with my advisor, Gibbs, and my Secret Service team, it was agreed that the dozens of journalists downstairs with their TV trucks would not be informed, and I took the elevator to the basement level and went out through the basement carpark exit, turning left down the narrow street that ran behind my grandparents' apartment building. 20
- 6 The street had barely changed in the thirty-five years. I passed the rear of a small Shinto temple and community centre, then rows of wooden homes broken up by the occasional three-story concrete apartment building. I had bounced my first basketball down this street, dribbling the length of the uneven sidewalk on my way to and from the courts at the nearby elementary school. I had run down this street to buy her cigarettes, motivated by her promise that I could buy a candy bar with the change if I was back in ten minutes. Later, when I was fifteen, I would walk this same street home from a shift at my first job, scooping ice cream at the Baskin-Robbins around the corner, Toots laughing heartily when I grumbled to her about my pathetic hourly salary. Another time. Another Life. Modest and without consequence to the rest of the world. But one that had given me love. Once Toots was gone, there would be no one left who remembered that life, or remembered me in it. 25

- 7 I heard a stampede of feet behind me; the journalists had somehow gotten wind of my unscheduled excursion and were gathering on the sidewalk across the street, cameramen jostling to set up their shots, reporters with microphones looking at me awkwardly, clearly conflicted about shouting a question. I knew they needed to do their jobs. I had barely travelled four blocks. I gave them a wave and turned around to go back to the apartment. I realised there was no point in going further. What I was looking for was no longer there. 45

*Adapted from 'A Promised Land' by Barack Obama*





## Section C

### Text 3

The article below explores the possibility of introducing a four-day workweek. Read it carefully and answer Questions 13–17 in the Question Paper Booklet.

- 1 The 89 people who work at Buffer, a tech company that makes social-media management tools, are used to having a radical employer. All employees work remotely; their only office closed down six years ago – way before the pandemic forced companies to mandate this. And as a perk, Buffer pays for any books employees want to buy for themselves. So perhaps it is unsurprising that last year, when the pandemic obliterated countless workers' work-life balance and mental health, Buffer responded in a way that few other companies did: It gave employees an extra day off each week, without reducing pay – an experiment that's still running a year later. 5
- 2 At a moment when the future of work is being decided, what worked for this small company might be much less unconventional than the rest of the world's workforce has been led to believe. 10
- 3 There is no one straightforward explanation for why it is still being postponed. One reason might be that working hours have fallen to the point that pushing them down further would not bring such a large payoff – it is less vital to move from 40 hours to 30 hours than it was to move from 60 to 50. Another might be that, once salaried workers started receiving benefits such as pensions and health insurance through their jobs, hiring an additional worker became more expensive, so employers were incentivised to squeeze more hours out of their existing staff rather than bringing on someone else. And perhaps the workweek would have continued to shrink if the influence of workers' unions had not waned worldwide. 15
- 4 A somewhat fuzzier explanation is that our fundamental aspirations changed. Before the early 20th century, work and wealth had a destination – that was a richer, fuller human life. But today, work is for more work, and wealth is for more wealth, for ever and ever. People treated work like a god to be worshipped. It was also noted that advertising and consumerism blossomed around this same time, which set people on a course of working more in order to buy more. 20  
25
- 5 Many proponents of the four-day week make a business case for it. But the real case for the four-day workweek is not that it would benefit businesses. It is that it would benefit people. For workers, it rocks. It cannot, on its own, give everyone enough time and money, or fix miserable jobs. But it leads to a substantial improvement in quality of life. One of the biggest factors in people's level of work-family satisfaction is the pure number of work hours they have. Cutting it will be huge – it would re-balance things for working families. Having an extra day off also changes the mood of the weekend. Saturday usually feels like a recovery day, and then people would try to jam two or three days of a weekend into one Sunday and be exhausted on Monday. A shorter week gives the rest of your life a little bit more of a chance. 30  
35
- 6 For many people I spoke with, the extra day off became a 'quiet day' to reflect and rest. Others use the additional time to get ahead on laundry, grocery shopping, and other chores and errands, so their Saturday and Sunday can be more restful. Having more weekend time also means having more time to spend with people you care about. When you talk to people about how they spend that extra day, people do not say they spent it by getting drunk. They spend it with their families, they spend it going to the doctor, taking up hobbies – incredibly wholesome things. 40

- 7 The support for a four-day-workweek campaign is usually overwhelmingly positive: Only 4 percent of most people surveyed felt negatively about a national push to move to a shorter week. However, the top argument against it was not about practicality. Instead, the most common concern was that a four-day week will not help some kinds of workers. Indeed, at the moment, the shorter workweek seems unreachable for the people who need it most – low-wage shift workers, working single parents, hourly workers. Instead, it appears to be most attainable for a group of disproportionately privileged, highly paid, well-educated workers upon whom the labour market already showers enviable work perks. If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.

*Adapted from 'Kill the Five-Day Workweek' by Joe Pinsker for The Atlantic*



### Section A [5 marks]

For  
Examiner's  
Use

#### Text 1

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

- 1 Who is the webpage aimed at?

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

- 2 Look at the photograph on the right of the 'Kids Camp Singapore' logo. With reference to the information under the sub-heading **Why you would want your kids to join**, which aspect of the camp does the photograph illustrate?

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

- 3 Refer to the section under 'Our Unique Selling Points'. Which of these selling points would appeal to a parent who values convenience?

(i) .....  
 .....[1]

(ii) .....  
 .....[1]

- 4 Look at the box **Parent Feedback**. Which sentence in Jenny's comment would encourage an undecided parent to sign up immediately?

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



- 8 (a) Suggest **one** reason why the writer felt that the room was 'too crowded with memories' (line 27).

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

- (b) Find **one** word earlier in the paragraph that captures a similar emotion as 'too crowded with memories' (line 27).

.....[1]

- (c) The writer compared the emotion in the room to 'images in a kaleidoscope' (line 28). In what way is this comparison particularly effective?

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

- 9 In paragraph 6, the writer walked along a familiar street. Find **two** separate expressions that show the lack of uniformity on that street.

(i) .....[1]

(ii) .....[1]

- 10 'Once Toots was gone, there would be no one left who remembered *that life*, or remembered me in it.' (lines 42–43)

What does the writer remember about '*that life*'? Answer in your own words.

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



- 11 In paragraph 7, the reporters looked at the writer 'awkwardly' (line 46) and they were 'clearly conflicted' (lines 46–47) about shouting a question. Suggest a reason why the reporters:

*For  
Examiner's  
Use*

(i) looked at the writer awkwardly.

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

(ii) were conflicted about shouting a question.

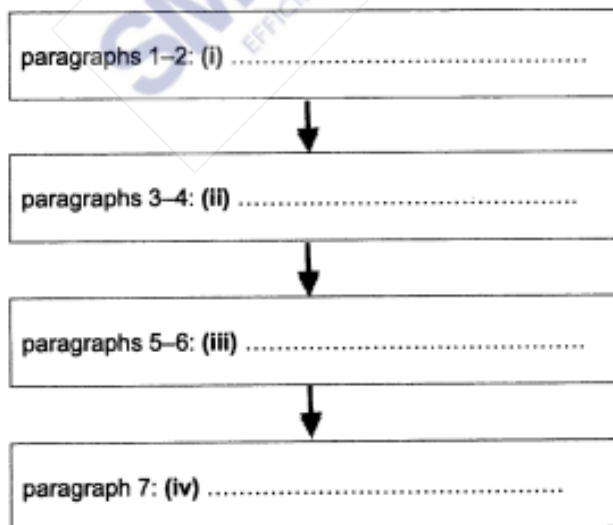
.....  
 .....[1]

- 12 The structure of the text reflects the different stages of the writer's experience visiting his grandmother. Complete the flow chart by choosing one phrase from the box to summarise the stage of the experience described in each part of the text. There are some extra phrases in the box that you do not need to use.

**Stages of the writer's experience**

accepting the reality of life	concerns about security	disregard for personal space
familiar surroundings	a meaningful lesson	recognising that life goes on
reminiscing the past		

**Flow chart**



[4]



**Section C [25 marks]**

For  
Examiner's  
Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13–17.

- 13 In paragraph 1, Buffer is shown to be a company that does things very differently from other companies.

(a) Which **one** word in Paragraph 1 tells us that Buffer is a company that is very different from other companies?

.....[1]

(b) Find another word in the next paragraph that has a similar idea.

.....[1]

(c) Buffer's company policies are listed below. Why do these policies make them different from other companies?

Buffer's Company Policies	Why do these policies make them different from other companies?
All employees work remotely	<p>.....</p> <p>.....</p> <p>.....</p>
Implemented a four-day workweek	<p>.....</p> <p>.....</p> <p>.....</p>

[2]

- 14 Paragraph 4 explains how people's attitude towards work and wealth changed from before the early 20<sup>th</sup> century to today. What are the people's attitudes towards work and wealth during these two periods in time? **Answer in your own words.**

(i) Before the early 20<sup>th</sup> century: .....

..... [1]

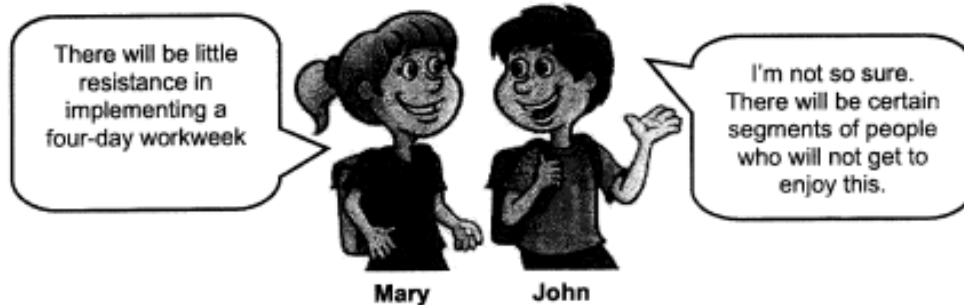
(ii) Today: .....

..... [1]

7

- 15 Here is a part of a conversation between two students, Mary and John, who have read the article.

For  
Examiner's  
Use



- (i) With reference to Paragraph 7, how would Mary explain her view?

.....[1]

- (ii) Identify **two** examples from Paragraph 7 that John can use to support his view

.....[2]

- 16 Paragraph 7 ends with the sentence 'If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.'

Explain how the implementation of a four-day work week will 'widen existing inequalities' (line 51) between low wage and highly paid workers.

.....[1]





Section A [5 marks]	
<b>Text 1</b>	
<b>Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.</b>	
<b>1</b>	<p>Who is the webpage aimed at?</p> <p><b>The webpage is aimed at parents who people who want to keep their children <u>actively engaged</u> over the school holidays [1].</b></p> <p><i>Note to examiner:</i>  <i>Not accepted: just 'parents'.</i></p> <p><i>Candidates must provide sufficient details about parents who want to keep their children occupied during the school holidays (clue from the first sentence).</i></p>
<b>2</b>	<p>Look at the photograph on the right of the 'Kids Camp Singapore' logo. With reference to the information under the sub-heading <b>Why you would want your kids to join</b>, which aspect of the camp does the photograph illustrate?</p> <p><b>The children will get to <u>enjoy fun activities</u></b></p> <p><b>OR The children <u>will make new friends</u>. (Any one correct answer) [1]</b></p>
<b>3</b>	<p>Refer to the section under 'Our Unique Selling Points'. Which of these selling points would appeal to a parent who values convenience?</p> <p>(i) <b>'Camps available at various locations around the island' [1]</b></p> <p>(ii) <b>'Different camp durations to suit your schedule' [1]</b></p>
<b>4</b>	<p>Look at the box <b>Parent Feedback</b>. Which sentence in Jenny's comment would encourage an undecided parent to sign up immediately?</p> <p><b>The sentence is 'The only thing is that the places are limited and if we do not sign up early, the places will be snapped up!' [1]</b></p>



Section B [20 marks]	
Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-12.	
5	<p>At the beginning of the text, the writer made a trip back to his hometown to visit his sick grandmother. Explain how the language used in Paragraph 1 highlights the frail condition of his grandmother.</p> <p>Support your answer with <b>three</b> details from Paragraph 1.</p> <ul style="list-style-type: none"> <li>• <b>'dry, bony hand'</b> showed us how <b>thin/gaunt</b> the writer's grandmother is.</li> <li>• <b>'body wasted away'</b> suggests that her body has been <b>consumed/overwhelmed by the illness</b>.</li> <li>• <b>'laboured breathing' / 'softly murmured'</b> suggests that she <b>is very weak / lacks strength</b>.</li> <li>• <b>'sounded like a grinding of gears'</b> suggest that her <b>body is failing, just like how a machine that is failing would sound</b>. [3]</li> </ul> <p><i>Note to examiner:</i>  Any three answers for 3 marks. Candidates must show they recognise the different variations of frail (thin/overwhelmed by disease/weak/failing) in the 3 quotations they picked.</p>
6	<p>(a) At the end of Paragraph 1, what is the tone of Toots's comment in lines 12–13?</p> <p>It is a <b>frustrated / annoyed / agitated</b> tone. [1]</p> <p><i>Note to examiner:</i>  X angry X upset X disappointed X helpless X serious X stern  Even though she used a strong word (cursed), candidates must recognise the context when the comment was made (Toots was a lot younger at that time, but was starting to feel the effects of ageing). She was not extremely upset but just starting to get frustrated by the onset of ageing.</p> <p>(b) The writer creates a contrast by following Toots's comment in lines 12–13 with a short three-word sentence, 'I did now.' (line 14)</p> <p>What is the effect of this contrast?</p> <p>It is to <b>emphasise/highlight</b> the point that he <b>finally realised/understood what his grandmother meant</b>. [1]</p> <p><i>Note to examiner:</i>  'Emphasise' and 'finally' are key ideas that must be conveyed. Candidates must recognise that the short sentence was meant to be impactful in highlighting that the writer now really understood and saw with his own eyes what the grandmother was talking about all those years ago.</p>



7	<p>'My guess was that she would consider that too much of an indulgence.' (lines 16–17)</p> <p>What does this sentence suggest about the sort of person Toots was?</p> <p><b>The sentence suggests that Toots was <u>not an idealistic person / not a sentimental person / a practical / pragmatic / sensible / realistic person/ does not dwell on the past.</u> [1]</b></p> <p><i>Note to examiner: X Simple X Humble X Has Self-Control</i>  <i>Candidates must infer from the word 'indulgence' and use it as a clue to answer what kind of a person Toots was if she most probably would not allow herself to indulge in nostalgia/reminiscing the past.</i></p>
8	<p>(a) Suggest <b>one</b> reason why the writer felt that the room was 'too crowded with memories' (line 27).</p> <p><b>The photographs he was viewing reminded him <u>of his childhood / of his grandmother's younger days.</u></b></p> <p><b>OR</b></p> <p><b>He was <u>in the room with his grandmother and sister / people from his childhood</u> and this brought back memories for him. (Any one answer) [1]</b></p> <p>(b) Find <b>one</b> word earlier in the paragraph that captures a similar emotion as 'too crowded with memories' (line 27).</p> <p><b>The word is <u>'overwhelming'.</u> [1]</b></p> <p>(c) The writer compared the emotion in the room to 'images in a kaleidoscope' (line 28). In what way is this comparison particularly effective?</p> <p><b>The images in a kaleidoscope are <u>colourful / full of different colours (and patterns)</u> [1], just like the <u>different memories flooding into his mind</u> at that time. [1]</b></p> <p><i>Note to examiner:</i>  <i>For (c), candidates must describe the variety/array of colours in a kaleidoscope, and then compare that with the variety/array of memories in the room at that moment.</i></p>
9	<p>In paragraph 6, the writer walked along a familiar street. Find <b>two</b> separate expressions that show the lack of uniformity on that street.</p> <p>(i) <b>The expression is <u>'(rows of wooden houses) broken up (by the occasional three-story concrete apartment).'</u> [1]</b></p> <p>(ii) <b>The expression is <u>'uneven sidewalk'.</u> [1]</b></p> <p>→ If answer contains '...length of sidewalk...' X (Excess Denied)        → Students must quote from the text directly. No rephrasing.</p>

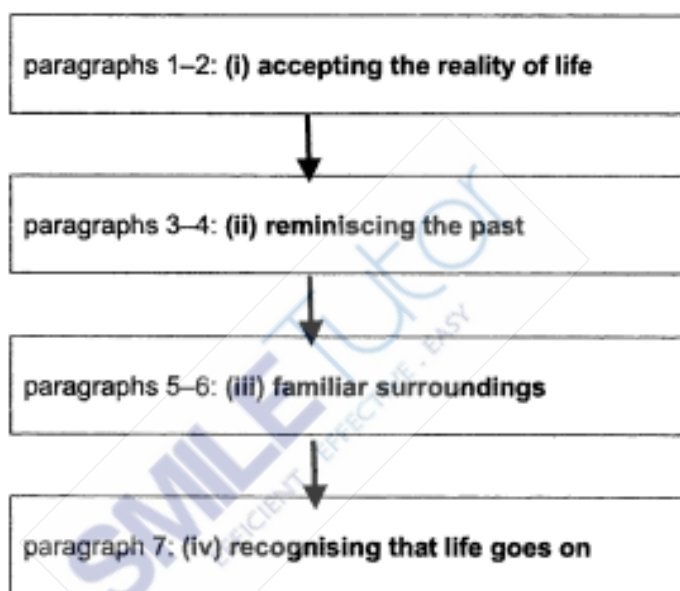
10	<p>'Once Toots was gone, there would be no one left who remembered <i>that life</i>, or remembered me in it.' (lines 42–43)</p> <p>What does the writer remember about '<i>that life</i>'? Answer in your own words.</p> <p>The writer remembered that life as</p> <ul style="list-style-type: none"> <li>-simple/humble</li> <li>-carefree</li> <li>-but full of affection / tenderness</li> </ul> <p>→ Any 2 of the 3 answers is accepted</p> <p><i>Note to examiner:</i>  Candidates must paraphrase <b>Modest and without consequence to the rest of the world. But one that had given me love.</b></p>
11	<p>In paragraph 7, the reporters looked at the writer 'awkwardly' (line 46) and they were 'clearly conflicted' (lines 46–47) about shouting a question. Suggest a reason why the reporters:</p> <p>(i) looked at the writer awkwardly.</p> <p>The reporters knew that <b>even though he did not want them to follow him, they still followed him anyway. [1]</b></p> <p>(ii) were conflicted about shouting a question.</p> <p>The reporters <b>needed to do their jobs by asking the writer questions, but they also recognised the need to respect his privacy at that difficult time. [1]</b></p> <p><i>Note to examiner:</i>  Candidates must recognise that when someone feels 'awkward' or 'conflicted', there is an aspect of tension between two opposing reactions. Candidates must then highlight the tension that the reporters have at that point in time according to the context of the story and the situation the writer was in.</p>

- 12** The structure of the text reflects the different stages of the writer's experience visiting his grandmother. Complete the flow chart by choosing one phrase from the box to summarise the stage of the experience described in each part of the text. There are some extra phrases in the box that you do not need to use.

**Stages of the writer's experience**

accepting the reality of life	concerns about security	disregard for personal space
familiar surroundings	a meaningful lesson	recognising that life goes on
reminiscing the past		

**Flow chart**

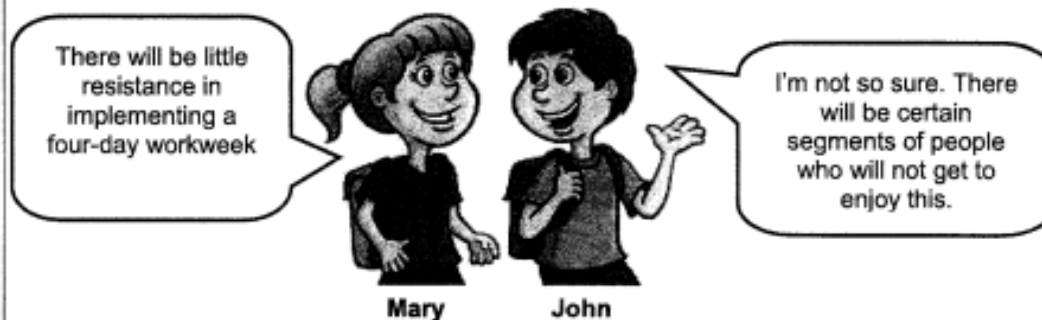


→ Words must be replicated from the box. A number of students left out the 's' in surroundings.

Section C [25 marks]							
Refer to Text 3 on page 5 and 6 of the Insert for Questions 13–17							
13	<p>In paragraph 1, Buffer is shown to be a company that does things very differently from other companies.</p> <p>(a) Which <b>one</b> word in Paragraph 1 tells us that Buffer is a company that is <b>very different</b> from other companies?</p> <p>The word is <b>'radical'</b>. [1]</p> <p>(b) Find another word in the next paragraph that has a similar idea.</p> <p>The word is <b>'unconventional'</b>. [1]</p> <p>(c) Buffer's company policies are listed below. Why do these policies make them different from other companies?</p> <table border="1"> <thead> <tr> <th>Buffer's Company Policies</th><th>Why do these policies make them different from other companies?</th></tr> </thead> <tbody> <tr> <td>All employees work remotely</td><td>Other companies <u>only recently mandated this because of the pandemic</u> / Buffer implemented this <u>six years ago, way before the pandemic started</u>.</td></tr> <tr> <td>Implemented a four-day workweek</td><td>Other companies <u>obliterated countless workers' work-life balance and mental health</u> / the <u>made their workers lose work-life balance and affected their mental health</u>.</td></tr> </tbody> </table> <p style="text-align: right;">[2]</p> <p><i>Note to examiner:</i>  Candidates must show how Buffer was 'ahead of the curve'/more advanced than others in implementing these worker-centric policies.</p>	Buffer's Company Policies	Why do these policies make them different from other companies?	All employees work remotely	Other companies <u>only recently mandated this because of the pandemic</u> / Buffer implemented this <u>six years ago, way before the pandemic started</u> .	Implemented a four-day workweek	Other companies <u>obliterated countless workers' work-life balance and mental health</u> / the <u>made their workers lose work-life balance and affected their mental health</u> .
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Implemented a four-day workweek	Other companies <u>obliterated countless workers' work-life balance and mental health</u> / the <u>made their workers lose work-life balance and affected their mental health</u> .						
14	<p>Paragraph 4 explains how people's attitude towards work and wealth changed from before the early 20<sup>th</sup> century to today. What are the people's attitudes towards work and wealth during these two periods in time? Answer in your own words.</p> <p>(i) Before the early 20<sup>th</sup> century: <b>Work and wealth had an endpoint / objective OR The purpose with work and wealth was to attain a more meaningful and fulfilling life.</b> [1]</p> <p>(ii) Today: <b>People were obsessed with doing more work and earning more money OR People treated work as an obsession.</b> [1]</p> <p><i>Note to examiner:</i>  Candidates must paraphrase: Before the early 20<sup>th</sup> century, work and wealth had a <u>destination</u> – that was a richer, fuller human life. But today, he told me, <u>work was for more work, and wealth was for more wealth, for ever and ever</u>. People treated work like a <u>god to be worshipped</u>.</p>						



- 15 Here is a part of a conversation between two students, Mary and John, who have read the article.



- (i) With reference to Paragraph 7, how would Mary explain her view?

**Mary can say that there is overwhelming support for a four-day workweek / only 4 percent of most people surveyed felt negatively about a national push to move to a shorter week. [1]**

- (ii) Identify **two examples** from Paragraph 7 that John can use to support his view

**Low-wage shift workers / working single parents / hourly workers (any two for 2 marks) [2]**

*Note to examiner:*

*For (i), candidates must answer to the question. They cannot simply quote the information.*

- 16 Paragraph 7 ends with the sentence 'If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.'

Explain how the implementation of a four-day work week will '**widen existing inequalities**' (line 51) between low wage and highly paid workers.

**High wage workers already get paid a lot more than low wage workers, and now will get even more benefits.**

**OR**

**The inequality will further widen because now the highly paid workers get yet another benefit / even more benefits that the low wage workers cannot enjoy/ The low wage worker will earn one day less wages. [1]**

*Note to examiner:*

*Candidates must clearly express that apart from many other perks that professionals enjoy, the benefit of a shorter workweek is yet another perk that they enjoy but low wage workers cannot have.*

- 17** Using your own words as far as possible, summarise the issues hindering the introduction of a four-day workweek and the possible benefits of it.

**Use only information from paragraphs 3 to 6.**

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).

*The first issue preventing us from implementing a shorter workweek is...*

No	From the Passage	Own Words
1	working hours have fallen to the point that pushing them down further wouldn't bring such a large payoff	<i>that any further reduction in work days will not have huge benefits.</i>
2	hiring an additional worker became more expensive, so employers were incentivised to squeeze more hours out of their existing staff rather than bringing on someone else	<i>Secondly, with the increased cost of workers, companies would require the current employees to work harder.</i>
3	workweek would have continued to shrink if the influence of workers' unions had not waned worldwide	<i>Furthermore, workers' unions have less clout these days</i>
4	our fundamental aspirations changed	<i>and our life goals have evolved.</i>
5	advertising and consumerism blossomed around this same time, which set people on a course of working more in order to buy more	<i>Finally, people also work harder to attain higher purchasing power.</i>
6	But it leads to a substantial improvement in quality of life	<i>The benefits of a four-day workweek include a large improvement in quality of life</i>
7	a 'quiet day' to reflect and rest	<i>more time to take a break</i>
8	get ahead on laundry, grocery shopping, and other chores and errands	<i>complete housework</i>
9	having more time to spend with people you care about	<i>and to be with loved ones.</i>
10	Re-balance for working families	<i>Adjust things for working families</i>
11	Change the mood of the weekend	<i>Alter the weekend mood</i>

*The first issue preventing us from implementing a shorter workweek is that any further reduction in work days will not have huge benefits. Secondly, with the increased cost of workers, companies would require the current employees to work harder. Furthermore, workers' unions have less clout these days and our life goals have evolved. Finally, people also work harder to attain higher purchasing power. The benefits of a four-day workweek include a large improvement in quality of life, more time to take a break, complete housework and to be with loved ones.*

(80 words)



# SCHOOL OF SCIENCE AND TECHNOLOGY SINGAPORE

## PRELIM PAPER

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about one businessman's idea for a novel type of tea. The first and the 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.

.....✓.....

China's national treasure, the giant panda, will become even more precious if one businessman succeeds in using their dung to grow organic green tea who he intends 1 .....

to sell for over \$200 a cup. An Yanshi, an entrepreneur on Southwest China, grows 2 .....

the tea in mountainous Ya'an in Sichuan province using excrement from panda bear 3 .....

living in nearby breeding centres. A first batch of panda dung tea will be sold for 4 .....

USD\$70 per gram, a price that makes it the world's more expensive tea. Yanshi 5 .....

defended the steep price, saying he would channel profits from the initial batches into 6 .....

an environmental fund. "I just want to convey the message that waste can be turned into 7 .....

something usable and promoting the use of organic fertilisers to the people of the 8 .....

world." According to Yanshi, the fertiliser is what makes the tea a health boon although 9 .....

pandas only eat wild bamboo and absorb only a fractional of the nutrients in their 10 .....

food. After brewing the first pickings, Yanshi described the tea as fragrant and smooth.

### **Section B [30 marks]**

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

You should look at the printout of a Facebook Group Page on page 3, study it carefully and plan your answer before beginning to write.


Recently, several issues about Greendale Estate were posted on its Facebook Group Page. There were three issues which were highlighted on the front page. As a concerned resident, you have decided to write an article on one of these issues in the next Town Council Newsletter to express and encourage fellow residents to contribute to a safe neighbourhood.


In your article, you should include the following content:

- A title to attract the attention of your fellow residents
- State the issue that you are most concerned about
- Explain how this issue affects the residents and the estate
- Suggest what can be done to resolve this issue


Write your article for Greendale Estate's Town Council Newsletter in clear, accurate English. Your tone should be persuasive and encouraging to convince fellow residents of the importance of resolving this issue.

You may add any other details you think will be helpful.

 Greendale Housing Estate Town Council



[Karlson](#)
[Home](#)
[Find Friends](#)



**Greendale Housing Estate Town ...**  
 Secret Group

Joined
 Message
 Notifications
 ...


Discussion
 Members
 Events
 Photos
 Files

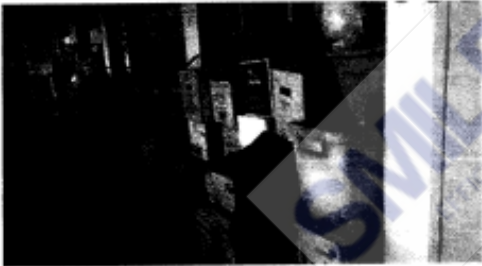
Search this group

**Residents' Feedback Page**

**1 May 2021**  
**Neighbours feeding stray cats**  

My neighbours love to feed the stray cats in the neighbourhood. Though I understand that they are animal lovers, this practice of theirs attracts cockroaches and rats as they do not clear away the leftover food after feeding the stray cats. This practice is a cause for concern because it affects the hygiene and cleanliness of the community.






**9 Apr 2021**  
**Obstruction along Common Corridors**  

I am very concerned about the crowded corridor leading to my flat. The walkway is so narrow that it makes it very difficult for us to walk through. Even though I have approached my neighbours about this issue, they did not remove their belongings. Some of these items are clearly highly flammable. Please help.

**26 Mar 2021**  
**Reckless Cyclists on Pedestrian Walkways**  

This is so reckless. This young man almost knocked over my 5 year-old boy yesterday because he was speeding on the pavement. I lost count of the number of times I was almost knocked over by these reckless people on bicycles. Can the Town Council please do something about this before an accident happens?



**Section C [30 marks]**

Begin your answer on a fresh page.

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

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

3. Singapore is a kind and gracious society. What is your opinion?
4. Describe a place you go to when you need to relieve stress. Explain why this place is so relaxing to you.
5. 'It was a misunderstanding!' Write about a time when you felt this way.
6. 'It is your response to winning and losing that makes you a winner or loser.' How true is this for you?




## Section A

### Text 1


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

# A CAREER THAT GROWS WITH YOU

## Nurture and shape your future at NParks



*Creative blend of steel, glass and grass – the Park Royal Pickering Hotel*



*Tree-planting event at MacRitchie Reservoir*

### Vision of NParks

The Vision of NParks is to make Singapore a City in Nature, which is tantamount to achieving a close integration of greenery into the urban living environment. An important focus of our work is to develop quality parks and create nature-based leisure options to cater to the lifestyle needs of an increasingly sophisticated and cosmopolitan population, and to make our parks the preferred lifestyle destination for residents in Singapore.

### Apply for NParks Scholarships and Awards

*When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore's future.*

We are looking for dynamic individuals who relish a challenge. You will play a key role in our efforts to make Singapore greener. NParks' scholars can look forward to conserving and restoring natural ecosystems, establishing world-class gardens and inspiring communities to co-create and be stewards of nature.


We offer three types of scholarships. Visit the links below to view the details:

- [National Parks Board \(NParks\) Overseas Merit Award \(Year 2021\)](#)
- [National Parks Board \(NParks\) Postgraduate Scholarships \(Year 2021\)](#)
- [National Parks Board \(NParks\) Undergraduate Scholarship \(Year 2021\)](#)

Take the first step to contribute to making Singapore a City in Nature. Apply for the NParks Scholarship today.

I have the unique opportunity to be part of the team developing Singapore's National Gardens in the heartlands. Every day presents a new challenge in my work conceptualising visitor service operations for Jurong Lake Gardens. But the hard work is all worthwhile when I see communities from all walks of life enjoying and connecting with nature around them.

**Yap Kai Lin Kathleen**  
BSc in Environmental Sciences  
University of California, Los Angeles, USA





## Section B

### Text 2

*The text below describes how the writer and his family, who lived in a rural village coped with a flash flood. Read the text carefully and answer Questions 5-14 in the Question Booklet.*

- 1 In the long hot summer of 1921 a serious drought hit the country. Springs dried up, the wells filled with frogs, and the usually sweet water from our scullery pump turned brown and tasted of nails. Although this drought was a relief to my family, it was a curse to the rest of the village. For weeks the sky hung hot and blue, trees shrivelled, crops burned in the fields, and the old folk said the sun had slipped in its course and that we would all very soon die. There were prayers for rain; but my family didn't go, because it was rain we feared most of all. 5
- 2 As the drought continued, prayers were abandoned by the villagers and more devilish steps adopted. Soldiers with rifles marched to the tops of the hills and began shooting at passing clouds. When I heard their dry volleys, breaking like sticks in the stillness, I knew our long armistice was over. And sure enough - whether from prayers or the shooting, or by a simple return of nature - the drought broke soon after and it began to rain as it had never rained before. 10
- 3 I remember waking in the night to the screams of our Mother, and to rousing alarms of a howling darkness and the storm-battered trees outside. Terror, the old terror, had come again, and as always in the middle of the night. 15  
 'Get up!' cried Mother. 'It's coming in! Get up or we'll all be drowned!' I heard her banging about and beating the walls in accents of final doom. When Mother gave her alarms one didn't lie back and think, one didn't use reason at all; one would leap out of bed and scramble downstairs with the others. 20
- 4 We darted about for brooms, then ran out to tackle the storm. We found the drain blocked already and the yard full of water. The noise of the rain drowned our cries and whimpers, and there was nothing to do but sweep. What panic those middle-night rousings were, those trumpet-calls murdering sleep; with darkness, whirlwind, and invisible rain, trees roaring, clouds bursting, thunder crashing, lightning crackling, floods rising, and our Mother wailing irrationally. The girls in their nightdresses held spitting candles while we boys swept away at the drain. Hot rods of rain struck straight through our shirts; we shivered with panic and cold. 25
- 5 The flood-water gurgled and moved thickly around us, breeding fat yellow bubbles like scum, skipping and frothing where the bullet rain hit it, and inching slowly towards the door. The drain was now hidden beneath the water and we swept at it for our lives, the wet candles hissed and went out one by one. Mother lit torches of newspapers, while we fought knee-deep in cries and thunder, splashing about, wet-through, half-weeping, overwhelmed by gigantic fears. 30

[Turn over



- 6 There would be a horrible mess in the kitchen next morning, mud and slime all over, followed by the long depressed drudgery of scraping it up and carrying it away in buckets. Mother, on her knees, would wring her hands and roll her eyes. 'I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with.... My poor, poor children, my precious darlings - you could die in this filthy hole. No one would care - not a soul. Look out with that bucket!...' 35 40
- 7 Apart from the noise, the tears and the dirt, these inundations were really not much. But I can't pretend they didn't scare me. The thought that the flood-waters could actually break into our house seemed to me something worse than a fire. At the mid-hour of night, when the storms really blew, I used to lie aghast in my bed, hearing the rain claw the window and the wind slap the walls, and imagining the family, the house, and all the furniture, being sucked down the drain. 45
- 8 It was not till much later that I reasoned that our position on the hillside made it unlikely we would drown, that Mother's frenzies and scares belonged to something else altogether, and that it was possible after all to sleep through rain in peace. Even so, to this day, when the skies suddenly darken, and a storm builds up in the west, and I smell rain on the wind and hear the first growl of thunder, I grow uneasy, and start looking for brooms. 50

## Section C

### Text 3

*The text below is about tourism. Read it carefully and answer Questions 15–20 in the Question Booklet*

- 1 The word 'tourism' did not exist when Thomas Cook was born but at his death, his name was synonymous with the tourism industry he had started. An impoverished preacher and a strict non-drinker, Thomas Cook made his start when he chartered one of the newly invented trains to take a party of fellow non-drinkers a grand total of 11 miles to their regular meeting, with the profits split between Cook and the other meeting organisers. This success emboldened Cook, and he began to offer cheap day trips to the working classes, as well as grander expeditions to the emerging middle classes, exploiting the possibilities opened up by the rapidly expanding train networks. Soon, he was selling escorted tours to Europe, America and Biblical sites in the Holy Land. 5 10
- 2 Before Thomas Cook, recreational travel was limited to the wealthy. The eighteenth-century sons of European elites, fresh from university and unconstrained by either time or money, would embark on what they call the Grand Tour, visiting revered sites of classical culture. They would network with fellow members of the upper class, the rich and wealthy of various nations before they return to assume positions of power in their own countries. Interaction with the locals was kept to the minimal and cultural artefacts were shipped back home to demonstrate their status and impress future guests. 15
- 3 Over time, the working class won the right to paid holidays and then gained increases in disposable incomes. These, along with the introduction of travel by car, bus and later by plane transformed recreational travel from what was exclusive to the affluent few available to the masses. Modern mass travel has enabled today's holidaymakers to escape from the rigours and routines of work, or seek thrills in the unfamiliar. Where they want to escape to can be very diverse, of course. Many may choose to explore their own countries more widely while others look further for a better climate or in search of the new: a different landscape, culture or culinary experience. 20 25
- 4 Whatever the reason for travel, all destinations gain financially from tourism, particularly the poorest. Tourism can benefit local communities by providing employment, even if it is only seasonal. Tourism also revitalizes communities through economic investments which reverse declining traditional industries. Cultural assets, heritage and crafts can be preserved when the community appreciates their economic benefits. These economic benefits may also motivate locals to work to preserve the natural environment along with protecting endangered wildlife. Furthermore, when the profile of a destination is raised, community pride can also be rekindled. 30 35

- 5 But there exists a less rosy analysis of the travel boom. Problems arise from over-reliance on tourism as it is vulnerable to political upheaval, economic uncertainty or natural disaster. Furthermore, tourists often visit only famous or iconic sites, thereby concentrating the economic benefits of their visits in the hands of only a few businesses. Tourists are also criticized for barely scratching the surface of what a destination has to offer before hastily moving on. Instead of broadening their minds, these tourists cling to preconceived notions of their destinations, and are ignorant – or what is worse – indifferent to local customs and sensitivities. Such tourists often offend the local inhabitants, creating misunderstandings and cultural strife. For their own comfort and convenience, they want to speak their own language, be friendly only with their fellow tourists, and eat only what they find familiar. By keeping the natives at arm's length, they highlighted the differences between them and the locals, the 'haves' and the 'have-nots'. 40 45
- 6 There is a paradox at the heart of modern tourism: the very thing that draws the crowds is changed, even endangered by these very same crowds. Their growing numbers are spawning a global culture of homogeneous fast-food outlets and brand name goods, which drives out what is local, traditional and distinctive. Where the traditional culture survives, it is often a source of shallow entertainment, a prettified and lifeless version of what was once crucial and alive. In addition, the sheer weight of numbers of visitors can mean that erosion – a natural process – is accelerated. The World Heritage site of Angkor in Cambodia, for example, was securely cloaked by forest and unvisited for centuries. Since its rediscovery, annual visitor numbers have surpassed two million, crushing its sandstone steps underfoot even while bringing vital income for Cambodia's economy. Being a 'must-see' destination is now a double-edged sword, requiring popular tourist sites to regulate visitor numbers so as to minimize negative impacts. 50 55 60

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Copyright Acknowledgements:

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**Section A [5 marks]****Text 1**

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

- 1 The poster begins with the title 'A CAREER THAT GROWS WITH YOU'. What effect is this intended to have on the reader?

---

---

 [1]

- 2 Look at photographs on the left of the poster. With reference to the information under the sub-headings **Vision of Nparks** and **Apply for NParks Scholarships and Awards**, what are **two** things that potential scholars can look forward to when they join NParks?

(i) 

---

---

(ii) 

---

---

 [2]

- 3 "When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore's future."

Explain how scholars are the "seeds of Singapore's future".

---

---

 [1]

- 4 Look at the box at the bottom right corner of the poster. Which phrase in Kathleen's comment would encourage students to apply for the scholarship if they find fulfilment in seeing a positive impact from their work?

---

---

 [1]



**Section B [20 marks]****Text 2**

**Refer to Text 2 on pages 3–4 of the Insert for Questions 5–14.**

- 5** In Paragraph 1, the writer says that 'a serious drought hit the country.' (line 1)

Identify 2 phrases that describe the severe effects of the drought.

(i) \_\_\_\_\_  
\_\_\_\_\_

(ii) \_\_\_\_\_  
\_\_\_\_\_ [2]

- 6** In Paragraph 2, the writer says 'when I heard their dry volleys, I knew our long armistice was over.' (lines 10-11)

What is (i) unusual and (ii) effective about this expression paying special attention to the underlined words?

(i) \_\_\_\_\_ [1]

(ii) \_\_\_\_\_ [1]

- 7** "Terror, the old terror, had come again, and as always in the middle of the night." (lines 15-16)

- (i) What is the 'old terror' referring to?

\_\_\_\_\_ [1]

- (ii) What impression of the 'old terror' is created by the phrase 'in the middle of the night'?

\_\_\_\_\_ [1]



- 8 'Get up!' cried Mother. 'It's coming in! Get up or we'll all be drowned!' I heard her banging about and beating the walls in accents of final doom. (lines 17-18)

What does this tell us about the sort of person the writer's Mother is?

---

---

[1]

- 9 In Paragraph 4, the writer described the situation that his family faced in the midst of the storm.

Explain what the language used tells the reader about each of the loud sounds he can hear. Support your ideas with **three** details from the text.

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---

---

[3]

- 10 From Paragraph 5, what are the two things that caused the writer and his family to be "overwhelmed by gigantic fears"?

---

---

[1]

- 11 "I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with...." (lines 38-39)

What is the tone of the writer's mother's comment about the situation?

---

---

[1]

**12** In Paragraph 7, we were told that the rain would 'claw the window' and the wind would 'slap the walls' (line 46).

**(i)** What is the writer comparing the storm with?

---

---

[1]

**(ii)** Why is this comparison effective?

---

---

[1]

**13 (i)** From Paragraph 8, what did the writer realise about the floods as an adult?

---

---

[1]

**(ii)** What is one detail that showed that he was still bothered?

---

---

[1]

- 14** The structure of the text reflects the feelings and situation the writer's family faced at different stages in the narrative. Complete the flow chart by choosing one expression from the box to summarise the different situation at each part of the narrative. There are some extra words in the box that you do not need to use.

**The feelings and situation the writer's family faced at different stages**

an unfortunate situation

an imminent defeat

a growing frustration

an unpleasant aftermath

a desperate struggle

a foreboding anticipation

a rude awakening

**Flow chart**

Paragraphs 1-2: (i) \_\_\_\_\_



Paragraph 3: (ii) \_\_\_\_\_



Paragraph 4: (iii) \_\_\_\_\_



Paragraph 6: (iv) \_\_\_\_\_

[4]

### Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–20.

- 15 (i) According to Paragraph 1, what were the two types of travel options Thomas Cook offered?

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---

[1]

- (ii) Why did Thomas Cook offer the two different options?

---



---

[1]

- 16 What does the phrase 'exploiting the possibilities opened up by the rapidly expanding train networks' (lines 8–9) tell us about Thomas Cook?

---



---

[1]

- 17 Here is part of a conversation between two students Charlie and Delphine who have read the article.



Charlie

Wealthy recreational travellers in the past travel for very different reasons from recreational travellers today.

Even so, recreational travellers of today must have some resources before they can travel.



Delphine

- (i) Identify **two** reasons from Paragraph 2 to explain why the wealthy travelled.

---



---



---



---

[2]

(ii) From Paragraph 3, identify **one** resource that Delphine is referring to.

---

---

[1]

**18** From Paragraph 3, in **your own words** state **one** reason why the modern tourist travels.

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[2]

**19** Explain why being 'a 'must-see' destination is now a double-edged sword' (line 61)?

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[2]





## ANSWER SHEET

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about one businessman's idea for a novel type of tea. The first and the 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. .... ✓ .....

China's national treasure, the giant panda, will become even more precious if one businessman succeeds in using their dung to grow organic green tea <u>who</u> he intends	1 which (pronoun)
to sell for over \$200 a cup. An Yanshi, an entrepreneur <u>on</u> Southwest China, grows	2 in/ from (preposition)
the tea in mountainous Ya'an in Sichuan province using excrement from panda <u>bear</u>	3 bears (singular/ plural)
living in nearby breeding centres. <u>A</u> first batch of panda dung tea will be sold for	4 The (determiner)
USD\$70 per gram, a price that makes it the world's <u>more</u> expensive tea. Yanshi	5 most (comparative)
defended the steep price, saying he would channel profits from the initial batches into	6
an environmental fund. "I just want to convey the message that waste can be turned into	7
something usable and <u>promoting</u> the use of organic fertilisers to the people of the	8 promote (tense)
world." According to Yanshi, the fertiliser is what makes the tea a health boon <u>although</u>	9 because/ as/ since (conditional)
pandas only eat wild bamboo and absorb only a <u>fractional</u> of the nutrients in their	10 fraction (word-form)
food. After brewing the first pickings, Yanshi described the tea as fragrant and smooth.	

**Section A [5 marks]****Text 1**

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

- 1 The poster begins with the title 'A CAREER THAT **GROWS WITH YOU**'. What effect is this intended to have on the reader?

Readers will feel encouraged/ motivated to *join NParks* because it is an opportunity to develop both themselves and the work that they do/ for personal and professional growth/ for continuous progression professionally and personally

[1]

[Note: idea of continuous progression/ growth/ development, both personal and professional, must be present]

- 2 Look at photographs on the left of the poster. With reference to the information under the sub-headings **Vision of Nparks** and **Apply for NParks Scholarships and Awards**, what are two things that potential scholars can look forward to when they join NParks?

- (i) **Vision of Nparks:** achieving a close integration of greenery into the urban living environment [1]
- (ii) **Apply for NParks Scholarships and Awards:** inspiring communities to co-create and be stewards of nature [1]

- 3 "When we plant a seed, we nurture it so that it can grow well. At the National Parks Board, our scholars are the seeds of Singapore's future."

Explain how scholars are the "seeds of Singapore's future".

Just like seeds which can grow into plants when they are nurtured, scholars are developed/ be groomed to contribute to Singapore. [1]

[1]

- 4 Look at the box at the bottom right corner of the poster. Which phrase in Kathleen's comment would encourage students to apply for the scholarship if they find fulfilment in seeing a positive impact from their work?

"I see communities from all walks of life enjoying and connecting with nature around them" [1]

## Section B [20 marks]

### Text 2

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–14.

- 5 In Paragraph 1, the writer says that 'a serious drought hit the country.' (line 1)

Identify 2 phrases that describe the severe effects of the drought.

Springs dried up [1]

trees shrivelled [1]

crops burned in the fields [1]

Reject: the usually sweet water from our scullery pump turned brown and tasted of nails [does not reflect severity/ impact as it is only 1 family that is affected]

[Note: Any **two** of the four points = 2 marks]

- 6 In Paragraph 2, the writer says 'when I heard their dry volleys, I knew our long armistice was over.' (lines 10-11)

What is (i) unusual and (ii) effective about this expression paying special attention to the underlined word?

- (i) It is unusual because we would usually describe an armistice as a truce between two sides during a war and not between weather and humans [1]

- (ii) It is effective because it shows/ emphasises/ highlights how hell broke loose for the family/ the family suffered great chaos after the soldiers fired shots at the sky [1]

[Note: Response must show awareness of war imagery]

- 7 "Terror, the old terror, had come again, and as always in the middle of the night." (lines 15-16)

- (i) What is the 'old terror' referring to?

It is referring to the recurring flood [1]

- (ii) What impression of the 'old terror' is created by the phrase 'in the middle of the night'?

It always comes when they are caught unaware / least prepared  
 [Possible literal answer] they are sleeping

[1]

[Note: this questions requires the reader to explain the expression 'in the middle of the night' to demonstrate understanding of its connotative meaning, rather than the literal meaning.]

- 8 'Get up!' cried Mother. 'It's coming in! Get up or we'll all be drowned!' I heard her banging about and beating the walls in accents of final doom. (lines 17-18)

What does this tell us about the sort of person the writer's Mother is?

Hysterical/ Dramatic/ Frantic/ Histrionic/ Exaggerated

[1]

- 9 In Paragraph 4, the writer described the situation that his family faced in the midst of the storm.

Explain what the language used tells the reader about each of the loud sounds he can hear. Support your ideas with three details from the text.

Quote from text	Explanation	
the rain drowned our cries and whimpers	showed how the rain was <u>so deafening that it was difficult to hear</u> the cries and whimpers of the writer and his family/ could not be heard/ they were muffled (drowned - word choice)	[1]
trumpet-calls murdering sleep	highlighted how the shouts/ screams of the writer's mother were <u>piercing/ blaring</u> , causing them to wake up/ be unable to go back to sleep. (trumpet-calls - word choice)	[1]
trees roaring, clouds bursting, thunder crashing	<u>repetition</u> of structure/ phrases <u>emphasised</u> how there was a <u>cacophony of sounds to be heard/ a variety of different sounds to be heard/ combination of sounds from the elements</u> all around them/ surrounding them	[1]

- 10 From Paragraph 5, what are the two things that caused the writer and his family to be "overwhelmed by gigantic fears"?

The flood is rapidly rising to their knees/ rapidly rising water

and



The candles are extinguished by the falling rain/ they couldn't see [1]

Both answers for 1 mark

---

- 11** "I can't THINK what I've done to be so troubled and tried. Neither saints nor angels would keep their patience if they had such things to put up with...." (lines 40-41)

What is the tone of the writer's mother's comment about the situation?

Frustration/ Bitterness/ Aggrievement/ Resentment/ Disgruntlement [1]

Note: Accept reasonable alternative

---

- 12** In Paragraph 7, we were told that the rain would 'claw the window' and the wind would 'slap the walls'. (line 47)

- (i) What is the writer comparing the storm with?

A wild beast/ animal/ monster/ fiend [1]

---

- (ii) Why is this comparison effective?

Emphasizes the fearsome power/ strength of the storm [1]

[Note: idea of evoking fear in the writer and his family must be present.  
 From Text: *and imagining the family, the house, and all the furniture, being sucked down the drain.*]

---

- 13** (i) From paragraph 8, what did the writer realise about the floods as an adult?

He realised that all these fears were unfounded. [1]

---

- (ii) What is one detail that showed that he was still bothered?

he would feel a sense of uneasiness upon hearing thunder or smelling rain

and/ or

he would start looking for brooms [1]

[Note: 1 mark for either answer]

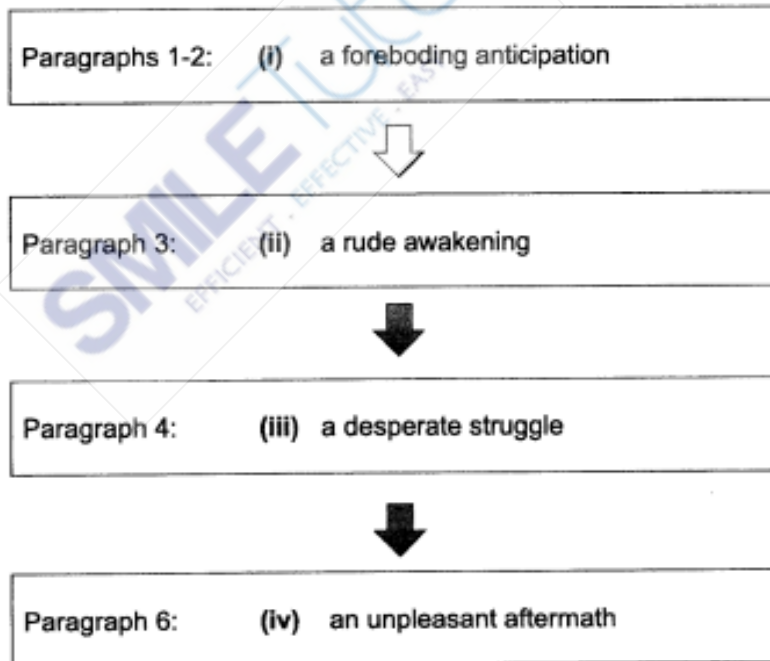
---

- 14** The structure of the text reflects the feelings and situation the writer's family faced at different stages in the narrative. Complete the flow chart by choosing one expression from the box to summarise the different situation at each part of the narrative. There are some extra words in the box that you do not need to use.

**The feelings and situation the writer's family faced at different stages**

an unfortunate situation	an imminent defeat
a growing frustration	an unpleasant aftermath
a desperate struggle	a foreboding anticipation
a rude awakening	

**Flow chart**



[4]

### Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–20.

- 15 According to Paragraph 1, what were the two types of travel options Thomas Cook offered?

offer cheap day trips to the working classes, and grander expeditions to the emerging middle classes [1]

[Note: both types of trips for 1 mark]

- (ii) Why did Thomas Cook offer the two different options?

He wanted to ensure that his trips are priced to fit all types of budgets/ cater different budgets/ both the middle class and the working class can afford the trips he offers [1]

- 16 What does the phrase 'exploiting the possibilities opened up by the rapidly expanding train networks' (lines 8-9) tell us about Thomas Cook?

Opportunistic/ entrepreneurial/ seizes opportunities [1]

- 17 Here is part of a conversation between two students Charlie and Delphine who have read the article.



Charlie

Wealthy recreational travellers in the past travel for very different reasons from recreational

Even so, recreational travellers of today must have some of resources before they can travel.



Delphine

- (i) Identify **two** reasons from Paragraph 2 to explain why the wealthy travelled.

1. they travelled to network make contact (do not need to paraphrase) with influential people of the same social class/ networking with fellow aristocrats

[1]

2. they travel to purchase/ acquire cultural artefacts/ relics to highlight their status/ show off / impress others

[1]

- (ii) From Paragraph 3, identify one resource that Delphine is referring to?

Recreational travellers must still have leave days/ free time

or

Recreational travellers must still possess sufficient disposable income/ financial means [1]

Note: Either answer would receive be awarded 1 mark

- 18 From Paragraph 3, in **your own words** state **one** reason why the modern tourist travels.

From Text	Paraphrase
escape from the <u>rigours and routines of work</u>	They want a <u>break/ respite</u> from the <u>demands and monotony</u> of work
<u>seek thrills in the unfamiliar</u>	They look forward to <u>exciting</u> experiences that are <u>new/ novel</u> to them.

- 19 Explain why being 'a 'must-see' destination is now a double-edged sword' (line 62)?

The 'must-see' destination brings about an increased number of visitors due to its popularity yet at the same time gets destroyed by the sheer number of people flocking to see it. [2]

The 'must-see' destination brings about economic benefits yet at the same time it runs the risk of being destroyed/ damaged which will reduce/ eliminate future economic benefits.

**Note:** 0-2m Question

Answer must demonstrate awareness of how the contradictions co-exist.

- 20 Using your own words as far as possible, summarise the positive and negative effects that tourism has on the destinations visited.**

**Use only information from paragraphs 4 to 5.**

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.

*For better or worse, tourism has impacted various destinations as...*

**Positive Effects**

From the passage	Paraphrase
(line 28) <u>all destinations gain financially</u> from tourism	<u>benefits every tourist attraction monetarily/ economically/ financially</u>
(line 29-30) Tourism can <u>benefit local communities</u> by <u>providing employment</u> , even if it is only seasonal	through <u>creating different forms of work</u>
(lines 30-31) Tourism also <u>revitalizes communities</u> through <u>economic investments</u> which <u>reverse declining traditional industries</u>	and <u>stimulating/ revitalising local businesses</u> or and <u>revive local businesses which are dying</u>
(lines 32-33) <u>Cultural assets, heritage and crafts</u> can be <u>preserved</u> when the community appreciates their economic benefits	thus <u>conserving traditional arts and cultures</u> .
(lines 33-34) These economic benefits may also <u>motivate locals</u> to work to <u>preserve the natural environment</u> along with <u>protecting endangered wildlife</u> .	<u>Natives are encouraged to protect</u> threatened <u>flora and fauna</u>
(lines 35-36) Furthermore, when the <u>profile of a destination is raised</u> , <u>community pride can</u> also be <u>rekindled</u> .	while <u>fame instils self-identity/ community pride</u> of the destination's <u>inhabitants</u> .



### Negative Effects

From the passage	Paraphrase
(lines 37-39) Problems arise from <u>over-reliance</u> on tourism as it is <u>vulnerable</u> to <u>political upheaval</u> , <u>economic uncertainty</u> or <u>natural disaster</u> .	However, over-reliance on tourism is <u>undesirable</u> because it is <u>susceptible</u> to political (instability), economic (situations) and natural disasters/ calamities.
(lines 39-41) tourists often <u>visit only famous or iconic sites</u> , thereby <u>concentrating</u> the economic <u>benefits</u> of their visits <u>in the hands of only a few businesses</u> .	Often, tourists <u>focus on only must-see destinations</u> , <u>greatly limiting economic benefits</u>
(lines 42-45) Instead of broadening their minds, these <u>tourists cling to preconceived notions</u> of their destinations, and <u>are ignorant</u> – or what is worse – <u>indifferent to local customs and sensitivities</u> .	Some <u>stubbornly believe stereotypes</u> / thus are <u>oblivious to local culture</u>
(line 45) Such tourists often <u>offend</u> the <u>local inhabitants</u> .	and thus may <u>upset/ annoy/ insult the natives</u>
(lines 45-46) creating <u>misunderstandings</u> and <u>cultural strife</u> .	<u>causing cultural conflicts/ misunderstandings</u> .
(lines 48-50) By keeping the natives at arm's length, they <u>highlighted</u> the <u>differences</u> between them and the locals, the <u>haves and the have-nots</u> .	By limiting interactions with the locals, they <u>emphasize the gulf/ gap</u> in their <u>socio-economic status</u> .

### ***For better or worse, tourism has impacted various destinations as...***

it benefits every tourist attraction economically **through** creating different forms of work **and** stimulating local businesses **thus** conserving traditional arts and cultures. Natives are also encouraged to protect threatened flora and fauna. **Finally**, fame can instill the community pride of the destination's inhabitants. **However**, over-reliance on tourism is undesirable because it is susceptible to political, economic and natural instabilities. Often, tourists focus on only must-see destinations, greatly limiting economic benefits. Some stubbornly believe stereotypes **and thus** may insult the natives causing cultural conflicts. **By** limiting interactions with the locals, they emphasize the gulf in their socio-economic status.

## ASSUMPTION ENGLISH SCHOOL PRELIM PAPER

### Section A [10 marks]

#### Question 1

Carefully read the text below, consisting of 12 lines, about food delivery. 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.

.....✓.....

In the past, many families in Singapore did not have the habit of		
ordering in. Fast forward from the early 2000s when pizza and fast	<b>1</b>	.....
food could be ordered through a tele-operator. You just need to	<b>2</b>	.....
have the flyers handy. The state of the food delivery landscape	<b>3</b>	.....
remained as such until the 2010s where the gig economy started to	<b>4</b>	.....
took off and brought us operators such as foodpanda, Deliveroo and	<b>5</b>	.....
GrabFood. However, using these apps in their early years were not as	<b>6</b>	.....
smoothed an experience as it is today. You needed reservoirs of	<b>7</b>	.....
patience to put on with technical glitches and less than stellar customer	<b>8</b>	.....
service. The recent pandemic has made this food deliver culture more	<b>9</b>	.....
of a normality than novelty. Food vendors too are increasingly joining	<b>10</b>	.....
these platforms to gain access to the largely digitalised customer base.		

*Adapted from <https://www.channelnewsasia.com>*

# **GREEN PLAN** for schools

SG Green Plan for schools encourages young people to connect with their environment by allowing them the opportunity to actively protect it. It starts in the classroom; it expands to the school and eventually fosters change in the community at large.



Water

- ✓ Reduce water wastage
- ✓ Use water-efficient appliances at home



Food

- ✓ Support local produce
- ✓ Grow your own edibles at home or in a school or community garden



Energy

- ✓ Switch off electrical appliances at the socket when not in use.
- ✓ Use fan instead of air-con
- ✓ Set air-con temperature at 25°C
- ✓ Use energy-efficient appliances



Waste

- ✓ Reduce, Reuse and Recycle Right
- ✓ Buy, order and use only what you need
- ✓ Bring your own bag or container
- ✓ Repair instead of buying new items



Do more!

- ✓ Start an environmental movement in school or in your community
- ✓ Volunteer in environmental activities like tree planting. Citizen science programmes, litter picking and community outreach.



**You can play a part to make  
a positive environmental impact!**



Adapted from: [https://www.greenplan.gov.sg/images/resources/sgp\\_actionables.jpg](https://www.greenplan.gov.sg/images/resources/sgp_actionables.jpg)

### Section B [30 marks]

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

#### Question 2

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

The Green Club in your school has planned to conduct an assembly programme to promote sustainable practices suggested by the SG Green Plan campaign among students and staff. As the President of your school's Green Club, your teacher-in-charge has assigned you the task of presenting a speech during the assembly programme.

Write a speech to be presented to your schoolmates and teachers persuading them to adopt environmentally friendly practices. In your speech, give details of:

- why you believe everyone needs to do more to save the environment
- how your schoolmates and teachers can contribute to the green efforts while in school
- how your schoolmates and teachers can contribute to the green efforts in their own homes
- what possible student-led initiatives could be implemented in your school.

You may add any other details you think will be helpful.

Write your speech to the school in clear, accurate English. Your tone should be polite and persuasive to encourage your schoolmates and teachers to play their part to make a positive environmental impact.

You should use your own words as much as possible.

.....

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**Section A**

**Text 1**

Study the poster below and answer Questions 1 – 4 in the Answer Booklet.

**Live the ECO Way! ECO LIFESTYLE**

An eco-lifestyle is about living your life in a way that minimises harm to the environment. You can do your part in protecting our environment through simple acts of recycling, saving water and electricity, and taking public transport.

**Switch Off**  
Turn off appliances at power socket

**Use energy efficient**  
appliances for about 100 hours a year

Set air conditioner temperature at **25°C**

**Fan**  
Use fans instead of air conditioning

**7 Good Water Saving Habits**

1. Monitor water bills and re-check family's usage habits if consumption is above average
2. Take shorter showers and turn off the tap while soaping
3. Wash vegetables and dishes in a filled sink
4. Place water for flushing
5. Repair leaks promptly to prevent water wastage
6. Use reduced flush for liquid waste
7. Run washing machine on a full load

Energy and water efficiency labels help you identify which appliances are best suited for reducing water and electrical consumption.

Visit us at <http://www.hdb.gov.sg/leadtobetter>

**SMILE TUTOR**

Adapted from <http://www.hdb.gov.sg>

## Section B

### Text 2

*The text below is about the author's time spent in London. Read it carefully and answer Questions 5 – 14 in the Answer Booklet.*

- 1 I am still not entirely clear why my fifteen year-old self, living inside a loving, unrestrictive family, would choose to leave Egypt, the horses, the Red and Mediterranean seas, the friends, Thunder the German Shepherd I fed with my own hands (and who was anything but thunderous) – and, perhaps most importantly, my own name and fly 3,500 kilometres north to live in a large, unheated stone house with forty English boys in the middle of soggy fields and under a sky that almost never broke, where I was Robert and only sometimes Bob. 5
  
- 2 I had fallen for the landscape some five years before, when I was ten. We were visiting London, but then, hearing that a cousin was boarding in a school in Somerset – or was it Dorset or perhaps even Devon? We decided to take the train west from Paddington. I remember the station, and the way the carriage seemed to become lighter as the density of the capital fell away, as though the pull of gravity was stronger in the city. It was impossible to stop looking out of the window, where the view was full of lush green hedgerows and clear blue sky. Once we were off the train, we drove through hedges that rose high on either side of the road embracing us. Water running in rivers, or lingering in drops on leaves, making the air sweet with the scent of morning dew. The further we went, the narrower and deeper the lanes became, as if the earth was taking us home. The clouds were interlaced thickly together, with the comfort of a soft cotton headrest welcoming us from above. It all gave me the impression, which I see now was a strange thing for a ten-year-old boy to think, that if I were to put something down here, something of personal value that might be, to anyone else, of no value at all and therefore more vulnerable to damage, it would not be moved. I would be able to come back later and find it exactly where I had left it. 10  
15  
20  
25
  
- 3 If this explains my coming to England, it does not explain my departure from Cairo. Perhaps I did not trust in the constancy of my parents' life, or the life they had created for themselves in Egypt, where many decisions were suspended because "We'll be in Libya by then." It's not that England felt more permanent but I thought I could be in charge of my own fate here. 30
  
- 4 However, this love affair with the English landscape turned dark on my first day. The instructions from my parents were that, on landing at Heathrow, I was to take a black London cab directly to school. What my parents thought would be a comfort turned into a stressful journey. The London driver got lost. Night was falling. The man became more and more impatient. He threatened to leave my giant suitcase and me in one of the deserted country lanes. 35
  
- 5 Looking back, I think I might have annoyed him earlier. He had stopped at a petrol station to refuel and left the engine running. Coming from Cairo, where drivers turn off the ignition at traffic stops, this seemed horribly wasteful. My upbringing placed a heavy moral value on waste. A few grains of rice left on 40

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my plate would provoke my mother to say, "But how precisely have these grains offended you now?" When the London cabbie got back into the car, I asked him, "Excuse me, please, why didn't you switch off your engine?" He looked at me in the rear view mirror and said, "You're right there, mate; it's *my* engine." After about an hour more of driving around in the dusk, he stopped the car and asked me to get out. I decided to remain silent. 45

- 6 Years later, it suddenly made sense why my friends have always assumed that, after more than a quarter of a century of living in England, I will eventually move to another country. Something about me, or about the life I have created in London, seems impermanent. I am often unnerved by exiles I meet who, like me, have found themselves living in London but who, unlike me, have surrendered to the place and therefore exude the sort of resigned stability I lack. Naked adoption of native mannerisms or the local dialect – this has always seemed to me a kind of humiliation. And yet, like a jealous lover, I believed I knew London's secrets better than most of its natives. When, after Prime Minister Tony Blair's visit to Libya in 2004, members of Qaddafi's inner circle began to buy houses in the British capital, sometimes in my neighbourhood, I told myself that my London was not theirs. I became grateful to have settled in a city whose most essential character is secrecy. 50  
My silent condemnation of those fellow exiles who wished to assimilate was my feeble act of fidelity to the old country, or maybe not even to Libya but to the young boy I was when we left. 55 60

*Adapted from 'The Return' by Hisham Matar*



## Section C

### Text 3

The text below is about a man in a crowd who stood out for what he believed in. Read it carefully and answer Questions 15 – 21 in the Answer Booklet.

- 1 There is a famous black-and-white photograph from the era of the Third Reich. It is a picture taken in Hamburg, Germany, in 1936, of shipyard workers, a hundred or more, facing the same direction in the light of the sun. They are heiling in unison, their right arms rigid in outstretched allegiance to the Fuhrer. 5
- 2 If you look closely, you can see a man in the upper right who is different from the others. His face is gentle but unyielding. Modern-day displays of the photograph will often add a helpful red circle around the man or an arrow pointing to him. He is surrounded by fellow citizens caught under the spell of the Nazis. He keeps his arms folded to his chest, as the stiff palms of the others hover just inches from him. He alone is refusing to salute. He is the one man standing against the tide. 10
- 3 Looking back from our vantage point, he is the only person in the entire scene who is on the right side of history. Everyone around him is tragically, fatefully, categorically wrong. In that moment, only he could see it. 15
- 4 His name is believed to have been August Landmesser. At the time, he could not have known the murderous path the hysteria around him would lead to. But he had already seen enough to reject it. He had joined the Nazi Party himself years before. By now though, he knew first-hand that the Nazis were feeding Germans lies about Jews, the outcasts of his era, that, even this early in the Reich, the Nazis had caused terror, heartache, and disruption. He knew that Jews were anything but Untermenschen<sup>1</sup>, that they were German citizens, human as anyone else. He was an Aryan in love with a Jewish woman, but the recently enacted Nuremberg Laws had made their relationship illegal. They were forbidden to marry or to have sexual relations, either of which amounted to what the Nazis called "racial infamy". 20  
25
- 5 His personal experience and close connection to the scapegoated caste allowed him to see past the lies and stereotypes so readily embraced by susceptible members – the majority, sadly – of the dominant caste. Though Aryan himself, his openness to the humanity of the people who had been deemed beneath him gave him a stake in their well-being, their fates tied to his. He could see what his countrymen chose not to see. 30
- 6 In a totalitarian regime such as that of the Third Reich, it was an act of bravery to stand firm against an ocean. We would all want to believe that we would have been him. We might feel certain that, were we Aryan citizens under the Third Reich, we surely would have seen through it, would have risen above it like him, been that person resisting authoritarianism and brutality in the face of mass hysteria. 35

<sup>1</sup> Untermenschen means a person considered racially or socially inferior in German Language.

- 7 We would like to believe that we would have taken the more difficult path of standing up against injustice in defence of the outcaste. But unless people 40 are willing to transcend their fears, endure discomfort and derision, suffer the scorn of loved ones and neighbours and co-workers and friends, fall into disfavour of perhaps everyone they know, face exclusion and even banishment, it would be numerically impossible, humanly impossible, for everyone to be that man. What would it take to be him in any era? What 45 would it take to be him now?

*Adapted from 'Caste: The Origins of our Discontents' by Isabel Wilkerson*





**Section A [5 marks]**

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

- 1 The poster places emphasis on an 'eco-lifestyle' and living the 'eco-way'. List **TWO** words that "eco" could be derived from.
- i) .....
- ii) ..... [1]
- 2 How does the poster propose that we save electricity?
- i) .....
- ii) ..... [1]
- 3 How are the '7 Good Water Saving Habits' presented in the poster and why is it presented as such?
- .....
- .....
- ..... [2]
- 4 Look at the speech bubble under the heading 'Live the ECO Way'. Which word suggests that an eco-lifestyle is not completely effective in protecting our environment?
- ..... [1]

### Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 14.

- 5 The author shared at the start of the passage that his dog, a German Shepherd, named Thunder 'was anything but thunderous' (line 4). What does this imply about the dog's personality?

..... [1]

- 6 In Paragraph 1, the author leaves the safe confines of his home in Egypt to live in an 'unheated stone house with forty English boys in the middle of soggy fields and under a sky that almost never broke...' (lines 6 – 7).

Pick out the phrase from the lines above that represents the appropriate weather condition.

Description of the surroundings	Phrase from the passage
(i) Hard, cold abode	
(ii) Raining continuously	

[2]

- 7 From Paragraph 1, identify the clue that tells us that 'Robert' or 'Bob' was not his real name.

..... [1]

- 8 From Paragraph 2, what does the author mean when he mentions that he 'had fallen for the landscape some five years before...' (line 9)?

..... [1]

**9** 'I remember the station, and the way the carriage seemed to become lighter as the density of the capital fell away, as though the pull of gravity was stronger in the city. It was impossible to stop looking out of the window.' (lines 12 – 15)

i) Identify **two** separate words from the lines above that show how the author viewed life in the city in contrast to that of the suburban area he was travelling to.

a) .....

b) .....

[1]

ii) Why did the author feel that it 'was impossible to stop looking out of the window' (lines 14 – 15)?

.....

.....

[1]

**10** From Paragraph 2, the landscape seems to be drawing the author in. Explain how the language used to describe the landscape affirms the author's decision to move to London and make it his home.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

- 11** 'Coming from Cairo, where drivers turn off the ignition at traffic stops, this seemed horribly wasteful. My upbringing placed a heavy moral value on waste. A few grains of rice left on my plate would provoke my mother to say, "But how precisely have these grains offended you now?"' (lines 39 – 43)
- i) Based on the lines above, how would you describe the author's upbringing?
- ..... [1]
- ii) Identify a detail from Paragraph 5 which proves that the author's upbringing has influenced his life.
- .....
- ..... [1]
- iii) What is the mother's tone of voice when she questions him about leaving a few grains of rice on his plate?
- ..... [1]
- 12** "When the London cabby got back into the car, I asked him, "Excuse me, please, why didn't you switch off your engine?" He looked at me in the rear view mirror and said, "You're right there, mate; it's *my* engine." (lines 43 – 46)
- i) How did the author offend the driver?
- .....
- ..... [1]
- ii) How would you describe the attitude of the driver towards the author when he emphasises on the words 'my engine' in line 46?
- ..... [1]

- 13 In Paragraph 6, the author once again shares about his love affair with London. However, this time, he highlights that he behaved 'like a jealous lover' (line 55). Why was the author jealous?

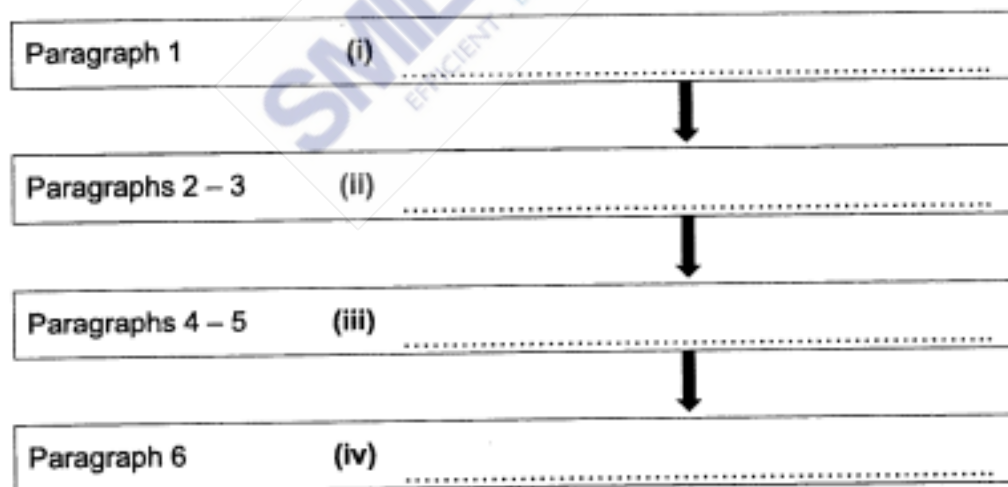
.....  
 ..... [1]

- 14 The text shares the author's conflicted love for London. Complete the flow chart by choosing one phrase to summarise the author's emotional upheaval at each stage. There are some extra phrases you do not need to use.

#### Author's Emotions

Falling in love with the beauty of the countryside
Judgement day
A journey that turned sour
Unable to comprehend his own decision to leave home
A sense of belonging
An adventure begins

#### Flow chart



[4]



### Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 21.

- 15 What does the black-and-white photograph tell you about the technology of that era?

..... [1]

- 16 "They are heiling in unison, their right arms rigid in outstretched allegiance to the Fuhrer." (lines 4 – 5)

Quote a phrase and word from Paragraphs 1 and 2 respectively that has the same meaning as 'heiling'.

From the Passage	Quote
(i) A <b>phrase</b> from Paragraph 1	
(ii) A <b>word</b> from Paragraph 2	

[2]

- 17 What is unusual and effective about the description of August Landmesser's face being 'gentle but unyielding' in line 7?

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

[2]

- 18 From Paragraph 2, why do you think people 'add a helpful red circle around the man or an arrow pointing to him'? (lines 8 – 9)

.....  
 .....

[1]

- 19 'He is the one man standing against the tide.' (lines 11 – 12)

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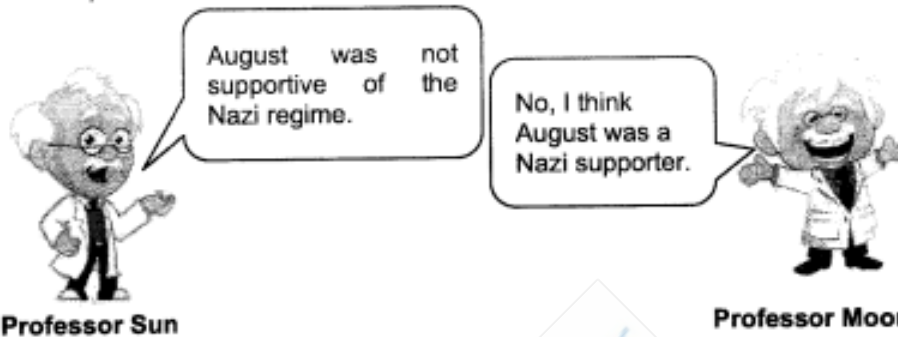
What does this line suggest about the man's perspective?

.....

.....

[1]

20 Here is part of a conversation between two professors.



- (a) Give **one** detail from Paragraph 2 that supports Professor Sun's point of view.

.....

.....

[1]

- (b) Give **two** pieces of evidence from Paragraph 4 that support Professor Moon's point of view.

(i) .....

.....

(ii) .....

.....

[1]

[1]

- 21 Using your own words as far as possible, summarise the reasons why August Landmesser did not support the Nazis and the possible consequences

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## ANSWER SHEET

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the food delivery. 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.

✓  
.....

In the past, many families in Singapore did not have the habit of ordering in. Fast forward from the early 2000s when pizza and fast food could be ordered through a tele-operator. You just need to have the flyers handy. The state of the food delivery landscape remained as such until the 2010s where the gig economy started to took off and brought us operators such as foodpanda, Deliveroo and GrabFood. However, using these apps in their early years were not as smoothen an experience as it is today. You needed reservoirs of patience to put on with technical glitches and less than stellar customer service. The recent pandemic has made this food deliver culture more of a normality than novelty. Food vendors too are increasingly joining these platforms to gain access to the largely digitalised customer base.

- |    |                      |
|----|----------------------|
| 1  | to (preposition)     |
| 2  | needed (tense)       |
| 3  | ✓                    |
| 4  | when (r. pronoun)    |
| 5  | take (to-infinitive) |
| 6  | was (SVA)            |
| 7  | smooth (word form)   |
| 8  | up (preposition)     |
| 9  | delivery (word form) |
| 10 | ✓                    |

*Adapted from <https://www.channelnewsasia.com>*

### Section A [5 marks]

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

- 1 The poster places emphasis on an 'eco-lifestyle' and living the 'eco-way'. List **TWO** words that "eco" could be derived from.
  - i) ecology / ecological
  - ii) economy / economic / economical
  - iii) ecosystem / ecocsystems

[1]
  
- 2 How does the poster propose that we save electricity?
  - i) By switching off power sockets of home appliances.
  - ii) By choosing energy efficient appliances.
  - iii) Set the air-conditioner temperature at 25 degrees celsius.
  - iv) Use a fan in place of the air-conditioner.

(1 mark for any 2 of the 4 options.)

[1]
  
- 3 How are the '7 Good Water Saving Habits' presented in the poster and why is it presented as such?
 

It is presented in the form of a water droplet (1m) and it is presented as such to highlight how precious water is which is why we must save it / to highlight how every drop of water is precious and we should not waste it (1m).

[2]
  
- 4 Look at the speech bubble under the heading 'Live the ECO Way'. Which word suggests that an eco-lifestyle is not completely effective in protecting our environment?
 

minimises  
DNA: 'minimise'

[1]



### Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 14.

- 5 The author shared at the start of the passage that his dog, a German Shepherd, named Thunder 'was anything but thunderous' (line 4). What does this imply about the dog's personality?

It was docile / timid / shy / demure / gentle / reserved / tame.  
DNA: quiet / calm

[1]

- 6 In Paragraph 1, the author leaves the safe confines of his home in Egypt to live in an 'unheated stone house with forty English boys in the middle of soggy fields and under a sky that almost never broke...' (lines 6 – 7).

Pick out the phrase from the lines above that represents the appropriate weather condition.

Description of the surroundings	Phrase from the passage
(i) Hard, cold abode	unheated stone house
(ii) Raining continuously	(a) sky that almost never broke

[2]

- 7 From Paragraph 1, identify the clue that tells us that 'Robert' or 'Bob' was not his real name.

The clue is that he had left everything behind including his own name.

[1]

- 8 From Paragraph 2, what does the author mean when he mentions that he 'had fallen for the landscape some five years before...' (line 9)?

He fell in love with the surroundings / scenery / views / perspective.

[1]

- 9 'I remember the station, and the way the carriage seemed to become lighter as the density of the capital fell away, as though the pull of gravity was stronger in the city. It was impossible to stop looking out of the window.' (lines 12 – 15)
- i) Identify **two** separate words from the lines above that show how the author viewed life in the city in contrast to that of the suburban area he was travelling to.
- a) lighter
- b) density [1]
- ii) Why did the author feel that it 'was impossible to stop looking out of the window' (lines 14 – 15)?
- He loved the scenic view of the countryside too much. [1]
- 10 From Paragraph 2, the landscape seems to be drawing the author in. Explain how the language used to describe the landscape affirms the author's decision to move to London and make it his home.
- "hedges that rose high on either side of the road embracing us" seems to highlight how the plants/ bushes were hugging the author, giving him comfort.
  - "Water running in rivers, or lingering in drops on leaves, making the air sweet with the scent of morning dew" showed how the author enjoyed / appreciated the fresh air presented in the countryside.
  - "The further we went, the narrower and deeper the lanes became, as if the earth was taking us home" highlights how even the pathways seem to be welcoming the author to his new home.
  - "The clouds were interlaced thickly together, with the comfort of a soft cotton headrest welcoming us from above" gives the feeling that the author can expect a comfortable and peaceful rest when he reaches home. [3]

- 11 'Coming from Cairo, where drivers turn off the ignition at traffic stops, this seemed horribly wasteful. My upbringing placed a heavy moral value on waste. A few grains of rice left on my plate would provoke my mother to say, "But how precisely have these grains offended you now?"' (lines 39 – 43)

- i) Based on the lines above, how would you describe the author's upbringing?

It was strict / had a heavy emphasis on values.

[1]

- ii) Identify a detail from Paragraph 5 which proves that the author's upbringing has influenced his life.

The author listened to the "instructions" from his parents though they were not with him physically.

[1]

- iii) What is the mother's tone of voice when she questions him about leaving a few grains of rice on his plate?

Her tone was sarcastic / mocking.

[1]

- 12 'When the London cabby got back into the car, I asked him, "Excuse me, please, why didn't you switch off your engine?" He looked at me in the rear view mirror and said, "You're right there, mate; it's *my* engine."' (lines 43 – 46)

- i) How did the author offend the driver?

He questioned him on why he did not switch his engine off at the petrol station.

[1]

- ii) How would you describe the attitude of the driver towards the author when he emphasises on the words 'my engine' in line 46?

He was irritated / infuriated / aggressive / annoyed / angry.

DNA: upset (does not show intensity of the driver's ire)

[1]

- 13 In Paragraph 6, the author once again shares about his love affair with London. However, this time, he highlights that he behaved 'like a jealous lover' (line 55). Why was the author jealous?

He was jealous because he felt possessive over London and wanted to emphasise his knowledge of the country to the new immigrants.

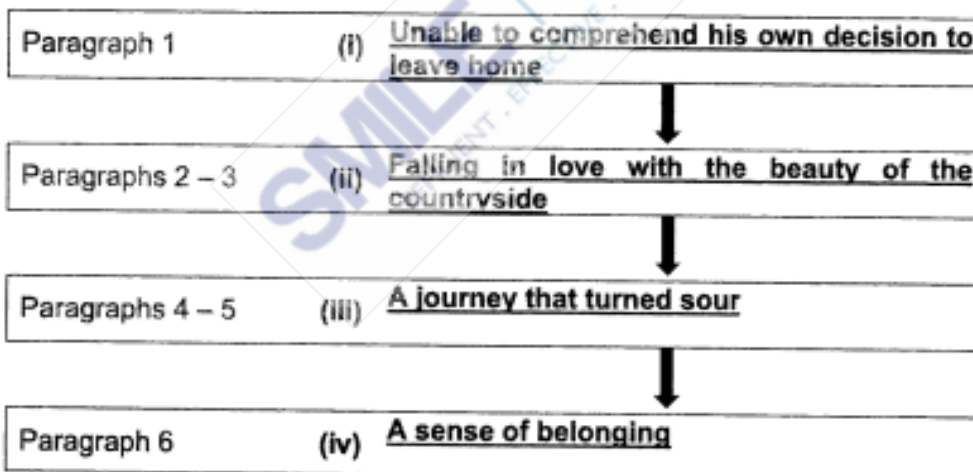
[1]

- 14 The text shares the author's conflicted love for London. Complete the flow chart by choosing one phrase to summarise the author's emotional upheaval at each stage. There are some extra phrases you do not need to use.

#### Author's Emotions

Falling in love with the beauty of the countryside
Judgement day
A journey that turned sour
Unable to comprehend his own decision to leave home
A sense of belonging
An adventure begins

#### Flow chart



[4]

### Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 21.

- 15 What does the black-and-white photograph tell you about the technology of that era?

It was not very advanced. / It was backward.  
DNA: 'Technology was outdated.

[1]

- 16 "They are heiling in unison, their right arms rigid in outstretched allegiance to the Fuhrer." (lines 4 – 5)

Quote a phrase and word from Paragraphs 1 and 2 respectively that has the same meaning as 'heiling'.

From the Passage	Quote
(i) A <b>phrase</b> from Paragraph 1	<u>arms rigid in outstretched allegiance</u>
(ii) A <b>word</b> from Paragraph 2	<u>salute</u>

[2]

- 17 What is unusual and effective about the description of August Landmesser's face being 'gentle but unyielding' in line 7?

It is unusual because August has two contrasting facial expressions described at the same time.  
It is effective in showing the dilemma / conflict he faced in not supporting the Nazis mentally but he did not dare to openly defy the vast majority who did.

[2]

- 18 From Paragraph 2, why do you think people 'add a helpful red circle around the man or an arrow pointing to him'? (lines 8 – 9)

It was easier to spot him in the crowd. / It was not easy to spot him in the photograph.

[1]

- 19 'He is the one man standing against the tide.' (lines 11 – 12)

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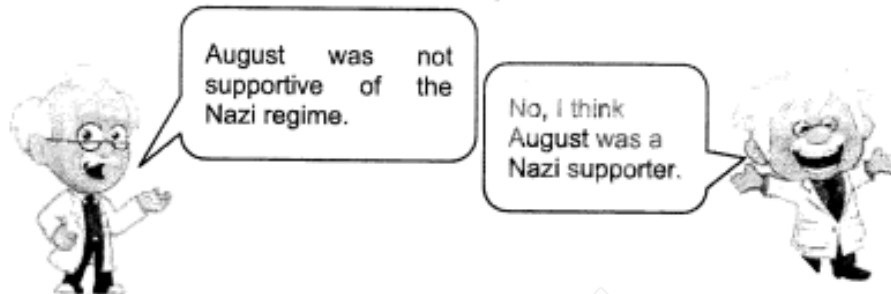


What does this line suggest about the man's perspective?

His perspective was not popular. / His perspective was different from the majority.

[1]

20 Here is part of a conversation between two professors.



**Professor Sun**

**Professor Moon**

- (a) Give **one** detail from Paragraph 2 that supports Professor Sun's point of view.

He kept his arms folded to his chest even though the stiff palms of the others hover just inches from him. / He alone is refusing to salute.

[1]

- (b) Give **two** pieces of evidence from Paragraph 4 that support Professor Moon's point of view.

(i) He had already seen enough to reject the Nazis.

[1]

(ii) He knew first-hand that the Nazis were feeding the Germans lies about the Jews. / He had joined the Nazi party himself.

[1]

21 Using your own words as far as possible, summarise the reasons why August Landmesser did not support the Nazis and the possible consequences

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one has to face when standing up for the outcastes.

**Use only information from Paragraphs 4 – 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).

*August Landmesser might not have known the extent of the genocide that would take place but...*

No	Lifted from the passage	Rephrased form
<b>The reasons why August Landmesser did not support the Nazis</b>		
1	he had already seen enough to reject it.	he had witnessed enough to resist it.
2	he knew first-hand that the Nazis were feeding Germans lies about Jews	He knew right from the start that the Nazis were spreading fake information about the Jews.
3	the Nazis had caused terror, heartache, and disruption	They had instilled fear, pain and chaos.
4	His personal experience and close connection to the scapegoated caste allowed him to see past the lies and stereotypes of the dominant caste.	His personal encounter with the Jews enabled him to look beyond all the falsehood painted about the Jewish people.
5	his openness to the humanity of the people who had been deemed beneath him gave him a stake in their well-being	He saw the Jews as human beings and was concerned for them.
6	resisting authoritarianism and brutality in the face of mass hysteria	He went against the strict obedience and cruelty that the Nazis demanded.
<b>The possible consequences one has to face when standing up for the outcastes.</b>		
7	people are willing to transcend their fears	People have to be able to look beyond their own fear.
8	endure discomfort and derision,	They would also have to bear with mockery and embarrassment.
9	suffer the scorn of loved ones and neighbours and co-workers and friends,	People closest to you will look at you with contempt
10	fall into disfavour of perhaps everyone they know,	and you will feel ostracised by everyone
11	face exclusion and even banishment	who will ban your very presence.

*August Landmesser might not have known the extent of the genocide that would take place but he had witnessed enough to resist it. He knew right*

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from the start that the Nazis were spreading fake information about the Jews. They had instilled fear, pain and chaos. His personal encounter with the Jews enabled him to look beyond all the falsehood painted about the Jewish people. He saw the Jews as human beings and was concerned for them. He went against the strict obedience and cruelty that the Nazis demanded. People have to be able to look beyond their own fear. They would also have to bear with mockery and embarrassment. People closest to you will look at you with contempt and you will feel ostracised by everyone who will ban your very presence.

[15]

(11 points – 117 words)



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## **BEDOK VIEW SECONDARY SCHOOL PRELIM PAPER**

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— A MOVEMENT TO FOSTER A MORE —

### CARING AND INCLUSIVE SOCIETY

SG Cares is a national movement dedicated to guide and support the goodwill of all who live in Singapore to better help those in need. Giving and kindness can take many forms, spontaneous, informal or organised. From daily acts of kindness to volunteering together with friends, colleagues, neighbours and others - every action matters. Together, we can all play a part, big and small, to make Singapore a more caring and inclusive home for all.





#### WRS CONSERVATION AMBASSADORS

Guide guests in the parks, sharing interesting animal facts and anecdotes. You will promote conservation awareness while providing meaningful and memorable wildlife experiences for our guests. Full two-day training will be provided.

Criteria for volunteers:

- 13 – 18 years old
- Strong interest in nature and wildlife
- Interest in engaging guests on wildlife conservation







#### CHANGEMAKERS

Use sports to teach values and character to primary school children. There will be additional training sessions solely for the ChangeMakers as well as debrief sessions. The purpose of the programme is to develop the human capital of the students leaders by having them work with children living in hardship.

Criteria for volunteers:

- 13 – 18 years old
- Able to converse in English. Sports background would be an asset.
- Open-minded
- Able to attend one-day orientation






#### FRIENDS OF OUR HEARTLANDS

Participate in activities, such as gate painting and spring cleaning, to add cheer to the homes of Senior Residents. Alternatively, organise your own projects to keep them active and engaged. The purpose is to foster care and neighbourly relations.

Criteria for volunteers:

- 13 years and above
- Interest in serving the elderly
- Conversational proficiency in Mandarin, other Chinese dialects, Malay or Tamil would be useful but not compulsory



Adapted from: <https://www.sg/singaporecares/volunteer-for-a-cause/>



## Section A [10 marks]

### Question 1

Carefully read the text below, consisting of 12 lines, about how the COVID-19 pandemic exposed the undesirable living conditions of our migrant workers in Singapore. 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.

✓

In June 2020, infection rates among foreign workers living in dormitories numbered on the thousands. The coronavirus exposed the not-too-ideal 1 .....

living conditions of migrant workers that makes COVID-19 rampant. The 2 .....

hope was for migrant workers to recover quickly and for infection in the 3 .....

dormitories to cease. Some of the people watching on and wanting their 4 .....

recovery was motivated by sincere concern and recognition of our shared 5 .....

humanity. Additionally, there were many who needed migrant workers 6 .....

back on their feet so their work is integral to our quality of life in Singapore. 7 .....

Their salient role in many aspects of our lives is evident, in keep up 8 .....

much-needed construction efforts to house the population and in 9 .....

maintaining a well-landscape and clean environment for everyone. The 10 .....

pandemic has reminded us how we are all inextricably connected.

Adapted from: <https://www.todayonline.com/commentary/ride-wave-goodwill-further-protect-and-recognise-dignity-migrant-workers>







## Section A

### Text 1

Study the poster below and answer Questions 1–5 in the Question Paper Booklet.



## Care Chefs' Table Programme

Food is global, connecting all of us. And in nearly every culture, people make deep connections over food, binding them together bite by bite. But more than 795 million people do not have enough food to eat. CARE is working with renowned chefs in the fight to end global hunger. Contact us at [CAREChefs@care.org](mailto:CAREChefs@care.org) to learn more.



### Who do we help?

On a remote island off the coast of northern Mozambique, the community struggles with food insecurity due to overfishing and the impact of climate change on the environment. The CARE programme aims to protect the region's fragile ecosystem while also strengthening the livelihood of the people who depend on the area's dwindling resources.

### What is the impact?

Through the CARE Chef Advocates, the people learn about protecting the environment, including mangroves, which are often cut down for firewood. By protecting the mangroves, they have better access to crabs and sea snails, leading to better food security for their families.

**Become a Partner for Change!**

## Section B

### Text 2

*In the text below, an African young boy encountered a dying deer in the veld<sup>1</sup> while he was out hunting. Read the text carefully and answer Questions 6–16 in the Question Booklet.*

- 1 There it lay, a chocolate-horned figure with legs splayed out. From afar, it looked like a young deer with black ragged tufts of hair sprouting irregularly all over its limp body with patches of raw flesh... But the patches of rawness were disappearing under moving black patches and reappearing elsewhere. "How odd," he thought. He ran closer to the wailing creature as it heaved out small gasps in between and writhed drunkenly from side to side. 5
  
- 2 Upon getting closer, then he knew. He saw the ground – black with ants, great energetic ants that took no notice of him; like a speed train bulleting towards the fighting shape, like glistening black water flowing through the grass. As he drew in his breath while terror and pity seized him, the deer finally gave in under the twisting blackness and the wailing stopped. Now he could hear nothing but the sound of the rustling whispering ants. 10
  
- 3 He raised his rifle to end its pain, but lowered it back. It can no longer feel; its convulsions are a mechanical protest of the nerves. But that was not what made him put down his weapon. It was a swelling feeling of rage, misery and protest that expressed itself in the thought, "If I had not come, it would have died like this anyway. So, why should I interfere? All over the bush, things like this happen, they happen all the time. This is how life goes on; by living things dying in anguish." As though on cue, he suddenly felt in his limbs the myriad swarming pain of the twitching animal that could no longer feel. With gritted teeth, he repeated under his breath: I couldn't have prevented it. There is nothing I can do now. 15
  
- 4 Suffering, sick, and angry, but also grimly satisfied with his new stoicism, he stood there leaning on his rifle, and watched the seething black mound grow smaller. He followed the ants with his eyes and saw them manoeuvring around his feet to trickle back into the grass with pink fragments in their mouths. Seeing those pink bits, he turned away and sternly controlled the convulsing muscles of his stomach, and to his surprise, found hot tears streaming down his cheeks. 20
  
- 5 The helpless shape had grown small. Now it looked unrecognisable. He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked. Ants were ebbing away from the bones, their pincers full of meat. The boy looked at them, big black ugly insects. A few were standing and gazing up at him with small glittering eyes. "Go away!" he ordered the ants, very coldly. And he fancied that the ants turned and went away. 25  
30
  
- 6 He bent over the bones and touched the sockets in the skull; that was where the eyes had been, he thought incredulously. What had happened? The boy bent curiously towards the skeletal frame. Then he saw that the back leg that lay uppermost strained out in the tension of death, was snapped midway in the thigh, so that broken bones jutted over each other uselessly. So that was it! Limping into the ant-masses which it could not escape from, once it had sensed the danger. Yes, but how had the leg been broken? Had it fallen, perhaps? Impossible, a deer was too light and graceful. What could possibly have happened? 35

[Turn over]



- 7 Even as he imagined the crowd of running and shouting hunters, and the flying stones, and the leaping deer, another picture came into his mind. He saw himself: on any one of these bright mornings while hunting, discovering a dying deer. He saw himself with the rifle lowered, wondering whether he should end its torture. Then, as suddenly as the thought came, it suddenly went away. He realised that it was getting late in the morning and that he desired for his breakfast, and he figured that it was not worthwhile to reflect on his actions for an animal that would have died anyway. 40 45
- 8 For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility. Then he straightened up, and looked down at the bones with an odd expression of dismay, all the anger gone out of him. His mind went quite empty: all around him he could see trickles of ants disappearing into the grass. The whispering noise was faint and dry, like the rustling of a cast snakeskin. 50

*Adapted from The Sunrise on the Veld by Doris Lessing*

veld<sup>1</sup>: flat open land with grass and no trees in South Africa

SMILE Tutor  
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## Section C

### Text 3

The text below discusses different music styles and how these have shaped society over the years. Read it carefully and answer Questions 17-22 in the Question Paper.

- 1 If there is one antidote that can invigorate, soothe and enthuse the human soul and spirit all at the same time, then that elixir has to be music. This potent potion has yet another remarkable ability: it floors all barriers and differences, connecting mankind from every nook and cranny of the universe, providing enjoyment for millions.
- 2 Just as mankind has evolved, so has music. Over the years, cross-cultural influences, the invention of musical instruments and technological advancements have given birth to an assortment of music, running the gamut from hardcore blaring to mellow notes. In today's music catalogue, there is a style to suit every personality, age group, mood and occasion. 5
- 3 One of the oldest and most respected genres in the music world is classical music, bringing historical elegance to the modern era. Distinguished by a fascinating orchestral colour that is produced by neat arrangements of string, woodwind, brass and percussion instruments, classical music has a homophonic texture with a defined and regular rhythm. Research has revealed that the organised and complex nature of a classical composition with varying intensity stimulates children's brains, igniting their creative and analytical abilities. A classical form that constitutes a 60-beats-per-minute pattern has a significant impact on activating the left and right brain and thus maximises learning and retention of information. In addition to enhancing the cognitive skills, the harmony of notes and chords in the melodious versions of classical music has a therapeutic effect that counters stress and anxiety and calms the nerves, inducing a state of tranquility. It is no wonder then that a Bach, a Beethoven or a Mozart piece greets you when you step into hospitals, clinics and learning environments. 10 15 20
- 4 If classical music follows conservative conventions, rock 'n' roll beats break rules and racial barriers. Elvis Presley and Chuck Berry were two pioneer solo musicians critical in defining and popularising rock 'n' roll music. The Rolling Stones, The Beatles and The Beach Boys were rock bands that followed suit in the subsequent years but injected a more artful essence into this genre of pop music, appealing even more to the masses. Rock 'n' roll was at once admired and adored by the rebellious youth of that period, being a source of expression for their inner angst and anguish. On the social front, rock 'n' roll music had widespread influences, setting fashion trends, becoming a medium for free thought and self-expression and merging the social scenes between the blacks and the whites. Characterised by narrow range melodies and deep, grainy voices, the infectious rhythm and stomping backbeats of rock 'n' roll music incite spontaneous energy and make it eminently danceable and continues to do so in present times. 25 30
- 5 Rap made its appearance in the 1970s and earned a less than favourable reputation for its morally and socially inappropriate content. Undeniably, it is unnerving to note that raps containing offensive content are sanctioned in the music industry. What then are the musical elements of this music genre that continue to appeal to the current generation despite having the most controversies? In contrast to other forms of music which are mostly sung or played, rap music evolved like a chant where lyrics or rhymes are rapidly spoken and complemented by constant beat, over music made up of drum beats and electronic instruments. It is almost like a chic style of poetry recitals. Since its inception, rap song lyrics 35 40

have matured from perky and funky to complex and thought-provoking. While the violent and sexist lyrics of rap songs are argued to elicit a negative feeling in the listener and become a stimulus for sexist attitudes, the musical portion of rap, denoted by high rhythmic metres, brings on an adrenaline rush of energy in the listeners.

45

- 6 Old or modern, fast or slow, subdued or electrifying, the pulse and metre of each music type draws different emotions from different people at different times and is vastly dependent on a person's personal preferences and perceptions. Music has a profound effect on mankind regardless of time, space and age.

*Adapted from Music Over Time by Shanaz Krishnan*



**Section A [5 marks]****Text 1**For  
Examiner's  
Use**Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.**

- 1** How does the picture depict the message that 'Food is global, connecting all of us.'?

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

- 2** Under the section "Who do we help?", give **one** reason for the dwindling resources of the island community.

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

- 3** In what way does the cutting down of mangroves affect the people's livelihood?

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

- 4** Who is the target audience for this poster?

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

- 5** Which sentence gives the main message of the poster?

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

## Section B [20 marks]

For  
Examiner's  
Use

**Refer to Text 2 on pages 3 and 4 of the Insert for Questions 6–16.**

- 6** In Paragraph 1, there are descriptions of the dying deer. Explain how the language used in the paragraph portrays the dying deer in pain.

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

.....

.....

.....

.....

.....

[3]

- 7** In Paragraph 2, the writer describes the boy's observation of the ants.

What do the following similes suggest about the ants' movements?

Descriptions of the ants	The ants' movements
'like a speed train bulleting towards the fighting shape' (line 7)	
'like glistening black water flowing through the grass' (lines 7-8)	

[2]

- 8** What is effective about the phrase 'twisting blackness' (line 9)?

.....

[1]

**[Turn over]**

- 9 (a) In Paragraph 3, why did the boy grit his teeth?

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

- (b) Which word in Paragraph 4 conveys the same idea as in 9(a)?

..... [1]

- 10 In lines 23–24, 'to his surprise, found hot tears streaming down his cheeks'. Why was the young boy surprised?

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

- 11 'He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked.' (lines 25–28)

In the sentences above, the writer describes the condition of the dead deer being eaten up by the ants. How does the writer emphasise the ants' impressive ability to cleanly eat the deer's flesh?

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

- 12 Explain what was happening when the boy 'fancied that the ants turned and went away' (lines 30–31)

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

- 13 In Paragraph 6, what was the realisation the boy had when he thought, 'So that was it!' (line 36)?

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



**14** Why was the boy not bothered by his guilt at the end of Paragraph 7?

(a) .....

.....

(b) .....

..... [2]

**15** In Paragraph 8, 'For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility.' (lines 46-47)

What do the phrases 'he would not face it' and 'refusing to accept the responsibility' suggest about the attitude of the boy towards the death of the deer?

.....

..... [1]



[Turn over]

- 16** The structure of the text reflects the boy's thoughts and feelings as he witnessed the dying deer being attacked and eaten slowly by the ants.

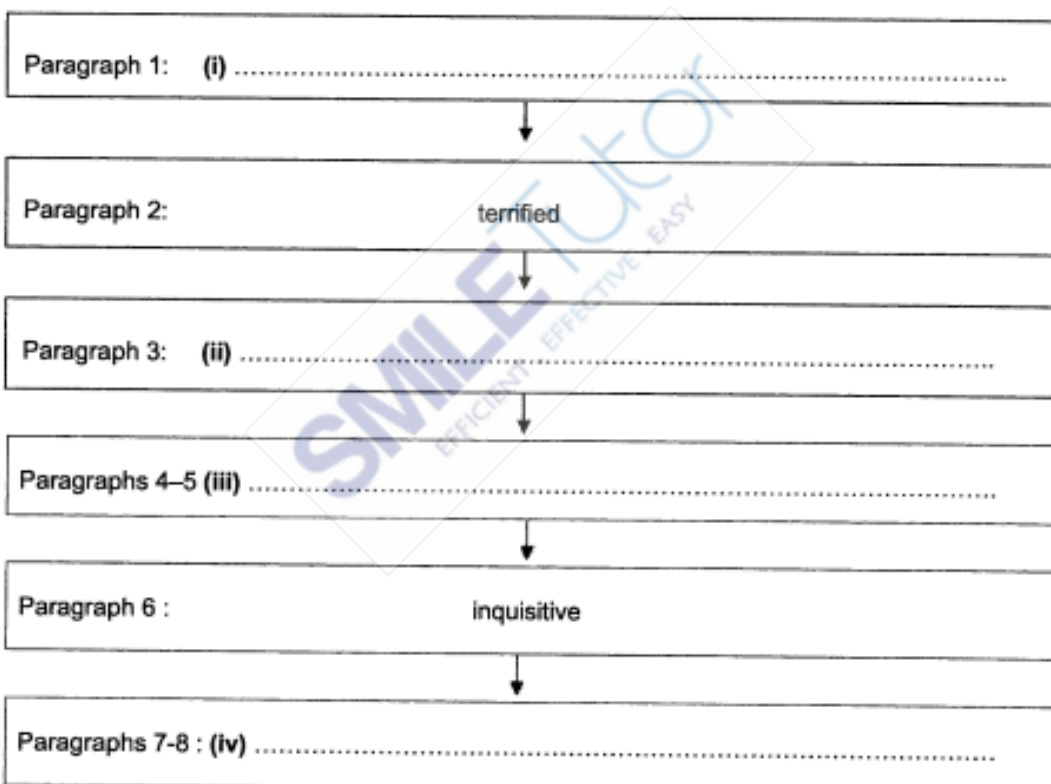
Complete the flowchart by choosing one word from the box to summarise the main thoughts or feelings presented in each part of the text.

There are some extra words in the box you do not need to use.

**The boy's thoughts and feelings**

**disgusted    determined    doubtful    nonchalant    amazed    conflicted    puzzled**

**Flow chart**



[4]

[Turn over]

**Section C [25 marks]**For  
Examiner's  
Use**Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17–22.**

- 17** Besides the word 'antidote' (line 1), pick out another word in Paragraph 1 which refers to music as a cure.

..... [1]

- 18** In Paragraph 1, the writer states that music 'floods all barriers and differences' (line 3).

**(a)** What does this expression say about music?

..... [1]

**(b)** How is music able to flood 'all barriers and differences'? Answer in your own words.

..... [2]

- 19** In Paragraph 3, which phrase suggests that classical music can improve our thinking ability?

..... [1]

**[Turn over]**

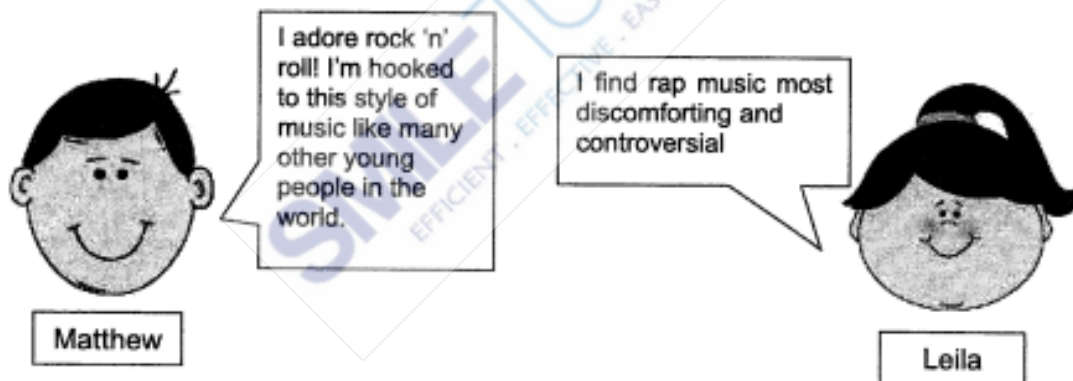
- 20 With reference to Paragraphs 3 and 4, pick out the main differences between classical music and rock 'n' roll music.

For  
Examiner's  
Use

Type of Music	Musical Characteristic	
	Musical Arrangement	Rhythm and Beat
Classical Music		
Rock 'n' Roll Music		

[2]

- 21 Here is part of a conversation between two friends, Matthew and Leila, who have read the article.



- (a) From Paragraph 4, give **two** characteristics of rock 'n' roll music that have attracted young people like Matthew.

.....

.....

.....

[2]

(b) How would Lella explain her view with reference to Paragraph 5?

[4]

- 22 Using your own words as far as possible, summarise the different effects that music has on humans, as outlined in the passage.

Use only information from Paragraphs 3 to 5.

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 to begin).

*Different styles of music affect people in different ways. Classical music.....*

[Turn over]



## ANSWER SHEET

### Section A [10 marks]

#### Question 1

Carefully read the text below, consisting of 12 lines, about how the COVID-19 pandemic exposed the undesirable living conditions of our migrant workers in Singapore. 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.

In June 2020, infection rates among foreign workers living in dormitories numbered <u>on</u> the thousands. The coronavirus exposed the not-too-ideal living conditions of migrant workers that <u>makes</u> COVID-19 rampant. The hope was for migrant workers to recover quickly and for <u>infection</u> in the dormitories to cease. Some of the people watching on and wanting their recovery <u>was</u> motivated by sincere concern and recognition of our shared humanity. <u>Additionally</u> , there were also many who needed migrant workers back on their feet <u>so</u> their work is integral to our quality of life in Singapore. Their salient role in many aspects of our lives is evident, in <u>keep</u> up much-needed construction efforts to house the population and in maintaining a <u>well-landscape</u> and clean environment for everyone. The pandemic has reminded us how we are all inextricably connected.	1 2 3 4 5 6 7 8 9 10	<p>.....in/by (prep).....</p> <p>.....made (t).....</p> <p>.....infections (pl)..... ✓</p> <p>.....were (SVA).....</p> <p>....However (conn).. ✓</p> <p>..as/because (conj).</p> <p>.....keeping (vf)..... ✓</p> <p>.....</p> <p><b>well-landscaped</b>  (wf)</p>
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Adapted from: <https://www.todayonline.com/commentary/ride-wave-goodwill-further-protect-and-recognise-dignity-migrant-workers>

### Section A [5 marks]

Text 1		For Examiner's Use
Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-5.		
1	<p>How does the picture depict the message that 'Food is global, connecting all of us'? 1m</p> <p><b>The picture / photo shows that CARE Chef Advocates are smiling and laughing / interacting with the locals, suggesting that food is a bridge to foster ties among people of different races / ethnicities.</b></p> <p><b>OR</b></p> <p><b>The picture shows people from different backgrounds / cultures / parts of the world coming together to cook suggesting that food is a way to bring people together.</b></p>	LO3: Recognise writer's intention through the use of illustrations/images.
2	<p>Under the section "Who do we help? give one reason for the dwindling resources of the island community. 1m</p> <p><b>Overfishing</b></p> <p><b>OR</b></p> <p><b>Impact of climate change</b></p> <p><b>OR</b></p> <p><b>cutting down of mangroves for firewood.</b></p> <p>[Literal - Accept only ONE answer. 'Climate change' alone is not enough as it merely indicates a change in the temperature/climate, whereas 'impact' shows the damage done to the environment]</p> <p>[Do not accept – food insecurity only]</p>	LO3: Recognise writer's intention through the use of words.
3	<p>In what way does the cutting down of mangroves affect the people's <u>livelihood</u>? 1m</p> <p><b>By cutting down the mangroves, the sea creatures which are sold by the people would die, <u>affecting the income</u> of the people.</b></p> <p><b>OR</b></p> <p><b>They would not have any sea creatures / crabs and sea snails to <u>sell for an income</u></b></p>	LO2: Use contextual clues and make inferences based on contextual information

	<p>Must show understanding of 'livelihood', meaning to make a living, i.e. selling of these creatures for an income. If students only write 'lose access to food' or 'cause food insecurity', they have not demonstrated this understanding.</p> <p>[Literal – The phrasing of response must show understanding.]</p>	
4	<p>Who is the target audience for this poster? 1m</p> <p><b>People who would like to donate / volunteer / help to battle world hunger</b></p> <p><b>OR</b></p> <p><b>Chefs who want to contribute to battle global hunger</b></p> <p>Do not accept - 'chefs' (alone), 'people who love to cook' as these are too vague. 'Organisations' also not accepted as CARE is already an organisation, and would not communicate with other organisations with an advertisement.</p>	LO2: identify the audience
5	<p>Which sentence gives the main message of the poster? 1m</p> <p><b>"Become a Partner for Change!"</b></p> <p>Must include ! exclamation mark</p>	LO2: scan for main idea
<b>Section B [20 marks]</b>		
<b>Refer to Text 2 on pages 3 and 4 of the Insert for Questions 6-16.</b>		<i>For Examiner's Use</i>
6	<p>In Paragraph 1, there are descriptions of the dying deer. Explain how the language used in the paragraph portrays the dying deer in pain.</p> <p>Support your ideas with three details from Paragraph 1. 3m</p> <p><b>'wailing' suggests that the sound the dying deer made was a long loud high cry which is typical of a person, or an animal, who is suffering. [1]</b> (portrayal through sound)</p> <p><b>'heaved out small gasps in between' suggests that the dying deer had difficulty in breathing, which is typical of a person in agony or distress. [1]</b> (portrayal through breathing difficulty)</p>	LO3: demonstrate understanding of how a writer's style can impact reader's interpretation

	<p><b>'writhed drunkenly from side to side'</b> suggests that the dying deer was continuously twisting / squirming / contorting its body / experiencing spasms possibly due to an injury. [1] (portrayal through uncontrollable movements)</p> <p><b>Accept:</b> 'patches of rawness' suggests that the deer's layer of skin had been peeled off / eaten away since its flesh was exposed, which must have stung the deer. [1] (portrayal through a gory appearance)</p> <p>Do not accept: 'limp body' because it portrays a weak being that lacks the strength or energy, or something that is not stiff or firm, hence it doesn't necessarily portray pain.</p>							
7	<p>In Paragraph 2, the writer describes the boy's observation of the ants.</p> <p>What do the following similes suggest about the ants' movements? 2m</p> <table><tr><th>Descriptions of the ants</th><th>The ants' movements</th></tr><tr><td>'like a speed train bulleting towards the fighting shape' (line 7)</td><td><b>They moved very / extremely fast / rapidly / swiftly</b> (Answer needs to show intensity.)</td></tr><tr><td>'like glistening black water flowing through the grass' (lines 7-8)</td><td><b>They moved fluidly / smoothly / in sync / continuously</b>  Do not accept – unison / uniformed / orderly / gracefully / swiftly</td></tr></table>	Descriptions of the ants	The ants' movements	'like a speed train bulleting towards the fighting shape' (line 7)	<b>They moved very / extremely fast / rapidly / swiftly</b> (Answer needs to show intensity.)	'like glistening black water flowing through the grass' (lines 7-8)	<b>They moved fluidly / smoothly / in sync / continuously</b>  Do not accept – unison / uniformed / orderly / gracefully / swiftly	LO3: Recognise Writer's intention through choice of words
Descriptions of the ants	The ants' movements							
'like a speed train bulleting towards the fighting shape' (line 7)	<b>They moved very / extremely fast / rapidly / swiftly</b> (Answer needs to show intensity.)							
'like glistening black water flowing through the grass' (lines 7-8)	<b>They moved fluidly / smoothly / in sync / continuously</b>  Do not accept – unison / uniformed / orderly / gracefully / swiftly							



8	<p>What is effective about the phrase 'twisting blackness' (line 9)? 1m</p> <p><b>It shows (1) how the <u>group of black ants worked together</u> (2) <u>to kill</u> the dying deer as though they were strangling it.</b></p> <p><b>OR</b></p> <p><b>It shows (1) <u>a large number of ants swarming</u> the deer and (2) <u>killing</u> it.</b></p> <p><b>OR</b></p> <p><b>It shows (1) <u>a sheer number / large number</u> of ants (2) <u>attacking</u> the deer.</b></p> <p><b>need to have (1) and (2) to get 1m</b></p>	LO2: Use contextual clues & make inferences based on contextual information
9	<p>(a) In Paragraph 3, why did the boy grit his teeth? 1m</p> <p><b>He was trying to control / contain his overwhelming emotions.</b></p> <p>('control' and 'overwhelming' is needed due to 'the myriad swarming pain' to show intensity.)</p>	LO2: Use contextual clues & make inferences based on contextual information
9	<p>(b) Which word in Paragraph 4 conveys the same idea as in 9(a)? 1m</p> <p><b>The word is 'stoicism'.</b></p>	Vocab LO3: Deduce meaning of words
10	<p>In lines 23–24, 'to his surprise, found hot tears streaming down his cheeks'. Why was the young boy surprised? 1m</p> <p><b>He did not expect himself to cry as crying showed that he had come to terms with the fact that he could not have saved the deer.</b></p> <p><b>OR</b></p> <p><b>He did not expect to be so affected by the death of the deer since such things happened all the time in the veld.</b></p> <p><b>OR</b></p> <p><b>He thought he had already accepted the inevitable death / come to terms with the inevitable death / of the deer. Therefore, to shed tears for something he had accepted the fact was odd / surprising.</b></p>	LO2: Use contextual clues & make inferences based on contextual information



11	<p>'He did not know how long it was before he saw the blackness thin, and bits of white showed through. He strode forward, crushing ants with each step, till he stood above the skeleton, which lay sprawled. It was clean-picked.' (lines 25–28)</p> <p>In the sentences above, the writer describes the condition of the dead deer being eaten up by the ants. How does the writer emphasise the ants' impressive ability to cleanly eat the deer's flesh? 1m</p> <p><b>By using a short and abrupt sentence after the two long descriptive sentences.</b></p>	Vocab LO3: Deduce meaning of words
12	<p>Explain what was happening when the boy 'fancied that the ants turned and went away' (lines 30–31) 2m</p> <p><b>He imagined the ants were obeying his order when he shouted [1] but that was not possible and the ants were simply moving away on their own. [1]</b></p>	LO2: Use contextual clues & make inferences based on contextual information
13	<p>In Paragraph 6, what was the realisation the boy had when he thought, 'So that was it!' (line 36)? 1m</p> <p><b>It referred to the boy figuring out / discovering why the deer died / how it let itself to be eaten up by ants.</b></p>	LO3: Recognise writer's intention through their choice of words
14	<p>Why was the boy not bothered by his guilt at the end of Paragraph 7? 2m</p> <p>(a) 'He desired for his breakfast'. [1]</p> <p>(b) 'It was not worthwhile to reflect on his actions for an animal that would have died anyway'. [1]</p>	LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation  LO3: Recognise writer's intention through their choice of words
15	<p>In Paragraph 8, 'For a moment, he would not face it. He was a small boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept the responsibility.' (lines 46–47)</p> <p>What do the phrases 'he would not face it' and 'refusing to accept the responsibility' suggest about the attitude of the boy towards the death of the deer? 1m</p> <p><b>He was resolute / certain / adamant / relentless / steadfast / unyielding in believing that he could not have changed the outcome of the situation.</b></p> <p><b>OR</b></p> <p><b>He was in denial of his responsibility for its death.</b></p>	LO2: Use contextual clues & make inferences based on contextual information

	<p><b>OR</b></p> <p><b>He felt he was <u>not accountable</u> for its death.</b></p> <p>Not accepted – He was in denial of the deer's death (did not show responsibility instead stated his refusal to believe the deer was dead.)</p>														
16	<p>The structure of the text reflects the boy's thoughts and feelings as he witnessed the dying deer being attacked and eaten up slowly by the ants.</p> <p>Complete the flowchart by choosing one word from the box to summarise the main thoughts or feelings presented in each part of the text. 4m</p> <p>There are some extra words in the box you do not need to use.</p> <p><b>The boy's thoughts and feelings</b></p> <table border="1"><tr><td><b>disgusted   determined   doubtful   nonchalant   amazed</b> <b>conflicted   puzzled</b></td></tr></table> <p><b>Flow chart</b></p> <table border="1"><tr><td>Paragraph 1 :</td><td><b>puzzled</b></td></tr><tr><td>Paragraph 2 :</td><td><b>terrified</b></td></tr><tr><td>Paragraph 3 :</td><td><b>conflicted</b></td></tr><tr><td>Paragraphs 4 – 5 :</td><td><b>disgusted</b></td></tr><tr><td>Paragraph 6 :</td><td><b>inquisitive</b></td></tr><tr><td>Paragraphs 7 – 8 :</td><td><b>determined</b></td></tr></table>	<b>disgusted   determined   doubtful   nonchalant   amazed</b> <b>conflicted   puzzled</b>	Paragraph 1 :	<b>puzzled</b>	Paragraph 2 :	<b>terrified</b>	Paragraph 3 :	<b>conflicted</b>	Paragraphs 4 – 5 :	<b>disgusted</b>	Paragraph 6 :	<b>inquisitive</b>	Paragraphs 7 – 8 :	<b>determined</b>	LO4: Recognise the plot structure
<b>disgusted   determined   doubtful   nonchalant   amazed</b> <b>conflicted   puzzled</b>															
Paragraph 1 :	<b>puzzled</b>														
Paragraph 2 :	<b>terrified</b>														
Paragraph 3 :	<b>conflicted</b>														
Paragraphs 4 – 5 :	<b>disgusted</b>														
Paragraph 6 :	<b>inquisitive</b>														
Paragraphs 7 – 8 :	<b>determined</b>														
<p style="text-align: center;"><b>Section C [25 marks]</b></p>															
<p><b>Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-22.</b></p>		<p><i>For Examiner's Use</i></p>													
17	<p>Besides the word 'antidote' (line 1), pick out <b>another</b> word in Paragraph 1 which refers to music as a <b>cure</b>. 1m</p> <p><b>"elixir"</b></p> <p><b>OR</b></p> <p><b>"potion"</b></p>	LO2: Scan for details													

18	<p>In Paragraph 1, the writer states that music 'floors all barriers and differences' (line 3).</p> <p>(a) What does this expression say about music? 1m</p> <p><b>Music removes / breaks down the things / obstacles that separate the different people of the world.</b></p>	Vocab LO3: Deduce meaning of words											
18	<p>(b) How is music able to floor 'all barriers and differences'? <b>Answer in your own words.</b> 2m</p> <p>(from passage : <u>connecting mankind from every nook and cranny of the universe</u>)  <b>By bringing together people from all parts of the world [1]</b></p> <p>(from passage : <u>providing enjoyment to millions</u>)  <b>By bringing happiness/entertainment to many people [1]</b></p> <p>must include all the underlined words        must not include the words from the text e.g. connect / providing / enjoyment / enjoy</p>	LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation  LO3: Recognise writer's intention through their choice of words											
19	<p>In Paragraph 3, which phrase suggests that classical music can <u>improve</u> our <u>thinking ability</u>? 1m</p> <p><b>"enhancing the cognitive skills"</b></p>	LO2: Scan for details											
20	<p>With reference to Paragraphs 3 and 4, pick out the main differences between classical music and rock 'n' roll music. [2]</p> <table border="1"> <thead> <tr> <th rowspan="2">Type of Music</th><th colspan="2">Musical Characteristic</th></tr> <tr> <th>Musical Arrangement</th><th>Rhythm and Beat</th></tr> </thead> <tbody> <tr> <td>Classical Music</td><td>           organised and complex harmony of notes and chords / melodious             must include organised and complex         </td><td>           defined and regular rhythm             OR             Homophonic texture with a defined and regular rhythm         </td></tr> <tr> <td>Rock 'n' Roll Music</td><td>narrow range melodies</td><td>           Infectious rhythm             stomping backbeats             danceable = zero         </td></tr> </tbody> </table> <p>1 mark for MUSICAL ARRANGEMENT for Classical <u>AND</u> Rock 'n' Roll</p>	Type of Music	Musical Characteristic		Musical Arrangement	Rhythm and Beat	Classical Music	organised and complex harmony of notes and chords / melodious  must include organised and complex	defined and regular rhythm  OR  Homophonic texture with a defined and regular rhythm	Rock 'n' Roll Music	narrow range melodies	Infectious rhythm  stomping backbeats  danceable = zero	LO2: Scan for details and compare-contrast
Type of Music	Musical Characteristic												
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Rock 'n' Roll Music	narrow range melodies	Infectious rhythm  stomping backbeats  danceable = zero											

	1 mark for RHYTHM & BEAT for Classical <u>AND</u> Rock 'n' Roll  Check spelling of rhythm!	
21	<p>Here is part of a conversation between two friends, Matthew and Leila, who have read the article.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Matthew</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>I adore rock 'n' roll! I'm hooked to this style of music like many other young people in the world.</p> </div> <div style="text-align: center;">  <p>Leila</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>I find rap music most discomforting and controversial</p> </div> </div>	
21	<p>(a) From Paragraph 4, give <b>two</b> characteristics of rock 'n' roll music that have attracted young people like Matthew. 2m</p> <p><b>(i) infectious rhythm</b></p> <p><b>(ii) stomping backbeats / can easily dance to the energetic beat / incite spontaneous energy / make it eminently danceable</b></p>	LO2: Scan for details
21	<p>(b) How would Leila explain her view with reference to Paragraph 5? 1m</p> <p><b><u>Its content is unnerving / offensive / morally &amp; socially inappropriate.</u></b></p>	LO2: Use contextual clues & make inferences based on contextual information
22	<p><b>Using your own words as far as possible</b>, summarise the different effects that music has on humans, as outlined in the passage.</p> <p><b>Use only the information from paragraphs 3 to 5.</b></p> <p>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 to begin)</p> <p><b>Different styles of music affect people in different ways. Classical music.....</b></p>	



From Passage	Own Words
<b>Classical Music</b> 1. <b>stimulates</b> children's brains  and <b>igniting</b> their creative and analytical <b>abilities</b>  2. <b>maximises</b> learning and <b>retention</b> of information  3. has a <b>therapeutic</b> effect / <b>counters</b> stress and anxiety and calms the nerves, <b>inducing a state of tranquility</b>	<b>Classical Music</b> 1. <b>activates</b> the left and right brain / <b>enhances</b> the <b>cognitive skills</b>  and <b>sparks</b> their creativity and analytical <b>skills</b> / <b>energises</b> their brain  2. <b>optimises</b> learning and <b>memory</b> / <b>storing</b> information (in the brain)  3. has a <b>calming effect</b> / <b>reduces</b> stress and anxiety / nervous attacks <b>creating peacefulness</b>
<b>Rock 'n' Roll Music</b> 4. break(s) racial barriers / merging the social scenes between the blacks and the whites  5. a source of expression for their inner angst and anguish  6. <b>setting</b> fashion trends  7. a medium for free thought and self-expression  8. incites spontaneous energy	<b>Rock 'n' Roll Music</b> 4. <b>can bring together people from different racial backgrounds</b>  5. <b>serves as an outlet for young people to release their frustrations</b>  6. <b>starting</b> new trends in fashion  7. ... and (to) <b>express</b> themselves freely  8. <b>triggers impromptu vitality / vigour / power</b>
<b>Rap Music</b> 9. <b>elicit(s)</b> a negative feeling in the listener  10. become(s) a <b>stimulus</b> for sexist attitudes  11. <b>brings on</b> an <b>adrenaline rush</b> of energy	<b>Rap Music</b> 9. <b>evokes</b> a negative <b>reaction</b>  10. an <b>impetus</b> to form sexually-biased attitudes  11. <b>causes</b> listeners to be <b>extremely energized / excited</b>



### Summary

*Different styles of music affect people in different ways. Classical music ....*

**activates / enhances** their **cognitive skills** and **sparks** their creativity / energises their brain [1]. It **optimises** learning and **memory**. [2] Furthermore, it has a **calming effect** reducing stress. [3] Rock 'n' Roll **can bring together people** from **different racial backgrounds**. [4] It **serves as an outlet** for young people to release their frustrations [5] and to express themselves freely. [6] Moreover, it triggers impromptu vitality [7] and sets fashion trends. [8] Rap music, however, causes listeners to be **extremely energized** [9] evoking a negative reaction [10] and is an impetus to form sexually-biased attitudes [11].

80 words

## BOON LAY SECONDARY SCHOOL PRELIM PAPER

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the creation of vacuum cleaner. 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:

They arrived to my destination at 3 p.m.

at  
.....  
.....✓.....

My mother always wears sensible clothes.

For many centuries, removing dust and dirt from one's floor covering meant

heaving it off the ground, hanging it up somewhere, and beating it into submit

1 .....

with a paddle. Eventually, people decided there has to be an easier way. In 1860,

2 .....

an inventor from Iowa named Daniel Hess added a breath of fresh air to the carpet

3 .....

cleaning game, registering the patent of an invention that consisted in drawing fine

4 .....

dust and dirt through the machine by means of air drafts. Problematically, an

5 .....

operator of this machine had to use bellows to create the air needed to draw on

6 .....

the dirt, which rendered it little more than useless, but Hess's idea got other people's

7 .....

creative cogs turning manual. In 1869, Ives McGaffey devised the 'Whirlwind', a

8 .....

machine that stood upright or used the crank to rotate a fan which moved the air

9 .....

around. However, owners find the machine so difficult to use. It took many tries

10 .....

before the modern day vacuum cleaners were invented.







### **Seriously Addictive Mathematics**



- Personalised learning plan to suit child's needs.
- Fun hands on activities to learn new concepts.
- Develop good study habits.
- Mastery worksheets to build a strong Math foundation.

- Designed to develop critical thinking and confidence.
- Able to learn collaboratively and interact with others all over the world.
- Learn how to gain mastery and control over use of their bodies, voice and performance space.
- Use of technology to enhance learning experience.

### **English Speech and Drama**



### **Programming with Python**

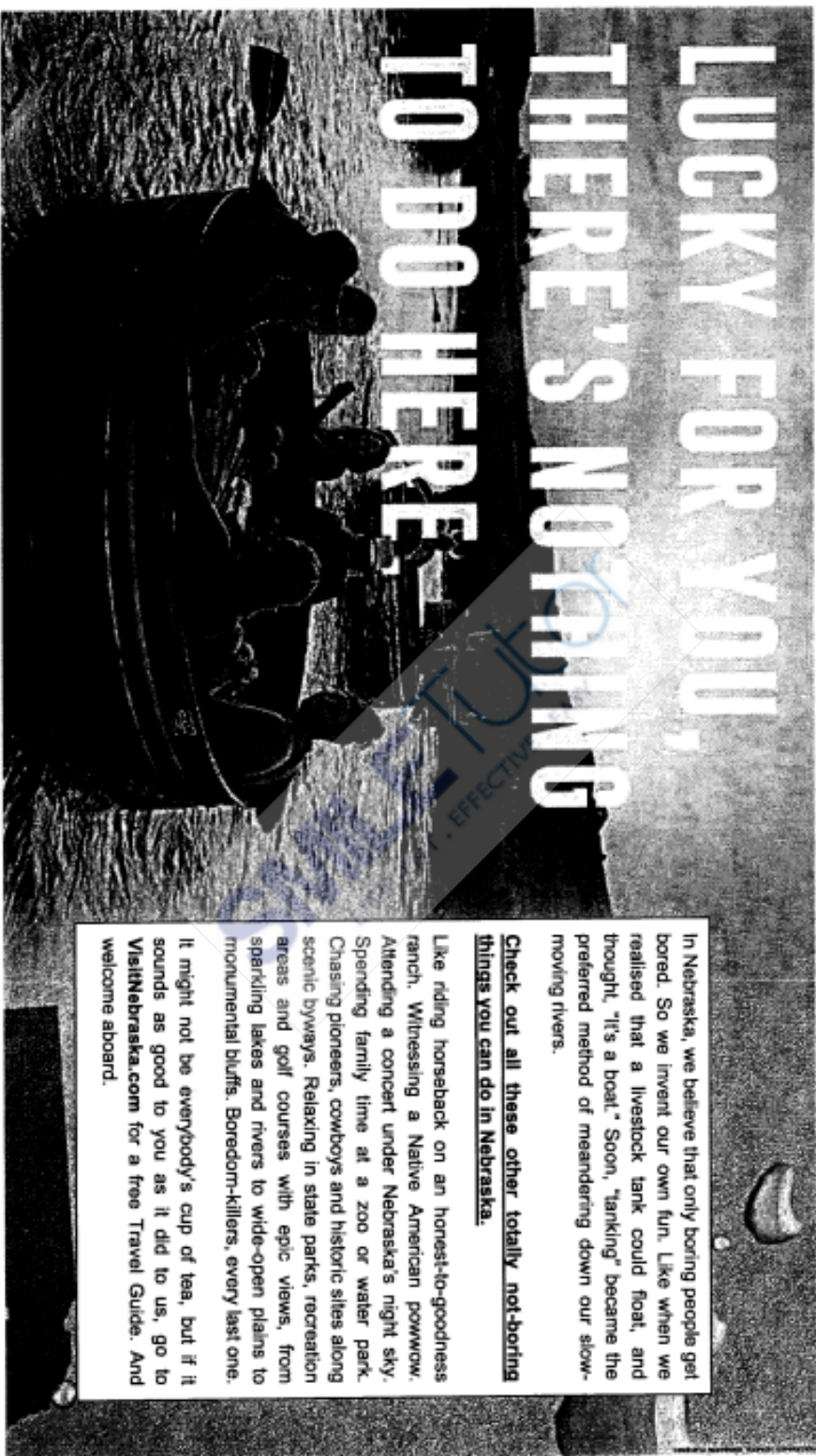


- Learn a powerful programming language that is used by many tech companies such as Google, Walt Disney and NASA
- Hands-on practice guided by certified coaches.
- Allows for speedy creation of software prototypes.
- Develop resilience to improve prototypes based on feedback given by coaches.



**Text 1**

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



**LUCKY FOR YOU,  
THERE'S NOTHING  
TO DO HERE**

In Nebraska, we believe that only boring people get bored. So we invent our own fun. Like when we realised that a livestock tank could float, and thought, "It's a boat." Soon, "tanking" became the preferred method of meandering down our slow-moving rivers.

**Check out all these other totally not-boring things you can do in Nebraska.**

Like riding horseback on an honest-to-goodness ranch. Witnessing a Native American powwow. Attending a concert under Nebraska's night sky. Spending family time at a zoo or water park. Chasing pioneers, cowboys and historic sites along scenic byways. Relaxing in state parks, recreation areas and golf courses with epic views, from sparkling lakes and rivers to wide-open plains to monumental bluffs. Boredom-killers, every last one.

It might not be everybody's cup of tea, but if it sounds as good to you as it did to us, go to [VisitNebraska.com](http://VisitNebraska.com) for a free Travel Guide. And welcome aboard.

## Section B

### Text 2

The text below describes the arrival of a girl at her grandparents' house in Kyoto, Japan. Read carefully and answer Questions 5-15 in the Question Booklet.

- 1 Nori would say that her life had officially begun the day she laid eyes on the imposing property that rested serenely between the crests of two green hills. Stunningly beautiful, the house exuded magnificence at the height of its glory, and yet, despite this beauty, Nori felt her stomach clench and her gut churn. Her mother rarely took her anywhere, and somehow seeing the building – a blend of mystery and formidability – 5 she knew that something was waiting for her there that she would not like.
  
- 2 The faded blue automobile skidded to a stop on the street across from the estate. There were words engraved at the top of the main gate, embossed in gold lettering. "Okaasan, what do those letters say?"  
 The woman seated beside her let out a stifled sigh. It was clear that she'd been a great 10 beauty in her day. She was still gorgeous, but her young face was beginning to reflect the toll life had taken on her. She would not meet her daughter's gaze.  
 "Kamiza," she answered at last. "It says Kamiza."  
 "That's our name, isn't it?" Nori chirped, her curiosity immediately piqued.  
 Her mother let out a strangled giggle that made the hair on the back of Nori's neck 15 stand up.  
 "Yes," she responded softly, eyes alight with a strange look that Nori's limited vocabulary did not have the means to name. "That is our family name. This is where my mother and father live, child. Your grandparents."
  
- 3 Nori felt her heartbeat quicken. Her mother had never before made any mention of 20 relatives or family. Indeed, the two of them had drifted along in solitude so long it seemed strange to Nori that they could actually be anchored to a tangible place.  
 "Did you live here once, Okaasan?"  
 "Once," her mother said dryly. "Before you were born. A long time ago."  
 Nori scrunched her face up in a frown. "Why did you leave?" 25  
 "That's enough questions now, Noriko. Get your things. Come."  
 Nori obeyed, biting her lip to refrain from inquiring further. Her mother did not like questions. For the first time since she'd been roused at dawn that morning, Nori noticed that her mother was not carrying any bags.
  
- 4 "Noriko," she said, with such unusual affection saturating her tone that it left Nori in 30 near disbelief, "I want you to make me a promise. Promise me you will obey."  
 The request caught her off guard. Not because it was unlike something her mother would say, but because not once in her life had Nori ever disobeyed. It didn't seem like something that needed to be requested. Her confusion must have been evident because her mother turned and knelt down so that they were nearly eye level. 35
  
- 5 "Noriko," she said, with an urgency Nori had never heard before. "Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this."  
 Nori thought to herself that this conversation was very odd. A thousand questions 40 burned her tongue. She swallowed them back and nodded.
  
- 6 "Now listen. You will go inside the gate, Nori. Your grandparents will ask you your name. They will ask where I have gone and you will tell them that I did not tell you. That you don't know. Do you understand?"

Nori felt her mouth begin to go dry. Her heart fluttered against her chest, like a little bird 45  
trying to escape a cage. "Okaasan, where are you going? Aren't you coming with me?"  
Nori's voice began to scale up in panic.

"Nori, hush. You have no reason to cry. Stop crying this instant!"

She felt the tears that had begun to well recede inside her eye sockets with frightening 50  
speed. It seemed that they too were bound to obey. Her mother hesitated, searching  
for words for several long moments. Finally, she decided there were none and settled  
for patting her daughter twice on the top of the head.

"I'll watch you go. Go on. Get your things."

- 7 Noriko picked up her belongings and proceeded slowly towards the gate which towered 55  
menacingly over her. Her steps grew smaller and smaller as she inched disbelievingly  
up the walkway. She turned in desperation to her mother, who by now had made her  
way back to the car.

- 8 "Okaasan..." Nori whimpered, as noiseless as she could. She wanted to run back to 60  
her mother, but something kept her pinned to the spot. That something held her there,  
relentless and pitiless in the strength of its grasp. It did not let her move, nor breathe,  
nor cry out as she watched her mother give her one last, strangely bright gaze before  
getting back into the car and shutting the door behind her. She could not so much as  
blink as she watched the car speed down the street, around the corner, and out of  
sight.

*Adapted from Fifty Words for Rain by Asha Lemmie*



## Section C

### Text 3

The text below is about global warming and how it affects us. Read carefully and answer Questions 16-22 in the Question Booklet.

- 1 In the summer of 2003 an area of high atmospheric pressure camped out above western and central Europe. Superheated over the Mediterranean, the giant swirling air mass rebuffed incursions of cooler Atlantic air for several weeks. In France, temperatures rose steadily, topping out for eight days at an astonishing 40°C. As the heat built up, people began to die. 5
- 2 It was Europe's hottest summer in 500 years, scientists later determined, was clearly linked to climate change. Among the many climatic threats that scientists associate with global warming, an uptick in heat waves is the most intuitive and immediate. As greenhouse gases released by human activities continue to increase in the atmosphere, heat waves will become longer and individual days will become hotter. 10
- 3 The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. If we fail utterly to do that, by 2100 the heat-related death toll could rise above 100,000 a year in the U.S. Elsewhere the threat is far greater: In India, for example, the death toll could reach 1.5 million. And even if we do rein in emissions, the planet will continue to warm for decades. A juggernaut is in motion, and it will fundamentally change how most of the planet lives. 15
- 4 Extreme heat has pernicious effects even when it isn't lethal. Researchers link higher temperatures with a greater incidence of premature, underweight, and stillborn babies, and heat exhaustion affects mood, behaviour, and mental health. Hotter weather makes people more violent, across income levels. It lowers children's test scores and shrinks productivity. 20
- 5 The International Labour Organisation predicts that high heat levels will, by 2030, cut total working hours by 2.2 percent, equivalent to losing 80 million full-time jobs, mostly in low-to middle-income countries. Even in affluent ones, low-wage outdoor workers—in construction or agriculture, for example—will be hit hard. 25
- 6 By 2050, a third of the world's population could be living in places that feel like today's Sahara, where the average high temperature in summer now tops 40°C. Billions of people will face a stark choice: Migrate to cooler climates, or stay and adapt. Retreating inside air-conditioned spaces is one obvious work-around—but air-conditioning itself, in its current form, exacts a steep price on the planet. It contributes to warming the planet, accounting for 1.25 billion tons of carbon dioxide emissions in 2016. Not to mention, historically, residential air-conditioning has been considered a luxury, with especially frigid indoor temperatures signifying power and prestige. It's unaffordable to many of the people who need it most. 30
- 7 In India, when the temperature surpasses 40.5°C, government agencies advise people to stay inside and drink cool water. But the advice is not helpful to the tens of millions whose homes are hotter inside than out, who lack electricity to operate fans or misters—only 8 percent of Indian households have air-conditioning—or who, like Noor Jehan, don't have homes at all. 35
- 8 Jehan, 36, has lived outdoors, in a South Delhi park, all her life. She works even when the thermometer reaches 47°C. "When I come back home," she says, "there's no water to even take a bath to clean the grime and dust and cool down." Her drinking water source is more than a mile away. Her sister Afsana and her three children cope by placing mats 40

on the sidewalks, to rest or even sleep. "The passing cars create a bit of breeze," Afsana says. But the sidewalks often don't cool off until about 2 a.m. 45

- 9 The problem of extreme heat is mortally entangled with larger social problems, including access to housing, to water, and to health care. You might say it's a problem from hell.

*Adapted from Too Hot to Live by Elizabeth Royte*





**Section A [5 marks]**

**Refer to the webpage (Text 1) on page 2 of the insert for Questions 1-4.**

- 1** The poster begins with the headline "Lucky for you, there's nothing to do here."

In what way is this headline effective?

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

- 2** Look at the photograph in the poster. With reference to the information on the right of the poster, which activity does the photograph illustrate?

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

- 3** The poster provides a list of activities that visitors can do in Nebraska. Which type of visitors do these activities aim to attract?

(i) **Riding horseback on an honest-to-goodness ranch:** .....

.....

(ii) **Relaxing in state parks, recreation areas and golf courses with epic views:** .....

..... [2]

- 4** Which phrase is intended to give the impression that Nebraska is unique and appeals to a specific group of people?

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

### Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert to answer Questions 5-16.

- 5 At the beginning of the text, Nori arrived at her grandparents' house in Kyoto, Japan. Explain how the language used emphasises the appearance of the house in Nori's eyes.

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

- 6 Which **one** word in paragraph 2 suggests that Nori's mother encountered hardship after leaving her family home?

.....

[1]

- 7 In paragraph 2, what do the following phrases suggest about what Nori's mother felt about Nori's question?

Phrase	It suggests that Nori mother felt...
'let out a stifled sigh' (line 10)	
'would not meet her daughter's gaze' (line 12)	

[2]

8 In paragraph 4, what **two** things did Nori's mother do that were out of character?

(i) .....

.....

(ii) .....

.....

[2]

9 'It didn't seem like something that needed to be requested.' (lines 33-34)

What does this sentence suggest about how Nori had been brought up since young?

.....

.....

[1]

10 "'Noriko," she said, with an urgency Nori had never heard before. "Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this." (lines 36-39)

With reference to the sentences above, explain how the writer emphasises the insistence Nori's mother had in getting Nori to make her promise.

.....

.....

.....

[1]

11 In paragraph 5, the writer says Nori's '*heart fluttered against her chest, like a little bird trying to escape a cage.*' (lines 45-46)

How are the following expressions particularly effective?

Expression	It emphasises...
'heart fluttered against her chest'	
'like a little bird trying to escape a cage'	

[2]

- 12 In paragraph 6, give an example of how Nori had been well-trained to follow all instructions.

.....

.....

[1]

- 13 In paragraph 8, what made Nori appear pitiful as she watched her mother leave?

.....

.....

[1]

- 14 'That something held her there, relentless and pitiless in the strength of its grasp. It did not let her move, nor breathe, nor cry out...' (lines 59-61)

(a) What do you think 'that' and 'it' could be?

.....

[1]

(b) What does it suggest about Nori's character?

.....

.....

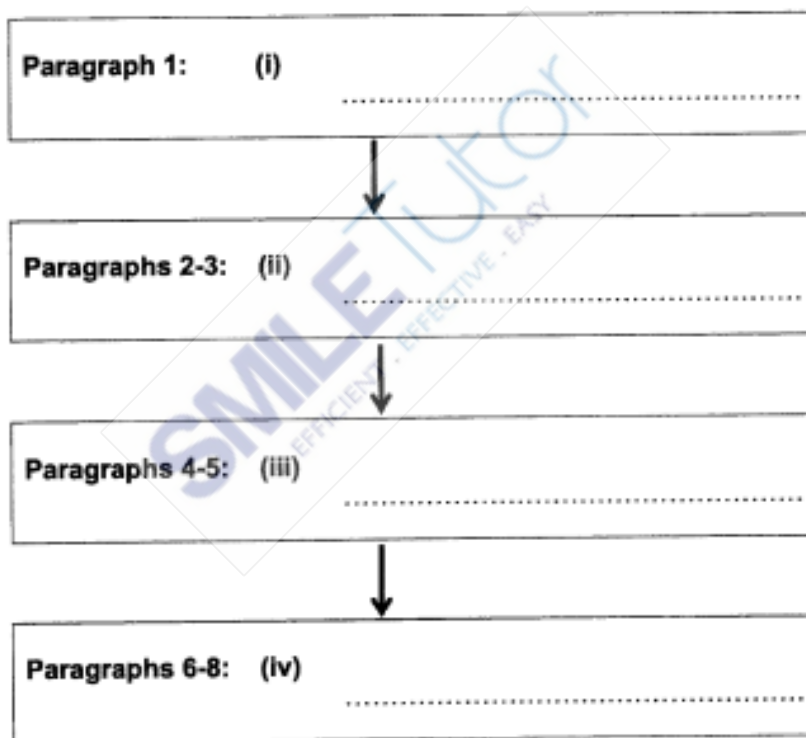
[1]

- 15** The structure of the text reflects the different stages of Nori's arrival at her grandparents' house. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box that you do not need to use.

**Stages of Nori's arrival**

a terrifying realisation	piling on the pressure
appealing for understanding	impending sense of doom
eagerness to find out	a display of strength
a quiet acceptance	

**Flow chart**



[4]



### Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-22.

- 16 In paragraph 1, give **two** reasons why temperatures in France topped 40°C for eight days.

(i) .....

.....

(ii) .....

.....

[2]

- 17 In paragraph 2, it is mentioned that 'individual days will become hotter' (line 10). Which phrase in the paragraph supports this idea?

.....

.....

[1]

- 18 The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. (lines 11-12)

What does the phrase 'of course' suggest about the writer's opinion of this solution?

.....

.....

[1]

- 19 With reference to paragraph 3, explain why reducing greenhouse gas emissions might not solve global warming. **Answer in your own words.**

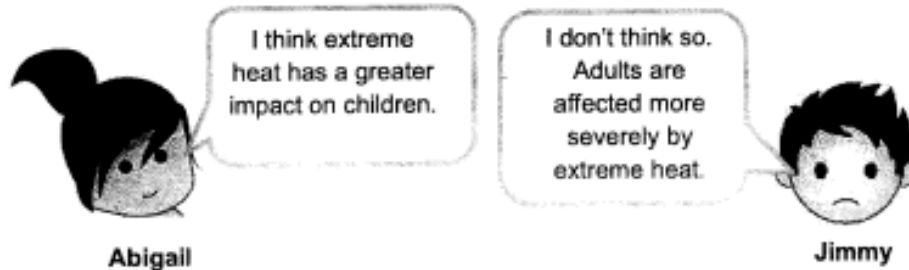
.....

.....

.....

[2]

- 20** Here is a part of a conversation between two students, Abigail and Jimmy who have read the passage.



- (a) With reference to Paragraph 4, identify two pieces of evidence that Abigail can use to support her stand.

- (i) .....  
 .....  
 (ii) .....  
 ..... [2]

- (b) With reference to paragraph 5, explain why Jimmy thinks that extreme heat has a more severe impact on adults.

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

- 21** What does the writer mean when he says that the problem of extreme heat is 'mortally entangled with larger social problems' (line 46)?

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



## ANSWER SHEET

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the creation of vacuum cleaner. 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:

They arrived to my destination at 3 p.m.

My mother always wears sensible clothes.

at  
.....  
.....✓.....

For many centuries, removing dust and dirt from one's floor covering meant

heaving it off the ground, hanging it up somewhere, 1 .....  
and beating it into submission

with a paddle. Eventually, people decided there had 2 .....  
to be an easier way. In 1860,

an inventor from Iowa named Daniel Hess added a 3 ✓  
breath of fresh air to the carpet

cleaning game, registering the patent of an invention 4 .....  
that consisted of drawing fine

dust and dirt through the machine by means of air 5 .....  
drafts. Problematically, the

operator of this machine had to use bellows to create 6 .....  
the air needed to draw in

the dirt, which rendered it little more than useless, but 7 ✓  
Hess's idea got other people's

creative cogs turning manually. Ives McGaffey 8 .....  
devised the 'Whirlwind', a

machine that stood upright and used the crank to 9 .....  
rotate a fan which moved the air

around. However, owners found the machine so 10 .....  
difficult to use. It took many tries

before the modern day vacuum cleaners were  
invented.

- 1 The poster begins with the headline "Lucky for you, there's nothing to do here." In what way is this headline effective?

**The headline juxtaposes the idea of not having anything to do with the idea of being lucky creates an element of surprise for its readers because it is unusual for one to feel lucky when one is bored. This encourages them to read on and find out the reason why.**

[1]

Qn requires students to examine the effect of the headline. Many students give the purpose which isn't enough.

Students who wrote 'feel curious' need to establish why they are curious.

- 2 Look at the photograph in the poster. With reference to the information on the right of the poster, which activity does the photograph illustrate?

**The activity illustrates tanking, a floating livestock tank that visitors could use to meander down the river.**

[1]

- 3 The poster provides a list of activities that visitors can do in Nebraska. Which type of visitors do these activities aim to attract?

(i) **Riding horseback on an honest-to-goodness ranch: Visitors who are adventurous / enjoy outdoor activities**

(ii) **Relaxing in state parks, recreation areas and golf courses with epic views: Visitors who enjoy the nature / nature lovers**

[2]

Not accepted: visitors who like horses - honest-to-goodness ranch suggests that the visitors are into horseback riding. Like horses doesn't mean enjoying riding. Also, golfing isn't sedentary. visitors who enjoy laid back activities / sedentary activities are not accepted. Sight-seeing and touring are not accepted too.

- 4 Which phrase is intended to give the impression that Nebraska is unique and appeals to a specific group of people?

**"might not be everybody's cup of tea".**

[1]

### Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert to answer Questions 5-15.

5	At the beginning of the text, Nori arrived at her grandparents' house in Kyoto, Japan. Explain how the language used emphasises the appearance of the house in Nori's eyes.	[3]
---	---	-----



	Support your ideas with <b>three</b> details from paragraph 1.							
	<p><b>'imposing property that rested serenely between the crests of two green hills'</b> suggests that the house had a <b>commanding presence</b> that stood out amidst the <b>peaceful surroundings</b>.</p> <p><b>'exuded magnificence at the height of its glory'</b> suggests that the house still appeared <b>grand and majestic</b> to Nori.</p> <p><b>'a blend of mystery and formidability'</b> suggests that the house appeared <b>secretive and ominous</b>, hiding many secrets, possibly dark and powerful secrets of its owners.</p> <p>Other accepted key words: Imposing: intimidating Magnificence: extravagant Mystery: suspense</p> <p>Depending on how students quoted the first phrase, they may or may not get the mark. The main focus is on 'imposing property'. If students quoted 'rested serenely between the crests of two hills', the idea is the house stands out amidst the nature/the house is a stark contrast to its peaceful surroundings. No mark awarded if only 'rested serenely' is quoted.</p> <p>Common unaccepted phrase: 'stunningly beautiful' - not a figurative phrase</p>							
6	Which <b>one</b> word in paragraph 2 suggests that Nori's mother encountered hardship after leaving her family home?	[1]						
	<p><b>The word is 'toll'.</b></p> <p>Most students got this right. Common wrong answer: stifled (when it is already in Q7).</p>							
7	In paragraph 2, what do the following phrases suggest about what Nori's mother felt about Nori's question?	[2]						
	<table><tr><th>Phrases</th><th>It suggests that Nori's mother felt...</th></tr><tr><td>let out a stifled sigh (line 10)</td><td><b>frustration/exasperation/resignation</b>  Answers not accepted: annoyed/angry/irritated - too strong Mother was not angry as shortly after, she 'let out a strangled giggle'.</td></tr><tr><td>would not meet her daughter's gaze (line 12)</td><td><b>guilt/discomfort</b>  Other accepted answers: ashamed/embarrassed</td></tr></table>	Phrases	It suggests that Nori's mother felt...	let out a stifled sigh (line 10)	<b>frustration/exasperation/resignation</b>  Answers not accepted: annoyed/angry/irritated - too strong Mother was not angry as shortly after, she 'let out a strangled giggle'.	would not meet her daughter's gaze (line 12)	<b>guilt/discomfort</b>  Other accepted answers: ashamed/embarrassed	
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would not meet her daughter's gaze (line 12)	<b>guilt/discomfort</b>  Other accepted answers: ashamed/embarrassed							
8	In paragraph 4, what <b>two</b> things did Nori's mother do that <b>were</b> out of character?	[2]						

	<p><b>She spoke to Nori with such unusual affection.</b></p> <p><b>She made Nori promise to obey although Nori had never once disobeyed.</b></p>							
9	<p>'It didn't seem like something that needed to be requested.' (lines 33-34)</p> <p>What does this sentence suggest about how Nori had been brought up since young?</p>	[1]						
	<p><b>Her mother was very strict with her as obedience was expected and not needed to be requested of her.</b></p> <p>Many students understood the question to be how Nori became/turned out to be, when the question is about how she had been brought up.</p>							
10	<p>"Noriko," she said, with an urgency Nori had never heard before. "Promise me. Promise me that you will obey in all things. Do not question. Do not resist. Do not think if thinking will lead you somewhere you ought not to be. Only smile and do as you are told. Only your life is more important than your obedience. Promise me this." (lines 36-39)</p> <p>With reference to the sentences above, explain how the writer emphasises the insistence Nori's mother had in getting Nori to make her promise.</p>	[1]						
	<p><b>The writer repeated 'Promise me' a few times to emphasise Nori's mother's exhortation of a promise to obey from Nori.</b></p> <p><b>OR</b></p> <p><b>The writer used imperatives 'Do not...' to emphasise how Nori's mother instructed Nori not to commit certain acts.</b></p> <p>Students are expected to recognise the question requires them to 'Explain how', not just to give the 'How'. They should identify the writer's technique and explain how the technique emphasises Nori's mother's insistence, and not merely repeating what's already in the question.</p>							
11	<p>In paragraph 5, the writer says Nori's 'heart fluttered against her chest, like a little bird trying to escape a cage.' (lines 45-46)</p> <p>How are the following expressions particularly effective?</p>	[2]						
	<table><tr><th>Expression</th><th>It emphasises...</th></tr><tr><td>heart fluttered against her chest</td><td>how afraid Nori was who realised she could be abandoned by her mother.</td></tr><tr><td>like a little bird trying to escape a cage</td><td>how trapped/helpless she felt by her promise to her mother to obey and not question.</td></tr></table> <p>Students are required to explain the effect of each expression in its context. Many students had no context in their answers. Afraid of? Trapped by?</p>	Expression	It emphasises...	heart fluttered against her chest	how afraid Nori was who realised she could be abandoned by her mother.	like a little bird trying to escape a cage	how trapped/helpless she felt by her promise to her mother to obey and not question.	
Expression	It emphasises...							
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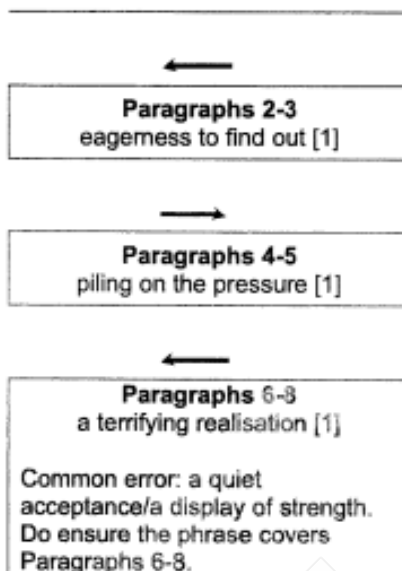
12	In paragraph 6, give an example of how Nori had been well-trained to follow all instructions.	[1]
	<p><b>Although she wanted to cry, her tears that had begun to well receded inside her eye sockets with frightening speed at her mother's command to stop crying.</b></p> <p>Many students can get this question right. Students should not quote as it will not answer the question sufficiently.</p>	
13	In paragraph 8, what made Nori appear pitiful as she watched her mother leave?	[1]
	<b>She was whimpering, yet she could not run back to her mother/cry out for her.</b>	
14	<p>'That something held her there, relentless and pitiless in the strength of its grasp. It did not let her move, nor breathe, nor cry out...' (lines 59-61)</p> <p>(a) What do you think 'that' and 'it' could be?</p>	[1]
	<p><b>Her obedience/promise to obey</b></p> <p>Some students interpreted 'that' and 'it' to be two separate things. 'Her mother's words/instructions' is not accepted as it was her promise to her mother to listen to instructions that was stopping her from moving or crying; it was not solely due to her mother's instructions.</p>	
	(b) What does it suggest about Nori's character?	[1]
	<p><b>She had strong self-control/willpower.</b></p> <p>'She is obedient/trustworthy' is not accepted because it does not capture the fear/desperation she felt having been left alone by her mother. Students need to consider the promise she had made as described in the above lines.</p>	
15	The structure of the text reflects the different stages of Nori's arrival at her grandparents' house. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box that you do not need to use.	

#### Stages of Nori's arrival

a terrifying realisation	piling on the pressure
appealing for understanding	impending sense of doom
eagerness to find out	a display of strength
a quiet acceptance	

#### Flow chart

<b>Paragraph 1</b> impending sense of doom [1]
---





### Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-22.

16	In paragraph 1, give two reasons why temperatures in France topped 40°C for eight days.	
	<p>(i) <u>There is an area of high atmospheric pressure above the western and central Europe. [1]</u></p> <p>(ii) <u>There is a giant swirling air mass that rebuffed incursions of cooler Atlantic air for several weeks. [1]</u></p>	[2]
17	In paragraph 2, it mentioned that 'individual days will become hotter' (line 10). Which phrase in the paragraph supports this idea?	
	<u>"an uptick in heat waves".</u>	[1]
18	<p>The ultimate solution to global warming, of course, is to drastically reduce our greenhouse gas emissions. (lines 11-12)</p> <p>What does the phrase 'of course' suggest about the writer's opinion of this solution?</p>	
	<p><u>It suggests that the writer thinks that the solution is an obvious solution / straightforward solution / widely recognised solution.</u></p> <p>Not accepted: logical - it doesnt mean obvious. known by everybody - doesn't mean widely recognised.</p> <p>Accepted: acknowledged</p>	[1]
19	With reference to paragraph 3, explain why reducing greenhouse gas emissions might not solve global warming. <b>Answer in your own words. - adjective &amp; Verbs must change [paraphrasing the main idea]</b>	



	<p><b><u>Reduction in greenhouse gas emissions might not solve global warming because even if it is controlled / curbed / restrained, global temperatures will still rise for many years to come.</u></b></p> <p><b>Actual text:</b> "And even if we do rein in emissions, the planet will continue to warm for decades."</p> <p>Students didn't answer this well as they picked the wrong evidence from the text.</p> <p>Accepted answers: many years / more than 10 years.          Not accepted: years / a long time (too vague &amp; meaning is different from many decades)</p>	[2]
2)	<p>Here is a part of a conversation between two students, Abigail and Jimmy who have read the passage.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>I think extreme heat has a greater impact on children.</p> <p><b>Abigail</b></p> </div> <div style="text-align: center;">  <p>I don't think so. Adults are affected more severely by extreme heat.</p> <p><b>Jimmy</b></p> </div> </div>	
	<p><b>(a)</b> With reference to Paragraph 4, identify two pieces of evidence that Abigail can use to support her stand.</p> <p><b>(i)</b> <u>Extreme heat has a greater impact on children because it can cause infants to be born prematurely, infants to be underweight, or even deaths. [1]</u></p> <p><b>(ii)</b> <u>Extreme heat has a greater impact on children because it can lower children's test scores and productivity. [1]</u></p>	[2]



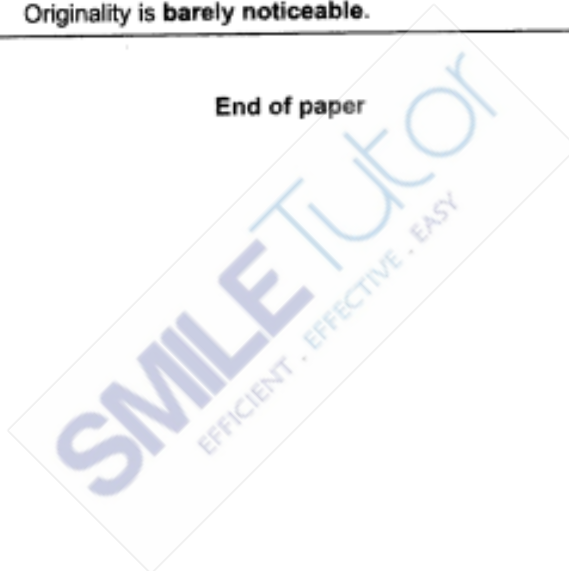
	Students who lifted the full evidence from text are wrong as the second part of the sentence isn't about children.	
	<p>(b) With reference to paragraph 5, explain why Jimmy thinks that extreme heat has a more severe impact on adults?</p> <p><b><u>Extreme heat can cause a reduction in working hours which is equivalent to a loss of 80 million full-time jobs.</u></b></p> <p>Many students wrote loss of jobs. Loss of jobs isn't an <u>outcome</u>, it is a <u>comparison</u> used to highlight the severity of reduction in working hours.</p>	[1]
21	What does the writer mean when he says that the problem of extreme heat is 'mortally entangled with larger social problems' (line 46)?	
	<p><b><u>The writer is suggesting that the problem of extreme heat is connected and worsened by societal issues, which cannot be easily resolved.</u></b></p> <p>Students are confused by the concept. Answer presents a chain reaction about how global warming is exacerbated by societal issues. Many wrote that global warming causes many societal issues which is conceptually wrong.</p> <p>Accepted answers: intertwined / related to</p>	[1]
22	<p>Using your own words as far as possible, summarise the effectiveness and ineffectiveness of the measures people take to combat heat waves.</p> <p><b>Use only information from paragraphs 6 to 8.</b></p> <p>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).</p>	
	<div>Text</div> <div>Own words</div>	[15]

migrate to cooler climates	relocate to colder countries.
or stay and adapt.	Alternatively, one can remain and adjust
Retreating inside air-conditioned spaces.	to the weather by hiding in air-conditioned areas.
It contributes to warming the planet. X increase carbon emissions	However, air-conditioning not only makes the earth even hotter,
residential air-conditioning has been considered a luxury, X especially frigid temperature signifying power.	it is seen as an indulgence and
It's unaffordable to <b>many of the people who need it most.</b> (students need to indicate this)	is expensive for the needy. X air con is expensive
people to stay inside and drink cool water	Remaining indoors and hydrating themselves is also a solution
not helpful to the tens of millions whose homes are hotter inside than out, who <b>lack electricity to</b>	but ineffective for those whose houses lack electricity to reduce indoor temperatures and

operate fans or misters (students need to indicate this)					
there's no water to even take a bath to clean the grime and dust and cool down." Her drinking water source is more than a mile away	have no access to clean water.				
cope by placing mats on the sidewalks, to rest or even sleep	Resting on pathways becomes an option				
"The passing cars create a bit of breeze," Afsana says. But the sidewalks often don't cool off until about 2 a.m	But these areas remain warm till late night.				
<p>One way to combat heat waves is <u>to relocate to colder countries. Alternatively, one can remain and adjust to the weather by hiding in air-conditioned areas. However, air-conditioning not only makes the earth even hotter, it is also seen as an indulgence and is expensive for the needy. Remaining indoors and hydrating themselves can be a solution but is ineffective for those who lack access to clean water and electricity to reduce indoor temperatures. Resting on pathways becomes an option but they remain warm till late night.</u></p> <p style="text-align: right;"><b>No. of words: 80</b></p>					
<p style="text-align: center;"><b>Summary descriptors</b></p> <table border="1"> <thead> <tr> <th>Marks</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>6-7</td><td> <ul style="list-style-type: none"> <li>There is a <b>noticeable attempt to rephrase</b> the text.</li> <li>The summary is free from <b>stretches of concentrated lifting</b>.</li> <li>Attempts to use synonyms to replace key ideas of the text are <b>always successful</b>.</li> <li>Attempts to use connectors to join ideas together are <b>always successful</b>.</li> <li>The language is <b>almost always accurate</b>. Serious errors are <b>unnoticeable</b>.</li> </ul> </td></tr> </tbody> </table>		Marks	Descriptors	6-7	<ul style="list-style-type: none"> <li>There is a <b>noticeable attempt to rephrase</b> the text.</li> <li>The summary is free from <b>stretches of concentrated lifting</b>.</li> <li>Attempts to use synonyms to replace key ideas of the text are <b>always successful</b>.</li> <li>Attempts to use connectors to join ideas together are <b>always successful</b>.</li> <li>The language is <b>almost always accurate</b>. Serious errors are <b>unnoticeable</b>.</li> </ul>
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	4-5	<ul style="list-style-type: none"> <li>Limited attempts to re-phrase the text detail.</li> <li>Groups of <b>text expression</b> are <b>interlaced with own words</b>.</li> <li>Attempts to use synonyms to replace key ideas of the text are <b>mostly successful</b>.</li> <li>Attempts to use connectors to join ideas together are <b>mostly successful</b>.</li> <li>Language is <b>largely accurate</b>, some slips in tense, verb form or subject verb agreement errors.</li> </ul>	
	3	<ul style="list-style-type: none"> <li>Groups of <b>text expression</b> are <b>interlaced with own words</b>.</li> <li>Attempts to use synonyms to replace key ideas of the text are <b>somewhat successful</b>.</li> <li><b>Some attempts</b> to use connectors to join ideas together.</li> <li><b>Noticeable</b> errors in tense, verb form or subject verb agreement errors that do not mar communication.</li> </ul>	
	2	<ul style="list-style-type: none"> <li><b>Wholesale copying of large areas</b> of the text.</li> <li><b>Lack connectors</b> to join ideas together</li> <li><b>Frequent</b> errors in tense, verb form or subject verb agreement errors that mar communication.</li> </ul>	
	1	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b>.</li> <li>Originality is <b>barely noticeable</b>.</li> </ul>	

End of paper





## CLEMENTI TOWN SECONDARY SCHOOL

### PRELIM PAPER



The screenshot shows the website of the 55th Student Council of Clementi Town Secondary School. The header features the school's crest, the text "55th Student Council Serving with Passion and Heart", and a logo of two hands holding a heart. The main content is a post titled "Student Activity Centre Opening Soon!" dated 17 May 2021. It invites students to participate in a competition to suggest activities for the new centre. Four ideas are listed: Music Jamming Corner, Foosball Table Zone, Video Game Zone, and Barista Zone, each with a photo and a list of benefits.

**55th Student Council**  
 Serving with Passion and Heart

**Student Activity Centre Opening Soon!**  
 Posted on 17 May 2021

Attention all fellow Clemencitizens! I'm sure all of you have seen the renovation work going on at our new Student Activity Centre! We are glad to share that renovation works are almost done, and we are now starting to furnish the centre to make it a cool and fun place to hang out after school!

**WE WANT YOUR VOICE!**

We are holding a competition to get students' suggestions for what they want in the Activity Centre. We have shortlisted four ideas below. All you have to do is write about which idea is the most suitable for all our Clemencitizens and why! All articles will be posted on our website for voting. The winning entry will enjoy an afternoon of exclusive use of our new Student Activity Centre with food and drinks provided!



**MUSIC JAMMING CORNER**  
**- Make music with your friends!**  
 Pick up an instrument - guitar, drums, keyboards, and make music with your friends!  
 Put up a musical performance for your peers!  
 Jamming classes after school for those who want to learn!



**FOOSBALL TABLE ZONE**  
**- Timeless classic for fun with friends!**  
 Encourages face-to-face interactions!  
 Foosball league for our inter-house competitions!  
 Improves hand-eye coordination and promotes off-screen time!



**VIDEO GAME ZONE**  
**- Multiplayer fun with the latest video games!**  
 Multi-sensory excitement awaits!  
 Multiplayer cooperative games help build teamwork and improve communication!  
 e-Sports leagues for inter-house competitions!



**BARISTA ZONE**  
**- Learn a craft and chill with a cuppa!**  
 Learn how to make popular drinks and latte art!  
 Enjoy aromatic and refreshing beverages to perk you up after school!  
 Develop important life and social skills!



### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a group of volunteers who stayed in isolation in an underground cave. 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 2pm.

at

My mother always wears sensible clothes.

✓

Fifteen people have emerged from a cave in south-west France after forty days underground in an experiment to see how the absent of clocks, daylight or external communications would affect their sense of time. Through big smiles on their pale faces, they left their voluntary isolation in the cave to a round of applause, and basking in the light while wearing special glasses to protect their eyes after so long in the dark. One of the seven women to take part in the experiment said that she did not felt any rush to do anything and wished she could have stayed in the cave a few days longer, but were happy to feel the wind and hear birdsong again. The group has lived in and explored the cave as part of the project to help scientists understand better how people adapt to drastic changes in living conditions and environments.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

Adapted from: <https://www.theguardian.com/world/2021/apr/25/deep-time-team-ends-40-days-underground-in-french-cave>





## Section A

### Text 1

Study the poster below and answer Questions 1–5 in the Question Booklet.



**PROTECT YOURSELF  
PROTECT  
OTHERS**

**ALONE OR TOGETHER, we can prevent the spread of COVID-19**

**YOU CAN HELP STOP THE SPREAD OF COVID-19.**

 **ALONE OR TOGETHER, we can make a difference**

**COVID-19 can be spread**

- between people who are in close contact with one another
- through respiratory droplets produced when an infected person coughs, sneezes or talks (these droplets can land in the mouths or noses of people nearby or be inhaled into the lungs)
- by people who do not have symptoms and do not know they are infected.

**Your mask may protect others. Their masks may protect you.**

- Be polite. Show your community you care. Wear a mask or face covering in public.
- Cloth face coverings provide an extra layer to help prevent your respiratory droplets from travelling in the air and onto other people.
- A cloth face covering may not protect the wearer, but it may keep the wearer from spreading the virus to others.

 Wash hands with soap and water for 20 seconds

 Avoid crowding

 Do not touch your face with unwashed hands

 Use hand sanitiser when you can't wash

 Keep at least 6 feet (2 metres) away from others

 Wear a face mask in public

**Masks are not perfect barriers to transmission, but they do not need to be perfect if they are not used alone. Universal mask use should be accompanied by other public health measures such as physical distancing, testing, contact tracing and restrictions on large gatherings. Those measures are not perfect either, but when many imperfect measures are combined at a community level, they can be very effective at slowing transmission and reducing infections.**

Learn more about preventing the spread of COVID-19 at [www.nsf.org/consumer-resources](http://www.nsf.org/consumer-resources) 

Adapted from <https://www.globenewswire.com/news-release/2020/07/16/2063403/0/en/Educational-Posters-Available-to-Help-Prevent-the-Spread-of-COVID-19.html>



## Section B

### Text 2

*In the text below the writer and her guides went on an expedition in the Sahara Desert.*

*Read the text carefully and answer Questions 6–14 in the Question Booklet.*

- 1 We were two days' walk past Laayoune, a city in Western Sahara. Our little caravan of three Berber guides, one Scot and six camels had just entered the grand dunes, which glimmered surreptitiously under the lethal glare of the blistering sun, seemingly hinting at the perils lurking beneath the shifting golden sands. After endless days of walking on the flat, the undulating curves – a killer for the legs – were tiresome to trudge on. We skirted them, walking along the edge of a large sunken valley called a sabkha, which was deathly red in places, signifying the possibility of quicksand. "My legs have got a headache," said Addi, the youngest of my travelling companions at 24 and the son of a nomad. I knew exactly what he meant. 5
- 2 The Sahara Expedition was a three-month long crossing of the world's biggest hot desert. The expedition was a physical challenge as we crossed over 2,000 kilometres, walking around a half-marathon a day for 78 days, but the aim was exploration. I wanted to see what life was like there now, what traces history had left behind and also what impact climate change had on the wildlife in the region. 10
- 3 The days among the dunes were rich in discoveries. Every night the wind swept them clean and, with no people anywhere, the tracks of the wild animals were clearly etched. At first sight, you would swear that no life could exist in this barren landscape but then when you stopped and looked, the sands came alive. The long, dragging tails of the lizards, the delicate footprints of the mice, and the three-pronged forks of bird feet were drawn everywhere and I took pictures and made notes of all I saw. We were walking along early one morning when suddenly Brahim, the expedition leader, stopped short pulling up the camels with Hamish in the lead, protesting strongly. 15 20
- 4 "These tracks... they are showing something very rare."  
 "Is it a fox?" I sprung and took a closer look at the paw marks.  
 "No. It is that animal with very strong legs and a big head that laughs like Addi."  
 A hyena! We had found hyena tracks and I was filled with excitement to have proof that they still existed in this land that had not seen good rainfall since 2014. Disappointingly, we did not meet any hyena so we resumed our trekking. 25
- 5 Water was our constant preoccupation. The camels could carry enough for our needs for around six days but we had to be able to refill en route as the next known well was over three weeks away. The camels could possibly survive, but we could not. That water stress was always with us. It was coming towards the end of our day's allotted walk when I saw something glinting up ahead. I assumed it was just a patch of particularly quartz-like sand that was catching the sun and kept on trudging towards it. As we got closer, though, it looked more and more like a little lagoon of water. "It's a miracle," said Brahim and it was. Sweet water in the middle of the sands. Do you remember that feeling when you were six and you woke up and it was finally Christmas day? Double it. 30 35
- 6 We took the halters off the camels and they slurped down litres, shaking their heads and showering us. We filled up all our containers, and I stuck my swollen hands and aching feet in the cool water, feeling as though life could never get better than this.
- 7 We continued on and about 15 minutes later, Addi discovered a set of fox tracks that led to a den! I was trembling with sheer excitement in spite of the torturously high temperature. With a scarf wrapped around our heads and a big jug of water to help us endure the searing heat, we waited, giving the den a wide berth, hardly daring to breathe for fear of disturbing its occupants. Then, after a seeming eternity, the sun sank over the dunes in a dramatic display of orange and pink, and three fennec foxes emerged in succession from the den – a mother with two young 40 45



kits. When I saw that first fennec coming out tentatively with its huge ears perked upright, my heart collapsed. I was crying. It was absolutely one of the most beautiful moments of my life.

- 8 That evening as we sat in our tent in the bivouac<sup>1</sup> at the foot of the dunes, Lhou, our oldest team member, a farmer and a very good tea maker, poured us a glass of hot, sweet tea. "This is the right water to make good tea," he said. "This rainwater makes the tea taste really delicious." He 50  
smacked his lips appreciatively. I took another swig, trying to get the image of Alasdair the camel taking a very long pee in the middle of the lake as we were filling up our containers out of my head.

Adapted from <https://www.wanderlust.co.uk/content/alice-morrison-sahara-expedition/>

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<sup>1</sup> A bivouac is a temporary camp.



## Section C

### Text 3

The article below is about regrowing rainforests using coffee pulp.

Read it carefully and answer Questions 15–20 in the Question Booklet.

- 1 Just like us, forests move faster with a little coffee in their system. A recent experiment tested whether coffee pulp, a leftover of the coffee growing process, could help bring Costa Rica's rainforests back to life. Researchers from a local university tested two plots to see how the coffee waste would affect deforested land, covering one parcel of grass with about 20 inches of the pulp and leaving the other untouched. At each site, land had been exploited for years, either to grow coffee or raise cattle, and was eventually abandoned. It was dominated by invasive grasses, primarily an African species called palisade grass, used to feed grazing livestock. The grass can reach 16 feet tall when not trimmed by grazing animals, preventing native rainforests from easily regrowing. 5
- 2 After two years, the plot of land given a boost from coffee showed a dramatic improvement. Eighty percent of the plot was covered by young tree canopy, some trees already 15 feet – including tropical species that can grow as tall as 60 feet – versus just 20 percent in the untreated plot. In the coffee-fuelled plot, trees were also four times taller on average and soil samples were more nutrient-rich. While the invasive grasses were still rampant on the untreated plot, it had been eliminated in the treated one. 10  
15
- 3 Coffee beans are the seeds of a fruit called coffee cherry that, when picked, looks like a bright red or yellow cherry. To get coffee beans, producers remove the fruit's skin, pulp, and other filmy bits. They then dry and roast the remains to make the grounds that end up in your morning cup. Approximately half the weight of a coffee harvest will end up as waste. In Costa Rica, coffee producers typically take all that leftover coffee residue to storage lots where it is left to decompose. Given the long time it takes to decompose, it is a major waste product that is expensive to process. With the success of the experiment, rather than paying rental fees for the waste to be stored and composted, the only cost for coffee producers will be renting dump trucks to shuttle the pulp. 20
- 4 The idea works like this: coffee pulp is piled on an area covered in grasses and the foliage underneath will smother and cook until it is asphyxiated, dies, and decomposes, essentially killing all the roots and rhizomes of the grasses. As the decomposed remains of the grasses mix with the coffee's nutrient-rich layer, it creates a fertile soil. That, in turn, attracts insects, which attract birds that then drop seeds into the plot, as does the wind. It looks like a mess for the first two or three years. Then comes the rebirth – the explosion of new plants. The key is to pile on the coffee pulp – using a thick enough layer of pulp in an area flat enough for it not to wash away, and in a climate with a dry period that allows the coffee to really bake – hot enough to smother the grass. This is considered a very successful compost heap. 25  
30
- 5 While the experiment with coffee pulp successfully jump-started forest growth, there are downsides. The stink of coffee pulp is putrid to the point of being offensive to most people. It also attracts a lot of flies and other insects that, despite attracting seed-dispersing birds, are pests for nearby humans. There is also some concern that it will have negative effects on watersheds. Coffee pulp contains nutrients like nitrogen and phosphorus that can cause excess algae growth in streams and lakes. The pulp may also contain traces of pesticides used during coffee production, leading to some contamination of the water. As the coffee pulp experiment was carried out away from water sources, future research will look at the potential impact on surrounding areas. 35  
40
- 6 In addition to investigating the long-term impact, researchers are interested in testing other agricultural by-products. They believe as long as the crop waste is rich in nutrients and safe for human health, similar results can be expected. Previous work using orange peels to regrow forests in Costa Rica was met with some backlash. When an orange juice maker began a 45

partnership with a local protected area to spread truckloads of peels on former cattle pasture, its local competitor alleged the programme was simply a way to dump waste. The programme was stopped by Costa Rican authorities, who sided with the competing juice company. However, some ecologists think coffee pulp may escape the same fate as the failed orange peel project, saying it is less tangled in thorny political issues and grown by more small producers rather than two large competing companies. 50

Adapted from <https://www.nationalgeographic.com/environment/article/forest-on-caffeine-how-coffee-helps-forests-grow-faster>



**Section A [5 marks]**

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.

- 1 With reference to the heading 'PROTECT YOURSELF, PROTECT OTHERS', how does the photograph reinforce this message?

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 [1]

- 2 Which **three** consecutive words in the poster suggest that everybody has a part to play in stopping the spread of COVID-19?

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 [1]

- 3 How does the poster suggest the insidious manner in which COVID-19 infects people?

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 [1]

- 4 Apart from sanitising your hands, which two other personal hygiene measures are recommended in the poster?

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 [1]

- 5 Why are imperfect measurements still effective?

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 [1]

### Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 6–14.

- 6 At the beginning of the text, the writer and her guides arrived at the desert. Explain how the language used in Paragraph 1 emphasises the potential threats they might face in the desert.

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

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[3]

- 7 One of the guides, Addi, lamented his 'legs have got a headache' (line 7). What is unusual and effective about this expression?

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[2]

- 8 In Paragraph 3, identify the words or phrases which tell us what the writer saw and discovered on the dunes.

Descriptions	Words or phrases from passage
(i) arid and unfertile terrain	
(ii) subtle traces	
(iii) branched feet	

[3]

- 9 In Paragraph 4, what is the tone of the writer's question in line 23?

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[1]



10 In Paragraph 5, the writer states that water was their 'constant preoccupation' (line 28).

(i) Explain what she means by 'constant preoccupation'.

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[1]

(ii) From the same paragraph, quote an expression that has a similar meaning.

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[1]

11 From Paragraph 6, which expression tells us that the writer was contented in spite of her circumstances?

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[1]

12 According to Paragraph 7, what **two** things did the writer and her companions do to prepare their wait for the foxes to appear?

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[2]

13 In Paragraph 7, the writer cried and gushed that it was 'one of the most beautiful moments' (line 47) of her life. What **two** things could have contributed to the beauty of the moment? **Answer in your own words.**

(i) 

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(ii) 

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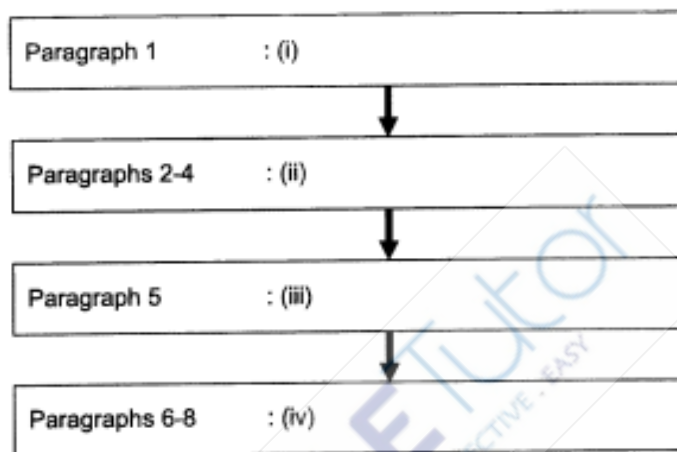
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[2]

- 14 The structure of the text reflects the stages in the writer's expedition. 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.

**The writer's expedition**

survival concerns	immense suffering	wonderment and contentment
disappointing discovery	unadulterated happiness	exploration and discoveries
exhilarating encounters		



[4]

### Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15–20.

15 Which word in Paragraph 1 suggests aggressiveness?

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[1]

16 Paragraph 2 describes the result of the coffee pulp experiment. Compare the results on the treated and untreated plots of land.

Land treated by coffee pulp	Land untreated
(i)	
(ii)	

[2]

17 With reference to Paragraph 3, explain why coffee residue is a major waste product that is costly to process in Costa Rica.

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[2]

18 According to Paragraph 6, researchers believe that **two** qualities of agricultural by-products to regrow rainforests are important. What are these qualities? **Answer in your own words.**

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[2]

19 Here is part of a conversation between two students, Yvonne and Zackery, who have read the article.



(i) With reference to Paragraph 6, state **one** piece of evidence to justify Yvonne's position.

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[1]

(ii) Identify **two** ideas from Paragraph 6 that Zackery can use to support his view.

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[2]

- 20 Using your own words as far as possible, summarise the process of using coffee pulp to bring forests back to life and the possible drawbacks.

**Use only information from Paragraphs 4 to 5.**

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).

*In order to bring rainforests back to life, coffee pulp* \_\_\_\_\_

( \_\_\_\_\_ words) [15]

For Marker's Use	
Content	/ 8
Language	/ 7
Total	/ 15



## ANSWER SHEET

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a group of volunteers who stayed in isolation in an underground cave. 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 2pm.

at

My mother always wears sensible clothes.

✓

Fifteen people have emerged from a cave in south-west France after	
forty days underground in an experiment to see how the <u>absent</u> of	1 <u>absence</u> (word form)
clocks, daylight <u>or</u> external communications would affect their sense	2 <u>and</u> (conjunction)
of time. <u>Through</u> big smiles on their pale faces, they left their voluntary	3 <u>With</u> (preposition)
isolation in the cave to a round of applause, and <u>basking</u> in the light	4 <u>basked</u> (verb form)
while wearing special glasses to protect their eyes after so long in the	5 ✓
dark. One of the seven women to take part in the experiment said that	6 ✓
she did not <u>felt</u> any rush to do anything and wished she could have	7 <u>feel</u> (verb form)
stayed in the cave a few days longer, but <u>were</u> happy to feel the wind	8 <u>was</u> (SVA)
and hear birdsong again. The group <u>has</u> lived in and explored the	9 <u>had</u> (tenses)
cave as part of <u>the</u> project to help scientists understand better how	10 <u>a</u> (article use)
people adapt to drastic changes in living conditions and environments.	

Adapted from: <https://www.theguardian.com/world/2021/apr/25/deep-time-team-ends-40-days-underground-in-french-cave>

### Section B [30 marks]

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

You should look at the printout of a webpage in the Insert. Study the information carefully and plan your answer before beginning to write.

You have seen a post for a writing competition on your school's Student Council webpage, and you decide to enter the competition. In your article, you should explain the reasons for your choice of idea for the Student Activity Centre.

Your article for the website must include the following content:

- a title to attract readers' attention
- why the idea appeals to you
- how your fellow schoolmates can make use of the facility
- what benefits will be brought to the student population.

You may add any other details you think will be helpful.

Write your article in clear, accurate English, and in a lively, engaging tone to encourage readers to vote for the idea you have chosen.

You should **use your own words** as much as possible.

### Marking Guide:

#### Task Fulfilment (10m)

- Students should show clear awareness of purpose – to convince the readers (fellow students) to vote for their choice of idea for the Student Activity Centre.
- Students should show clear awareness of audience – fellow schoolmates
- Students should show clear awareness of context – they are writing an article that is to be published on the Student Council webpage, and it is for a writing competition to choose the most popular idea for what students want in the Student Activity Centre. They should use an appropriate format for an article (Title, Main Body, Sign off) and the tone should be lively and engaging.
- Amplification of points:
  - o Why the idea appeals to you – students should know that they have to choose one out of the four ideas and explain why the idea appeals to them (PERSONAL APPEAL). Students can elaborate on their own reaction to the idea, and how they imagine themselves making use of the facility. Purpose of this paragraph is to engage the reader through use of personal voice.
  - o How your fellow schoolmates can make use of the facility – Here, the shift is for the writer to expand on the ideas in the earlier paragraph to persuade the schoolmates that they can enjoy the use of the facility as well. Students should not just provide a list of activities that can be carried out, but should make an appeal to the emotions through the use of vivid descriptions.
  - o What benefits will be brought to the student population – Here, students should pivot to the bigger picture of how the idea will help to shape student experience and student life in the school, and extol the benefits it will bring to the school population. A good mix of appeal to emotions and logic will be required.
  - o Conclusion – Students have to remember to reach out to the readers and appeal for their votes.

#### Language (20m)

– grade as per O level Situational Writing rubrics

Headline / Title	<u>Gamers' Zone in Student Activity Centre</u>
Intro Paragraph (State choice of idea)	Are you as excited as I am about the new Student Activity Centre? We can finally have a place of our own to chill out after school, and I cannot wait to check out what it has to offer! The Student Council has asked us for feedback on what we want in the Activity Centre. I am sure all of you will agree with me that what we all want is a place where we can gather and play video games!
Body Paragraph (why idea appeals to you)	Wouldn't it be awesome to have the state-of-the-art Playstation 5 in our Activity Centre? I can imagine all of us playing the latest video games on a huge high-definition television screen in the air-conditioned comfort of the centre. My parents will never buy me a video game console, so this will be a great opportunity for me, and many others I am sure, to get the chance to play the latest video games.
Body Paragraph (how your fellow schoolmates can)	There is a huge variety of games out there to cater to different interests, so I'm sure any one of us can find something to our liking. What is important is that the games will allow us to take our minds off school work after a long day in class. We can destress and

make use of the facility)	immerse ourselves in a virtual world where we can have fun and challenge ourselves in friendly competition against one another. E-sports is becoming a mainstay as well, so we can also organise e-sports inter-house competitions to add more excitement to the school year!
Body Paragraph (what benefits will be brought to the student population)	I am certain that with the addition of a video games zone, the Student Activity Centre will become a popular spot with our students. It will be a safe haven for us all to recharge, and a place where fond memories are forged.
Conclusion	So please cast your vote for this idea. Together, we can make the Student Activity Centre a place that is the envy of other schools! Thank you!
Closing	Written By: Asher Chia





**Section C [30 marks]**

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

**Questions 3–6**

3. Write about a time when a lost opportunity brought about greater gains.
4. Describe a fictional character whom you admire. Explain what is relatable and admirable about this character.
5. A person's age is not an indication of maturity. What is your opinion?
6. "Just because something is common sense does not mean it is common practice."  
How true is this for you?

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

**Marking rubrics – follow O Level Continuous Writing rubrics (30m)**

**Q3.** Students should demonstrate the ability to either recount an occasion in the first person, or write a third person narrative story using various narrative techniques to capture the reader's attention. At the very least, proper organisation (chronological order) would help reader to follow the series of events in the story from providing context of how an opportunity was lost, and how that lead to the greater gains. Better writers will use other organisation structures such as the use of flashbacks, and will include a coda that brings across the reflection and learning from this experience. Possible writing ideas include missing out on a coveted internship opportunity that lead to another better offer, or missing out on a chance to watch a concert performance but later getting the chance to go backstage and meet the performers in person. However, students should not write about avoiding disaster as a result of missing the opportunity (e.g. did not get on board a plane and avoiding death due to plane crash). Students who only write about one aspect and not the other (i.e. focus only on the lost opportunity and did not explain the greater gains adequately) will not be able to fulfil the requirements of the question.

**Q4.** This question requires students to describe a fictional character whom they admire. They can choose any fictional character from books that they have read, or shows or movies that they have watched. They should provide context about where this character came about, describe the traits of this character in vivid details, and explain why they admire this character. Students could talk about how the character overcame challenges, or uphold certain values that they relate with. Good writing should reflect a good command of vocabulary and idiomatic expressions that help to bring the character alive in the reader's mind. It is important students do not just describe the character and fail to provide a clear explanation of why they find the character admirable and relatable.

**Q5.** This question requires students to evaluate whether a person's maturity is related to a person's age. Students can tap on their own personal experiences and observations to present the various points in their writing. A good response will be well-organised using paragraphs and topic sentences to clearly introduce different points to the reader, and well supported with explanations and elaboration. In the conclusion, the student should provide an opinion whether using age as an indicator of maturity is relevant or appropriate in current society. Weaker responses will tend to repeat the question phrase and lack personal response.

**Q6.** To address this topic, students need to clearly articulate their definition of "common sense", and whether they feel this is enacted in the people around them. Students need to express their stand clearly, and support their stand with personal anecdotes and examples that are widely-known and



reported in the news (e.g. people refusing to wear face masks during the COVID-19 pandemic). In the conclusion, students can suggest how "common sense" can be better instilled in people (e.g. through education and public outreach efforts) if they agree with the statement, or how we should be more tolerant and reach out to the minority who do not display "common sense" instead of shaming them (online vigilantism, doxing). Weaker responses will tend to repeat the question phrase and lack personal response.



### Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–5.

- 1 With reference to the heading 'PROTECT YOURSELF, PROTECT OTHERS', how does the photograph reinforce this message? [Visual]

The photograph shows **an adult and a child donning masks** to **guard themselves** against the virus / **prevent the spread** of the virus. [1]

X Not enough to simply observe that the subjects of the photograph are wearing masks.

Many students who got this wrong did not understand that the question asks **how** the picture reinforces the message and ended up trying to explain the benefits of mask-wearing without referring to the picture at all.

- 2 Which **three** consecutive words in the poster suggest that everybody has a part to play in stopping the spread of COVID-19? [Quotation]

"Alone or together" [1]

X you can help / at community level / we can prevent / show your community / not used alone

- 3 How does the poster suggest the insidious manner in which COVID-19 infects people? [Factual]

**The poster states that** COVID-19 can be spread by people who do not have symptoms / do not know they are infected. [1]

When presenting their answer, students need to make explicit reference to what the poster says. To state facts about COVID-19 without making it clear that the poster presents these facts is missing the point of this question.

Some students were not sensitive to the word 'insidious' and ended up listing irrelevant (and therefore excess) ideas about how COVID is spread. Other students simply stated that the poster showed how COVID is spread without zooming in on the specific information.

- 4 Apart from sanitising your hands, which **two** other personal hygiene measures are recommended in the poster? [Factual]

1. Wash hands with soap and water for 20 seconds
2. Do not touch your face with unwashed hands [1m for both correct answers]

A sizeable number of students failed to read the question carefully and presented answers pertaining to mask-wearing and maintain of safe distance which are **not** personal hygiene measures.

In more serious instances, some students mention the use of hand sanitiser even though it had already been eliminated as a possible answer in the question phrasing.

5 Why are imperfect measurements still effective? [Factual]

When many imperfect measures are **combined at a community level**, they can be very effective at **slowing transmission and reducing infections**. [1]

To gain the mark for this, students must demonstrate understanding in how various imperfect methods come together (**combine**) on a large scale (**community level**) to **slow transmission** and **reduce infections**.

It is not accurate to say that there are other measures or that these imperfect measures are used in conjunction with other measures since the phrase 'imperfect measures' in the visual text already refers to the **entire** range of measures already in place.



### Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 6–14.

- 6 At the beginning of the text, the writer and her guides arrived at the desert. Explain how the language used in Paragraph 1 emphasises the potential threats they might face in the desert.

Support your ideas with **three** details from Paragraph 1. [Factual-Language Use]

1. “(under the) **lethal** glare of the blistering sun” shows that the weather in the desert was extremely **hot** which could be **life-threatening/deadly**. [1]

Must convey the idea of deadly danger from the sun

X The rays of the sun were strong/bright.

X The hot sun was dangerous. – Too vague

2. “perils **lurking** beneath (the shifting golden sands)” shows that there were **hidden** dangers under the sand / dangers **underground** lying in wait for the writer and her guides. [1]

(Must convey the idea of hidden or unknown dangers underground)

There is no specific mention of a particular predator waiting here, nor is this a reference to dangerous creatures somewhere out there in the desert. It refers narrowly to unknown threats hidden beneath the sand.

For students who mentioned the quicksand for this point, they were too early as specific reference to quicksand is only made in the subsequent detail.

3. “**Deathly red** in places” shows how **ominous/sinister/dangerous** the colour was in warning the writer and her guides of the **possible locations of quicksand** / **signifies the possibility of quicksand** [1]

Many students did not get this right because they quote in excess. This often led them to focus on the dangers of quicksand (based on their general knowledge) rather than focusing on what the quote actually says.

It is important to mention the ominous nature of the red colour as it indicated the possible location of quicksand. Several students literally thought that the red was from the blood of previous victims of quicksand.

- 7 One of the guides, Addi, lamented his 'legs have got a headache' (line 7). What is unusual and effective about this expression? [Language Use-Unusual/Effective]

It is unusual because legs are a different part of the body from the head and cannot have a headache. / It is unusual as headaches should occur in the head and not the legs. [1]

X Legs cannot have headaches. – Why not?

X It is a personification. – How so?

It is effective because it highlights Addi's **extreme/great/immense pain/agony** from all the walking. [1]

(Answer should convey the idea that the expression **emphasises** the **degree** of pain that Addi was experiencing.)

X Legs were as painful as a headache / Legs had pain like a headache.

X Effective as it shows Addi was in pain. (Emphasis on **degree** of pain needs to be mentioned)

X It shows that Addi's feet were tired/weak/fatigued.

Students are reminded to signpost which part of their answers deal with the i) unusual and ii) effective components respectively.

- 8 In Paragraph 3, identify the words or phrases which tell us what the writer saw and discovered on the dunes. [Quotation]

Descriptions	Words or phrases from passage
(i) arid and unfertile terrain	"barren" (of the land) X no life could exist in this barren landscape' - Excess X barren – does not account for 'terrain'
(ii) subtle	"delicate" (of the mice) X clearly-etched – Obviously the opposite of subtle X tracks of wild animals – Leads on from the expression 'clearly-etched' X sands came alive – Does not deal with subtlety
(iii) branched	"three-pronged" (of bird feet)

[3]

- 9 In Paragraph 4, what is the tone of the writer's question in line 23? [Language Use-Tone]

Hopeful / expectant / anticipatory / eager / excited / thrilled

X curious / shock / surprise / teasing / mocking / questioning all fail to accurately demonstrate the writer's **excitement** at the tracks possibly belonging to a fox which she hoped to catch a glimpse of. [1]

Students are reminded **not to hedge** their answers. They should not give markers a list of tones / traits / qualities (especially if they are of varying meaning) to choose from. *E.g. It was a hopeful, curious and surprising tone.*

Some students had trouble differentiating - exciting vs excited, exhilarating vs exhilarated, thrilling vs thrilled etc.



10 In Paragraph 5, the writer states that water was their 'constant preoccupation' (line 28).

(i) Explain what she means by 'constant preoccupation'. [Language Use]

It means that the writer and her guides were **always** worrying/thinking about water.

**OR** Water was **always** their focus / on their minds

**OR** They were **always** searching for water. [1]

X Constant is not the same as 'a lot', 'often' or 'frequent'

X They always needed / wanted water. (While this is true in common-sensical way, it does not address the use of the quoted words.)

Answers should not reuse 'constant' or 'preoccupation' (or its derivatives – constantly, occupied).

(ii) From the same paragraph, quote an expression that has a similar meaning. [Quotation]

"water stress (that was always with us)" [1]

11 From Paragraph 6, which expression tells us that the writer was contented in spite of her circumstances? [Quotation]

"(feeling as though) life could never get better than this"

Some students inexplicably did not quote but chose to paraphrase instead.

[1]

Other omitted 'than this' which was an important reference to the writer's circumstances.

A number of students copied the quote inaccurately e.g. 'not vs never or get any better'

12 According to Paragraph 7, what **two** things did the writer and her companions do to prepare their wait for the foxes to appear? [Factual]

1. They wrapped their heads with a scarf. [1]

2. They brought along a big jug of water (to help them endure the searing heat). [1]

[2]

There were some inaccuracies in presenting ideas (i.e. scarf around neck / bring along **several** jugs/jars)

This question focused on the preparations made but some students focused on what the writer did **while waiting** (giving the den a wide berth and hardly daring to breathe) and this frequently led to excess information being provided.

13 In Paragraph 7, the writer cried and gushed that it was 'one of the most beautiful moments' (line 47) of her life. What **two** things could have contributed to the beauty of the moment? **Answer in your own words.** [Factual-Use Own Words]

(i) **FP:** the sun **sank** over the dunes in a **dramatic** display of orange and pink

The **sunset** was **majestic/gorgeous/spectacular/vivid/striking/stunning/magical**. [1]

(ii) **FP:** first fennec **coming-out-tentatively**

The **first** fennec stepped out **cautiously/hesitantly**. [1]

[2]

Close reading of the text will reveal that 'one of the most beautiful moments' refers to the precise point at which i) **the first fennec appears** ii) **against the backdrop of a stunning sunset**.

The description of the fennec's ears is therefore an elaboration of this event and does not qualify as a point by itself.

Meanwhile, the subsequent appearance of all three fennecs occurs after the beautiful moment alluded to in the quote.

X The writer had waited a very long time for the foxes to appear.

X The weather was hot and uncomfortable, so the wait was worth it.

X Three foxes appeared in all.

X The foxes were cute / had cute ears.

X Beautiful sunset (do not repeat the words from the question, especially for language use questions)

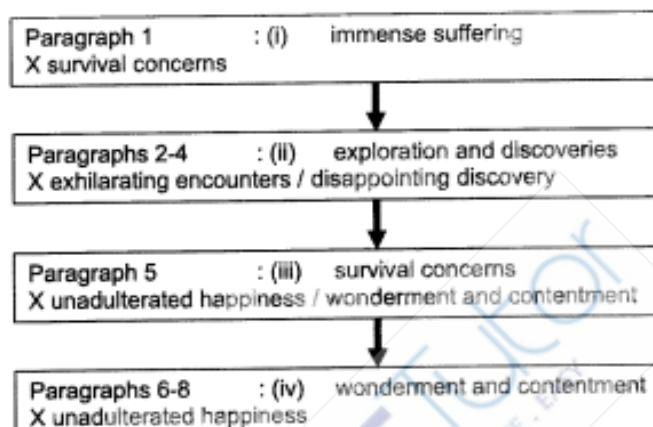
X Tentative not the same as "slowly/temporarily/innocently"

X No credit if students merely mentioned the colours or stated that the sunset was colourful without included a positive adjective to suggest the overall grandeur of the scene.

- 14 The structure of the text reflects the stages in the writer's expedition. 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. [Global]

#### The writer's expedition

survival concerns	immense suffering	wonderment and contentment
disappointing discovery	unadulterated happiness	exploration and discoveries
exhilarating encounters		



[4]

#### Evidence

Para. 1	<p>We were two days' walk past Laayoune, a city in Western Sahara. Our little caravan of three Berber guides, one Scott and six camels had just entered the grand dunes, which glimmered surreptitiously under the lethal glare of the blistering sun, seemingly hinting at the perils lurking beneath the shifting golden sands. After endless days of walking on the flat, the undulating curves – a killer for the legs – were tiresome to trudge on. We skirted them, walking the edge of a large sunken valley called a sabkha, which was deathly red in places, signifying the possibility of quicksand. "My legs have got a headache," said Addi, the youngest of my travelling companions at 24 and the son of a nomad. I knew exactly what he meant.</p>
Para. 2-4	<p>The Sahara Expedition was a three-month long crossing of the world's biggest hot desert. The expedition was a physical challenge as we crossed over 2,000 kilometres, walking around a half-marathon a day for 78 days, but the aim was exploration. I wanted to see what life was like there now, what traces history had left behind and also what impact climate change had on the wildlife in the region.</p> <p>The days among the dunes were rich in discoveries. Every night the wind sweeps them clean and, with no people anywhere, the tracks of the wild animals were clearly etched. At first sight, you would swear that no life could exist in this barren landscape but then when you stopped and looked, the sands came alive. The long, dragging tails of the lizards, the delicate footprints of the mice, and the three-pronged forks of bird feet were drawn everywhere and I took pictures and made notes of all I saw. We were walking along early one morning when suddenly Brahim, the expedition leader, stopped short pulling up the camels with Hamish in the lead protesting strongly.</p> <p>"These tracks, it's something very rare."</p> <p>"Is it a fox?" I sprung and took a closer look at the paw marks.</p> <p>"No. It is that animal with very strong legs and a big head that laughs like Addi."</p> <p>A hyena! We had found hyena tracks and I was filled with excitement to have proof that they still exist in this land that has not seen good rainfall since 2014. Disappointingly, we did not meet any hyena so we resumed our trekking.</p>
Para. 5	<p>Water was our constant preoccupation. The camels could carry enough for our needs for around six days but we had to be able to refill en route as the next known well was over three weeks away. The camels could possibly survive, but we could not. That water stress was always with us. It was coming towards the end of our day's allotted walk when I saw something glinting up ahead. I assumed it was just a patch of particularly quartz-like sand that was catching the sun and kept on trudging towards it. As we got closer, though, it looked more and more like a little lagoon of water. "It's a miracle," said Brahim and it was. Sweet water in the middle of the sands. Do you remember that feeling when you were six and you woke up and it was finally Christmas day? Double it.</p>

Para. 6-8	<p>We took the halters off the camels and they slurped down litres, shaking their heads and showering us. We filled up all our containers and I stuck my swollen hands in up to the wrists and then my aching feet and sat there <b>feeling as though life could never get better than this.</b></p> <p>We continued on and within about 15 minutes, Addi discovered a set of fox tracks that led to a den! I was trembling with sheer excitement in spite of the torturously high temperature. With a scarf wrapped around our heads and a big jug of water to help us endure the searing heat, we waited, giving the den a wide berth, hardly daring to breathe for fear of disturbing its occupants. Then, after a seeming eternity, the sun sank over the dunes in a dramatic display of orange and pink, and three fennec foxes emerged in succession from the den – a mother with two young kits. When I saw that first fennec coming out tentatively with its huge ears perked upright, my heart collapsed. I was crying. It was absolutely one of the most beautiful moments of my life.</p> <p>That evening as we sat in our tent in the bivouac at the foot of the dunes, Lhou, our oldest team member, a farmer and a very good tea maker, poured us out a glass of hot, sweet tea. "This is the right water to make good tea," he said. "This rainwater makes the tea taste really delicious." He smacked his lips appreciatively. I took another swig trying to get the image of Alasdair the camel taking a very long pee in the middle of the lake as we were filling up our containers out of my head.</p>
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### Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15–20.

15 Which word in Paragraph 1 suggests aggressiveness? [Quotation]

"invasive"

X "dominated" (in this context, it means "being taken over" – use of Passive Voice)

X grazing / exploited

[1]

16 Paragraph 2 describes the result of the coffee pulp experiment.  
Compare the results on the treated and untreated plots of land. [Factual]

Land treated by coffee pulp	Land untreated
(i) Eighty percent of the plot was covered by young tree <b>canopy</b> . (line 11) X include 'some trees already 15 feet - including species that can grow as tall as 60 feet' = Excess	Only 20 percent of the plot was covered by young tree canopy. (lines 12-13) [1]  X There is a difference between trees and tree canopy. Students need to be specific. X Some students did not mention the percentage of coverage by tree canopy.
(ii) <b>Invasive</b> grasses had been eliminated. (line 15)  X Mention of nutrient rich soil = Excess	Invasive grasses were still <b>rampant</b> . (lines 14-15) [1]  X Not rampant vs rampant X Nutrient rich soil vs rampant invasive grasses (not comparing the same thing)

[2]

17 With reference to Paragraph 3, explain why coffee residue is a major waste product that is costly to process in Costa Rica. [Factual]

Given the **long time** coffee residue takes to decompose [1], it is thus **expensive** to **store** and **compost** it [1].

Students must either point out that the costs of storage and composting can be **high** OR show the correlation between **long** periods of decomposition and **high** costs.

X Simply stating that existence or the need to pay rental fees is not enough.

X Producers will have to rent dump trucks to shuttle the pulp. – This refers to the improvement **after** the successful experiment aimed to cut costs.

X Approximately half the weight of a coffee harvest will end up as waste – This is true of **all** coffee crops, not just Costa Rica.



- 18 According to Paragraph 6, researchers believe that **two** qualities of agricultural by-products to regrow rainforests are important. What are these qualities? **Answer in your own words.** [Factual-Use Own Words]

**FP:** the crop waste is ~~rich in nutrients~~ and ~~safe for human health~~

1. The crop waste is **filled/packed with nourishment/food/minerals** for rainforests/plants (Emphasis on the amount of nutrition available) [1]  
 X Has sufficient minerals - Sufficient not the same as rich (while common-sensical, this is not what the passage suggests)  
 X Has a lot of enrichment / supplement / beneficial or useful substances – All too imprecise
2. The crop waste is **not dangerous/hazardous/harmful to man.** [1] (Need to show that by-products are not harmful to humans)  
 X Can be consumed by humans – This is not supported by the passage  
 X Is suitable/healthy/beneficial - Not the same as safe  
 X Does not affect humans - Too vague as it can also refer to positive outcomes

[2]

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



- (i) With reference to Paragraph 6, state **one** piece of evidence to justify Yvonne's position. [Factual in Conversation]
- a) **In a previous project** (involving orange peel) a competitor **alleged** it **was simply an excuse to dump waste.**  
 OR  
 b) The programme **may cause quarrels/disagreement** amongst competitors. **OR** The programme **may be seen as simply a way/excuse to dump waste.** [1]

Student should either point out the fact that a) the previous project involving orange peels failed because of one of the above reasons, or b) present one of those reasons as a potential failure point for using coffee pulp. **The use of tense is crucial here as it signals whether the student is trying for a) or b).**

- X – Simple way to dump waste not the same as 'simply a way to dump waste'  
 X – There was backlash from a previous project. (What kind?)  
 X – A competitor of an orange juice company alleged that the project was simply an excuse to dump waste (No clear context – which project is being referred to here?)

(ii) Identify **two** ideas from Paragraph 6 that Zackery can use to support his view. [Factual in Conversation]

(Some ecologists think coffee pulp may escape the same fate as the failed orange project as . . .)

1. Coffee has less **thorny political** issues. [1]
2. Coffee is grown by (more) **small** producers rather than (two) **large competing** companies. [1]

Students need to understand that the issues mention for the first point are undesirable ones. For the second point, students must demonstrate understanding that the situation is one of small companies versus large competitors.

20 Using your own words as far as possible, summarise the process of using coffee pulp to bring forests back to life and the possible drawbacks.

Use only information from Paragraphs 4 to 5.

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).

*In order to bring rainforests back to life, coffee pulp...*

Words in **bold** are suggested for rephrasing.

Words highlighted in yellow denote key ideas.

Line/s	From Passage	Own Words
25	1. coffee pulp is <b>piled</b> on an area covered in <b>grasses</b>	is <b>heaped</b> on a grassy area, (6 words)
25-26	2. the foliage underneath will <b>smother</b> and <b>cook</b> until it is asphyxiated, <b>dies</b> ,	<b>suffocating and cooking</b> the vegetation beneath until it <b>dies</b> (9 words)
26	3. and <b>decomposes</b> , ...	and <b>decays/rots/composts</b> . (2 words)
27-28	4. As the <b>decomposed</b> remains of the grasses <b>mix</b> with the coffee's nutrient-rich layer, it creates a fertile soil.	The decay and coffee's nutrient-rich pulp <b>combine/amalgamate</b> , forming a fertile soil. (11 words)
28-29	5. (a) That, in turn, <b>attracts</b> insects, which <b>attract</b> birds that then drop seeds into the plot,	It <b>draws</b> insects, which <b>attract</b> birds that <b>scatter</b> seeds into the soil, (12 words)
28-30	(b) It looks like a mess for the first two or three years. Then comes the <b>rebirth</b> – the <b>explosion</b> of new plants. No mark for (b) if (a) is not mentioned.	bringing about a <b>dramatic growth</b> of new plants. (8 words)
<b>Students are reminded to signal when they are transitioning from one part of the summary question to the other. (E.g. However, the stench of coffee pulp is often repulsive...)</b>		
33-34	6. there are downsides. The <b>stink</b> of coffee pulp is <b>putrid</b> to the point of being <b>offensive</b> to most people.	One drawback of using coffee pulp is its <b>offensive stench</b> . (10 words)
34-36	7. It also <b>attracts</b> a lot of flies and other insects that... are <b>pests</b> for nearby humans.	The flies and insects it attracts are also <b>pests</b> to humans. (11 words)
37-38	8. Coffee pulp contains <b>nutrients</b> like nitrogen and phosphorus that can cause <b>excess algae growth</b> in streams and lakes.	Nutrients in the pulp may cause <b>excess algae growth</b> in watersheds. (11 words)

38-39	9. The pulp may also contain traces of pesticides used during coffee production, leading to some contamination of the water.	Pesticide residues in the pulp may also cause water contamination. (10 words)
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**In prose:**

*In order to bring rainforests back to life, coffee pulp is heaped on a grassy area, suffocating and cooking the vegetation beneath until it dies and decays/rots/composts. The decay and coffee's nutrient-rich pulp combine/amalgamate, forming a fertile soil. It draws insects, which attract birds that scatter seeds into the soil, bringing about a dramatic growth of new plants. One drawback of using coffee pulp is its offensive stench. The flies and insects it attracts are also pests to humans. Nutrients in the pulp may cause excess algae growth in watersheds.*

(80 words for 9 points; Points 1-8)


For Marker's Use		
Content	/ 8	See table above
Language	/ 7	O Level rubric for summary writing
Total	/ 15	

**Comments on Summary Points:**

<b>Point 1</b>	Some students simply stated 'placed' which doesn't have the same meaning as 'piled'. Some neglected to mention that the pulp was put on top of grass, stating instead that the pulp was buried with or under foliage.
<b>Point 2</b>	Although many students understood the role played by heat in smothering and cooking, they were not always clear in what exactly was being cooked – the pulp or the grass/foilage (which the most confused of students saw as separate things)
<b>Point 3</b>	Students must show that decomposition comes about after the foliage is buried by coffee pulp. Simply stating 'decomposed remains' (from Point 4) will not qualify them for Point 3.
<b>Point 4</b>	Students who simply stated remains without prior reference to decomposition (or even to grass) would have failed to gain credit for this point. There needs to be mention of the two components mixing together to form fertile soil.
<b>Point 5a</b>	Students must recognize the order here. Insects come first, which then attracts birds which drop seeds. There is a chain of events here.
<b>Point 5b</b>	Most of students did not qualify for this mark because they were either unsuccessful in conveying the preceding idea or failed to recognize the dramatic rebirth as part of the process.
<b>Point 6</b>	Need to show that the stench is offensive/repulsive/disgusting to people (not enough to say that the pulp is smelly). Some students thought that people were offended by the smell or found it rude, which does not adequately convey the problem with the stench.
<b>Point 7</b>	Most students got this point though some missed out on the idea of pests being drawn to the coffee pulp.
<b>Point 8</b>	Students need to show that excess (not merely higher) algae growth / algae bloom occurs as a result of nutrients in the pulp
<b>Point 9</b>	Most students were able to convey the idea of water being contaminated by pesticides though some used vague terms like 'dirtied'. Also, as most students placed this point last, some failed to gain credit due to excess words.



## **EAST SPRING SECONDARY SCHOOL PRELIM PAPER**

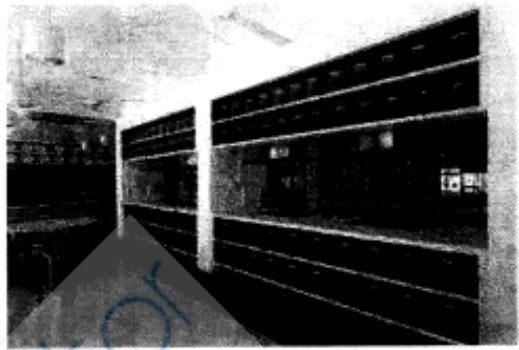


**A new neighbourhood project!**

We are looking for your views before the final decision is made. Which project would you prefer? Email the Chairman at [chairman@rc.sg](mailto:chairman@rc.sg) to give your views.

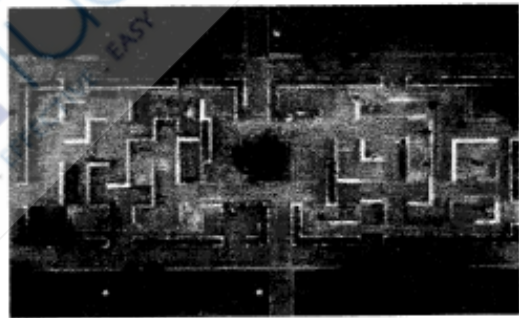
**Communal Kitchen**

- A shared kitchen for everyone to use
- Bright and cheery design
- 360 square metres (the size of four HDB 4-room flats)
- The public can use it on any weekday from 9 a.m. to 6 p.m.
- Encourage interaction and the building of social networks among stay-alone seniors
- Residents can meet on a regular basis to plan, cook and share healthy and affordable meals




**Maze Garden**

- A shared recreational area for everyone to use
- A network of paths and hedges designed as a puzzle
- A place that people can go to practise parkour
- A pit stop for foreigners seeking something different to visit in Singapore
- Suitable for elderly folks to take walks in the morning
- Fun areas for children to play in the late afternoon after school hours



**Art Workshop**

- A flexible workshop space for everyone to use
- Art practice rooms for teaching painting skills to individuals and small groups
- Free regular workshops conducted by volunteers
- The space will be decked out in Scandinavian-inspired furniture designed by residents in the neighbourhood
- 2 small art studios available for private events



ESSS / 1128 / 01 / Insert / 4E5N / PRELIM / 2021

## Section A [10 marks]

### Question 1

Carefully read the text below, consisting of 12 lines, about the effective use of social media. 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.	.....✓.....

Social media, if harnessed appropriately can help enhance the relationship	
between a company or their customers. In today's digital age, where almost	1 .....
everyone are connected virtually, having a corporate presence on the web can	2 .....
help organisations connect and reach out to their virtual community. Doing so	3 .....
nurture a brand that can be vital to the success of a company in the real world.	4 .....
Organisations need to be mindful that just as technology evolves, so do	5 .....
customers. Today's customers are more discerning and will rarely rely on the	6 .....
single source of information. It is therefore important that companies developed a	7 .....
strategy that revolves around their own distinctive brand with authentic and focus.	8 .....
While it is good to have presence in as many online portal as possible,	9 .....
community engaging can put a strain on employees. In view of this, target	10 .....
choices should be made based on the company's brand elements.	

*Adapted from: Vantage Views III, page 86.*







**Section A [5 marks]**

**Text 1**

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



The advertisement is a screenshot of a web browser showing the homepage of 'Ride the Aurora'. The browser's address bar shows 'ridetheaurora.com'. The main header features the text 'EXPERIENCE THE PHENOMENON' in large, bold, white letters against a dark background. Below this, there is a paragraph of text describing the experience, followed by a 'JOIN TODAY' button. The main body of the page is divided into several sections: 'ABOUT US' with the tagline 'We don't just cycle, we Ride', 'Sweat for 45 minutes', 'Burn up to 800 calories', 'Choose from 30 trainers', 'Ride in the dark', 'Get equipped', and 'Freshen up'. There is also a 'MEMBER EXCLUSIVES' section featuring 'MYPROTEIN' and 'Sugarmeactive' with discount offers. At the bottom, there are sections for '#INSTAGRAM' and '#TIKTOK' with social media handles and a WhatsApp contact button. The footer of the advertisement states 'Adapted from: https://www.ridetheaurora.com/'.

**EXPERIENCE THE PHENOMENON**

Experience the ultimate experience the phenomenon. Aurora features world-class facilities and technology that truly enhances your workout. As you step into one of our dark room multi-sensory studios, be prepared to experience an advanced lighting system, immersive audio technology and state-of-the-art surround sound system to keep you in the zone. Join today.

**ABOUT US**

**We don't just cycle, we *Ride***

Sick playlists, state-of-the-art lighting system and dark-room studios with digital surround sound. Are you ready to #ExperienceThePhenomenon?

Click here for:  
**OUR WEEKLY SCHEDULE**

**Sweat for 45 minutes**  
Enter an immersive space with state-of-the-art lighting system and surround sound system, introducing you to a *Ride* like never before.

**Burn up to 800 calories**  
The harder you *Ride*, the more you burn. Push your body to the next level.

**Choose from 30 trainers**  
Each with their own curated playlist, you'll find the *Ride* that's the right fit for you. Let them set the pace as you lose yourself in the music.

**Ride in the dark**  
Darkened, club-themed studios amplify your *Riding* experience and get you in the zone.

**Get equipped**  
We provide professional grade indoor cycling shoes with standard cleats. All you need to do is come in your comfortable active wear.

**Freshen up**  
Luxurious shower facilities with full amenities are available to keep you fresh after the *Ride*.

**MEMBER EXCLUSIVES**

**MYPROTEIN** delivers a range of quality products including protein powder, vitamins and power foods.  
Join us today for a 20% discount.

**Sugarmeactive** is a local brand that aims to provide quality and affordable athleisure.  
Join us today for a 15% discount.

**#INSTAGRAM**

**#TIKTOK**

Adapted from: <https://www.ridetheaurora.com/>

## Section B [20 marks]

### Text 2

The text below, adapted from *Mawson's Will: The Greatest Survival Story Ever Written* by Lennard Bickel, tells a story of Mawson's survival. Read it carefully and answer **Questions 5–13** in the **Question Booklet**.

- 1 He toiled up a long, rising slope, heavily covered with snow. The sun was hidden, but its light and warmth filtered through the low cloud. He took off his waterproof jacket for easier movement and, along with his gloves, tied it on the back of the sledge. He strained his eyes to find the safest path in the horrible, deceptive glare. Several times he stopped short of open-mouthed crevasses; twice he actually scraped past gaping cracks he had not seen. He then came on smooth snow, and the sledge was running well when without any sign he went through to his thighs. He clambered out and resumed his climb up the slope. Peering out from under his goggles, he made out the line of the crevasse on the edge of which he had just fallen through. It went to the south beyond vision; he turned to the north, and, fifty metres on, all trace had vanished into a field of flat, clear snow that offered him a path back to his westerling course. 5 10
- 2 In the next instant, he felt himself falling, his stomach a plummeting lead weight. Then the rope yanked viciously, cutting the harness into his body, bringing a sea of bright-coloured pain. He was suspended over a black, bottomless chasm. Now he could feel the sledge, pulled by his weight, sliding across the snow towards the edge of this icy pit – nearer and nearer. In seconds the bulk of the sledge would rush over the broken snow bridge, and then he would fall into the abyss. The thought flashed to his mind: "So – this is the end!" 15
- 3 The movement stopped. Against some unseen ridge or roll of snowdrift, the sledge halted; and now he swung four metres down the sheer walls of steely-blue ice, two metres apart.
- 4 Slowly he spun in the crevasse, drooping with despair, at the end of the rope. Above, the lowering sky was a narrow band of light; below him were unseen black depths. Cautiously lifting his arms, he could just touch the crevasse walls. Smooth and cold, they offered no fingerhold. Overhead the light showed the line of the rope cutting deep into the broken snow bridge, and he was fearful that sudden movement could again start the sledge sliding towards the edge. He held his position; the sledge did not move when he swung his legs in a wide arc. Gratitude filled his heart. Yet, how could he haul his weight directly upwards on four metres of rope with his bare hands, his clothing full of snow, his body weak from starvation? Despairing, he turned his mind to the sledge propped in the snow above. How much did it weigh? Would it hold his weight? He pictured his possessions on the sledge, and instantly he saw the bag of food stacked on the mid-platform, and in the fear that clouded his brain, he knew that he must make every effort to reach the bag. 20 25
- 5 The thought of wasted food galvanised him to action, and he was reaching a long skinny arm above his head, closing his bare fingers around the first knot in the rope. Shutting his mind against pain and stress, he lunged upwards with his other hand and pulled his chin level. Again he reached – and he was six feet nearer the ledge; once more, and then again, holding the rope between his knees, feeling for the knots with his feet now – and he was level with the broken snow bridge. The treacherous, compacted snow was crumbling. Several times he tried to crawl to safety, and he was halfway to solid ice when the whole ledge fragmented under him. Again he crashed to the full length of the rope. 30 35
- 6 Once more the sledge held its grip in the snow. Once more he dangled, limp, suspended in the chill. His hands were bleeding, all the skin of his palms had gone, his fingertips were black, and



his body was freezing fast from the snow clogging his clothing, the deep cold of the ice walls shutting him in. He asked – why just hang here waiting for a frozen death? Why not end it quickly? Later he would write: "It was a moment of rare temptation. To pass from petty exploration of this world to vaster worlds beyond..." He could see the sorrowing face of his beloved Paquita, the faces of his comrades – and again the food waiting on the surface. Buck up! Fight! Try again! 40

- 7 His strength was draining fast; he was growing deadly cold. Soon it would be all over and done with. By what he later called "supreme effort", he scaled the rope, knot after knot, and, with a wild flailing kick, thrust himself into the snow above the solid ice. 45





### Section C [25 marks]

#### Text 3

The text below, adapted from *The Cat* by Muriel Beadle, discusses the charms of cats and their associations in different cultures. Read it carefully and answer **Questions 14–19** in the **Question Booklet**.

- 1 Cats are beautiful and graceful animals, soft and sleek to the touch, amiable in expression, patient with children who carry them with legs dangling, and amusing when they pounce upon a ball of crinkled paper or chase spots of sunlight on a wall. Cats are small and clean and endearing, as millions of lonely people can testify; the purr of a cat on a lap makes solitude endurable.
- 2 Some of their most charming features, however, stem from the fact that they are specialised hunters; hunting is what they were evolved to do, and it is the key to their whole behaviour, whether one is talking about wild cats, farm cats or cats which spend their lives in city apartments and hardly ever see a mouse. Those soft paws which slither harmlessly over even the most delicate of objects also ensure its silent progress while some poor mouse is unaware of its impending doom. The crinkling of paper alerts it to a game of toss and catch, but it is the same sound that mice make in their burrows, and it triggers an age-old instinct to chase and kill. The kitten which amuses us by probing with its paw into a box is in fact developing the skills that enable it to search out prey underground. When it bats a ball of wool around and tosses it in the air, it is rehearsing the gruesome way in which full-grown cats “play” with their victim before its death. 5 10
- 3 Indeed, the cat has long been the subject of superstition and strange beliefs. The ancient Egyptians associated the cat with their gods, especially with Bastet, goddess of the moon, and temple carvings represent her as cat-headed. Certainly, at night a cat’s eyes reflecting moonlight create an eerie effect. Many motorists have experienced a sudden shiver when their headlights picked up their moonlike glow; no wonder some people have believed the fire of their eyes to be that of the Devil himself. 15 20
- 4 Even in death the cat could be given costly and special treatment by the Egyptians. Coffins have been found with the cat’s likeness painted on top, and eyes fashioned from expensive crystal and gold, and the body elaborately encased in strips of linen. Perhaps the most amazing evidence of this special treatment was the discovery last century of thousands of mummified cats just outside a small Egyptian village on the River Nile. Nineteen tons of their remains were unearthed, packed in layers six metres deep. 25
- 5 It is perhaps not surprising that the ancient Egyptians paid so much respect to the cat, for it is highly likely that they were the first people to domesticate the creature. No doubt because of their religious associations, cats were jealously guarded by the Egyptians. Their export was forbidden for at least a thousand years after they first appeared, although eventually they made their way East and West as the trade routes opened up and traders smuggled them out, some to Europe, others far afield to China, and then to Japan. Its close association with Egyptian gods earned it respect among the religions of the West; the cat found its way into their paintings, possibly as a symbol of fertility. 30
- 6 It would not be long before it lost this special respect. One of the religions which had welcomed it now began to hunt it down. Tales were put about women who worshipped the Devil, and who practised evil magic to harm others. To escape detection, it was said they turned themselves into cats to cast their spells unseen. Cats were then considered partners in this practice of evil magic. 35

- 7 Its reputation for fertility that had once brought it popularity with fine Egyptian ladies was now a sign of its ungodly nature. Its amazing ability to fall immense distances and survive gave rise to a fearful yearly ritual in one European town. Cats were tossed from the highest point of the city, no doubt to test their capacity to survive the fall and thus to prove their supernatural powers. Even to this day that same city conducts a yearly procession in which thousands of people dress up as cats of all shapes and sizes, and the same fall is enacted, though mercifully with dummy cats. 40



**Section A [5 marks]**

Refer to the advertisement, **Text 1**, on page 2 of the Insert and answer Questions 1–4.

1. Look at the banner at the top of the webpage. With reference to the text just below the heading **EXPERIENCE THE PHENOMENON**, what feature of the studio is conveyed in the photograph?

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

2. With reference to the information under the segment **ABOUT US**, what is the intended effect of repeating the word 'Ride'?

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

3. With reference to the caption under the tagline 'We don't just cycle, we *Ride*', state **two** ways the webpage tries to attract the attention of young readers.

(i) .....  
.....[1]

(ii) .....  
.....[1]

4. Give an example of the benefits the company provides to encourage new members to join.

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

### Section B [20 marks]

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

5. From Paragraph 1, pick out **two** phrases of not more than two words each showing the writer's close encounter with an accident.

(i) .....

(ii) .....[2]

6. At the beginning of Paragraph 2, the writer fell into a crevasse. Explain how the language used in Paragraph 2 conveys his experiences when falling.

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

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

7. What does the repeated use of the word 'would' at the end of Paragraph 2 tell us about what the writer was doing or thinking about at that moment?

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

8. (a) In Paragraph 3, what effect does the writer create by using a short sentence followed by a longer one?

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

- (b) The writer tells us 'now he swung four metres down the sheer walls of steely-blue ice, two metres apart' (line 18). Explain what the writer is trying to tell us about his situation.

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

9. In Paragraph 4, explain fully why the writer's heart was filled with gratitude.

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

10. Explain what the following phrases suggest about the writer's attitude towards his situation.

- (i) 'with his bare hands, his clothing full of snow, his body weak from starvation' (lines 25–26)

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

- (ii) 'he must make every effort to reach the bag' (line 29)

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

11. In Paragraph 5, identify the words or phrases which tell us about the writer's attempts to save himself.

The writer's attempt	Words or phrases from passage
(i) The writer was motivated	
(ii) The writer persevered continuously	
(iii) The writer's efforts were futile	

[3]

12. In Paragraph 6, we were told that the writer would later write: 'It was a moment of rare temptation. To pass from petty exploration of this world to vaster worlds beyond...' Explain what the 'vaster worlds beyond' refer to.

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



13. The structure of the text reflects the stages of the writer's experience and his responses to the situation at those stages. Complete the flow chart 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.

**The writer's situation and his responses**

too exhausted to continue  
out of danger

not giving up  
overwhelmed with emotions

plunging into danger  
getting to safety

**Flow chart**

Paragraphs 1–2:	(i)	.....
↓		
Paragraphs 3–4	(ii)	.....
↓		
Paragraphs 5–6	(iii)	.....
↓		
Paragraph 7	(iv)	.....

[4]

### Section C [25 marks]

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

14. (i) At the end of Paragraph 1, what is the writer implying about lonely people?

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

- (ii) In your own words, how does the purr of a cat on a person's lap help?

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

15. In Paragraph 2, cats' charming features are referenced to their behaviour as specialised hunters.

Name **two** of these features, and the hunting characteristics they are linked to.

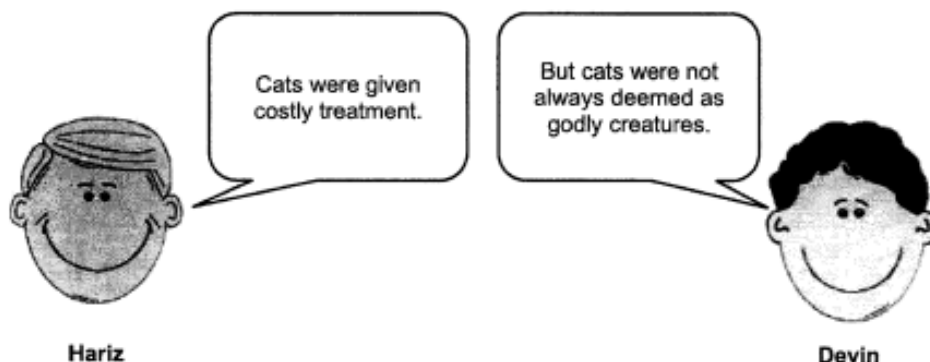
Features	Hunting characteristics
(i) .....	.....
.....	.....
(ii) .....	.....
.....	.....

[2]

16. In Paragraph 3, why have some people believed that the fire of a cat's eyes to be the Devil?

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

17. Here is a part of a conversation between two friends, Hariz and Devin, who have read the article.



- (a) Identify **two** examples from Paragraph 4 that Hariz can give to support his view.

(i) .....

(ii) .....[2]

- (b) With reference to Paragraph 6, how would Devin explain his position?

.....

.....[1]

18. With reference to Paragraph 7, give **in your own words** the **two** reasons why one European town started tossing cats from the highest point of the city as a yearly ritual.

(i) .....

(ii) .....[2]

19. **Using your own words as far as possible**, summarise how and why cats were respected by Egyptians and Westerners.

**Use only the information from Paragraphs 4 and 5.**

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).

*Dead or alive, cats were given special treatment such as* .....

.....

.....

.....

## ANSWER SHEET

### SECTION A (QUESTION 1) ANSWERS

Social media, if harnessed appropriately can help enhance the relationship between a company **or** their customers. In today's digital age, where almost everyone **are** connected virtually, having a corporate presence on the web can help organisations connect and reach out to their virtual community. Doing so **nurtures** a brand that can be vital to the success of a company in the real world. Organisations need to be mindful that just as technology evolves, so do customers. Today's customers are more discerning and will rarely rely on **the** single source of information. It is therefore important that companies **develop** a strategy that revolves around their own distinctive brand with **authenticity** and focus. While it is good to have presence in as many online **portals** as possible, community **engagement** can put a strain on employees. In view of this, target choices should be made based on the company's brand elements.

- 1 **and** (conjunction)
- 2 **is** (SVA)
- 3 **✓**
- 4 **nurtures** (SVA)
- 5 **✓**
- 6 **a** (article)
- 7 **develop** (tense)
- 8 **authenticity** (WF)
- 9 **portals** (singular/plural)
- 10 **engagement** (WF)

### Section A [5 marks]

Table of Specifications			
No.	Question Type	Question Number	Marks
1	Literal, Inferential, Evaluative	4	1
2	Visual Impact	1	1
3	Familiar Concepts	3	2
4	Personal Engagement	2	1
5	Non-linear Layout		
Total Marks			5

1. Look at the banner at the top of the webpage. With reference to the text just below the heading **EXPERIENCE THE PHENOMENON**, what feature of the studio is conveyed in the photograph?

ANSWER [1] – any 1	ACCEPT	DO NOT ACCEPT
<ul style="list-style-type: none"> <li>darkroom</li> <li>multi-sensory (mic on trainer can represent aural experience)</li> <li>advanced lighting system</li> </ul>		<ul style="list-style-type: none"> <li>magic mirror technology</li> <li>surround sound system</li> <li>high energy music (Features are not depicted)</li> <li>If more than 1 feature negates</li> </ul>

2. With reference to the information under the heading **ABOUT US**, what is the intended effect of repeating the word 'Ride'?

ANSWER [1]	ACCEPT	DO NOT ACCEPT
To <u>enthuse/excite</u> <sup>1</sup> the readers to be part of the <u>unique</u> (cycling/spinning) <u>experience</u> <sup>2</sup> that Aurora/the studio provides. [Both parts must be present]	<ul style="list-style-type: none"> <li>To <i>emphasise</i> the unique/fun (accept sensible synonyms) experience / cycling with the studio (Aurora) that cannot be experienced elsewhere (Accept similar nuances)</li> </ul>	

3. With reference to the caption under the tagline 'We don't just cycle, we Ride', state **two** ways the webpage tries to attract the attention of young readers.

ANSWER [2]	ACCEPT	DO NOT ACCEPT
(i) Using the slang/lingo ' <u>Sick</u> ' / ' <u>Sick playlists</u> ' (ii) Using the hashtag ' <u>#ExperienceThePhenomenon</u> ' [Explanation that these features are relatable to young readers is not needed because question stem is 'state']	If 'S' in 'Sick' is not capitalised	<ul style="list-style-type: none"> <li>If the details quoted are misspelt</li> <li>If the 'E', 'T', 'P' in the hashtag are not capitalised (since it is a specific tag)</li> <li>Using Instagram/TikTok (not part of information under heading)</li> </ul>

4. Give an example of the benefits the company provides to encourage new members to join.

ANSWER [1] – any 1	ACCEPT	DO NOT ACCEPT
<ul style="list-style-type: none"> <li>Members get 20% <u>discount</u> for <u>MYPROTEIN</u> purchases</li> <li>Members get 15% <u>discount</u> for <u>Sugarmeactive</u> purchases</li> </ul>	Members get discount for MYPROTEIN/Sugarmeactive purchases	<ul style="list-style-type: none"> <li>Member benefits / exclusives</li> <li>Discounts</li> </ul>



### Section B [20 marks]

Table of Specifications			
No.	Question Type	Question Number	Marks
1	Literal		
2	Inferential	7, 8(b), 9, 10, 12	1, 1, 2, 2, 1
3	Own-Word		
4	Quote/Vocabulary	5, 11	2, 3
5	Language for Impact	6, 8(a)	3, 1
6	Global	13	4
Total Marks			20

5. From Paragraph 1, pick out **two** phrases of not more than two words each showing the writer's close encounter with a fatal accident.

ANSWER [2]	ACCEPT	DO NOT ACCEPT
(i) 'stopped short' [1] (ii) 'scraped past' [1]		<ul style="list-style-type: none"> <li>If phrase is &gt; two words</li> <li>If misspelt</li> </ul>

6 At the beginning of Paragraph 2, the writer fell into a crevasse. Explain how the language used in Paragraph 2 conveys his experiences **when falling**. Support your ideas with **three** details from the paragraph. (Similar to 2018 Q5)

ANSWER [3]	ACCEPT	DO NOT ACCEPT
(The metaphor) 'his stomach a <u>plummeting lead weight</u> ' <sup>1</sup> emphasises that he was <u>falling very quickly</u> <sup>2</sup> . (The personification) 'the rope <u>yanked viciously</u> ' <sup>1</sup> emphasises that he <u>stopped falling very suddenly</u> <sup>2</sup> . (The metaphor) 'a <u>sea of bright-coloured pain</u> ' <sup>1</sup> emphasises that the cut from the harness caused him to <u>bleed very badly</u> <sup>2</sup> . <b>[Both Detail and Explanation must be present]</b>	Explanations with similar nuances	<ul style="list-style-type: none"> <li>If any kind of superlative is missing in the explanation</li> <li>If explanation is negated by extra detail, e.g. <i>because of heavy weight of stomach</i></li> <li>If explanation is not linked to his <u>experience</u> when falling, e.g. <i>the rope pulled him...</i></li> </ul>

7. What does the repeated use of the word 'would' at the end of Paragraph 2 tell us about what the writer was doing or thinking about at that moment?

ANSWER [1]	ACCEPT	DO NOT ACCEPT
He was anticipating his demise.	Similar answers, e.g. <i>worst possible outcome</i>	<ul style="list-style-type: none"> <li>Explanations that do not involve him falling <i>further/dying</i></li> <li>Answer only depicts falling</li> </ul>

**8(a).** In Paragraph 3, what effect does the writer create by using a short sentence followed by a longer one? (Similar to 2017 Q7)

ANSWER [1]	ACCEPT	DO NOT ACCEPT
The short sentence creates suspense. The long sentence reveals the outcome.	Answers conveying suspense	

**8(b).** The writer tells us 'and now he swung four metres down the sheer walls of steely-blue ice, two metres apart' (line 18). Explain what the writer is trying to tell us about his situation.

ANSWER [1]	ACCEPT	DO NOT ACCEPT
He was not out of danger.	Similar explanations, e.g. <ul style="list-style-type: none"> <li>• He was in a dangerous / dire / helpless situation</li> <li>• He was in a situation that was difficult/impossible to escape</li> </ul>	<ul style="list-style-type: none"> <li>• Answers conveying emotions or attitude instead of his situation, e.g. <i>he was still suffering</i></li> <li>• Vague answers, e.g. <i>close to dying / dying / bad/unpleasant/undesirable situation</i></li> </ul>

**9.** In Paragraph 4, explain fully why the writer's heart was filled with gratitude.

ANSWER [2]	ACCEPT	DO NOT ACCEPT
<ul style="list-style-type: none"> <li>• The sledge did not move when he swung his legs. [1]</li> <li>• He still had a chance to save himself. [1]</li> </ul>	<ul style="list-style-type: none"> <li>• He was not going to die (yet) / still safe / still alive / not dead / have not fallen</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect answers, e.g. <i>He was scared that the sledge might fall if he moves</i></li> </ul>

**10.** Explain what the following phrases suggest about the writer's attitude towards his situation. (Similar to 2020 Q7)

ANSWER [2]	ACCEPT	DO NOT ACCEPT
(i) He was <u>defeated</u> .	(i) helpless / almost lost hope / despondent / demoralised	<ul style="list-style-type: none"> <li>• Resignation or similar ideas</li> <li>• Hopelessness → describes situation, not attitude</li> </ul>
(ii) He was <u>driven</u> to climb up.	(ii) determined	<ul style="list-style-type: none"> <li>• Excitement or similar ideas</li> <li>• Desperation → he was motivated to save his food</li> </ul>

11. In Paragraph 5, identify the words or phrases which tell us about the writer's attempts to save himself.  
 (Similar to 2020 Q11)

ANSWER [3]	ACCEPT	DO NOT ACCEPT
(i) galvanised him to action	galvanised	<ul style="list-style-type: none"> <li>If misspelt (<i>the question reiterates 'from the passage'</i>)</li> <li>If any word(s) is/are missing from any of the details</li> <li>'Again he crashed' → missing 'full length of the rope' doesn't convey enough futility</li> <li>'Again he crashed to the full length of the rope' → sentence, not words/phrases</li> </ul>
(ii) once more, and then again	Several times he tried	
(iii) crashed to the full length of the rope		

12. In Paragraph 6, we were told that the writer would later write: 'It was a moment of rare temptation. To pass from petty exploration of this world to vaster worlds beyond...' Explain what the 'vaster worlds beyond' refer to.

ANSWER [1]	ACCEPT	DO NOT ACCEPT
Life after death.	<ul style="list-style-type: none"> <li>Paradise</li> <li>Heaven or hell</li> <li>Afterlife</li> <li>Underworld</li> </ul>	<ul style="list-style-type: none"> <li>Death / dying</li> <li>Other world / Another world</li> <li>Meeting God → answer doesn't depict a place</li> </ul>

13.	<div style="border: 1px solid black; padding: 10px; text-align: center;">             too exhausted to continue      not giving up      plunging into danger              out of danger      overwhelmed with emotions      getting to safety           </div> <p> <i>Paragraphs 1–2: <u>plunging into danger</u> [1] (* getting to safety – not evident in Paragraph 2)</i>  <i>Paragraphs 3–4: <u>overwhelmed with emotions</u> [1]</i>  <i>Paragraphs 5–6: <u>not giving up</u> [1] (* too exhausted to continue – the writer was not dispirited throughout)</i>  <i>Paragraph 7: <u>out of danger</u> [1] (* getting to safety – there was an outcome)</i>  <b>DO NOT ACCEPT:</b> <ul style="list-style-type: none"> <li>Misspelling (or grammar) that changes the meaning of the word or mars pronunciation of the word</li> </ul> </p>	4

### Section C [25 marks]

Table of Specifications			
No.	Question Type	Question Number	Marks
1	Literal	15, 16	2, 1
2	Inferential	14(i)	1
3	Own-Word	14(ii), 18	1, 2
4	Quote		
5	Language for Impact		
6	Evaluative	17	3
7	Summary	19	15
Total Marks			25

14(i). At the end of Paragraph 1, what is the writer implying about lonely people?

ANSWER [1]	ACCEPT	DO NOT ACCEPT
Lonely people own cats.	Lonely people need cats.	Lonely people <i>like</i> cats. (Answer must show cat as a necessity)

14(ii). In your own words, how does the purr of a cat on a person's lap help?

ANSWER [1]	ACCEPT	DO NOT ACCEPT
From passage: makes <u>solitude</u> <u>endurable</u> Own words: It makes <u>loneliness</u> <sup>1</sup> <u>tolerable</u> <sup>2</sup> . [1] [Both ideas must be substituted]	Similar substitutes	Change in word form, e.g. can be <u>endured</u>

15. In Paragraph 2, cats' charming features are referenced to their behaviour as specialised hunters. Name **two** of these features, and the hunting characteristics they are linked to. (Similar to 2020 Q14)

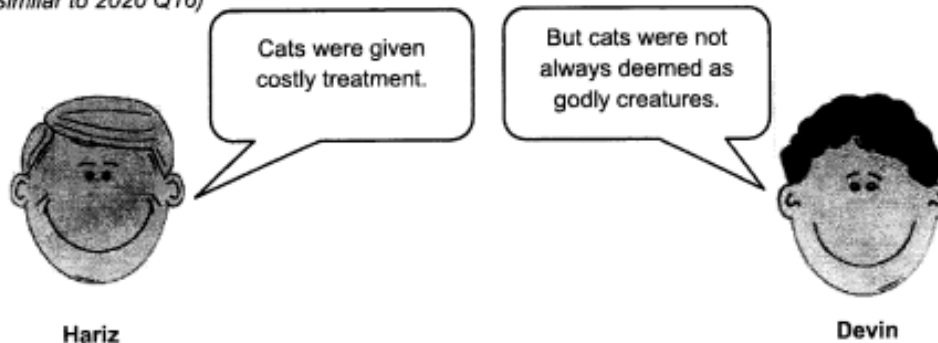
ANSWER [2] – any 2		DO NOT ACCEPT
Features	Hunting characteristics	
(i) soft paws (slithering harmlessly over delicate objects)	silent progress when chasing a prey	If idea of chasing a prey/mouse is missing
(ii) crinkling of paper alerts it to a game of toss and catch	instinct to chase and kill	If idea of being alerted is missing
(iii) probing with its paw into a box	skills that enable it to search out prey underground	
(iv) batting a ball of wool around and tossing it in the air	gruesome way in which full-grown cats "play" with their victim before its death	

16. In Paragraph 3, why have some people believed that the fire of a cat's eyes to be the Devil?

ANSWER [1]	ACCEPT	DO NOT ACCEPT
Motorists have experienced a <u>sudden shiver</u> when their headlights picked up the <u>moonlike glow in a cat's eyes</u> . [Underlined parts must be present]		At night a cat's eyes reflecting moonlight create an eerie effect ('eerie effect' is vague)



17. (Similar to 2020 Q16)



(a). Identify **two** examples from Paragraph 4 that Hariz can use to support his view.

ANSWER [2]	ACCEPT	DO NOT ACCEPT
(i) The eyes on a cat's coffin were fashioned from expensive crystal and gold (ii) The body of a cat/cat's coffin was elaborately encased in strips of linen	(i) 'eyes fashioned from expensive crystal and gold' (ii) 'the body elaborately encased in strips of linen'	<ul style="list-style-type: none"> <li>Coffins found with the cat's likeness painted on top</li> <li>Remains unearthed, packed in layers twenty feet deep (Do not convey costliness)</li> </ul>

(b). With reference to Paragraph 6, how would Devin explain his position?

ANSWER [1]	ACCEPT	DO NOT ACCEPT
Cats were associated to women who practised evil magic to harm others.	Cats were associated to women who worshipped the Devil.	Cats were considered partners in this practice of evil magic. ('this practice' is vague)

18. With reference to Paragraph 7, give in **your own words** the **two** reasons why one European town started tossing cats from the highest point of the city as a yearly ritual. (Similar to 2020 Q15)

ANSWER [2]	ACCEPT	DO NOT ACCEPT
(i) <i>From passage: to test their capacity to survive the fall</i> Own words: To test cats' <u>ability to land unharmed</u> [1] (ii) <i>From passage: to prove their supernatural powers</i> Own words: To prove their <u>mystical/mysterious ability</u> [1]	Similar substitutes	Change in word form

From Paragraphs 4–5.

TWO key demands: 1) how cats were respected by Egyptians and Westerners  
2) why cats were respected by Egyptians and Westerners

*Dead or alive, cats were given special treatment such as ...*

#	Point	Line(s)	Key Demand
1	Coffins have been found with the cat's likeness painted on top	21–22	1
2	eyes fashioned from expensive crystal and gold	22–23	1
3	the body elaborately encased in strips of linen	23	1





## GEYLANG METHODIST SCHOOL (SECONDARY)

### PRELIM PAPER

#### Section A [10 marks]

The text is about young entrepreneurs. Carefully read the text below. 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 error.

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 2pm.

at \_\_\_\_\_

My mother always wears sensible clothes.

✓ \_\_\_\_\_

The business world has always been notoriously perilous but a	
group of young entrepreneurs is proving that cubs can thriving in	1 .....
the lion's den. From California to the Caribbean, young people	2 .....
around the world is considering abandoning formal education	3 .....
and generating successful empires before they even reach their	4 .....
twenties. This digital natives are spinning out their success	5 .....
online. They turn for social media to boost their popularity and	6 .....
pick up customers along the globe. From tweeting which stores	7 .....
they'll be selling their goods to developing excited online	8 .....
experiences for their customers, their entrepreneur flair	9 .....
combined with a online prowess is making these business people	10 .....
better than ever before.	

Adapted from <https://edition.cnn.com/2014/12/08/business/teen-entrepreneurs-making-millions/index.html>

### Section B [30 marks]

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

#### Question 2

You should look at the website on page 4 carefully and plan your answer before beginning to write.

In line with the nation's efforts to create a digital nation, the Physical Education (PE) Department is making it compulsory for every student to purchase a wearable fitness tracking device next year. It will be used regularly as part of the PE curriculum. As President of the Student Council, you have been asked to represent the student body to recommend a suitable wearable smart device for the school to purchase for all students. You have been presented with an information sheet with two choices. Write a recommendation report to the Head of Department (HOD) for PE to suggest which wearable smart device should be purchased.

You must include the following details:

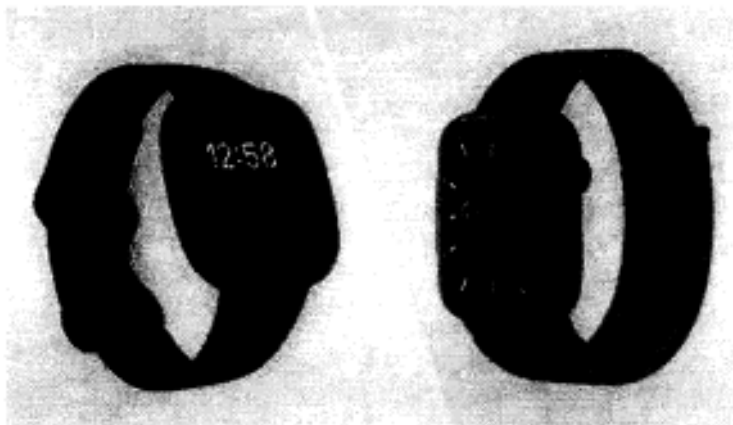
- state and explain which would be the better option for students
- suggest how the wearable smart device will help students take ownership of their health and fitness
- at least one concern that students may have with wearing a wearable device

Write your recommendation report in clear, accurate English and in a formal and convincing tone.

You may add any other details that might be of interest.

You should use your own words as much as possible.

### Comparison Chart: Pineapple Watch vs Funbit



Specifications	Pineapple Watch	Funbit
<b>Accuracy in collecting health data</b>	<ul style="list-style-type: none"> <li>• Very accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Very accurate.</li> </ul>
<b>Compatibility with devices and applications</b>	<ul style="list-style-type: none"> <li>• It has a wide range of applications for fitness tracking.</li> <li>• Compatible with other Pineapple devices only.</li> </ul>	<ul style="list-style-type: none"> <li>• It has a few applications for fitness tracking</li> <li>• Compatible with other devices.</li> </ul>
<b>Battery</b>	<ul style="list-style-type: none"> <li>• Needs to be charged daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to be charged once a week.</li> </ul>
<b>Other uses</b>	<ul style="list-style-type: none"> <li>• Able to tell the time</li> <li>• Check calendar / schedule</li> <li>• Check messages</li> </ul>	<ul style="list-style-type: none"> <li>• Able to tell the time</li> <li>• Alarm clock function</li> <li>• Connect to music</li> <li>• Check the weather</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• \$300</li> </ul>	<ul style="list-style-type: none"> <li>• \$200</li> </ul>

**Section C [30 marks]**

Begin your answer on a fresh page.

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

**Questions 3 - 6**

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

- 3** Describe the things that you enjoy doing with your friends. Explain which of these you think is the most important to you.
- 4** Write about a time when you were unhappy with someone. Describe how you managed the situation.
- 5** 'Teenagers are able to cope well with difficulties in life.' Do you agree?
- 6** What would you miss about your school when you graduate? Explain why you would miss them.

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



### Text 1

Study the webpage below and answer Questions 1-4

Brooklyn  
Art Library

THE SKETCHBOOK PROJECT | ABOUT | PROGRAMMES | DIGITAL LIBRARY

## ADD YOUR ART TO A GLOBAL ART LIBRARY

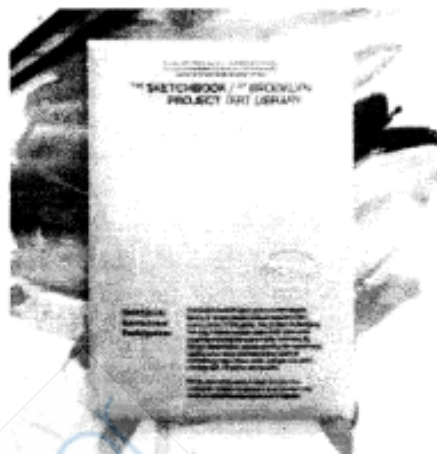
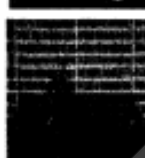
### PARTICIPATE

Participation is easy! Grab a sketchbook for yourself or for your creative friends! Our mission is to allow anyone to be creative! A Standard book lives in our library and will travel in the Bookmobile. A Digitized book does the same and also gets photographed and added to our Digital Library!

Select Type:

Quantity:

ADD TO CART



### Order a Sketchbook

Start by choosing a type of book, fill it up, and send it back to us to be a part of the world's largest collection of artist sketchbooks! Every participant is sent the same 5x7" blank custom sketchbook. Each book will be given a unique seven-digit barcode so we can easily catalogue it into the Brooklyn Art Library's system.

### A Library on a Mission

The Brooklyn Art Library is a nonprofit organization that has been completely funded by participation since 2006. By buying a sketchbook, you are helping us to ensure that we are fulfilling our mission of encouraging creative storytelling within a global community by keeping our physical library space free and open to the public, our digital library accessible worldwide, and making our collection as accessible as possible to people of all ages and skill levels through robust education programming.

### A Global Institution

**Anyone — from anywhere in the world — can be a part of the project.** To participate and have us send you a sketchbook that will live in the world's largest sketchbook collection, start by choosing a type of book and a theme:

A different perspective	Last one in line	No erasing	Stock album	Rewrite the ending
Back pocket guide	Future reference	Thought box	Dreaming of better days	Comments and concerns

Become a citizen of  
our global library.



Adapted from  
<https://brooklynartlibrary.org/participate>

## Text 2

The text below describes how a young boy listens to his grandfather talk about the river in their village. Read it carefully and answer Questions 5-15 in the Question Booklet.

- 1 Ishwari was the only river I had ever really seen, and the truest. Some people called her Isri as well. My grandfather, Dadajan, explained it to me one day. Her names were for her power and her beauty. The river used to flow in earnest beauty, speaking of life in words only heard by the souls of water spirits. But now, Dadajan wove fantastic tales around her – her rage was a haunting narrative, her greed inundated the rhythms of his speech and invaded my boyhood imaginings. 5
- 2 We lived in Dhaka, but my Dadajan lived at Noapara, our ancestral village. We would visit Dadajan twice or thrice a year. He visited us frequently. He would arrive with a man in tow carrying coconuts, earthen pots full of live fish and, twice a year, gargantuan sacks filled with rice from his fields. He himself would come bearing stories. Invariably the stories were about Ishwari – the river was swallowing up land like a starving beast. 10
- 3 The rampaging waves of Ishwari were engulfing huge chunks of land – a lot of which belonged to my grandfather. She was washing away houses and fields; villages disappeared in a matter of days. But Ishwari also gave it back, he told me. "She chews and chews, and spits it right out. No saying where that land will turn up, though it's better and more wholesome than before." Still, it was these regurgitations that Dadajan had so much trouble with. The fertile lush lands that emerged from Ishwari's womb were desired by many—whether they were rightful claimants or not. There were frequent arbitrations required and even visits to the law courts over who the newly charred land belonged to. Dadajan would come to consult my father, his only son, frequently on these matters. 15 20
- 4 I would sit by Dadajan's lap submerged in sleepy comfort as they discussed the status of this piece of land, hearing about the violence and the persistence of people who strove to settle the newly surfaced landmasses, learning of squatter's rights and other legalese of land disputes. 25
- 5 Whenever we were visiting, I would always accompany Dadajan on his business errands. We had two of Dadajan's workers with us. Abdul Chacha and Alam Chacha were the most trusted of all the men who worked for him. They were brothers and there were other members of their family who worked for ours – had done so for generations. Abdul Chacha, the elder, had worked for my Dadajan ever since he had been capable of bludgeoning sun-hardened clods of earth to ready the fields for planting. He accompanied my grandfather everywhere, a black umbrella and a cloth bag containing necessities hung from his shoulder. Alam Chacha's responsibility at that time was to lug me (and another black umbrella) around whenever Dadajan took me on his business errands to show me off—the only son of his only son. 30 35
- 6 Alam Chacha had rowed the single-oar kosha as far as the river had allowed. "We'll have to walk now, Babu," Dadajan told me in his rumbly voice. He led the way striding with his silver-topped walking cane in hand. Abdul Chacha, followed holding the umbrella over his head. I was put astride Alam Chacha's shoulders. He had to hold the umbrella up higher than usual to accommodate my head. It must have been quite uncomfortable for him, perhaps even painful—for carrying a six-year-old boy is no 40

joke—but he never complained or even appeared put out. Or perhaps he did and I simply remained unaware of it, secure in the unfeeling obliviousness of the young.

- 7 The banks on both sides were splotched here and there with dried grass, like the fine sun-bleached thinning hair of the very old. The verdant riverbanks of Ishwari in full spate had disappeared. As we walked on, the sparse vegetation dwindled as the recognizable riverbanks melded into white sand. The pale winter sun had found the one place where it could live its former glory and showed no mercy. The sand and the sun dazzled and benumbed my little-boy eyes: the stark whiteness was everywhere, everything around me seemed to glow. It seemed a landscape of an unimagined world, as if I had entered dream-time. Even the sounds of the world appeared to have changed. Gone was the steady thrum of Ishwari; the calm bustle of the household and of the village as they went about their day was a distant dream. Instead, all I could hear was the constant rhythmic swishing as the sand shifted beneath our feet and the discordant cry of a hawk as it circled far above us.

Adapted from <http://happano.sub.jp/happano/birdsong/html/8-shabnam-1.html> (One World: A Global Anthology of Short Stories, 2009.)

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## Section C

### Text 3

*The article below is about Technology in Sport. Read it carefully and answer Questions 16-21 in the Question Booklet.*

- 1 Technology has had a dramatic impact on sport. First, new man-made materials have appeared and been used in many sports. Second, our design expertise has improved, partly through the development of computers and other technical tools. We know more and can predict more accurately in many critical areas.
- 2 The world of yacht racing offers a prime example of this. The hulls of racing yachts 5 have been made far lighter since the introduction of fibreglass. Sails of water-resistant synthetic fabrics have entirely replaced canvas ones, with the result that sails are stronger, far lighter, hold their optimum shape longer and can be cut to a specific purpose. As for small but vital components such as deck fittings and rigging screws, these can also be far lighter than they used to be, because of the availability 10 of new plastics and advanced metal alloys.
- 3 An obvious sport for the application of technology is that of Grand Prix motor racing. Constant improvements in engine, fuel and tyre technology have boosted power and cut pit stops. Improved knowledge of aerodynamics has greatly improved the ground-hugging characteristics of cars. Perhaps most significantly, the sport has shifted its 15 focus on its participants. The modern driver sits in a custom-fitted cockpit in flame-proof gear, neck braced and protected, his every move monitored by computers, in a car whose specifications are changed every year in the search for greater protection with greater excitement.
- 4 Technology has influenced specific sports in many other ways: in the strength and 20 lightness of the glass fibre of kayak; in the extra whip of a golf club shaft, or of an archery bow, or of a carbon-fibre pole for vaulting; even in the development of new sports, based on new materials. Wherever a commercial mass market is involved, technical change may be promoted largely for the sake of advertising and appearance, to make this season's product seem different from that of last season – 25 each year brings apparent new refinements.
- 5 Technology has given sportspersons a new attitude to their own bodies. It helps them plan the best diet and exercise regimes; it has created heart and lung monitors that measure stress and oxygen intake; it allows them to keep a constant check on their own physical prowess and progress. In terms of nutrition (fuel) and training 30 (maintenance), the modern sportspersons are treated – and treat themselves – like a machine.
- 6 Sportspersons are gradually embracing technology as a way to improve their performance. Technology helps athletes to identify their weakness and work on them. In soccer, technology is used to correct numerous mistakes that referees 35 make. For instance, introduction of the goal-line technology has enhanced fairness

by ensuring that referees make informed decision. It has provided the means of replaying an event to check who won or to see if a foul occurred.

- 7 Technology has significantly helped to ensure that sportspersons stick to established rules and regulations. Today, technology has enabled sports institutions to test and identify most of the performance-enhancing drugs that were once hard to detect. In addition, technology has improved fair play in gender-related sports. Technology is used to ensure that there are no cases of "gender frauds" in sports. It has ensured that men do not masquerade as women and participate in women's sport. 40
- 8 Lately however, technology is turning sports into entertainment where changes are made to the appearance of sports grounds, often a distraction more than enhancement. In the United States, event organisers use massive light-emitting diode screens to augment the display of advertisements at the sports arena to capture the attention of the spectators and television audience. 45
- 9 Besides, the primary challenge is that technologies are gradually eroding sportspersons' capacity to do things naturally. Today, technology is turning sportspersons into slaves and cases of doping have increased worldwide. The majority of athletes can no longer perform without using performance enhancement drugs. Pharmaceutical companies are developing drugs that boost oxygen uptake. It has become hard for athletes to break records set by their predecessors without using drugs. 50 55

Adapted from Tree of Knowledge by Marshall Cavendish International



**Section A [5 marks]****Text 1**

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

1. The webpage begins with the heading 'ADD YOUR ART TO A GLOBAL ART LIBRARY'. What effect is the phrase intended to have on the reader?

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

2. Look at the photographs under the sub-heading 'Become a citizen of our global library'. How do the photographs illustrate the phrase 'citizen of our global library'?

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

3. Refer to the sub-heading 'A Library on a Mission' and the information under it. How will participants contribute to the library's mission?

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

4. Which sentence gives the main purpose of the webpage?

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



- 10** With reference to Paragraph 3, give **in your own words** two reasons why the grandfather visited the boy's father frequently.

.....

.....

.....

.....[2]

- 11** From Paragraph 5, we are told that the workers hired by the grandfather were capable. Apart from this quality, what are the other two traits that these workers had?

.....

.....[2]

- 12** From Paragraph 6, what are two pieces of evidence to show that Alam ChaCha was a person who could endure pain?

.....

.....

.....

.....[2]

- 13** '...but he never complained or even appeared put out. Or perhaps he did and I simply remained unaware of it, secure in the unfeeling obliviousness of the young.' (lines 43-44)

What does this tell us about the sort of person the boy was?

.....[1]

- 14** In Paragraph 7, the boy says 'Even the sounds of the world appeared to have changed.' (line 52)

What is the purpose of including the word 'even'?

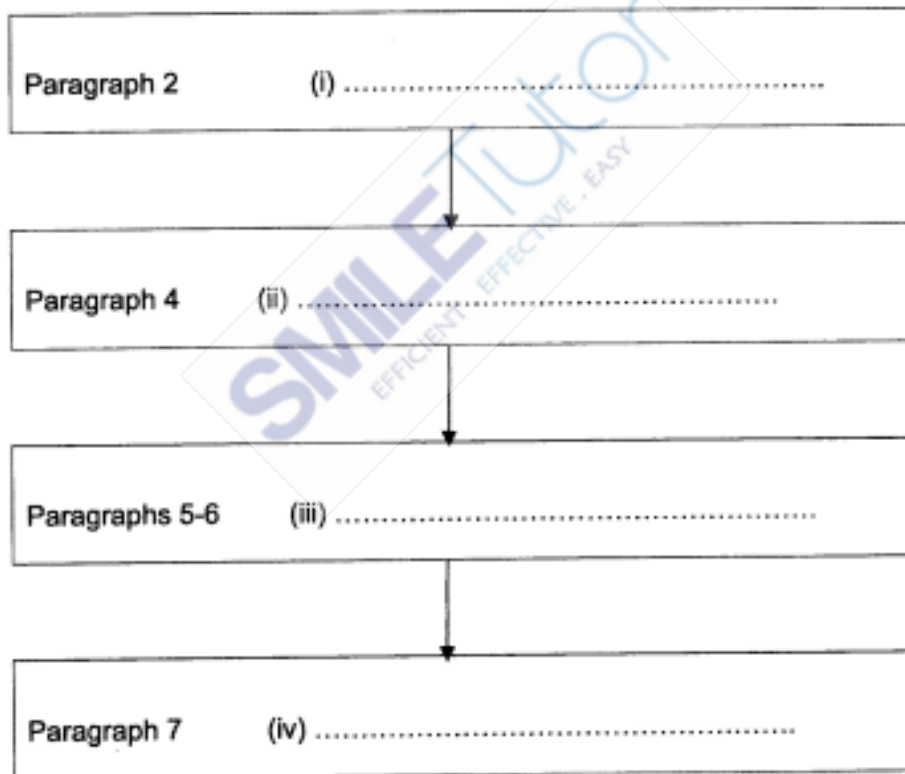
.....[1]

15. The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box you do not need to use.

**Main focus**

Understanding the villagers' plight	Painful journey	Vanishing village
Creating stories about the river	Description of the old place	
Explaining incidents about the river	Villagers' arguments	

**Flow chart**



[4]

### Section C [25marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 - 21.

- 16 From Paragraph 1, in what ways has technology made an impact on sports?  
**Use your own words.**

.....

.....

.....

.....[2]

- 17 With reference to Paragraph 2, identify **one** improvement that technology has been used to make yachts lighter.

.....

.....[1]

- 18 Here is part of a conversation between two students, Amirah and Gary, who have read the article.

Technology is used to improve the safety of sports.



Amirah

Technology is used for improving sports products.



Gary



- (i) Identify **two** examples from Paragraph 3 that Amirah can give to support her view.

.....

.....

.....[2]

- (ii) With reference to Paragraph 4, how would Gary explain his position?

.....

.....[1]

- 19** 'each year brings *apparent* new refinements' (Lines 26).  
Explain why the writer uses the word 'apparent' here.

.....

.....

.....[2]

- 20** From Paragraph 5, the writer says that the modern sportspersons treat themselves like a machine. Give **two** ways to show how sportspersons are similar to machines.

- (i) .....

.....

.....

- (ii) .....

.....

.....[2]



## ANSWER SHEET

ANSWER KEY		
1.	<p>The webpage begins with the heading 'ADD YOUR ART TO A GLOBAL ART LIBRARY'. What effect is this intended on the reader?</p> <p><i>It makes the reader feel inspired/encouraged/motivated to contribute their personal/individual artwork ('your art') to be a part of a worldwide/international art collection/project ('global art').</i></p> <p>OR</p> <p><i>It makes the reader feel inspired/encouraged/motivated to take part in a worldwide/international art collection/project ('global art') and contribute their own/personal/individual artwork ('your art').</i></p> <p>OR</p> <p><i>It makes the reader feel inspired/encouraged/motivated to use their individual artistic talents ('your art') to contribute to a worldwide/international art collection/project ('global art').</i></p> <ul style="list-style-type: none"> <li>• Qn requires students to establish effect of text on reader</li> <li>• Students need to show understanding of VT at evaluative level and how use of language achieves purpose and impact</li> <li>• Key terms 'YOUR ART' and 'GLOBAL ART' i.e. personal and small-scale vs international and bigger-scale</li> <li>• EFFECT on emotion i.e. be inspired/encouraged to take ACTION i.e. contribute/take part in project</li> </ul> <p><b>Markers' Comments:</b></p> <ul style="list-style-type: none"> <li>- Students aren't answering the question- 'what is the effect on the readers'.</li> <li>- Answers like 'to feel involved' do not answer the question.</li> </ul>	[1]
2.	<p>Look at the photographs under the sub-heading 'Become a citizen of our global library'. How do the photographs illustrate the phrase 'citizen of our global library'?</p> <p><i>The photographs show people of different nationalities (gender and age) [i.e. 'citizen'] [1] emphasising that the library/project welcomes participants from anywhere in the world [i.e. 'global'] [1].</i></p> <p>OR</p> <p><i>The photographs show people of different nationalities (gender and age) [i.e. 'citizen'] [1] emphasising that the library/project is open to anyone from anywhere in the world [i.e. 'global'] regardless of their background [1].</i></p> <p><b>ACCEPTED:</b></p> <p><i>The photographs show people of different races/ethnicities <u>from around the world</u> emphasising that anyone can take part.</i></p> <p><i>The photographs show people of different races/ethnicities emphasising that anyone <u>from anywhere in the world</u> can take part. → Weak but still</i></p>	[2]

	<p>acceptable as it peripherally addresses 'global' in the second part of the answer.</p> <p><b>Markers' Comments:</b></p> <p><b>NOT ACCEPTED:</b>  <i>The photographs show people of different races/ethnicities emphasising that anyone can take part. → Does not address 'global'; different races/ethnicities exist within a country</i></p> <ul style="list-style-type: none"> <li>• Qn requires students to interpret visual in relation to given information</li> <li>• Students need to show understanding of VT at inferential level and how use of language achieves purpose and impact</li> <li>• Key terms 'citizen' and 'global' must be rephrased; <b>NO MARKS</b> if these are in students' responses</li> <li>• Students must describe visual followed by interpretation of its function in relation to information given</li> </ul>	
3.	<p>Refer to the sub-heading 'A Library on a Mission' and the information under it. How will participants contribute to the library's mission?</p> <p><i>Participants will contribute by buying a sketchbook.</i>        → From 'By buying a sketchbook...'</p> <p><b>Marker's comments:</b></p> <p><b>NOT ACCEPTED: Participants will contribute by being creative.</b>        → From 'Our mission is to allow anyone to be creative!'</p> <ul style="list-style-type: none"> <li>• Library's mission is to allow i.e. provide opportunity to be creative i.e. selling the sketchbooks.</li> <li>• Qn is asking from participants' perspective, not library's</li> <li>• Students need to show understanding of VT at literal level and how use of language achieves purpose and impact</li> <li>• Students should look at 'fulfilling our mission of...' to get the answer</li> <li>• Students may lift the answer from text</li> </ul>	[1]
4.	<p>Which sentence gives the main purpose of the webpage?</p> <p><i>'Anyone – from anywhere in the world – can be a part of the project.'</i></p> <p><b>Marker's comments:</b></p> <p><b>NOT ACCEPTED: 'Our mission is to allow everyone to be creative!'</b> This refers to the project's purpose, not the webpage's.</p> <ul style="list-style-type: none"> <li>• Qn requires students to have overall understanding of VT</li> <li>• Students need to show understanding of the function of the webpage as an informative/persuasive text i.e. advertising to encourage participation in the project from all over the world ('global', repeated various times in webpage)</li> </ul>	[1]



	<ul style="list-style-type: none"> <li>Students need to identify main objective of webpage i.e. to encourage participation Accept without quotation marks</li> </ul>	
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### Section B [20 marks]

Refer to Text 2 on Pages 3 and 4 of the Insert for Questions 5 to 15.

5. At the beginning of the text, the author describes the river. Explain what the language used in Paragraph 1 conveys about the characteristics of the river. Support your ideas with three details from Paragraph 1. (ANY 3)

**'The river used to flow in earnest beauty' tells us the non-violent nature of the nature and that the river currents were smooth.**

**'speaking of life in words only heard by the souls of water spirits' tells us that the sounds produced by the water current were soft and mysterious in nature.**

**'her rage was a haunting narrative' tells us that the river was aggressive.**

**'her greed inundated the rhythms of his speech' tells us that the river was destructive/had strong currents.**

**Marker's**

**comments:**

**- Some students did not get the marks as they didn't explain the phrase/detail. Even though the phrase is accurately chosen, their explanation do not explain the characteristics**

**[3]**

6. From Paragraph 2, what does the writer do to emphasise that the grandfather was a generous man?

**The writer qualifies the grandfather's generosity by describing the items brought from his village.**

**Accepted: The writer stated/listed the things bought by grandpa/writer used adjectives and phrases like pots to state that the grandfather was a generous man.**

**Not accepted: The grandfather bought a lot of things.**

**Marker's comments-**



This was well-answered though some students stated what the grandfather did

[1]

7.

In paragraph 2, a metaphor was used to describe the river.

(i) What is the writer comparing the river with?

**Starving beast (1)**

Marker's comment- well answered question

(ii) Why is this comparison effective?

The comparison is effective because both had similar effects. The river, like the metaphorical starving beast, was wildly hungry/raging/ fiery/infuriated and destroyed large portions of the land. (1)

**Not accepted: Severe situation of the river/flooded the area/take up land**

**Accepted: aggressive/engulfing land/swallowing up the land**

Marker's comments- Most students were able to highlight the effectiveness of describing the river as a starving beast.

8 In Paragraph 3, what are the two contrasting views of the river?

**A: The river was washing away houses and fields but it also gave back portions of land (1)**

**Not accepted: nuisance (because it didn't just cause mere inconvenience. It was a massive destruction. So we can't label that as nuisance)**

**Accepted: greedy and generous**

Marker's comment: Most students understand the meaning of contrasting views.

9 Quote a word from Paragraph 3 that has the same meaning as 'spits it right out' (line 16)

**A: regurgitations (1)**

Marker's comment- well-answered question

10

With reference to Paragraph 3, give in your own words two reasons why the grandfather visited the boy's father frequently.

**A: ( From the text: The fertile lush lands that emerged from Ishwari's womb were desired by many-whether they were rightful claimants or not. There were frequent arbitrations required and even visits to the law courts over who the newly arisen chars belonged to)**

Own words:

Grandfather wanted to discuss matters related to

**Discuss who are legal owners of the land**

**Mediate/settle with the villagers legal matters related to the land**

Marker's comments: Many students struggled to paraphrase the key points. One misunderstood point- 'the grandfather visited his son frequently because he was his only son'. The grandfather didn't visit his son too often because he was his only son. There were more pressing concerns. Students who didn't infer this part gave incorrect answers.

- 11 From Paragraph 5, we are told that the workers hired by the grandfather were capable. Apart from this quality, what are the other two traits that these workers had?

**A: Trustworthy/loyal/hardworking/responsible (2)**

**Accepted:**

**Trustable/diligent/determined/dedicated/resilient/strong/trustful/obedience**

**Not accepted: Trusted by grandfather (the word form)**

**Marker's comment: We accepted many alternate answers.**

- 12 From Paragraph 6, what are two pieces of evidence to show that Alam ChaCha was a person who could endure pain?

**A: He had to hold the umbrella up higher than usual to accommodate my head (1) and carried the boy (1)**

**Marker's comment:**

**Not accepted: He never complain (The next sentence was 'Or perhaps he did)**

- 13 '...but he never complained or even appeared put out. Or perhaps he did and I simply remained unaware of it, secure in the unfeeling obliviousness of the young.' (lines 43-44)

What does this tell us about the sort of person the boy was?

**A: ignorant/insensitive/inconsiderate (1)**

**Accepted: not sympathetic/ selfish/ self-centered**

**Not accepted: oblivious**

**Marker's comment: This was another vocab question which many students didn't do well.**

14 In Paragraph 7, the boy says 'Even the sounds of the world appeared to have changed.' (line 52)

What is the purpose of including the word 'even'?

A: It is to show the extent of which the village has changed.

Accepted:

- How much this landscape has changed.
- Everything changed including the sounds.
- Not just the landscape but also the sounds.

Not accepted: (all these answers did not mention the extent of the change)

- Change in the environment (do not show the degree)
- Change drastically (what was changed?)
- Everything changed (what was changed?)
- Drastic change (what was changed?)

Marker's comment:

Many students didn't know how to explain the word 'even'. Simply stating 'change in the environment' does not encapsulate the extent of which the village was changed.

15i ) para 2 - Explaining incidents about the river

He himself would come bearing stories. Invariably the stories were about Ishwari (line 10-11)

(not accepted- creating stories- he didn't weave any story. He only shared what actually happened)

ii) para 4- Understanding the villagers' plight

the newly surfaced landmasses, learning of squatter's rights and other legalese of land disputes. (line 23-25)

(not accepted- villagers' arguments- hearing about the violence and the persistence of people who strove to settle the newly surfaced landmasses, learning of squatter's rights and other legalese of land disputes- ALL these are not mere villagers' arguments. It was about what they were going through. )

iii) para 5-6: Painful journey (painful)

(two workers carrying things, umbrella and the boy)

iv) para 7: Vanishing village

The banks on both sides were splotched here and there with dried grass, like the fine sun-bleached thinning hair of the very old. The verdant riverbanks of Ishwari in


full spate had disappeared. As we walked on, the sparse vegetation dwindled as the recognizable riverbanks melded into white sand (line 45-48)

**Paper 2 Section C [25marks]**

**ANSWERS**

<p><b>16</b></p>	<p>From Paragraph 1, in what ways has technology made an impact on sports?  <b>Use your own words. [2]</b></p> <p>(i) <b>By using modern synthetic/non-natural/artificial materials.</b>          (From the passage: '<u>New man-made</u> materials have appeared')</p> <p><b>MARKER'S COMMENTS:</b>          Key words to rephrase – 'new' and 'man-made'</p> <p>1. Not accepted rephrases for 'new'          - 'new' not rephrased at all X          - 'current' = 'presently' X</p> <p>2. Not accepted rephrases for 'man-made'          - 'unnatural' = 'abnormal', 'strange' X          - 'made from human' → for obvious reasons, it is <u>absolutely wrong</u></p> <p>3. Wrong rephrases for 'materials' changing meaning → not accepted          - 'infrastructure' = 'facilities' X          - 'inventions' = 'creations' X</p> <p>(ii) <b>By adopting better design knowledge / skills through the use of computers and other technical tools. / Technology has helped to develop specialty / in designing.</b></p> <p>(From the passage: 'design expertise has improved through the development of computers and other technical tools')</p> <p><b>MARKER'S COMMENTS:</b>          Key words to rephrase – 'design expertise...improved' and 'development of...'</p> <p>Many misunderstood original point and assumed that 'design expertise' refers to 'product design' of 'computers and other technical tools' and sports equipment only; misunderstanding also of 'development of computer and other technical tools' to refer to upgraded models of the devices.</p> <p>1. Not accepted rephrase of 'design expertise'          - 'design experts' X → root word 'expert'; refers to people not knowledge or skills</p> <p>2. Not accepted rephrase of 'design expertise...Improved'          - 'increase in design knowledge' X → vague          - 'broader knowledge' X → vague          - 'upgraded knowledge' X → awkward expression          - 'make designers better' X → vague; refers to people not knowledge or skills</p>
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17	<p>With reference to Paragraph 2, identify <b>one</b> improvement that technology has been used to make yachts lighter. [1]</p> <p><u>fiberglass bodies</u>  <u>man-made sail</u>  <u>parts made of</u> new materials such as plastic or the latest metal alloys</p> <p>(Any 1 answer)</p> <p><b>MARKER'S COMMENTS:</b>          Underlined words/phrases are key in answers; references to these in answers are accepted i.e.          'fiberglass <u>hulls</u>'          'synthetic fabrics for <u>sails</u>'          '<u>new materials</u> such as plastic or latest metal alloys'          'introduction of fiberglass/synthetic fabrics for sails <u>to make yachts lighter</u>' → direct reference to making yachts lighter therefore accepted</p> <p><b>Not accepted:</b>          'introduction of fiberglass', 'introduction of synthetic fabric sails', 'new plastics and metal alloys' → vague as there is no reference to 'bodies', 'sails', 'parts' or even the fact that they make yachts lighter</p>
18	<p>Here is part of a conversation between two students, Amirah and Gary, who have read the article.</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span><b>Amirah</b></span> <span><b>Gary</b></span> </div>
(i)	<p>Identify <b>two</b> examples from Paragraph 3 that Amirah can give to support her view. [2]  <b>A racer is protected by flame-proof gear / is neck braced / has his move monitored by computers (whose specifications are changed every year).</b> (Any 2 answers)</p> <p><b>MARKER'S COMMENTS:</b>          Many quoted all three examples → Accepted and marks given for TWO correct answers from above; excess neutral.</p> <p>Many misunderstood these lines to refer to safety: '<i>Constant improvements in engine, fuel and tyre technology have boosted power and cut pit stops. Improved aerodynamics has greatly improved the ground-hugging characteristics of cars.</i>' (lines 13-15)</p>



	<p><b>NOT ACCEPTED</b> as answers as they do not refer to safety but to the development of the cars' capacity to perform at their best.</p> <p><b>NOT ACCEPTED</b> assumption made regarding '<i>ground-hugging characteristics of cars</i>' to be in reference to traction/friction that stabilizes the cars → not indicated in text</p> <p><b>ACCEPTED</b> as <b>EXCESS NEUTRAL</b> and marks awarded <b>ONLY</b> if extended with reference to 'flame-proof gear/neck brace/computer-monitored movements'.</p> <p>Students should focus on the line beginning with '<i>Perhaps most significantly, the sport has shifted its focus on its participants</i>' (lines 15-16) as clue for points on safety.</p> <p><b>NOT ACCEPTED</b> because vague:  '<i>...specifications are changed every year</i>'  '<i>...specifications are changed every year in the search for greater protection</i>'</p>
(ii)	<p>With reference to Paragraph 4, how would Gary explain his position? [1]</p> <p><del>Technical change is made to the sports shoes every season, to make them seem better and different to appeal to the masses.</del></p> <p><b>MARKER'S COMMENTS:</b>  Above answer is not found in text. Answers replaced, taken from:  '<i>Technology has influenced specific sports in many other ways: <u>in the strength and lightness of the glass fibre of kayak; in the extra whip of a golf club shaft, or of an archery bow, or of a carbon-fibre pole for vaulting; even in the development of new sports, based on new materials.</u></i>' (lines 20-23).</p> <p><b>Accepted:</b>  'strength and lightness of the glass fibre of kayak'  'in the extra whip of a golf club shaft/an archery bow/a carbon-fibre pole for vaulting' → mark given if only <b>ONE</b> product is quoted.  'in the development of new sports, based on new materials'  <b>Any ONE → 1 mark</b>  <b>If student quoted all, mark is still given; excess neutral</b></p> <p><b>Not accepted:</b>  'in the development of new sports' → vague  'in the materials of products' → vague; must be extended with <b>ONE</b> example from the text</p>
19	<p>'each year brings <i>apparent</i> new refinements' (lines 26).  Explain why the writer uses the word 'apparent' here. [2]</p> <p><b>The improvements / 'refinements' are only for the sake of advertising and appearance <u>and</u> they are not real or significant improvement.</b></p> <p><b>MARKER'S COMMENTS:</b>  Following quote is accepted if extended with elaboration of 'apparent' to mean 'seeming' or 'not real' or 'not significant'.</p>

	<p><b>'Wherever a commercial mass market is involved, technical change may be promoted largely for the sake of advertising and appearance' and not because they are real/significant/useful.</b></p> <p><b>Accepted also are the following:</b>          The refinements/improvements may not be 'useful' but are for 'making/earning profits/revenue' OR 'enticing people to buy the products' OR 'to attract people so they will buy the products'.</p> <p>'profit/revenue' → fulfills 'advertising'          'attract/entice' → fulfills 'appearance'          'useful' → fulfills 'improvements/refinements'</p>
20	<p>From Paragraph 5, the writer says that the modern sportspersons treat themselves like a machine. Give <b>two</b> ways to show how sportspersons are similar to machines. [2]</p> <p><b>(i) A machine operates best with the most efficient fuel. Likewise sportspersons give themselves the best diet / most nutritious / healthy / energy-packed food to maximize their performance.</b></p> <p><b>(ii) Machine requires regular / continuous maintenance/ check-ups / fine-tuning to maintain optimum efficiency. Similarly, Sportspersons keep their bodies at peak fitness by doing the exercise regimes / most effective training.</b></p> <p>(Comparison of machine with sportsperson must be given in order to be awarded 1 mark. Write 2 comparisons for 2 marks).</p> <p><b>MARKER'S COMMENTS:</b>          Very small number of students were able to make the comparison between 'best diet' with 'most efficient fuel'; marks are thus given if students are able to at least elaborate their comparison to explain how diet provides nutrients like how machines need fuel to function.</p> <p><b>Most replicated references to diet an exercise without any comparison at all → NO MARKS</b>          Not accepted:          'best diet and exercise regimes' are like fuel to the machine          'best diet and exercise regimes' are like maintenance of the machine  <b>VAGUE → no specific comparison in terms of fuel = diet, exercise regimes = maintenance</b></p> <p><b>Not accepted:</b>          Their nutrition is like fuel and their training is like maintenance. → No specific comparison made; no marks</p> <p><b>They are like <u>robots</u> that need to be oiled/given fuel. X → context changed</b></p> <p><b>Sportspeople check their bodies <u>like machines check their own body parts</u>. X → for obvious reasons, not accepted</b></p> <p><b>Accepted:</b>          They have '<b>heart and lung monitors that measure stress and oxygen intake</b>' OR '<b>keep a constant check on their own physical prowess and progress</b>' just like</p>

	how machines <u>need to be checked to identify/correct any faults.</u> → this is like maintenance so mark given
21	<p><b>Using your own words as far as possible</b>, summarise the benefits and misuses of technology in sports. [15]</p> <p>Use only information <b>from paragraphs 6 to 9.</b></p> <p>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).</p> <p><i>Sportspersons use technology to.....</i></p>

Point	From Text	Own words	COMMENTS
1	<b>Benefits</b> <i>Sportspersons use technology to...</i> improve their performance. (lines 34 – 35) / identify their weakness and work on them (lines 35 – 36)	<i>Sportspersons use technology to...</i> enhance their performance / perform better.  / focus on improving their weakness. recognise and improve their weakness.	<b>Comments: As long as point addresses <u>self-improvement</u> it is accepted</b>  <b>Most could identify and rephrase this point correctly</b>
2	In soccer, technology is used to correct numerous mistakes that referees make. (lines 36 – 37)	In soccer, technology can rectify mistakes committed by referees.	<b>Comments: Many did not address that technology is now used to <u>correct mistakes made by referees</u>, which is a <u>benefit of technology in sports</u>.</b>  <b>Not accepted if point mentions only: 'technology has enhanced fairness'</b>  <b>OR 'ensuring that referees make informed decisions'</b>  <b>OR 'replaying an event to check who won or to see if a foul occurred' without extension to highlight this benefit.</b>  <b>A lot of students made the mistake of using the example as a point.</b>
3	ensure that sportspersons stick to established rules and regulations (lines 40 – 41)	ensure that sportspersons abide by the rules and regulations.	<b>A number of students successfully combined these three points in one statement</b>

4	has enabled sports institutions to test and identify most of the performance-enhancing drugs that were once hard to detect (lines 41 – 42)	has helped establishments to identify drugs that can boost performance.	<p><i>without losing their original contexts; good job!</i></p> <p><i>Most state point 3 on its own and combined points 3 and 4 well e.g.</i></p> <p><i>'Technology ensures performance-enhancement drugs and gender frauds are easily detected.'</i></p> <p><b>NOT ACCEPTED:</b>  <i>'men disguised as women'</i></p> <p><i>'men put on women clothes'</i></p> <p><i>'men become women'</i></p> <p><i>from 'men masquerade as women and participate in women's sports'</i></p> <p><i>→ shows misunderstanding of this point as 'masquerade' does not mean 'disguise' but 'pass off' i.e. to genetically assume a female identity biologically</i></p> <p><b>ACCEPTED:</b>  <i>'verifying genders'</i>  <i>'confirming that no gender frauds happen'</i></p>
5	technology has improved fair play in gender-related sports. (line 43) / Technology is used to ensure that there are no cases of "gender frauds" in sports. (lines 43 – 44)	Technology has made gender-related sports fairer. / Technology has ensured that gender frauds do not exist. / Technology has ensured a zero tolerance to gender frauds.	
6	<p><b>Misuses</b></p> <p>Technology is turning sports into entertainment where changes are made to the appearance of sports grounds, often a distraction more than enhancement. (lines 46 – 47)</p>	Sports has become a show and the enhancements made to the façade of sports arenas are distracting.	<p><b>Not accepted:</b>          If students do not indicate contrast to show 'misuse'</p> <p><b>Accepted:</b>  <i>'sports has become entertainment'</i>  <i>'sports has become entertainment that is distracting'</i></p> <p>If students include example i.e. <u>'changes are made to the appearance of sports grounds, often a distraction more than enhancement'</u> → Accepted</p> <p><b>BUT</b> for this example, 'event organisers use massive light-emitting diode screens to augment the display of advertisements at the sports</p>



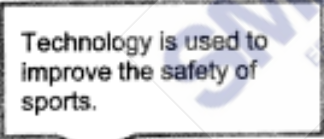

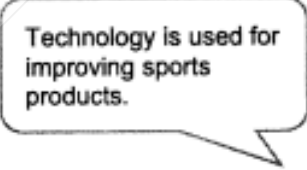

			<i>arena to <u>capture the attention of the spectators</u> and...audience' accepted only if extended to include that this is a distraction/a form of entertainment</i>
7	technologies are gradually eroding sportspersons' capacity to do things naturally (lines 51 – 52)	Sportspersons are unable to perform their tasks on their own.	<i>Most could identify and rephrase this point correctly</i>
8	Today, technology is turning sportspersons into slaves and cases of doping have increased (lines 52 – 53)	They are enslaved to / dependent on technology hence drug usage has risen.	<i>Most could identify and rephrase this point correctly but many left out the second part of the point i.e. 'hence drug use has risen'.</i>
9	The majority of athletes can no longer perform without using performance enhancement drugs. (lines 53 – 54) / Pharmaceutical companies are developing drugs that boost oxygen uptake. (lines 54 – 55)	Many athletes depend on drugs to boost their performance.  / Pharmaceutical companies produce drugs for improving oxygen uptake.	<i>Most could identify and rephrase the main idea in this point correctly</i>  <i>i.e. 'improving oxygen uptake' = 'boost their performance'</i>  <i>ONLY 1 point considered and given mark if both are mentioned as they refer to the same thing</i>

**Sportspersons use technology** to enhance their performance. In soccer, technology can rectify mistakes committed by referees and ensure that sportspersons abide by the rules and regulations. Technology has ensured a zero tolerance to gender frauds. However, sports has become a show and the enhancements made to the façade of sports arenas are distracting. Moreover, sportspersons are unable to perform their tasks on their own as they are dependent on technology. Drug usage has risen when many athletes depend on drugs to boost their performance. (80 words)



## Paper 2 Section C [25marks]

### ANSWERS

16	<p>From Paragraph 1, in what ways has technology made an impact on sports?  <b>Use your own words.</b> [2]</p> <p>(i) <b>By using modern synthetic/non-natural/artificial materials.</b></p> <p>(From the passage: 'New man-made materials have appeared')</p> <p>(ii) <b>By adopting better design knowledge / skills through the use of computers and other technical tools. / Technology has helped to develop specialty / expertise in designing.</b></p> <p>(From the passage: 'design expertise has improved through the development of computers and other technical tools')</p>
17	<p>With reference to Paragraph 2, identify <b>one</b> improvement that technology has been used to make yachts lighter. [1]</p> <p><b>fiberglass bodies</b>  <b>man-made sail</b>  <b>parts made of new materials such as plastic or the latest metal alloys</b></p> <p>(Any 1 answer)</p>
18	<p>Here is part of a conversation between two students, Amirah and Gary, who have read the article.</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Technology is used to improve the safety of sports.</p>  <p><b>Amirah</b></p> </div> <div style="text-align: center;">  <p>Technology is used for improving sports products.</p>  <p><b>Gary</b></p> </div> </div>
(i)	<p>Identify <b>two</b> examples from Paragraph 3 that Amirah can give to support her view. [2]  <b>A racer is protected by flame-proof gear / is neck braced / has his move monitored by computers (whose specifications are changed every year).</b></p> <p>(Any 2 answers)</p>

(ii)	With reference to Paragraph 4, how would Gary explain his position? [1]  <b>Technical change is made to the sports shoes every season, to make them seem better and different to appeal to the masses.</b>
19	'each year brings <i>apparent</i> new refinements' (lines 26). Explain why the writer uses the word 'apparent' here. [2]  <b>The improvements / 'refinements' are only for the sake of advertising and appearance <u>and</u> they are not real or significant improvement.</b>
20	From Paragraph 5, the writer says that the modern sportspersons treat themselves like a machine. Give <b>two</b> ways to show how sportspersons are similar to machines. [2]  <b>(i) A machine operates best with the most efficient fuel. Likewise sportspersons give themselves the best diet / most nutritious / healthy / energy-packed food to maximize their performance.</b>  <b>(ii) Machine requires regular / continuous maintenance/ check-ups / fine-tuning to maintain optimum efficiency. Similarly, Sportspersons keep their bodies at peak fitness by doing the exercise regimes / most effective training.</b>  (Comparison of machine with sportsperson must be given in order to be awarded 1 mark. Write 2 comparisons for 2 marks).
21	<b>Using your own words as far as possible, summarise the benefits and misuses of technology in sports. [15]</b>  Use only information from paragraphs 6 to 9.  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).  <i>Sportspersons use technology to.....</i>

Point	From Text	Own words
1	<b>Benefits</b>  <i>Sportspersons use technology to...</i> improve their performance. (lines 34 – 35)  / identify their weakness and work on them (lines 35 – 36)	<i>Sportspersons use technology to...</i> enhance their performance / perform better.  / focus on improving their weakness. / recognise and improve their weakness.

2	In soccer, technology is used to correct numerous mistakes that referees make. (lines 36 – 37)	In soccer, technology can rectify mistakes committed by referees.
3	ensure that sportspersons stick to established rules and regulations (lines 40 – 41)	ensure that sportspersons abide by the rules and regulations.
4	has enabled sports institutions to test and identify most of the performance-enhancing drugs that were once hard to detect (lines 41 – 42)	has helped establishments to identify drugs that can boost performance.
5	technology has improved fair play in gender-related sports. (line 43)  / Technology is used to ensure that there are no cases of "gender frauds" in sports. (lines 43 – 44)	Technology has made gender-related sports fairer.  / Technology has ensured that gender frauds do not exist. / Technology has ensured a zero tolerance to gender frauds.
6	<b>Misuses</b>  Technology is turning sports into entertainment where changes are made to the appearance of sports grounds, often a distraction more than enhancement. (lines 46 – 47)	Sports has become a show and the enhancements made to the façade of sports arenas are distracting.
7	technologies are gradually eroding sportspersons' capacity to do things naturally (lines 51 – 52)	Sportspersons are unable to perform their tasks on their own.
8	Today, technology is turning sportspersons into slaves and cases of doping have increased (lines 52 – 53)	They are enslaved to / dependent on technology. Hence drug usage has risen.
9	The majority of athletes can no longer perform without using performance enhancement drugs. (lines 53 – 54)	Many athletes depend on drugs to boost their performance.  / Pharmaceutical companies produce drugs for improving oxygen uptake.

	/ Pharmaceutical companies are developing drugs that boost oxygen uptake. (lines 54 – 55)	
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***Sportspersons use technology to*** enhance their performance. In soccer, technology can rectify mistakes committed by referees and ensure that sportspersons abide by the rules and regulations. Technology has ensured a zero tolerance to gender frauds. However, sports has become a show and the enhancements made to the façade of sports arenas are distracting. Moreover, sportspersons are unable to perform their tasks on their own as they are dependent on technology. Drug usage has risen when many athletes depend on drugs to boost their performance. (80 words)



## HUA YI SECONDARY SCHOOL PRELIM PAPER

### Section A [10 marks]

#### Question 1

Carefully read the text below, consisting of 12 lines, about air taxis. 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 p.m.  
 My mother is always sensibly dressed.

.....at.....  
 .....✓.....

German aviation startup Volocopter on Wednesday announced its	
committed to launch air taxi services in Singapore, following two years of	1 .....
"close collaboration" with the city. Volocopter's emission-free aircraft take off	2 .....
and lands vertically. Each autonomous electric drone can carry up to two	3 .....
passengers. A startup plans to launch air taxi services in the Republic within	4 .....
the next three years. Its air taxi's first route in the city-state will likely be a	5 .....
touristic route over the southern waters, offering view of the Marina Bay	6 .....
skyline. This could provide Singapore's tourism industry for a new attraction,	7 .....
Volocopter said. Volocopter's involvement in this new area of urban air	8 .....
mobility gave the Civil Aviation Authority of Singapore the opportunity to co-	9 .....
create regulations or technologies with the industry. This will also facilitate	10 .....
innovation to enable a future mode of transportation for Singapore.	

Copyright Acknowledgement:

Text © Adapted from <https://www.businesstimes.com.sg/garage/german-startup-volocopter-to-launch-flying-taxi-in-singapore-within-three-years>



**Section B [30 marks]**

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

**Question 2**

You should look at the information sheet on page 3, study the information carefully and plan your answer before beginning to write.

You have been selected as a Peer Support Leader for your school. You have seen an information sheet about how students can support one another and you think it is a good way to foster a culture of care in the school. Choose two of the three suggested ways that inform students how they can support one another.

Write a speech about these methods and encourage your schoolmates to be a peer supporter. In your speech, you must include the following details:

- say which two methods shown in the information sheet you have chosen
- explain how the peer supporters can carry this out
- explain how students seeking help will benefit from these methods
- state why you think this will foster a culture of care in the school.

You may add any other details you think will be helpful.

Write your speech in clear, accurate English. Your tone should be enthusiastic and persuasive.

## WAYS TO BE A PEER SUPPORTER

*Let's build a culture of care in schools*



### Connect through games

If you know someone who is feeling stressed, encourage them to take a break and join you in a physical activity or a board game. Your presence can help them feel more comfortable, and games can help to relieve stress and build positive relationships.



### Listen to understand

We have all been in the situation where advice is the last thing we need to hear. Instead, recognise our peers' struggles and invite them to share more. They are then aware that they are not alone and they can seek additional help which they may require.



### Make a new friend

If there is a new student in class, make an extra effort to welcome them! If you see someone who is sitting alone while everyone is with their friends, why not extend a friendly invitation for them to join you? Reaching out to someone may also allow you to build a meaningful connection with someone new.



**Peer support changes lives.**



**Section C [30 marks]**

Begin your answer on a fresh page.

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

**Questions 3-6**


Please write your chosen question number on your answer paper.

3. Describe a time you learnt something new and explain how it has shaped you.
4. Write about a time when you had a big misunderstanding with someone. What did you do about the situation?
5. 'The best learning takes place outside the classroom.' What are your views?
6. Students are only able to make a small impact on changing the world. Do you agree?

## Section A

### Text 1

Study the webpage below and answer Questions 1 - 4 in the Question Paper.


[Gardens, Parks & Nature](#) · [Activities](#) · [Learning](#) · [Biodiversity](#) · [Gardening](#) · [Services](#) · [Partner Us](#) · [Who We Are](#) · [Noticeboard](#)

[Home](#) > [Learning](#) > [Programmes for Schools](#)

## Every Child a Seed



The programme seeks to provide children with an opportunity to grow their very own plant. This gives them a chance to go through and appreciate the challenges of the planting process, and experience the joy of seeing their plants grow.

### Benefits of Greenery

Youth@SGNature

### Programmes for Schools

- Biodiversity Week for Schools
- **Every Child a Seed**
  - Online Resources
  - Photo Gallery
- Responsible Pet Ownership
- Pre-school Educational Resources
- Greening Schools for Biodiversity
- Kids for Nature PAL Outdoor Education

**Luke Raphael Peh** from St. Anthony's Primary School was initially disappointed when he thought his Roselle seeds were not sprouting. Despite this, he persevered and eventually, one of his seeds germinated and grew into a healthy plant.

### Providing Plant Starter Kits

Through this programme, every Primary 3 student in Singapore will be provided with a plant starter kit, consisting of a pot, potting mix and some seeds. The three types of seeds which will be given out are Kang Kong, Sunflower and Roselle.

### The Garden City Fund

Every Child a Seed is supported by the Garden City Fund, a registered charity that hopes to cultivate a sense of ownership and love for the environment among the public, and to encourage the community to play its part in preserving Singapore's legacy as a lush and vibrant City in a Garden. Through this programme, we hope to convey to our pupils that every Singaporean plays a part in shaping our City in a Garden.



## Section B

### Text 2

*This text below describes a Malay man's experience at the barber. Read it carefully and answer Questions 5 – 16 in the Question Paper.*

- 1 We made a makeshift barbershop in front of our bunk, along the corridor. I was seated bare-bodied on a folding chair, directly under a fluorescent lamp. No mirrors placed in front and behind me to replicate my image towards diminishing eternity. No rectangle of cloth pegged at the back of my neck. No electric shearers caressing my head, its serrated nib so close to my scalp I could feel my skull vibrating drowsily. And none of those after-cut treats: the chill of rosewater lathered along my mandible by a shaving brush, the razor blade scratching against my sideburn follicles in that most satisfying manner: along the grain. 5
  
- 2 "Boss, how do you want it?" Sudin asked. Sudin was a storeman, I was a sergeant. We had both been punished for the weekend; him, for losing one of the brushes from his rifle-cleaning kit, and myself, for forgetting to sign my booking in. 10
  
- 3 I noticed something as Sudin snipped my hair and itchy tufts fell on my bare shoulders. I had an urge to talk. My memories of haircuts, when I was a child, and teenager, was one of humiliation. I visited a Malay barbershop near my old home in Tampines, one called Bugs Bunny but also had pictures of Woody Woodpecker on the glass doors. One might think that the environment would have been one that was child-friendly. After sitting down on a cushioned plank placed across armrests, I would then be asked in which style I wanted my hair to be cut. This was when terror would strike me, unfailingly. Because the question would be delivered in Malay, and I couldn't answer in Malay. I was scoring quite distinguished Mother Tongue grades in school, but when it came to banter, I found myself rummaging through a mental dictionary. Furthermore, it was a dictionary submerged in water, soaked to the spine, its pages wrinkled and warped. The very act of diving to retrieve such a wreck involved breathlessness and the deceleration experienced when one enters another medium. What words to choose without sounding stilted or straying to silence in mid-sentence? 15  
20  
25
  
- 4 In retrospect though, I think it was my fear of not getting the inflections right that paralysed me, more so than a lexical poverty. Maybe I knew the words to use, how to string them together, but had no idea how to achieve that unreachable diction that would disguise the fact that these very words had been frantically translated from English.
  
- 5 So I would answer in English: cut the sides short, don't cut so much at the top, leave a slope at the back. There was one time, though, when the barber frowned and asked sarcastically, "You don't know how to speak Malay, is it?" I remember blushing when those words pierced me, my ears turning red, wishing the barber was not so close as to notice such obvious signs of shame. That was the longest haircut of my life; staring into the mirror, I saw a boy who did not belong. 30  
35
  
- 6 Haircuts became rituals of retreat. The snips of scissors and hum of electric shearers carried out dialogues around my head, and all the while I was submerging myself in a private silence, a stone dropped in a dark well, shrinking like my own reflection endlessly multiplied by the front and back mirrors. The closer the blades got to my scalp, the further I withdrew into my mind's sanctum. 40



- 7 So back again to last night, where I had Sudin hovering around me, snipping away. Another barbershop, another chance at redemption. As all the dead weight fell around me, accumulating in a black halo at my feet, I spoke about falling in love again, about the directions one takes in one's life, how sometimes detours can take you full circle.
- 8 I spoke first in Malay, and then unconsciously switched to English. It did not matter. I 45 was being understood.



## Section C

### Text 3

*This text below is about how Generation Z is altering the face of entrepreneurship. Read it carefully and answer Questions 17 – 23 in the Question Paper.*

- 1 They are still at school. However, Generation Z is already powering its way into the world of work. Motivated, creative, and - crucially - tech-savvy, the world's two billion under-17-year-olds are sparking a wave of entrepreneurialism. They are the first batch of 'digital natives'; most of them are younger than Google, which launched in 1996. The poster girls and boys of the generation include Nick D'Aloisio, 18, who taught himself coding at 12, created the news app Summly at 15, and sold it to Yahoo for \$30 million last year. They are leading a change of tide, with youngsters born into a recession. Therefore, they are desperate to 'make something of themselves'. 5
- 2 New research suggests today's teens are focussing on their big move - rather than whiling away time on social networks. More than 75 per cent of Generation Z aim to turn their hobby into a full-time job compared to 50 per cent of the generation before, according to a survey by recruitment agency Intern Sushi. Popular culture is saturated with youngsters - from Romeo Beckham, modelling at the age of 10, to Lorde, who at 17 has won two Grammy awards and landed a commission to produce the soundtrack to the next Hunger Games film. 10
- 3 With social entrepreneurship now one of the most popular career choices, the figures also revealed a quarter of 16-to-19-year-olds are currently volunteering. Leaders in this field include 17-year-old Malala Yousafzai, who was shot by the Taliban and survived to become an activist. Another is Logan Laplante, 13, who has shaken up debate in the education sector by promoting his concept of 'hack schooling'; breaking from the structure of organised education. His first talk has amassed more than five million views online, and sparked numerous responses from leading figures in the schooling world. It is a shift in priorities that appears to have been sparked by the wave of unemployment and the rise of tuition fees. 15  
20
- 4 Ina Miskavets, senior consumer and lifestyles analyst at research firm Mintel said: 'Having come of age in an era of rising self-employment and new ideas driven by rapid advancements in technology, children and teens are beginning to aspire to one day owning their own businesses. Due to the powerful impact of social media and the Internet and their adept abilities at navigating it, Generation Z has managed to gain more powerful results than generations before.' 25
- 5 However, there are fears this tribe of youngsters, in their bid to succeed, are spreading their focus too thin. Ika Erwina, a retail and technology analyst for Mintel, said: 'These digital natives are interconnected and tend to divide attention across multiple platforms and channels, prompting impatient behaviours, quick-fix mentality, and instant gratification. Their loyalty is likely to mirror this trend, spreading thinly across brands, and easily switched.' 30
- 6 The entry of Generation Z in the labour force encourages organisations to develop mentorship programmes for Generation Z. As far as we know, mentorship has been one and will remain one of the significant pillars of successful entrepreneurship. This fact has not changed with Generation Z, but they are certainly not getting their mentorship in the regular ways we got ours. Communities within social media have become the go-to for Generation Z entrepreneurs 35

to get their counsel and mentorship. Mutual interest communities have always existed, but Generation Z has taken it a notch up. The benefits of these communities to this generation are that they can swap ideas and seek more experienced members' opinions. They have elevated collaboration over competition, a key that seems to be propelling them towards immense success beyond Millennials. 40



**Section A [5 marks]**

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

- 1** Who is the whole webpage aimed at?

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

- 2** Refer to the information under the heading 'Every Child a Seed' and Luke's story in the webpage. Which two opportunities of the programme do the photographs show?

(i) .....  
(ii) ..... [2]

- 3** The webpage begins with the heading 'Every Child a Seed'. Why is this comparison between a child and a seed effective?

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

- 4** Which sentence gives us the main message of the webpage?

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

### Section B [20 marks]

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–16.

- 5 From Paragraph 1, what evidence shows that the barbershop is a makeshift one?

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

- 6 In Paragraph 1, identify the words or phrases which match with an experience at a barbershop.

Experience at barbershop	Words or phrase from passage
toothed pointed end	
stroking gently	
clipped	

[3]

- 7 What **two** things from Paragraph 2 show that the writer was of a higher rank than Sudin?

(i) .....  
 (ii) .....[2]

- 8 Explain how the language used in Paragraph 3 emphasises the writer's fear of speaking in Malay. Support your ideas with three details from the paragraph.

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



- 9 Identify **any** piece of evidence from Paragraph 3 that gave the writer the impression the barbershop was 'child-friendly' (line 16).

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

- 10 In Paragraph 3, which word suggests that the writer was tongue-tied?

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

- 11 'it was a dictionary submerged in water, soaked to the spine, its pages wrinkled and warped' (lines 21-22).

What impression is the writer trying to make about his efforts with the use of this metaphor?

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

- 12 Give **one** piece of evidence from Paragraph 4 to show that the writer struggled when speaking in Malay.

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

- 13 In Paragraph 5, which phrase suggests that the writer is not comfortable in his identity?

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

- 14 Explain **in your own words** what the writer means when he says 'Haircuts became *rituals of retreat*' (line 36).

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

- 15 'As all the *dead weight* fell around me, accumulating in a black halo at my feet...' (lines 42-43).  
 Apart from his hair that has been cut, what else is the writer referring to when he used the term 'dead weight'?

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

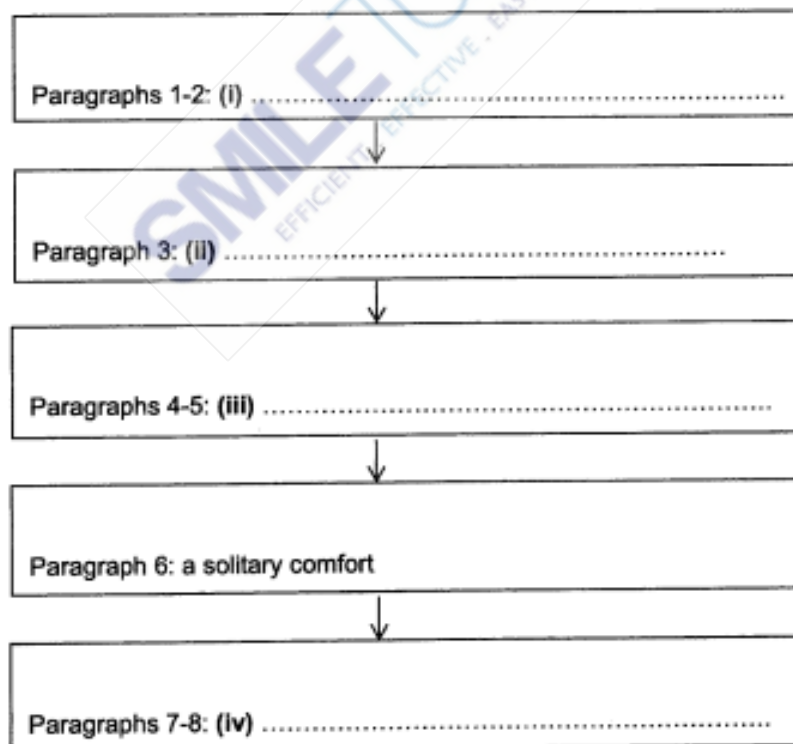
- 16 The structure of the text reflects the different stages of the writer's experience. Complete the flow chart by choosing one phrase to summarise his experience at each stage. There are some extra phrases in the box that you do not need to use.

**The soldier's experiences**

a satisfying experience  
 a familiar journey  
 a time of reflection  
 a feeling of acceptance

an uncommon experience  
 a nostalgic feeling  
 an unpleasant memory

**Flow chart**



[4]

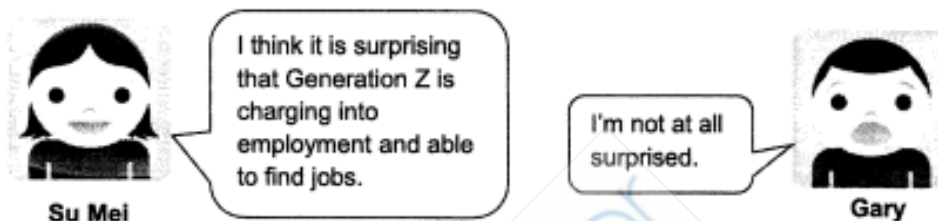
### Section C [25 marks]

Refer to Text 3 to answer Questions 17 – 23.

- 17 In Paragraph 1, which phrase suggests that Generation Z represents these qualities – motivated, creative, and tech-savvy?

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

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



- (a) With reference to Paragraph 1, give **two** reasons to support why Su Mei is surprised that Generation Z is charging into employment.

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

- (b) Explain in **your own** words a detail from Paragraph 1 which Gary can use to justify his opinion.

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

- 19 What does 'popular culture is saturated with powerful youngsters' (line 15) suggest about the attitude of youngsters towards popular culture?

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

**20** From Paragraph 2, give the **two** examples of popular culture that appeal to Generation Z.

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

**21** In Paragraph 3, the writer says that Logan Laplante's first talk on the concept of 'hack schooling' has amassed more than five million views online.

Give **two** reasons why his talk has garnered a massive response online.

(i) .....  
(ii) .....[2]

**22** In Paragraph 4, the writer describes Generation Z as a generation that aspires to one day owning their own businesses.

Identify **one** word in the same paragraph which also means 'owning their own businesses'.

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

**23** **Using your own words as far as possible**, summarise the characteristics of Generation Z and mentorship they receive to be successful.

**Use information only from Paragraphs 5 and 6.**

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.

*Born in a digital age, youngsters of Generation Z are ...*

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

## ANSWER SHEET

### Section A [10 marks]

#### Question 1

Carefully read the text below, consisting of 12 lines, about flying taxis. 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 p.m. .....at.....

My mother is always sensibly dressed. .....✓.....

<p>GERMAN aviation startup Volocopter on Wednesday announced its <u>committed</u> to launch air taxi services in Singapore, following two years of "close collaboration" with the city. Volocopter's emission-free aircraft <u>take</u> off and lands vertically. Each autonomous electric drone can <u>carried</u> up to two passengers. <u>A</u> startup plans to launch air taxi services in the Republic within the next three years. Its air taxi's first route in the city-state will likely be a touristic route over the southern waters, offering <u>view</u> of the Marina Bay skyline. This could provide Singapore's tourism industry <u>for</u> a new attraction, Volocopter said. Volocopter's involvement in this new area of urban air mobility <u>gave</u> the Civil Aviation Authority of Singapore the opportunity to co-create regulations <u>or</u> technologies with the industry. This will also facilitate innovation to enable a future mode of transportation for Singapore.</p>	<p><b>1 commitment(WF)</b></p> <p><b>2 takes (sva)</b></p> <p><b>3 carry (tense)</b></p> <p><b>4 The (art)</b></p> <p><b>5 ✓</b></p> <p><b>6 views (s/plural)</b></p> <p><b>7 with (prep.)</b></p> <p><b>8 ✓</b></p> <p><b>9 gives (tense)</b></p> <p><b>10 and (conj)</b></p>
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Copyright Acknowledgement:

Adapted from <https://www.businesstimes.com.sg/garage/german-startup-volocopter-to-launch-flying-taxis-in-singapore-within-three-years>



### Section B [30 marks]

#### Assessment Criteria for Task Fulfilment

Question Analysis for Situational Writing	
Task Fulfilment (10 marks)	
Purpose	To deliver a speech to encourage schoolmates to be a peer supporter.
Audience	Schoolmates
Context	You are a Peer Support Leader for your school and would like to promote ways for all students to be peer supporters by sharing two methods students can adopt.
Content	<p><b><u>Format for formal speech</u></b></p> <ul style="list-style-type: none"> <li>Title of speech (centralised and underlined)</li> </ul> <p><b><u>Introductory paragraph</u></b></p> <ul style="list-style-type: none"> <li>Hook</li> <li>Greetings to [the Principal, teachers and] schoolmates</li> <li>Introduce oneself: Provide name</li> <li>Role: Peer support leader for the school</li> <li>Purpose of this speech</li> </ul> <p><b><u>Body paragraphs</u></b></p> <ul style="list-style-type: none"> <li><i>which two methods shown in the information sheet that you have chosen</i></li> <li><i>explain how peer supporters can carry this out &amp; explain how students seeking help will benefit from these methods</i></li> </ul> <p><b>Connect through games</b></p> <ul style="list-style-type: none"> <li>Did you know about The Hangout? It is a comfortable space with beanbags and a foosball table for students to relax. When you notice that your friend may be stressed and overwhelmed, why not accompany them to The Hangout and play a board game? If your friend prefers a physical activity, playing basketball or doing a short jog together will help to relieve tension and pump up endorphins!</li> <li>The social interaction might allow them to ward off stress, and sharing laughter and fun can help to foster empathy and trust. Furthermore, just the knowledge that there is someone is there for them might help your friend drastically.</li> </ul> <p><b>Listen to understand</b></p> <ul style="list-style-type: none"> <li>I am sure all of us have been through a difficult time</li> </ul>

	<p>before, and all we needed was a listening ear. To be a peer supporter, sometimes all we need to do is show concern and listen to whatever is on our friends' minds.</p> <ul style="list-style-type: none"> <li>• We can acknowledge their worries, and if possible, share our own experiences so they know they are not alone. For your friend, sharing their problems and talking it out might allow them to gain new perspectives and develop insight. Sharing their problems might also take a weight off their shoulders and relieve tension. If the problems seems bigger than they can handle, reassure them that it is completely acceptable to seek help from professional sources.</li> </ul> <p><b>Make a new friend</b></p> <ul style="list-style-type: none"> <li>• You might know someone who does not have anyone to eat lunch with or finds it difficult to speak to people. Creating a culture of care in our school could also mean taking the first step to initiate a conversation or include someone new in a group activity. The next time you see someone who does not have a group yet, why not ask them to join you? You might make their day and cultivate an unexpected friendship!</li> <li>• For those who struggle with finding a group they are comfortable with, they may not verbalise it but feeling left out can be hurtful. By including them for lunch or talking to them about their interests, they can feel accepted and a sense of belonging.</li> </ul> <p>• <i>state why you think this will foster a culture of care in the school</i></p> <ul style="list-style-type: none"> <li>• Peers play a very important role in providing social and emotional support to each other as they are usually the first to notice when something is wrong with their friend. An integral school value at Hua Yi Secondary is togetherness, but this can only be achieved if everyone plays their part to look out for each other.</li> <li>• I believe all of us are inherently wired to be kind, and we can build a culture of care through befriending someone or offering support to a friend! A little kindness goes a long way, and I would love to see each one of us take small steps to achieve this in Hua Yi Secondary. With everyone as peer supporters, I believe we can also celebrate our diversity and embrace all of us as unique beings in school.</li> </ul> <p><b><u>Concluding paragraph</u></b></p> <ul style="list-style-type: none"> <li>• Summary of points covered</li> <li>• Call to action: be a peer supporter! (e.g. You have the power to make someone feel heard. You have the power to make someone feel good about themselves. You have the power to be a peer supporter.)</li> <li>• Thank the audience</li> </ul>
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Appropriate use of given information and visual stimulus	<ul style="list-style-type: none"> <li>Students should elaborate on the ways to be a peer supporter, and the benefits that these actions will bring to the recipient.</li> </ul>
<b>Language (20 marks)</b>	
<b>Language</b>	<ul style="list-style-type: none"> <li>Tone and register must be suitable for a formal speech (persuasive and enthusiastic tone).</li> <li>There will be a variety of structures with generally successful complex sentences.</li> <li>There will be instances of suitable vocabulary.</li> <li>There will be a good sense of paragraphing demonstrating its use as a device for linking ideas and providing unity to the piece of writing.</li> <li>Spelling and punctuation will be largely accurate.</li> <li>There may be a sprinkling of grammatical errors, including some very occasional tense or verb formation slips, but this will not hinder conveying the intended meaning to the reader.</li> <li>Wholesale or extensive lifting would be penalised.</li> <li>Repetitive use of certain phrases would be penalised.</li> </ul>

### Section C [30 marks]

#### 3. Describe a time you learnt something new and explain how it has shaped you.

- Key words: 'learnt something new' 'shaped you'
- Analysis of key words: Students should write about one thing that they have learnt in school or outside of school (skill/ value/ academic concept) and how this knowledge or lesson has impacted them in terms of shaping their world view or behavior.

##### Introduction

- Hook
- What you learnt (eg. coding)

##### Body Paragraphs

- Brief background about how you came to pick up the skill/value (e.g. was it something that they have never heard about/ always wanted to try but did not have the opportunity to etc.)
- What made the knowledge/skill/value a revelation (e.g. I never fully understood what coding was about, but after the introduction course, I realised the endless potential that coding had. It is what drives our computers, applications, games, machines and more.)
- How they have utilised the knowledge/skill/value since then (e.g. I have never been a particularly enthusiastic student, but my desire to find out more about programming drove me to actively find courses online and spend my spare time watching videos about coding on YouTube.)
- Thoughts and feelings – were there any challenges along the way? What did you learn? (e.g. I learnt to look at problems from a bigger picture and adapt to working through the frustrations of hitting brick walls to solve issues.)

##### Conclusion

- Summarise why the lesson was important



- How has this lesson shaped their perspective for the future (e.g. Knowing the potential job opportunities that lie ahead, I am determined to be proficient at coding as it will help me open more doors for a successful career.)

[Note: This question is open to interpretation and learning something new could be something concrete (e.g. learning a game/skill), gaining insight into relationships/ human psyche, or it could be about a new mentality. The description should use a wide range of vivid vocabulary, and students can include relevant details about the context and how they came to discover this. Good essays will be able to draw a clear link to their reflections of how this experience/knowledge has influenced them at that moment and in the future.]

**4. Write about a time when you had a big misunderstanding with someone. What did you do about the situation?**

- Key words: 'big misunderstanding' 'someone' 'what did you do'
- Analysis of key words: Students should write about one occasion where they had a huge misunderstanding with someone. The student should give details about the incident, which should be personal and impactful. What the students did after could be an action or inaction, but there should be reflections about how this choice affected them and what they learnt from this.

Introduction

- Setting (e.g. at a mall, coffee shop, school)
- Main characters (e.g. you, parent, friend)

Body Paragraphs

- What the misunderstanding was about (e.g. I saw your close group of friends hanging out in a mall without me. They were planning for my surprise birthday party but I thought they were deliberately leaving me out.)
- How you felt at that time (e.g. I felt betrayed/ I was appalled/ angry)
- Your response (e.g. I immediately confronted them and lashed out/ I wrote angry, cryptic messages on my social media page)
- What happened next (e.g. my friends tried to calm me down and told me their true intentions/ I refused to listen to their explanation and stormed off)
- What did you do after (e.g. I sheepishly apologised/ I felt my face burning with embarrassment from the outburst)
- Why the incident has remained in your mind so clearly (e.g. it was the not the first time that I had been left out from a group)

Conclusion

- How the misunderstanding affected you (e.g. Although we talked about it, there was some unspoken tension due to my outburst and I felt ashamed for my lack of trust.)
- How you felt after the whole incident and the lessons that you have learnt moving forward (e.g. On hindsight, I realised the misunderstanding was not simply about being left out, but it surfaced some trust issues that I had from my previous friendships. Moving forward, I learnt to always communicate my feelings and clarify the situation before letting my anger get the better of me.)

[Note: The misunderstanding should not be something trivial with little consequence. Students should focus on the misunderstanding and what led up to it and the outcome of the action. Good essays should have vivid descriptions about their feelings at the point in time and reflections after the incident.]

## 5. 'The best learning takes place outside the classroom.' What are your views?

- Key words: 'best' 'learning' 'outside the classroom'
- Analysis of key words: There should be a comparative element about the learning that takes place inside and outside the classroom. Students should have some balance to their argument and provide relevant examples of the type of learning that students can do within and outside the classroom.

### Introduction

- Provide background information or an idea of what constitutes 'best learning' (e.g. The earth is a canvas for learning. Learning should not be limited to the classroom, and the best learning provides opportunity for growth and allows you to think more deeply about something)
- Provide a stand and two to three points on why the statement is true or not, which will be elaborated on in the body paragraphs.

### Body Paragraphs

#### **The best learning takes place outside the classroom**

- Provides hands-on and authentic opportunities for learning:

By interacting with the environment around us, we are able to know more about problem-solving and decision-making (provide an example, a learning journey or an overseas exchange programme). In contrast, classroom learning focuses on memorisation on rote learning which strips away our creativity and cannot be applied easily to the real world.

- Room for self-discovery:

In the classroom, we are forced to study what is in the curriculum. However, outside the classroom, we are free to discover what we are truly passionate about. Without being graded for it, we have more room for making mistakes and learning from them. (e.g. cooking, playing an instrument etc.)

#### **The best learning can still take place within the classroom**

- Having a teacher/mentor to guide you within the classroom:

Within the classroom, you can also get a sense of accomplishment from understanding a challenging concept, or have a particularly impactful learning experience through the guidance of a teacher. It could be a life lessons imparted from a teacher, or how they have helped you make sense or meaning of the world.

- Capabilities of a virtual classroom:

During the Covid-19 pandemic, we may not have been able to go out and explore places, but that did not stop learning from taking place in the classroom. We were able to explore the Natural History museum in New York or cooking classes in Taiwan. We may have been in the classroom physically, but we were not constrained by it.

### Conclusion

- Reiterate scope of the essay
- Final thoughts to summarise essay (e.g. One must not forget that learning begins before the schooling years and is a lifelong process after. Hence, learning is definitely not confined to the classroom, but that does not mean that the best learning cannot take place within the classroom. To me, learning is about having a growth mindset that allows any opportunity, regardless of location, to be a learning point.)

[Note: Students should give examples to substantiate their point about what is the best kind of learning. Students can include whether they agree or disagree with the statement, or have a balanced stand.]



**6. Students are only able to make a small impact on changing the world. Do you agree? Give reasons for your views.**

- Key words: 'students' 'small impact' 'changing the world'
- Analysis of key words: Students should take a stand and give case studies/relevant examples given to support their point. Students can give personal examples or big change makers and how they have shaped the world.

Introduction

- Provide background information or an idea of what 'changing the world' means (e.g. to some, changing the world might mean solving problems like global hunger but to others, changing the world could be something as simple as influencing the people around them to care for the environment)
- State stand with summarised reasons that would provide the scope of the essay

Body Paragraphs

**Agree: students are only able to make a small impact on changing the world**

Students have limited resources:

- Compared to Bill Gates who has spent millions to research for cures for diseases, students who have not started working yet have limited money to dedicate to changing the world.
- Students are still in school, and do not have time on their hands or sufficient experience and knowledge to make a huge difference to the world. Even if they have brilliant ideas, they most likely lack the expertise to know how to implement it and make it work.
- There are cases where students have made a huge impact such as Greta Thunberg, but these are the exception, not the norm. In order to change the world, global leaders and policy makers need to step in to effect change.

**Disagree: students are able to make a huge impact on changing the world**

- In the age of communication, especially with social media platforms, students have a platform to have their voices and stories heard. They are not limited by their age when they have a compelling cause they are fighting for. (Global examples: Malala Yusof, Greta Thunberg)
- One person might not be able to make a huge impact, but with virtual partnerships made possible through technology, students can work with people in their community or across the world to make a huge change. There is strength in numbers, and when students come together, they can indeed effect great change. (eg. Hong Kong protests)
- Students are able to make meaningful and effective change on the world just by making it better for a few people at a time. Making a huge impact on changing the world is not about solving global hunger or climate change, but when we give our time and resources to issues that we really care about, our actions can really change the world for good. Even with small changes each time, it can have a butterfly effect with the potential to improve lives for generations to come.

Conclusion

- Summarise points
- Include some insight (e.g. students can make a change in the world, but they need to be given more opportunities and platforms to do so/ they need to change their mindset about their limitations and focus on what they can do to make the world a better place.)

[Note: Students should take a stand, and give examples to substantiate their point about whether students are only able to make a small impact on changing the world. Students should also include a counter argument and a rebuttal. It can be written in first or third-person perspective.]

Assessment criteria for language

- There will be a variety of structures with generally successful complex sentences.
- There will be instances of apt and wide vocabulary.
- There will be a good sense of demonstrating its use as a device for linking ideas and providing unity to the piece of writing.
- Spelling and punctuation will be largely accurate.
- There may be a sprinkling of grammatical errors, including some very occasional tense or verb formation slips, but this will not hinder conveying the intended meaning to the reader.
- Response will be fully relevant, the register and tone consistently appropriate and the reader's interest will be aroused and sustained.



**Section A [5 marks]**

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

- 1 Who is the whole webpage aimed at?

It is aimed at primary school students/children/ teachers who want to grow their own plant. [1]

OR

It is aimed at schools who want their students to grow their own plant. [1]

Do not accept 'parents', 'Singaporean students'.

- 2 Refer to the information under the heading 'Every Child a Seed' and Luke's story in the webpage. Which two opportunities of the programme do the photographs show?

(i) It is to appreciate the challenges of the planting process [1]

(ii) It is to experience the joy of seeing their plants grow [1]

- 3 The webpage begins with the heading 'Every Child a Seed'. Why is this comparison between a child and a seed effective?

It is to emphasise that children are like seeds and can be nurtured/ developed from young. [1]

- 4 Which sentence gives us the main message of the webpage?

The sentence is 'Through this programme, we hope to convey to our pupils that every Singaporean plays a part in shaping our City in a Garden.' [1]

### Section B [20 marks]

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–16.

- 5 From Paragraph 1, what evidence shows that the barbershop is a makeshift one?

**It was set up in front of the writer's bunk, along the corridor. [1]**

Accept: Ans with quotation marks but ans must contain exact words.

- 6 In Paragraph 1, identify the words or phrases which match with an experience at a barbershop.

Experience at barbershop	Words or phrase from passage
toothed pointed end	<b>serrated nib [1]</b>
stroking gently	<b>caressing [1]</b>
clipped	<b>pegged [1]</b>

[3]

- 7 What **two** things from Paragraph 2 show that the writer was of a higher rank than Sudin?

- (i) **Sudin called him 'Boss' [1]**

Accept: Ans with no quotation marks and small letter 'b'

- (ii) **Sudin was a storeman while the writer was a sergeant. [1]**

Do not accept: Sudin was a storeman while I was a sergeant. (not accepted because of wrong pronoun "I" used)

- 8 Explain how the language used in Paragraph 3 emphasises the writer's fear of speaking in Malay. Support your ideas with **three** details from the paragraph.

- 'This was when terror would strike me, **(unfailingly)**' suggests that the writer felt horrified/ terrified/ mortified **(every time/always)** that the barber will ask him in Malay. [1]
- '(but when it came to banter, I found myself) rummaging through a mental dictionary' highlights that he is searching frantically for Malay words (to use in conversations). [1]

For the second detail:

Do not accept: trying to think of

- 'to retrieve such a wreck involved breathlessness (and the deceleration experienced when one enters another medium)' emphasises his extreme anxiety in being forced to speak in Malay (and he had to slow down when he spoke in Malay) [1]

For the third detail:

Do not accept 'suffocation, freeze up';

Accept 'hyperventilate', 'shortness of breath', 'out of breath'

- 9 Identify **any** piece of evidence from Paragraph 3 that gave the writer the impression the barbershop was 'child-friendly' (line 16).

**The shop was called Bugs Bunny. / It had pictures of Woody Woodpecker on the glass doors.** [1]

- 10 In Paragraph 3, which word suggests that the writer was tongue-tied?

**The word is 'stilted'. [1]**

- 11 'it was a dictionary submerged in water, soaked to the spine, its pages wrinkled and warped' (lines 21-22).

What impression is the writer trying to make about his **efforts** with the use of this metaphor?

**It is to emphasise that his actions were futile/ worthless/ pointless/ ineffective.** [1]

Accept: near impossible, useless, in vain, wasted, hopeless

Do not accept: could not answer in Malay, trying very hard

- 12 Give **one** piece of evidence from Paragraph 4 to show that the writer struggled when speaking in Malay.

**He was afraid of getting the inflections wrong. / He was afraid that it was obvious that he had translated his words from English.** [1]

The correct ans should have only one piece of evidence.

Accept ans with quotation marks.

Accept 'no idea how to achieve that unreachable diction.

- 13 In Paragraph 5, which phrase suggests that the writer is not comfortable in his identity?

**It is 'I saw a boy who did not belong.' / It is 'did not belong'.** [1]

- 14 Explain in **your own words** what the writer means when he says 'Haircuts became *rituals of retreat*' (line 36).

**He has become used to/ grown accustomed to withdrawing into himself/ into his own thoughts when he has haircuts.** [1]

The correct ans must contain the idea of doing it regularly, e.g. every time he went to the barber..., a habit of reflecting...



- 15 'As all the *dead weight* fell around me, accumulating in a black halo at my feet...' (lines 42-43).

Apart from his hair that has been cut, what else is the writer referring to when he used the term 'dead weight'?

**He is referring to the burden/ baggage of being afraid of speaking in Malay/ speaking in Malay when he has a haircut. [1]**

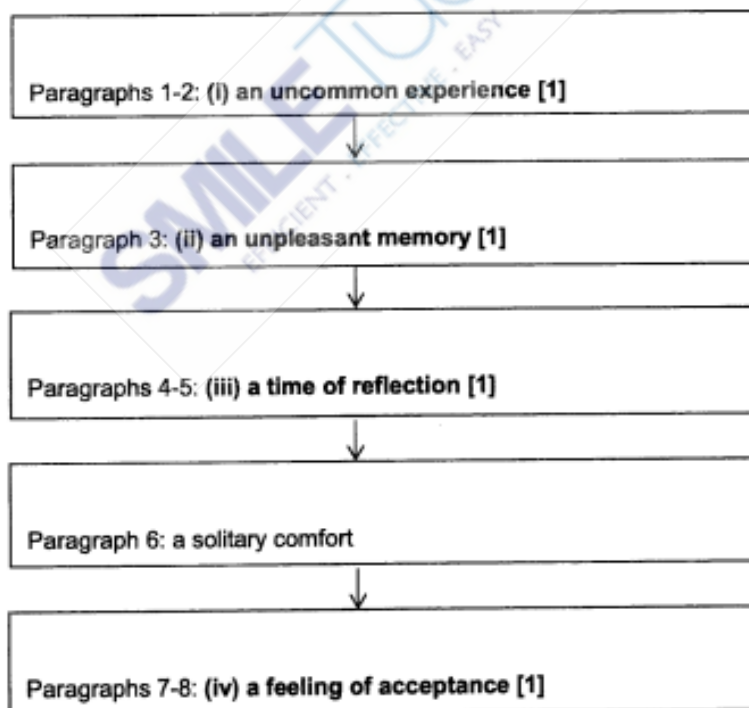
Do not accept: pressure, weight

- 16 The structure of the text reflects the different stages of the writer's experience. Complete the flow chart by choosing one phrase to summarise his experience at each stage. There are some extra phrases in the box that you do not need to use.

**The soldier's experiences**

a satisfying experience	an uncommon experience
a familiar journey	a nostalgic feeling
a time of reflection	an unpleasant memory
a feeling of acceptance	

**Flow chart**



[4]

**Note:** To remind students to follow options closely – do not write in capital letters for the first letters

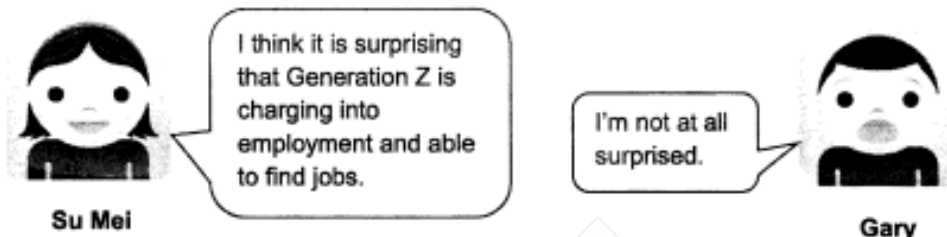
### Section C [25 marks]

Refer to Text 3 to answer Questions 17 – 23.

- 17 In Paragraph 1, which phrase suggests that Generation Z represents these qualities – motivated, creative, and tech-savvy?

**The phrase is 'poster girls and boys'. [1]**

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



- (a) With reference to Paragraph 1, give **two** reasons to support why Su Mei is surprised that Generation Z is charging into employment.

**The first reason is that Generation Z is still schooling [1] and the second reason is that Generation Z is born into a period of recession. [1]**

Do not accept: younger than Google, leading a change of tide

- (b) Explain in **your own words** a detail from Paragraph 1 which Gary can use to justify his opinion.

**Generation Z is ready to do anything to be successful (through their own efforts). [1]**

From text: Youngsters born into a recession desperate to 'make something of themselves'.

Accept: eager to prove themselves, drive to succeed, motivated, determined to achieve their goals

- 19 What does 'popular culture is saturated with youngsters' (line 12) suggest about the attitude of youngsters towards popular culture?

**Young people find popular culture appealing. [1]**

Accept: fascinating, attractive, captivating

Do not accept: well-received, interested, keen, engrossed

Do not accept: Young people find popular culture interesting and attractive. (incorrect + correct ans)

- 20** From Paragraph 2, give the **two** examples of popular culture that appeal to Generation Z.

(Any two examples)

**They are**

- modelling [1] /

- recording a song for a film/ creating a soundtrack [1] /

- (Full examples from the text given "The two examples are Romeo Beckham who modelled at the age of 10 and Lorde who at the age of 17 has won two Grammy awards (and landed a commission to produce the soundtrack to the next Hunger Games film.") [1]

**Accept: modelling at a very young age**

**Do not accept: modelling at the age of ten, artist, singer ('artist' and 'singer' not accepted as there is no evidence in the text to indicate that the Grammy awards are for singing.)**

- 21** In Paragraph 3, the writer says that Logan Laplante's first talk on the concept of 'hack schooling' has amassed more than five million views online.

Give **two** reasons why his talk has garnered a massive response online.

(Any two reasons)

(i) **It is because of the wave of unemployment.** [1]

(ii) **It is due to the rise of tuition fees.** [1]

(iii) **It is because his concept breaks away from the structure of organised education.** [1]

**Do not accept: shaken up debate in the education sector (not accepted as this line is a mere rephrase of the qns "garnered a massive response")**

**If two correct answers are written in the same line, award only mark for the first correct reason in that line.**

- 22** In Paragraph 4, the writer describes Generation Z as a generation that aspires to one day owning their own businesses.

Identify **one** word in the same paragraph which also means 'owning their own businesses'.

**The word is 'self-employment'. [1]**

- 23** Using your own words as far as possible, summarise the characteristics of Generation Z and mentorship they receive to be successful.

**Use information only from Paragraphs 5 and 6.**

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.

*Born in a digital age, youngsters of Generation Z are ...*

S/N	Line No.	From Text	Paraphrased
<b>Characteristics of Generation Z</b>			
1	31	interconnected	connected with one another/ interdependent
2	31	tend to divide attention across multiple platforms and channels	have their attention on too many things/ engage in too many things/ try to do too many things  X networks
3	32	prompting impatient behaviours	giving rise to restless actions  X reckless / impulsive
4	32	quick-fix mentality	easy/ fast way of thinking
5	32	instant gratification	immediate satisfaction  X rewards
Note: To get content marks for points 3, 4, 5, content point 2 must be written because in the text, it states "These digital natives are interconnected and tend to divide attention across multiple platforms and channel, <u>prompting</u> impatient behaviours, quick-fix mentality, instant gratification."			
6	32-33	Their loyalty is likely to mirror this trend, (spreading thinly across brands)	Their loyalty reflects/ represents this tendency/ behaviour, spreading thinly (across brands) and can be simply exchanged.  fickle
7	33	easily switched	
8	41-42	They have elevated collaboration over competition	Instead of competing with one another, they seek to join forces/ work jointly with others
<b>Mentorship received</b>			
9	38-39	Communities within social media have become the go-to for Gen Z entrepreneurs to get their counsel and mentorship	Gen Z entrepreneurs turn to like-minded people on social media for advice/ guidance
10	40-41	they can swap ideas	they exchange opinions
11	41	seek more experienced members' opinions	consult the views of more knowledgeable members  professionals

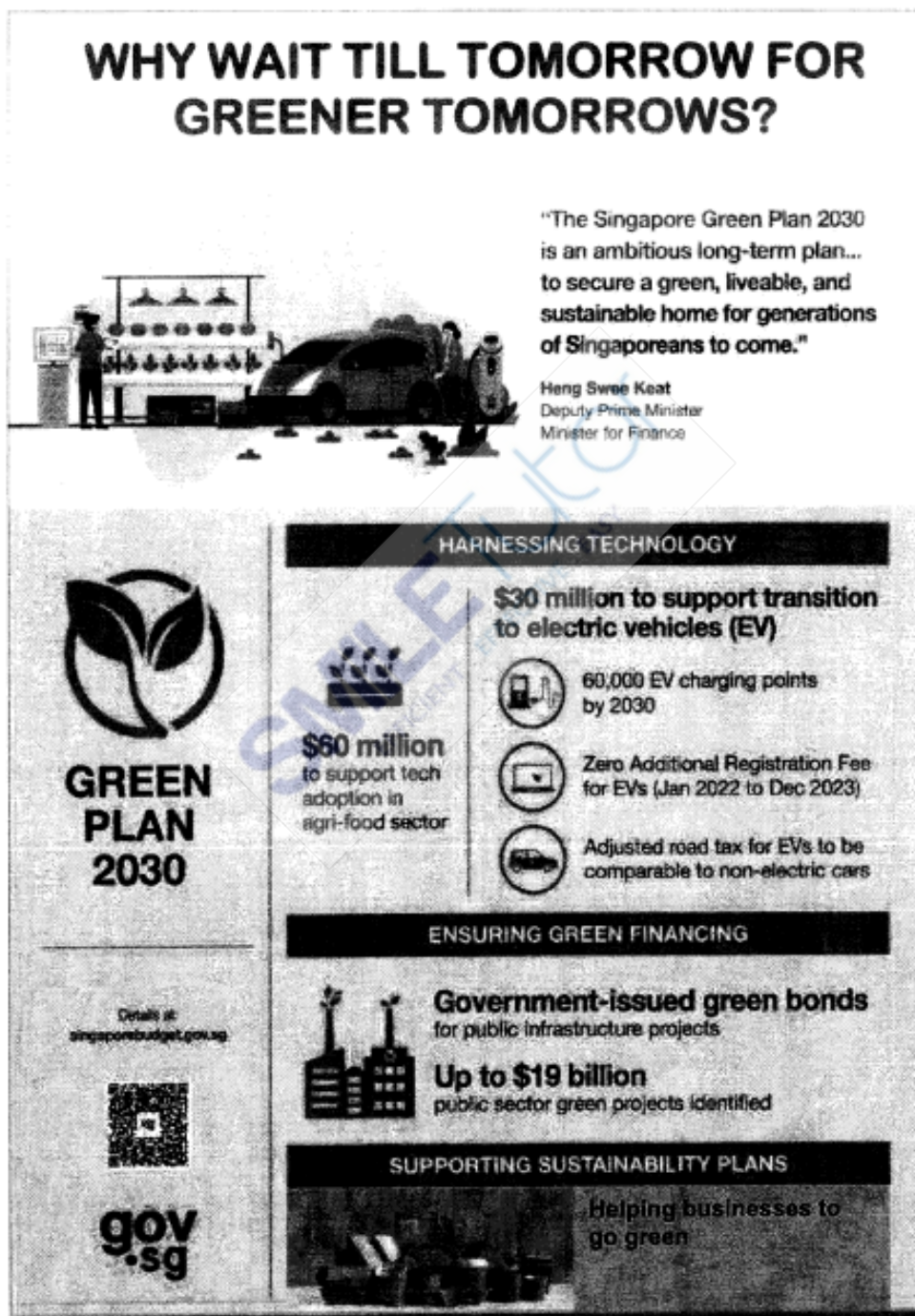


## MARIS STELLA HIGH SCHOOL PRELIM PAPER

### Section A [5 marks]

#### Text 1

Refer to the poster below, and answer Questions 1-4 in the Question Booklet.



**WHY WAIT TILL TOMORROW FOR GREENER TOMORROWS?**

"The Singapore Green Plan 2030 is an ambitious long-term plan... to secure a green, liveable, and sustainable home for generations of Singaporeans to come."

Heng Swee Keat  
Deputy Prime Minister  
Minister for Finance

**GREEN PLAN 2030**

Details at: [singaporebudget.gov.sg](https://singaporebudget.gov.sg)

**gov.sg**

**HARNESSING TECHNOLOGY**

**\$30 million to support transition to electric vehicles (EV)**

- 60,000 EV charging points by 2030
- Zero Additional Registration Fee for EVs (Jan 2022 to Dec 2023)
- Adjusted road tax for EVs to be comparable to non-electric cars

**\$60 million to support tech adoption in agri-food sector**

**ENSURING GREEN FINANCING**

**Government-issued green bonds for public infrastructure projects**

**Up to \$19 billion** public sector green projects identified

**SUPPORTING SUSTAINABILITY PLANS**

Helping businesses to go green



## Section B [20 marks]

### Text 2

The text below describes what happened when a boy and his father were on their way to the coast in post-apocalyptic America, which had been devastated by widespread fire. Read the text carefully and answer Questions 5-14 in the Question Booklet.

- 1 At the top of the hill they stood in the cold and the wind, catching their breath. He looked at the boy.  
  
"I'm alright," the boy assured.
- 2 The man put his hand on his shoulder and nodded toward the open country below them. He got the binoculars out of the car and glassed the plain down there where the shape of the burnt city stood in the greyness like a charcoal drawing sketched across the waste. Charred and limbless trunks of trees stretching away on every side. The river bed lay broken like a fallen plate. Some burned houses in the clearing left abandoned. Farther along were mangled billboards advertising motels. Everything as it once had been before was now faded and weathered. Nothing was the same anymore. A beautiful future was unimaginable.
- 3 Roused from his wakeful sleep the next morning, the man brought the boy and descended the hill. They passed through the city at noon that day. The man kept his pistol in his hand and the boy close to his side. The city was mostly burnt. No sign of life. Everything was covered in ash and dust. Fossil tracks in the dried sludge. A corpse in a doorway dried to leather. Grimacing at the sight, he pulled the boy closer.
- 4 All the day following they travelled through the drifting haze of wood smoke. The smoke was coming off the ground like mist and the thin black trees were burning on the slopes like flickering candles. Late in the day, they came to a place where the fire had crossed the road and the macadam<sup>1</sup> was still warm and soft. The hot black tar sucked stubbornly at their shoes as they stepped. Advancement would be futile. They would be delayed.  
  
"We'll have to wait," he said in frustration.
- 5 They backtracked and camped on the actual road and when they went on in the morning, the macadam had cooled. They came across a set of tracks cooked into the tar. They had appeared suddenly. He squatted and studied them. Someone had come out of the woods in the night and continued down the melted roadway.  
  
"Who is it?" asked the boy.  
  
"I don't know."
- 6 As they followed the tracks, they soon came upon a scruffy looking stranger shuffling unsteadily along the road, dragging one leg with difficulty and stopping from time to time to stand stooped and uncertain before setting off again. They paused.  
  
"What should we do, Papa?"
- 7 They followed the stranger for quite a distance but at his pace they were losing the day. All of a sudden there was a streak of bold light, and he slumped without a fight and sat heavily on the road. He did not get up again. He was as burnt-looking as the country, his clothes scorched and black. One of his eyes was seared shut and his hair was but a nitty

wig of ash upon his blackened skull. The boy hung to his father's coat. No one spoke. As they passed, they saw that his shoes were bound up with wire and coated with road tar, and he sat there in silence, bent over in his rags. The boy kept looking back.

"Papa, what's wrong with the man? Can we help him?" he whispered.

40

"No. We can't help him. He's been struck by lightning."

- 8 They went on. The boy was crying. He kept looking back. When they got to the bottom of the hill, the man stopped and looked back up the road. The burned man had fallen over, and at that distance you could not even tell what it was.

"I'm sorry, there's nothing to be done for him. We can't fix him. You know that, don't you?" 45

The boy stood looking down. He nodded his head. Then they went on, and he did not look back again.

*Adapted from The Road by Cormac McCarthy*

SMILE Tutor  
EFFICIENT · EFFECTIVE · EASY

### Section C [25 marks]

#### Text 3

The article below is about how working hard is now seen as a status symbol. Read it carefully and answer Questions 15 – 20 in the Question Booklet.

- 1 Almost 120 years ago, sociologist Thorstein Veblen coined the term "conspicuous consumption". He used it to refer to rich people flaunting their wealth through obvious wasteful spending. Why buy a thousand-dollar suit when a hundred-dollar one served the same function? The answer, Veblen said, was power. The rich asserted their dominance by showing how much money they could burn on things they did not need. However, the acquisition of insanely expensive items is not the only way that modern elites project power. More recently, another status symbol has emerged. Today, identifying oneself as a member of the ruling class does not just require conspicuous consumption. It requires conspicuous production. 5
- 2 If conspicuous consumption involves the worship of luxury, conspicuous production involves the worship of labour. It is not about how much you spend; it is about how hard you work. Nowhere is this more visible than among America's chief executive officers (CEOs). Today's top bosses are devoted work-worshippers, nearly to the point of perversity. Some begin their days at 3.45 am; others clock 100-hour weeks at work. These individuals are not working out of necessity. For them, work is about the public display of productivity as a symbol of power, as evidence to themselves and others that their wealth is well-deserved. 10 15
- 3 The irony is that gruelling work weeks are not exclusively an elite phenomenon. Far from it. Many of the less fortunate perform similar feats of productivity – a study by the Economic Policy Institute found that workers work significantly more hours than they did a few decades ago. The reason is simple: wages have barely changed since the 1970s, which means today's workers have to work harder to make ends meet. 20
- 4 Most people will never attain the heights of CEO-style hyper-work, but they can still obsess over the idea of productivity. One way is to turn your leisure into labour by "working on yourself". The most obvious example is exercise, which is now immensely popular among working professionals. Other than simply engaging in simple workouts like jogging around the neighbourhood, dedicated facilities like fitness studios and luxury gyms now cater to continued productivity beyond office hours. And they exist alongside a complementary ecosystem of organic food stores and juice bars, where one obtains the proper fuel to engage in such activities, further reinforced with a healthy daily diet. 25
- 5 The stated reason for all this is "health". In actual fact, the amount of time that many of the better-off spend exercising far exceeds what is required to be healthy. That's because the intricate demands of today's fitness and nutritional routines are not ultimately about well-being. They are designed to express socio-economic status. Today, you can typically estimate a person's level of income by their physique – their status is literally inscribed on the body. Attaining such a build isn't just about being thinner, but also being precisely muscled in all sorts of ways. These bodies embody levels of work beyond what is required, thus proving that one deserves to be rich. 30 35
- 6 But you do not have to be a CEO or an affluent professional to participate in conspicuous production. Technology has made it possible for everyone to see everything as an opportunity for productivity. You can measure your sleep and steps with a Fitbit, your wittiness with Twitter, and your popularity with Facebook. You can transform these measurements into data streams that can be monitored, analysed and optimised with the use of computer algorithms. You can turn your life into a factory – and not just metaphorically. In transferring your life online, you produce economic value for others. You might not get paid for the hours spent on these platforms, but they generate real revenue for the platforms' owners. 40 45

*Adapted from: <https://www.theguardian.com/technology/2017/apr/24/new-status-symbol-hard-work-spending-ceos>*

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about jellyfish. 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 2pm. ....at.....

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

Jellyfish are mostly free-swimming marine animals with umbrella-shaped  
bells and trailing tentacles, just a few are anchored to the seabed by stalks 1 .....  
rather than being mobile. The bells pulsate to providing propulsion for highly 2 .....  
efficient movement. The tentacles are arm with stinging cells and may be used 3 .....  
to capture prey and defence against predators. The stinging cells used by 4 .....  
jellyfish to subdue their prey can injure humans. Thousands of swimmers 5 .....  
are sting every year with effects ranging from mild discomfort and serious 6 .....  
injury to even death. The small box jellyfish are responsible for many 7 .....  
of this deaths. When conditions are favourable, jellyfish can form vast 8 .....  
swarm, which can be responsible for damaging fishing gear by filling fishing 9 .....  
nets and sometimes clog the cooling systems of power and desalination 10 .....  
plants which draw their water from the sea.



**Section A [5 marks]**

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

- 1 Refer to the heading at the top of the poster. How does the heading involve the reader?

.....

.....

.....[2]

- 2 Look at the text under **Harnessing Technology**. How is the government encouraging the agri-food industry to go green?

.....

.....[1]

- 3 The government encourages businesses to adopt green initiatives. Suggest how this is depicted by the photograph found under the text **Supporting Sustainability Plans**.

.....

.....[1]

- 4 What is **one** change that will be implemented to encourage more individuals to switch to electric cars?

.....

.....[1]





- 8 From Paragraph 3, how do we know that animals and people had lived in the city before the fire? State **two** pieces of evidence and explain.

(i).....

.....

(ii).....

..... [2]

- 9 Which **two separate words** in Paragraph 4 describe the situations when the land was ravaged by fire?

Situations	Word from the passage
(i) smoky and hazy atmosphere	
(ii) pointless	

[2]

- 10 We are told that 'The hot black tar sucked stubbornly at their shoes as they stepped.' (lines 20 – 21)

(i) Which phrase likens the tar to a person?

.....[1]

(ii) What does this suggest about the tar?

.....[1]

- 11 In Paragraph 5, find the evidence that suggests that the macadam had cooled. **Answer in your own words.**

.....[1]

- 12 What do the actions in this phrase 'shuffling unsteadily along the road, dragging one leg with difficulty and stopping from time to time to stand stooped...' (lines 29 – 31) suggest about the physical state of the stranger?

.....[1]

- 13 'All of a sudden there was a streak of bold light and he slumped without a fight and sat heavily on the road. He did not get up again.' (lines 34 – 35)

(i) Explain how the writer creates a contrast between these two sentences.

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

(ii) What is the effect of this contrast on the reader?

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

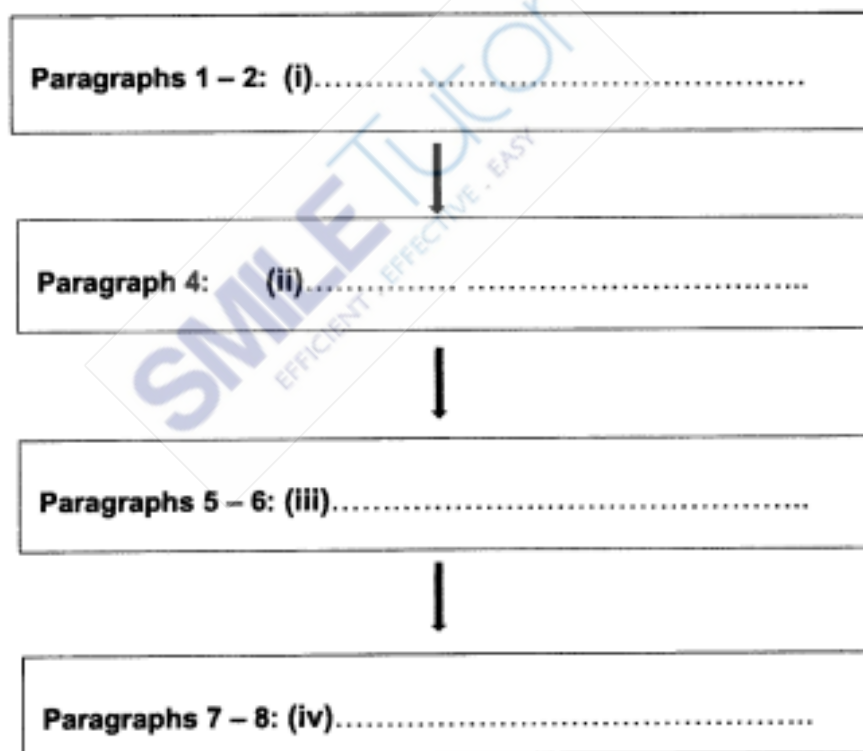


- 14** The structure of the text reflects the man's emotions to his situation at different stages of the narrative. Complete the flow chart by choosing one word from the box to summarise his dominant emotion at each stage. There are some extra words in the box you do not need to use.

**The man's dominant emotions**

annoyed	regretful
confused	curious
resigned	disappointed
hopeless	

**Flow chart**



[4]

### Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 15 – 20.

- 15 (a) The writer states that rich people were 'flaunting their wealth through obvious wasteful spending' (lines 2-3). What is the writer's attitude towards such people?

.....[1]

- (b) Identify a two-word phrase in Paragraph 1 that reinforces this attitude.

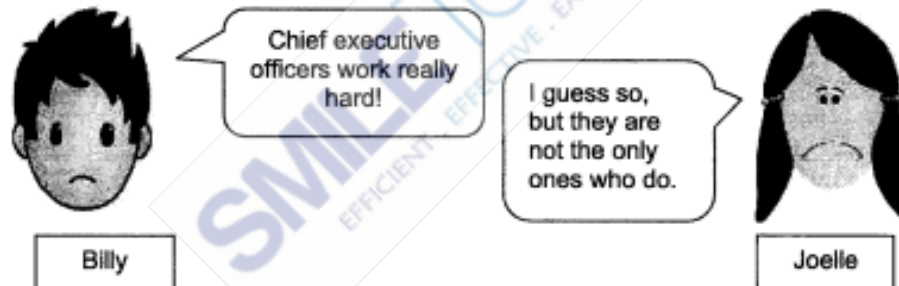
.....[1]

- 16 With reference to Paragraph 2, give two reasons why America's chief executive officers work long hours. **Answer in your own words.**

(i).....[1]

(ii).....[1]

- 17 Here is part of a conversation between two students, Billy and Joelle, who have read the article.



- (a) Identify **two** details from Paragraph 2 that Billy can give to support his view.

(i).....[1]

(ii).....[1]

- (b) Give a piece of evidence from paragraph 3 to support Joelle's view.

.....

.....[1]



- 18** In Paragraph 4, a 'complementary' (line 28) ecosystem of facilities is mentioned. Which other word in the paragraph supports this idea?

.....[1]

- 19** With reference to Paragraph 5, explain fully how a person's level of income is 'literally inscribed on the body' (lines 34-35).

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

- 20** **Using your own words as far as possible**, summarise the methods that people can use to pursue conspicuous productivity beyond their work hours.

**Use only information from Paragraphs 4 to 6.**

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).

*People can work on themselves during their personal time by .....*

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

## ANSWER SHEET

### Answers

Jellyfish are mostly free-swimming marine animals with umbrella-shaped	
bells and trailing tentacles, just a few are anchored to the seabed by stalks	1 although / though / but / while / and
rather than being mobile. The bells pulsate to providing propulsion for highly	2 provide (infinitive)
efficient movement. The tentacles are arm with stinging cells and may be used	3 armed (adj)
to capture prey and defence against predators. The stinging cells used by	4 defend (word form – n to v)
jellyfish to subdue their prey also harm humans. Thousands of swimmers	5 -
are <b>sting</b> every year, with effects ranging from mild discomfort and serious	6 stung (past participle)
injury to even death. The small box jellyfish are responsible for many	7 -
of <b>this</b> deaths. When conditions are favourable, jellyfish can form vast	8 these (demonstrative pronoun - plural)
<b>swarm</b> , which can be responsible for damaging fishing gear by filling fishing	9 swarms (collective noun – plural)
nets and sometimes <b>clog</b> the cooling systems of power and desalination	10 clogging (v con't)
plants which draw their water from the sea.	

**Note:**

1. - however is not accepted: however requires 2 commas
7. - jellyfish – used as plural throughout the passage
10. - refer to the tense use in general – “by filling fishing nets” / (by) “clogging the cooling systems”

## Green Plan 2030

1. Refer to the heading at the top of the poster. How does the heading involve the reader? [2]

### Type of Question: How Language Achieves Impact

It involves the reader through the use of a rhetorical question / question [1] + to make the reader feel the immediacy/urge to participate/join green efforts now/to start taking actions soon/right away/take part in the plan now.[1]

It involves the reader through repetition of "tomorrow" and "tomorrows" [1] to urge readers to not wait for the future/following day to start on green efforts/not delay further to start going green[1]/to reflect on current actions/stop procrastinating on green efforts.[1]

<b>Skill(s) needed:</b>	<ul style="list-style-type: none"> <li>Both technique &amp; accurate effect must be clearly indicated to get 2 marks</li> <li>Students will need to identify the technique in the question—either the use of a rhetorical question/question/repetition</li> <li>Students also need to identify the effect on the reader, which leads to a change in action or reflection about what they need to change.</li> </ul>
<b>Not acceptable:</b>	<ul style="list-style-type: none"> <li>The heading asks the question "Why wait till tomorrow for greener tomorrows?" This makes the reader ponder about the question and why they are not doing anything for a greener tomorrow, thus involving the reader (effect is vague "not doing anything", poor link to overall message of starting green efforts now)</li> <li>It involves the reader through the use of bold/capitalized font / to get the reader to read on further. (effect is too general and does not relate to context of addressing the issue now)</li> <li>The use of capitalised / bold font catches/draws the reader's attention to the message of going green / makes reader feel the importance of the message. (no clear action elicited from reader)</li> <li>It involves the reader to get a headstart on sustainable and green living. (wrong expression: headstart does not convey the meaning of urgency/starting soon, rather it means an advantage over others at the beginning)</li> <li>It attracts the reader's attention with a play on words by having "tomorrow" rhyme with "tomorrows". (no clear effect)</li> <li>It involves the reader through the repetition of "tomorrow" and "tomorrows" which makes the heading easier to remember/reinforces the main message of going green. (no clear action elicited from reader)</li> <li>It uses a rhetorical question to make the reader think of why are they waiting for tomorrow to go green. (1m for technique, no mark for unclear explanation that repeats the heading)</li> </ul>
<b>Accepted</b>	<ul style="list-style-type: none"> <li>It involves the reader by asking a question, making him feel the need to go green now</li> <li>The heading involves the reader to go green soon and not wait for the future, which can be indicated by the question posed to the reader.</li> </ul>

2. Look at the text under **Harnessing Technology**. How is the government encouraging the agri-food industry to go green?  
 [1]

**Type of Question: Literal Question**

The government is providing funding/financial aid/up to 60 million dollars to support technology adoption in the agri-food sector.

<b>Skill(s) needed:</b>	<ul style="list-style-type: none"> <li>Scanning of relevant detail from the text</li> </ul>
<b>Not acceptable:</b>	<ul style="list-style-type: none"> <li>The government is offering <u>money</u> to support the agri-food industry to adopt technology. (<b>wrong term 'money' used</b>)</li> </ul>
<b>Accepted</b>	<ul style="list-style-type: none"> <li>There is a 60 million fund to help support companies to adopt technology in the agri-food sector.</li> </ul>

3. The government encourages businesses to adopt green initiatives. Suggest how this is depicted by the photograph found under the text **Supporting Sustainability Plans**. [1]

**Type of Question: Relationship between Image-Text**

The photograph shows various eco-friendly/environmentally-friendly /recyclable/biodegradable/paper-based products/packaging that businesses can adopt/develop/switch over to.

**OR**

The government is encouraging businesses to switch to the use of more environmentally friendly products /recyclables/paper-based/biodegradable products as shown in the picture.

**OR**

The photograph shows the use of one-time disposables which the government is encouraging businesses to reduce/ stop usage of.

<b>Skill(s) needed:</b>	<ul style="list-style-type: none"> <li>Students are required to identify the meaning conveyed by the image and the overall message of the poster and link it to an action proposed by the government.</li> <li>Answer should not just describe what is shown in the photograph, but also be worded to include an action/initiative (how) by the government or businesses.</li> </ul>
-------------------------	--

<b>Not acceptable:</b>	<ul style="list-style-type: none"> <li>Government encourages business to sell items that are reusable to carry out supporting sustainability plan (<b>Idea of 'sell' is inaccurate here</b>)</li> <li>Businesses should <u>change</u> the material being used (<b>switch to other materials rather than change the material used</b>)</li> <li>All the containers, cups and packet holders used in shops are being depicted and made with recycled materials, hence the adoption of green initiatives (<b>no action described here</b>)</li> <li>The photograph depicts paper-based products, hence the government will provide these products to businesses (<b>wrong link to message</b>)</li> <li>The photograph shows many reusable items like reusable bags, thus this encourages businesses to reuse their industry materials as much as they can, reducing waste. (<b>expression of 'industry materials' is unclear</b>)</li> <li>It is depicted as business providing disposables made out of recyclable materials such as paper (<b>incomplete answer, did not answer to the question on what government did</b>)</li> <li>All the containers, cups and packaging used in shops are being depicted and made with recycled materials, hence the adoption of green initiatives. (<b>incomplete answer, subject of businesses/government is missing</b>)</li> </ul>
<b>Accepted</b>	<ul style="list-style-type: none"> <li>This is to show that businesses are encouraged to use more of paper products which can be recycled instead of plastic products.</li> <li>The photograph shows many disposable materials, suggesting that the government is encouraging businesses to reduce the use of disposables.</li> </ul>

4. What is **one** change that will be implemented to encourage more individuals to switch to electric cars?

Any of the following that explains what the change is:

- More/Increase In electric vehicle charging points
- Zero additional registration fee for electric vehicles
- Adjusted/lower road tax for EVs to be comparable to non-electric cars

<b>Skill(s) needed:</b>	<ul style="list-style-type: none"> <li>Scanning of relevant detail from the text</li> </ul>
<b>Not acceptable:</b>	<ul style="list-style-type: none"> <li>Individuals are encouraged to switch to electric cars with adjusted road tax (incomplete answer as the idea of 'comparable to non-electric cars' is missing)</li> </ul>

<b>Accepted</b>	
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**PAPER 2**  
**SECTION A – VISUAL TEXT COMPREHENSION**

**General Observations**

- Some candidates were not able to fulfill the question requirements for the 1st question (i.e., How Language Achieves Impact).
- Majority of them were able to cope with the Image-Text connection question, as well as the direct questions that simply required lifting from the visual text.

**Question 1**

For this question of impact on reader, some candidates were able to describe the effect on the reader through an immediacy/urgency effect in their call to action, but omitted the technique. Some candidates gave an unclear or vague effect or simply repeated the phrase from the heading "asked to not wait till tomorrow" or "makes the reader ponder about the question", of which no mark was awarded. Fewer candidates mentioned the technique of repetition in their responses.

**Question 2**

The majority of the candidates were able to pick the correct initiative provided by the government to support adoption in the agri-food industry.

**Question 3**

Most candidates were able to describe the photograph as well as link it to an appropriate action by the government. Candidates who did not score the mark merely described the photograph without describing an action/initiative by the government, hence they did not answer the question. These candidates may not have read the question carefully and understood the question requirement – 'on how the government encouraged businesses to go green'. Some candidates worded their answer in such a way to describe what businesses did rather than phrase it as what the government did to encourage/support the initiative.

**Question 4**

The majority of students were able to do this question, which was arguably the easiest question out of the 4. However, there were some students who gave incomplete answers for point 3 on adjusted road tax as it is insufficient to mention 'adjusted road tax' without the idea of 'comparable to non-electric cars' to make it attractive for car-owners to switch over.

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-14.

- 5 At the beginning of this text there is a description on the burnt landscape of the city. Explain how the language used in Paragraph 2 emphasises the **devastation caused by the fire**.

Support your ideas with **three** details from Paragraph 2.

.....

.....

.....

.....

.....

..... [3]

(i) "the burnt city stood in the greyness" like a charcoal drawing **sketched across the waste** shows that the fire caused the whole city to be **ruined** AND **shrouded / covered in dust** and/or **ash** [1]

Other answers: **the city had been reduced to soot** (has the idea of both 'ruined and covered in ash')

**The city was charred by the fire** so everything looked darkened.

X the city was burnt to a crisp (cannot use 'burnt' as part of the explanation. It is in the sentence "the burnt city stood in the greyness like a charcoal drawing sketched across the waste.")

(ii) **charred and limbless** trunks of trees **stretching away on every side** emphasises that the city was **filled with trees** where their leaves and **branches were incinerated**, leaving only the trunks remained [1].

Other answers: **Branches** of **ALL the trees** had been **incinerated**, leaving only the **trunks**. (has the idea of 'filled with')

X branches of the trees were burned leaving the trucks on BOTH sides of the road (this is not what the passage described)

(iii) "the river bed lay **broken** like a fallen plate" emphasises that due to the severe fire, the river bed had **cracked** as the river had dried up completely [1].

X broke into pieces (cannot use 'broke' as it is part of the quote)

- 6 Paragraph 3 begins with, 'Roused from his wakeful sleep...'  
What is (i) unusual and (ii) effective about the phrase 'wakeful sleep'?

(i) it is unusual because .....

.....

.....

..... [1]

(ii) it is effective because .....  
.....  
.....[1]

(i) it is unusual because wakeful means **unable to nap well / unable to fall asleep** while **sleep means to nap / slumber / at restful stage**. These two words are **opposite / contradicting** in meaning yet they are **placed side by / used together** [1].

Penalty words: Wakeful, awake, wake, sleep, asleep

(ii) it is effective because it shows that the man was **unable to have a restful sleep** / his sleep was **disturbed** / Though he was sleeping, he was **unable to really rest well** / Though he was sleeping, **his quality of the sleep was very poor** / He was unable to fall into **deep sleep**. [1].

X he was restless / uneasy (not the same meaning as not being able to rest)

X woke up a lot of times in his sleep (no evidence to suggest that)

X did not get any sleep (factually wrong)

X unable to sleep ('well' is missing)

X he was alert / vigilant (he was actually sleeping so how can he still be alert?)

X did not sleep much (this is quantity, not quality)

X the sleep was uncomfortable (inapt vocab)

X difficulty falling asleep (not the same idea of not sleeping well)

7 In Paragraph 3, what **two** things did the man do to show that he was vigilant?

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

The man kept his **pistol** in his hand and the **boy** close to his side [1].

Need both actions to get one mark.

8 From Paragraph 3, how do we know that animals and people had lived in the city before the fire? State **two** pieces of evidence and explain.

(i).....  
.....  
.....

(ii).....  
..... [2]

There are '**fossil tracks** in the dried sludge'. Fossils are **dead animals' remains embedded in rocks** and this implies that **animals actually lived in the city before the fire killed them**. [1]

There is a 'corpse in the doorway'. A corpse is a **dead person or animal** and this implies that **people or animals actually lived in the city before they were killed by the fire**. [1]

Which **two separate words** in Paragraph 4 describe the situations when the land was ravaged by fire?

9

Situations	Word from the passage
(i) smoky and hazy atmosphere	mist [1] X haze
(ii) pointless	futile [1]

[2]

- 10 We are told that 'The hot black tar sucked stubbornly at their shoes as they stepped.' (lines 20 – 21)

(i) Which phrase likens the tar to a person?

'sucked stubbornly (at their shoes)' [1]

X 'the hot black tar sucked stubbornly' (excess denied / this is not a phrase)

X 'sucked' (this is not a phrase)

.....[1]

(ii) What does this suggest about the tar? (question is asking about the quality of the tar, not what the tar is doing.)

It suggests that the tar is **very sticky**. [1]

.....[1]

Must consider the intensity as reflected by 'stubbornly' so 'very' must be part of the answer.

X not let go easily (vague, cannot use personification as answer)

- 11 In Paragraph 5, find the evidence that suggests that the macadam had cooled. **Answer in your own words.**

A set of **footprints** [tracks] was **hardened / solidified / dried up** [cooked] and imprinted onto the tar. [1]

Penalty words: tracks, cooked.

X footprints on the tar (missing the idea of hardened and imprinted)

.....[1]

- 12 What do the actions in this phrase 'shuffling unsteadily along the road, dragging one leg with difficulty and stopping from time to time to stand stooped...' (lines 29 – 31) suggest about the physical state of the stranger?

It suggests that the stranger was **injured** (and tired) [1].

.....[1]

X weak (why? too vague)

13 X about to die (no info on that)

'All of a sudden there was a streak of bold light and he slumped without a fight and sat heavily on the road. He did not get up again.' (lines 34 – 35)

(i) Explain how the writer creates a contrast between these two sentences.

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

The writer used a **long descriptive sentence** followed by a **short statement of fact** to show the contrast between the two sentences. [1]

(ii) What is the effect of this contrast on the reader?

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

The effect is to create a sense of **suspense / tension** for the readers to speculate on what had happened.

**OR**

The effect is to create a **sense of shock / abruptness** to emphasise how sudden and unexpected the lightning strike was [1]

X wonderment (positively connotated)

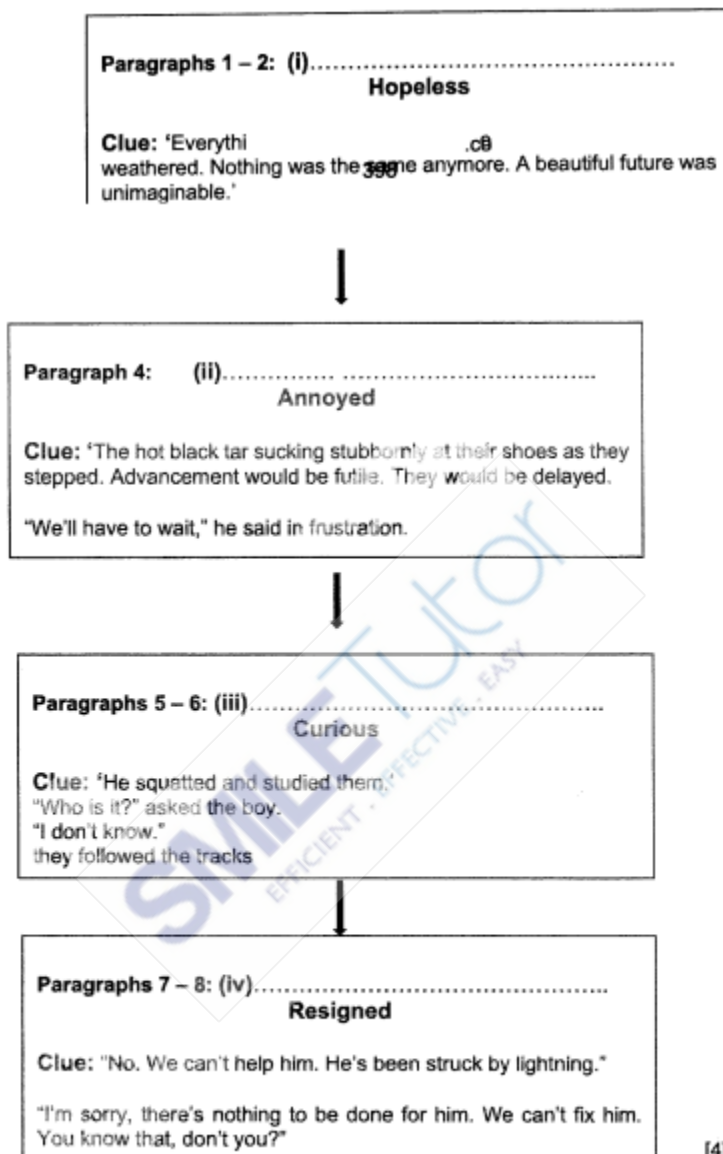
14 The structure of the text reflects the man's emotions to his situation at different stages of the narrative. Complete the flow chart by choosing one word from the box to summarise his dominant emotion at each stage. There are some extra words in the box you do not need to use.

**The man's dominant emotions**

annoyed	regretful
confused	curious
resigned	disappointed



### Flow chart



[4]

Refer to Text 3 on page 5 of the Insert for Questions 15–20.

- 15 (a) The writer states that rich people were 'flaunting their wealth through obvious wasteful spending' (lines 2-3). What is the writer's attitude towards such people?

**Disapproval [1m]**

<b>Other acceptable answers:</b>	Disgust, annoyance, irritation, disbelief, critical, scorn, disdain
<b>Skill(s) needed:</b>	(ref: 2017 Q14) Infer writer's attitude based on word choice.
<b>Not accepted:</b>	sarcastic, mocking, spiteful, disappointed, confused frustrated (implies narrator is upset that he is unable to do anything about it) Dislikes, distaste (too vague)

- (b) Identify a two-word phrase in Paragraph 1 that reinforces this attitude.

**'insanely expensive' [1m]**

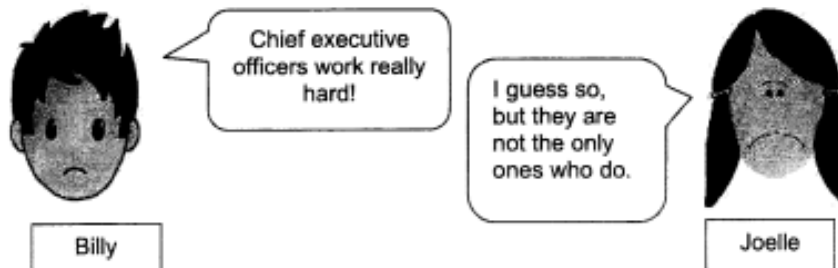
<b>Other acceptable answers:</b>	
<b>Skill(s) needed:</b>	(ref: 2017 Q14) Identify similar word choice from rest of para 1.
<b>Not accepted:</b>	burn on obvious wasteful / wasteful spending (this is already given in the initial quote. <b>Reinforcement</b> refers to additional support for the idea.)

- 16 With reference to Paragraph 2, give two reasons why America's chief executive officers work long hours. Answer in your own words.

- (i) **Show everyone / mass exhibition of their status/dominance [1m]**  
 (from text: public display of productivity as a symbol of power)
- (ii) **Prove that they are entitled to be rich [1m]**  
 (from text: as evidence to themselves and others that their wealth is well-deserved)

<b>Other acceptable answers:</b>	i) outward show / show off / project, strength/superiority ii) justify/worthy, money/fortune/affluence
<b>Skill(s) needed:</b>	(ref: 2020 Q15, 2016 Q 18) To identify two reasons from paragraph 3 and paraphrase them accurately.
<b>Not accepted:</b>	Penalty words: Public, display, power, evidence, wealth, deserved i) influence (too weak for 'power') ii) show (not sufficient for 'evidence') ii) specifying themselves or others <b>only</b> (changed meaning) ii) success (inaccurate paraphrase of 'wealth', which is far more specific)

17 Here is part of a conversation between two students, Billy and Joelle, who have read the article.



(a) Identify **two** details from Paragraph 2 that Billy can give to support his view.

- (i) **Some begin their days at 3.45 am [1m]**
- (ii) **Others clock 100-hour weeks at work [1m]**

<b>Other acceptable answers:</b>	Acceptable paraphrases, e.g.: <ul style="list-style-type: none"> <li>• start working <u>very early</u></li> <li>• work <u>very long hours</u></li> </ul>
----------------------------------	--

<b>Skill(s) needed:</b>	Provide and interpret evidence to support understanding by identifying the correct answer from para 2.
<b>Not accepted:</b>	are devoted work-worshippers ( <i>restatement of opinion, not supporting detail</i> )  not working out of necessity, symbol of power, wealth is well-deserved ( <i>reason for work, not supporting detail of hard work</i> )

(b) Give a piece of evidence from paragraph 3 to support Joelle's view.

**Many of the less fortunate perform similar feats of productivity / Workers work significantly more hours than they did a few decades ago [1m]**

<b>Other acceptable answers:</b>	
----------------------------------	--

<b>Skill(s) needed:</b>	Provide and interpret evidence to support understanding by identifying the correct answer from para 3.
<b>Not accepted:</b>	wages have barely changed since the 1970s, which means today's workers have to work harder to make ends meet ( <i>explanation, not evidence</i> )  gruelling work weeks are not exclusively an elite phenomenon ( <i>statement, not evidence</i> )

18 In Paragraph 4, a 'complementary' (line 28) ecosystem of facilities is mentioned. Which other word in the paragraph supports this idea?

reinforced [1m]

<b>Other acceptable answers:</b>	
----------------------------------	--

<b>Skill(s) needed:</b>	(ref: 2019 Q17) Understand the word quoted in the question and identify another word in the paragraph that conveys a similar idea.  <i>Complementary: combining in such a way as to enhance or emphasise the qualities of each other or another.</i>
<b>Not accepted:</b>	alongside – has the idea of coexisting, but not mutual enhancement.

- 19 With reference to Paragraph 5, explain fully how a person's level of income is 'literally inscribed on the body' (lines 34-35).

**Richer bodies are thinner and precisely muscled. [1m]**

**proving that people are able to put in unnecessary effort / do more than is required into maintaining them (and thus participate in conspicuous production) [1m]**

<b>Other acceptable answers:</b>	(Second point can be directly from the text) embody levels of work beyond what is required...
----------------------------------	--

<b>Skill(s) needed:</b>	(ref: 2020 Q5, but expanded into 'explain fully') To understand para 5 and identify explanations for how wealth can be physically embodied. Explain fully -> To identify both observable traits, as well as the underlying significance.
<b>Not accepted:</b>	Attaining such a build isn't just about being thinner, but also being precisely muscled in all sorts of ways ( <i>not addressing the question – 'such a build' reference unclear</i> ) proving that one deserves to be rich ( <i>does not explain embodiment of wealth</i> ) can afford nutritious food / gym memberships ( <i>not from paragraph 5</i> )

- 20 **Using your own words as far as possible**, summarise the methods that people can use to pursue conspicuous productivity beyond their work hours.

**Use only information from Paragraphs 4 to 6.**

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).

*People can work on themselves during their personal time by.....*

No	Original from passage	Rephrased	W.C
1	engaging in <u>simple workouts</u> like jogging around the neighbourhood ( <i>lines 25-26</i> )	taking part in <u>straightforward</u> forms of <u>exercise</u> .	7



		(rejected: "instead of simple workouts" - need to express as a method that people can use to be awarded.)  (note: Focus on the point, not the example.)	
2	<u>dedicated facilities</u> like fitness studios and luxury gyms now cater to continued productivity beyond office hours (lines 26-27)	They can also make use of <u>specialised exercise venues</u> . (note: idea of exercise required. Focus on the point, not the examples.)	9
3	complementary ecosystem of <u>organic food stores and juice bars</u> , where one obtains the proper fuel to engage in such activities (lines 27-29)	This can be accompanied by <u>buying nourishing (pesticide-free/chemical-free) food and beverages</u> .	10
4	further reinforced with a <u>healthy daily diet</u> . (line 29)	and <u>regularly</u> eating nutritious food.	5
5	the <u>amount of time</u> that many of the better-off spend exercising <u>far exceeds what is required</u> to be healthy (lines 30-31)  OR  embody levels of <u>work beyond what is required</u> (line 36)	They can spend <u>excessive amounts of time/effort</u> exercising.	8
6	Attaining such a build isn't just about being thinner, but also being <u>precisely muscled</u> in all sorts of ways. (lines 35-36)	which will result in a <u>slimmer</u> and <u>heavily toned</u> body.	10
7	You can <u>measure your sleep and steps</u> with a Fitbit, (line 39)	They can also <u>measure their activity</u> . (note: requires reference to measurement using tech tools)	4
8	your <u>wittiness</u> with Twitter, and your <u>popularity</u> with Facebook. (lines 39-40)	and how <u>humorous</u> and <u>well-liked</u> they are using technological tools / social media, (note: requires reference to measurement using tech tools)	10
9	You can transform these measurements into data streams that can be <u>monitored, analysed and optimised with the use of computer algorithms</u> . (lines 42-43)	which can be converted to data to be <u>processed by computer algorithms</u> .	12
10	You can turn your life into a factory – and not just metaphorically. In transferring your life online, you <u>produce economic value for others</u> . You might not get paid for the hours spent on these platforms, but they generate real revenue for those platforms' owners. (lines 42-44)	This ends up <u>generating profits</u> for the owner of online platforms (which is yet another form of being productive.)	11

People can work on themselves during their personal time by taking part in straightforward forms of exercise. They can also make use of specialised exercise venues. This can be accompanied by buying nourishing food and beverages, and regularly eating nutritious food. They can spend excessive amounts of time exercising, which will result in a slimmer and heavily toned body. They can also measure their activity, and how humorous and well-liked they are using technological tools, which can be converted to data to be processed by computer algorithms.

[77 words for first 10 points]



## **NORTH VISTA SECONDARY SCHOOL PRELIM PAPER**

### **Section A [10 marks]**

#### **Question 1**

Carefully read the text below, consisting of 12 lines, about research findings on brain health. 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 the 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 2pm.

at

My mother always wears sensible clothes.

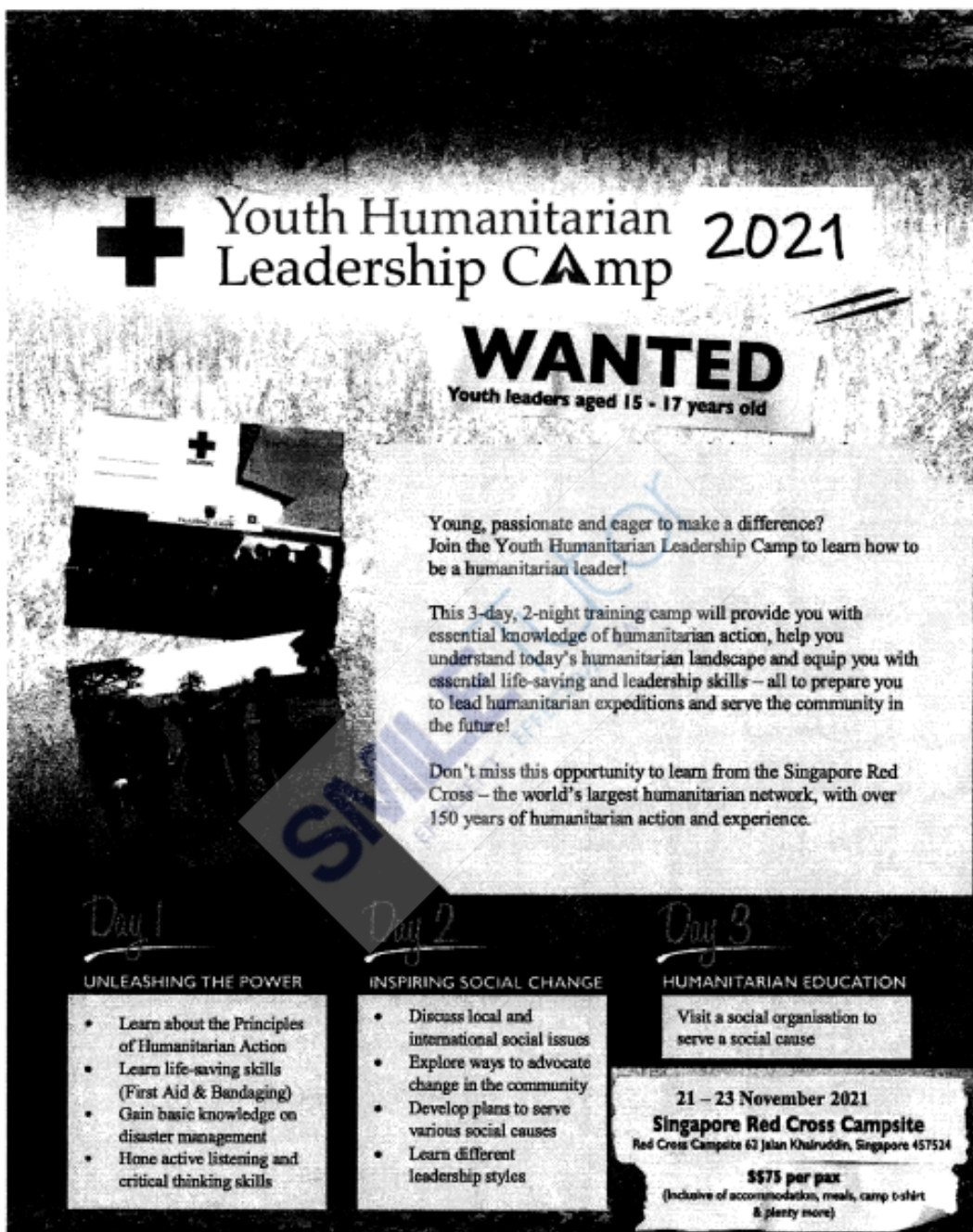
✓

Exercise can freshen and renovate the white matter in our brains, potentially improving their ability to think and remember as we age, according to a new 1 ..... study on brain health. It show that our brain remodels itself when people 2 ..... become more physically active. In those which remain sedentary, on the other 3 ..... hand, it tends to fray and shrink. The findings underscored the dynamism of 4 ..... our brains and how they constantly transform themselves in response to how 5 ..... we live and move. An idea that adult brains can be malleable is a fairly recent 6 ..... finding, in scientific terms. Since the late 1990s, most researchers believed 7 ..... human brains were physically fixing and inflexible after early childhood. We 8 ..... were born, it was thought, with most of the brain cells we would ever have. For 9 ..... this scenario, the structure and function of our brains would only decline with 10 ..... age. But science advanced, thankfully, and revised that gloomy forecast.

*Adapted from <https://cnalifestyle.channelnewsasia.com/wellness/how-walking-can-build-up-the-brain-15222638>*

## Section B

Read the printout of a poster below and use the information to answer the question on page 2 of the Question Booklet for Section B.



# Youth Humanitarian Leadership Camp 2021

## WANTED

Youth leaders aged 15 - 17 years old

Young, passionate and eager to make a difference?  
Join the Youth Humanitarian Leadership Camp to learn how to be a humanitarian leader!

This 3-day, 2-night training camp will provide you with essential knowledge of humanitarian action, help you understand today's humanitarian landscape and equip you with essential life-saving and leadership skills – all to prepare you to lead humanitarian expeditions and serve the community in the future!

Don't miss this opportunity to learn from the Singapore Red Cross – the world's largest humanitarian network, with over 150 years of humanitarian action and experience.

### Day 1

#### UNLEASHING THE POWER

- Learn about the Principles of Humanitarian Action
- Learn life-saving skills (First Aid & Bandaging)
- Gain basic knowledge on disaster management
- Hone active listening and critical thinking skills

### Day 2

#### INSPIRING SOCIAL CHANGE

- Discuss local and international social issues
- Explore ways to advocate change in the community
- Develop plans to serve various social causes
- Learn different leadership styles

### Day 3

#### HUMANITARIAN EDUCATION

- Visit a social organisation to serve a social cause

**21 – 23 November 2021**  
**Singapore Red Cross Campsite**  
 Red Cross Campsite 63 Jalan Khalid, Singapore 457524

**\$575 per pax**  
 (Inclusive of accommodation, meals, camp t-shirt & plenty more)

Sign Up Here!

Please visit [redcross.sg](http://redcross.sg) or call 6664 0500 for more info.



**Section B [30 marks]**

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

**Question 2**

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

Your school is planning to embark on humanitarian expeditions to help communities in need and is hoping to recruit students to lead these expeditions. Your school has received information on an upcoming camp organised by the Singapore Red Cross to train students to become youth humanitarian leaders and lead humanitarian expeditions. As a student writer of the school newsletter, you have been asked to write an article to invite students in your school to participate in this camp. This article will be published in the upcoming issue of the school newsletter.

Your article for the newsletter must include the following content:

- a title to attract readers' attention
- why students should participate in the camp
- what students will learn at the camp
- how the camp will benefit students in the future

You may add any other details you think will be helpful.

Write your article in clear, accurate English and in an inviting and persuasive tone, to attract students to sign up for the camp.

You should use your own words as much as possible.

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**Section C [30 marks]**

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

**Questions 3-6**

- 3 'It is important in life to work towards being the best version of ourselves.' What are some ways in which you think you can reach your fullest potential?
- 4 With the advent of the internet, people have been spoilt for choice. Do you think there have been any situations in which this has been beneficial to you?
- 5 'It is impossible to foster strong community spirit in modern times.' Discuss.
- 6 Describe the impact that a place or object has on you and explain its significance.

Planning/ Idea generation





## Section A

### Text 1

Study the webpage below and answer Questions 1-4 in the Question Paper for Section A



### About the Plant-A-Tree Programme

Caring for the environment is the social responsibility of every individual. The **Plant-A-Tree Programme** is a platform for organisations and individuals to actively participate in the greening of our **City in Nature**. Every tree planted will also contribute to the **OneMillionTrees** movement over the next 10 years. This aims to restore nature back to our city and redouble our efforts to green our urban infrastructure on an unprecedented scale.

### Why plant trees?

Aren't there already enough trees in Singapore? Definitely not! Trees are like any other living organism, which will grow old and become weak. Hence, in order to sustain our lush greenery, we need to constantly plant new trees. This programme aims to give you a chance to donate to the cost of a young tree and plant it yourself, providing a special connection with Nature.



### Why is this important?

We all work hard for the financial security of our families and to achieve a comfortable lifestyle. How about securing the future of our environment for the generations to come? The Plant-A-Tree Programme is your 'green investment' for the future.

### What is in it for the community?

Studies have shown that when people are surrounded by greenery, they are measurably healthier and build better family relationships. Visual exposure to trees is also known to reduce stress levels in our fast-paced world.





## Section B

### Text 2

The text below is about a bond trader's lifestyle. Read it carefully and answer Questions 5-13 in the Question Booklet for Section B.

- 1 The offices of Sloane Brothers were housed in the top seven floors of an undistinguished international-style skyscraper on Broadway, near St. Paul's Chapel. The trading floor took up the entire expanse of the highest floor, which was another reason why Mark did not mind coming to work a little early. At that time of day, the vast space was deserted, the only sound was the hum of florescent lights and the occasional whine of a police siren could be heard bleeding through glass. Telephone receivers slept in their cradles like smug black cats, their skins sleek with the oil of absent hands. 5
- 2 The night cleaning crew barely went near the desks; they did not want to misplace a memo, or hit the wrong switch. They would, however, vacuum the carpet to a suede-like smoothness. Mark took his shoes off and walked to the massive Chicago windows, leaning a shoulder against the cold pane as he sipped the black coffee he'd bought down the street at Grace Deli. The beverage was so hot it reddened his fingers through the nested layers of styrofoam. 10
- 3 Looking uptown, he could see the Empire State, which at dawn resembled a giant syringe injecting light into the brightening sky. Closer to him, just across the street, was the Woolworth, the original "cathedral of commerce", with the intricacy of its neo-gothic façade emphasised by the blunt shafts of the World Trade Centre rising behind it. And Mark could see all those minute figures, all in black, that hurried out of the ground, along the streets and into these buildings. Streams of people became stacks of people who became a buzz of voices that would pour through phone lines, lines that connected the skyscrapers of this city, and of cities all over the world, in an invisible yet all-enveloping web. 15 20
- 4 It was amazing how much business was done, with millions of revenue generated, merely with a voice coming out of a black plastic receiver. He forced himself to wonder what these voices were doing now, if they drank their coffee black or with milk, if they ate breakfast at home or in the office, or at all. In this way he tried to see them as actual human beings. He never succeeded, though. He never managed to convince himself that out there, someone else was looking out the window, as they stood half a block apart. 25
- 5 His desk was in the middle of the trading floor, a desk in an ocean of desks, rows of faux wood surfaces that peeled at the edges. On the desk, rising from the anonymous debris of post-it notes and printouts, were two phones with multiple lines, a computer and a machine. This was all the equipment he required to do his job, which was trading bonds. 30
- 6 The bond market did not exist as a physical entity, unlike the stock market. The New York Stock Exchange, located just a few blocks down the street, opened with the rigid ringing of a bell at 9.30a.m., and closed with another clang at 4p.m. In between the ringing of the two bells, many traders were present bodily within the dense 36,000 square feet of the Exchange, running from trading post to trading post as they desperately haggled over various stocks, with buyers and sellers steeped in the heat 35 40

and the smell of each other's bodies.

- 7 The bond market did not cling to the notions of place that the stock market did. The bond market did not spring into existence at the clang of the bell, and it certainly did not shut down at the tinkle of another. The bond market did not exist in any physical shape or form at which a tourist could point and go, "I need a picture in front of that." 45  
Instead, in order to trade bonds, all you needed was yourself at your desk, and a warm body somewhere else, anywhere else. All that mattered was whether this person had bonds you wanted, or wanted bonds to trade. There was no fixed time you had to make money. Indeed, for much of the year Mark lived in a sunless world, entering the building before sunrise, leaving after sunset. 50

*Adapted from: The Trader by Stephanie Ye*



## Section C

### Text 3

The text below is about how whales gather. Read it carefully and answer Questions 14-20 in the Question Booklet for Section C.

- 1 The shimmering glare of reflected tropical light was overwhelming. I squinted and rubbed my eyes, as a haze of brine blurred my vision. When a faint puff of condensation shot into the air on the horizon, I thought it was a mirage, an artifact of fatigue and my compromised senses. But when I saw a second, I knew there was only one thing it could be – the exhalation of a surfacing whale. Excitedly, I counted a third, then a fourth, a dozen... no, hundreds! That's how I came to witness a phenomenon few have ever seen before. Skimming over the waves, I stopped the boat a short distance from where I had seen the whales' last blow and slipped quietly into the sea. 5
- 2 As my eyes took in this secret spectacle, my ears were assaulted by a cacophony of excited whale chatter. Creaking and crackling, clicks, buzzes, and pops permeated the water as the whales pinged one another with sound. Moving together in groups several dozen strong, the whales occasionally descended to deeper water, but largely stayed near the surface, giving me a privileged view. 10
- 3 Humans have had a long and checkered history with whales, in which we feared, hunted and killed them. Today, although widespread hunting is no longer an issue, whales still face an alarming litany of threats including ship strikes which cause terminal injuries. Ingested plastics block their guts, causing them to starve with full stomachs. Earlier this year, when thirteen whales beached themselves in Germany, researchers found plastic garbage in the stomachs of four of the dead whales. Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects. 15  
20
- 4 It is only relatively recently that we have taken the time to try to get to know them. Whales are mammals and live in almost every major ocean, including tropical and temperate waters, foraging constantly. But the ocean is a big place, and much of it is a nutritional desert, so they are most often found where there is abundant prey. They dine primarily on squid, although they have been known to eat fish and octopuses. 25
- 5 Whale society is structured along matrilineal lines, with adult females and their offspring forming the basis of a social unit. Such units typically comprise a dozen or more individuals, though average numbers and unit structures vary across ocean basins. Female offspring generally stay with their social units, while males leave as they mature, striking out to form loose groups with other young males. Together, they seek out prey in the nutrient-rich waters of higher latitudes. 30
- 6 Recent research suggests that whales organise their societies and keep tabs on one another using a set of unique sounds that are distinct from those used by other units. The units with similar sounds form larger groups of whales comprising many thousands of individuals scattered across vast regions of ocean, which socialise from time to time. As a result, they maintain a sense of extended group identity through the recognition of similar sounds. 35

- 7 In light of these insights around communication and social structure, the factors that likely contributed to the incredible congregation of whales I encountered that day become easier to understand. 40
- 8 Whales tend to be found wherever the hunting is good – and so, predictably, I spotted the aggregation in a location with abundant squid prey. They are also highly social – and so an encounter involving multiple social units in a given clan produces a riot of sound and energy. It was, in a sense, a vast reunion with plenty to eat and communicate about. 45

*Adapted from: <https://maplia.com/tonywu/stories/a-gathering-of-giants>*



**Section A [5 marks]**

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

- 1 How can people participate in the Plant-A-Tree programme?
- .....
- ..... [1]
- 2 Which sentence seeks to inform readers of the purpose of the OneMillionTrees movement?
- .....
- ..... [1]
- 3 Referring to the paragraph under the sub-heading '**Why is this important?**', how does the writer encourage the readers to realise that it is their responsibility to care for the environment?
- .....
- ..... [1]
- 4 Look at the paragraph under the sub-heading '**What is in it for the community?**'. How does the photograph on the left of the webpage reinforce the benefits of being surrounded by greenery?
- .....
- ..... [2]



### Section B [20 marks]

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

- 5 At the beginning of this text there is a description of the still environment of the office. Explain how the language used in Paragraph 1 emphasises this stillness.

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

.....

.....

.....

.....

.....

.....

[3]

- 6 In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6).

(i) What does the expression 'bleeding through glass' suggest about the sound made by the police siren?

.....

.....

[1]

(ii) Why is this expression effective?

.....

.....

[1]

- 7 Explain what the following phrases suggest about the night cleaning crew's manner of working.

Phrases from the passage	Cleaning crew's manner of working
'did not want to misplace a memo, or hit a wrong switch' (lines 8-9)	
'vacuum the carpet to a suede-like smoothness' (lines 9-10)	

[2]

- 8 And Mark could see all those minute figures, all in black, that hurried out of the ground...' (line 18).

(i) What do the 'minute figures' refer to?

.....  
.....

[1]

(ii) Why does the writer use the word 'minute' to describe the figures?

.....  
.....

[1]

- 9 In Paragraph 3, what does the writer compare phone lines to? **Answer in your own words.**

.....  
.....

[2]

- 10 What is the effect of the writer's use of the word 'amazing' (line 23) to describe how much business was done this way?

.....  
.....

[1]

- 11 "In this way he tried to see them as actual human beings. He never succeeded, though. He never managed to convince himself that out there, someone else was looking out the window, as they stood half a block apart." (Lines 26-29)

(i) What does the writer do to emphasise Mark's struggle to see his business counterparts as 'actual human beings'?

.....  
.....

[1]

(ii) Why did Mark struggle to see his business counterparts as 'actual human beings'?

.....  
.....

[1]

- 12 In Paragraph 7, the writer says, 'The bond market did not cling to the notions of place that the stock market did. The bond market did not spring into existence at the clang of the bell, and it certainly did not shut down at the tinkle of another. The bond market did not exist in any physical shape or form at which a tourist could point and go, "I need a picture in front of that."' (Lines 42-45)

Which phrases in the given sentences describe how the bond market was like?

Descriptions	Phrases from the passage
(i) No established start-time	
(ii) No fixed space	

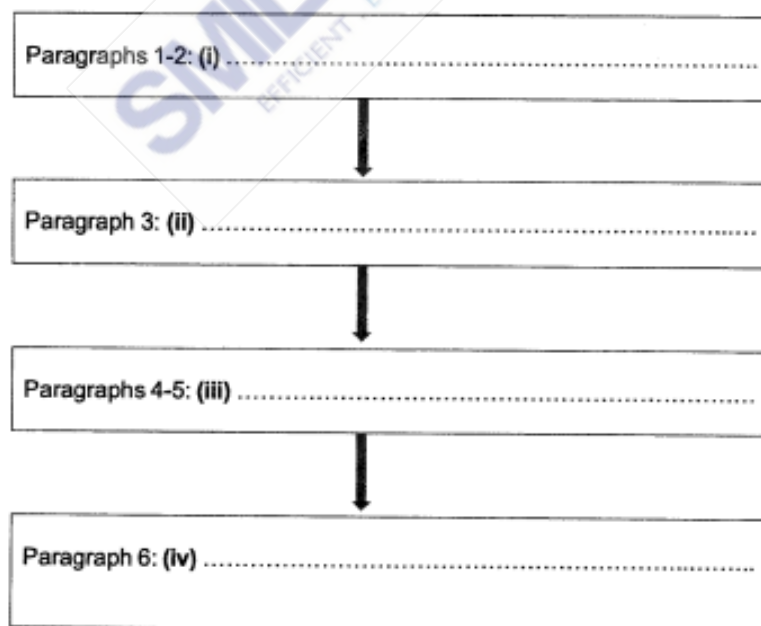
[2]

- 13 The structure of the text reflects Mark's thoughts about his work. Complete the flow chart by choosing one phrase from the box to summarise the main thought in each part of the text. There are some extra phrases in the box you do not need to use.

**Mark's thoughts**

'What a serene morning'	'This is not the place I want to be at'
'What a fulfilling day'	'What a boisterous crowd'
'I can't deal with this way of making money'	'This is an amazing city to be in'
'What a quick way of making money'	

**Flow chart**



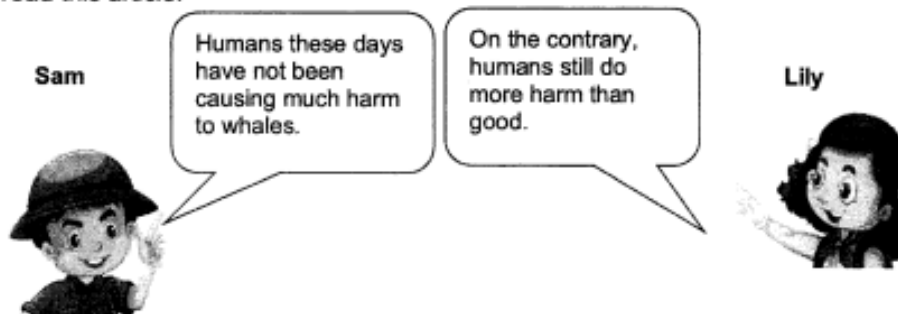
[4]

### Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 14 – 20.

- 14** From Paragraph 1, state **two** details that reinforce the idea that the 'glare of reflected tropical light was overwhelming.' (line 1)
- (i) ..... [1]
- (ii) ..... [1]
- 15** Explain why the writer thought that the 'faint puff of condensation shot into the air on the horizon' was a mirage (lines 2-3).
- ..... [1]
- ..... [1]
- 16** From Paragraph 2, give one way in which the whales communicated with one another.
- ..... [1]
- ..... [1]
- 17** The writer states that the whale gathering was a 'secret spectacle' (line 9).
- a) Referring to Paragraphs 1 and 2, suggest **two** reasons why the phrase 'secret spectacle' is effective in describing what he saw.
- (i) ..... [2]
- (ii) ..... [2]
- b) What was the writer's attitude to the 'secret spectacle'?
- ..... [1]
- 18** In Paragraph 3, we are told that: 'Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects.' (lines 19-21).
- Why do you think the writer uses the word 'devastating' to describe the effects?
- ..... [1]
- ..... [1]

- 19** Here is part of a conversation between two students, Sam and Lily, who have read this article.



- a) Identify one example from Paragraph 3 which Sam can use to justify his opinion.

.....

..... [1]

- b) How would Lily explain her position with reference to lines 17-19?

.....

.....

.....

..... [2]

- 20** **Using your own words as far as possible**, summarise the characteristics of whales' living environment, dietary habits and social structure.

**Use only information from Paragraphs 4 to 6.**

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).

*Pertaining to the living environment of whales, they are typically .....*

.....

.....

.....

.....

.....

.....



## ANSWER SHEET

Exercise can freshen and renovate the white matter in our brains, potentially improving their ability to think and remember as we age, according to a new study on brain health. It show that our brain remodels itself when people become more physically active. In those which remain sedentary, on the other hand, it tends to fray and shrink. The findings underscored the dynamism of our brains and how they constantly transform themselves in response to how we live and move. An idea that adult brains can be malleable is a fairly recent finding, in scientific terms. Since the late 1990s, most researchers believed human brains were physically fixing and inflexible after early childhood. We were born, it was thought, with most of the brain cells we would ever have. For this scenario, the structure and function of our brains would only decline with age. But science advanced, thankfully, and revised that gloomy forecast.

- 1 our (pronoun)
- 2 shows (SVA)
- 3 who (R.pronoun)
- 4 underscore (T)
- 5 ✓
- 6 The (A)
- 7 Until / Before (Conj)
- 8 fixed (WF)
- 9 In (Pp)
- 10 ✓

*Adapted from <https://cnaillifestyle.channelnewsasia.com/wellness/how-walking-can-build-up-the-brain-15222638>*



### Key Questions:

● **Q1.** How can people participate in the Plant-A-Tree programme? [1]

**ANS:** By donating to the cost of a young tree and planting it themselves. (1)

Not accepted:

-through email /phone calls [How people can participate]  
 -any organisation or individual who wants to participate in greening the city [Just repeating the question!]

Both parts need to be in the answer in order to secure the mark.



## Key Questions:

● **Q2.** Which sentence seeks to inform readers of the purpose of the OneMillionTrees movement? [1]

● **Ans:** 'This aims to restore nature back to our city and redouble our efforts to green our urban infrastructure on an unprecedented scale.'

Not accepted:

- ✱ Anything that isn't a sentence



## Key Questions:

● **Q3.** Referring to the paragraph under the sub-heading '**Why is this important?**', how does the writer encourage the readers to realise that it is their **responsibility to care for the environment**? [1]

1<sup>st</sup> part : Technique

2<sup>nd</sup> part: Link to the future

● **Ans:**

● By using the analogy of investing in our families' future to emphasise the importance of our duty to invest in the environment for future generations. OR

● Through the use of a rhetorical question, thereby getting the readers to think about planting trees for the **future generations**. OR

● Through the usage of the pronoun 'your' in order to establish that it is the readers' onus/ duty to plant trees for the future.

● **NA:** Answers should not repeat the word 'responsibility'. Cannot be vague by only using the pronoun 'it'.

### ★ Key Questions:

● **Q4.** Look at the paragraph under the sub-heading '**What is in it for the community?**'. How does the photograph on the left of the webpage reinforce the benefits of being surrounded by greenery? [2]

1 <sup>st</sup> part: Expression + description of the photograph
2 <sup>nd</sup> part: Benefits

● **Ans:** This photograph shows a family smiling while planting a tree together [1] and this **reinforces** the idea that being surrounded by greenery helps build better family relationships. [1]

The 2<sup>nd</sup> part of your answer **MUST** state a benefit towards family relationships or bonds. Answer **MUST** be connected to greenery

### ★ Key Questions:

● **Q5.** At the beginning of this text there is a description of the **still environment** of the office. Explain how the language used in Paragraph 1 emphasises this stillness.

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

- Interpret each quote individually.
- Find key words in the quote to interpret/ explain.
- Interpretation must be linked to the 'still' environment.
- **'Still' = no movement [≠ quiet]**



## Key Questions:

Detail from paragraph	Interpretation/ Explanation
'the vast space was deserted'	<ul style="list-style-type: none"> <li>○ suggests that <u>besides Mark</u>, there was <b>no one else present on that floor</b>, hence there was minimal movement in the office</li> </ul>
	<p>Not accepted:</p> <p>X the office was empty/ there was no one in the office → <i>what about Mark??</i></p>



## Key Questions:

Detail from paragraph	Interpretation/ Explanation
'Telephone receivers slept in their cradles (like smug black cats)'	<ul style="list-style-type: none"> <li>○ further emphasises that <b>there were no calls coming in and the phone lines were inactive.</b></li> <li>○ <i>Accepted: no movement in the office as the phones are just lying on the table, with no calls coming in</i></li> </ul>
	<p>Not accepted:</p> <p>X phones were not touched at all/ nobody was using the phones → <b>ONLY</b> suggests that the phones were unused</p>



## Key Questions:

Detail from paragraph	Interpretation/ Explanation
'Telephone receivers slept in their cradles (like smug black cats)'	<p>Not accepted:</p> <p>X the telephone receivers were asleep</p> <p>X people were sleeping</p> <p>X it was a calming environment to sleep in</p> <p>X the cats were sleeping</p> <p><i>[Misinterpretation! Personification is not meant to be interpreted literally]</i></p>



## Key Questions:

**Q6i.** In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). What does the expression 'bleeding through glass' suggest about the sound made by the police siren?

**It was so loud that although he was on the top floor, the siren could be heard from within his office, through the glass of the windows.**

Focus on the choice of the word and what it connotes.





## Key Questions:

**Q6ii.** In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). Why is this expression effective?

It emphasises how **jarring** the police siren was in the midst of the stillness / quietness of the early morning OR

how the siren was **loud enough to penetrate** the glass

✓ It emphasises how the loud sound disrupted the peace in the office/ stillness of the office

Answer needs to suggest 'cutting through' the stillness/ glass



## Key Questions:

<b>X Not accepted:</b>	<b>Reason</b>
Shows how loud/ piercing/ high-pitched/ shrill/ sharp the siren was	<i>Question is not asking for a description of the sound</i>
Shows how deafening the sound of the siren was	<i>Misinterpretation. The siren was not extremely loud.</i>
Emphasises that the siren was so piercing the glass would 'bleed'/ shattered the glass/ there were cracks in the glass	<i>Interpretation is too literal. The glass did not actually crack/ shatter</i>

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## Key Questions:

**Q6ii.** In Paragraph 1, we are told that 'the occasional whine of a police siren could be heard bleeding through glass.' (Lines 5-6). Why is this expression effective?

### Good responses from students:

- ✓ It emphasises the loud whine of the police siren, it is so loud that the sound can seep through an impermeable surface, which is the glass. (*Qiheng, 4E1*)
- ✓ It shows how strong the sound is to be able to penetrate through glass. (*Qistina, 4E5*)



## Key Questions:

**7.** Explain what the following phrases suggest about the night cleaning crew's manner of working.

**Manner = the way in which something is done**

Phrases from the passage	Cleaning crew's manner of working
'did not want to misplace a memo, or hit a wrong switch' (lines 8-9)	<b>Careful/cautious</b>
'vacuum the carpet to a suede-like smoothness' (line 9)	<b>Meticulous/thorough/professional</b> ✓ Using all their efforts/ detailed/ paid attention to details



## Key Questions:

'vacuum the carpet to a suede-like smoothness' (line 9)

X Not accepted:	Reason
<ul style="list-style-type: none"> <li>Precise</li> <li>Skilful</li> </ul>	<i>Not about accuracy or level of competence</i>
<ul style="list-style-type: none"> <li>Serious/ take their work seriously</li> <li>Diligent</li> <li>Hardworking</li> </ul>	<i>Not about the attitude of the person or the amount of effort put in</i>
<ul style="list-style-type: none"> <li>Particular</li> <li>Do things perfectly/ perfectionist</li> </ul>	<i>Suggests the nature of the person and has a negative connotation</i>



## Key Questions:

**Q8i.** 'And Mark could see all those minute figures, all in black, that hurried out of the ground...' (line 19). What do the 'minute figures' refer to?

**Other office workers** (who were arriving at the business district of Chicago.)

✓ People heading to work

X People/ people going in and out of the buildings/ commuters who exited the train station (*vague: refers to anyone who could be walking*)

X Businessmen/ traders (*how do you know?*)

X People working in WTC/ Woolworth (*text: 'into these buildings', not one particular building*)



## Key Questions:

**Q8ii.** 'And Mark could see all those minute figures, all in black, that hurried out of the ground...' (line 19). Why does the writer use the word 'minute' to describe the figures?

Minute = extremely small

**From Mark's perspective, they appeared very small/tiny (because he was on the top floor of his office building).**



## Key Questions:

**Q9.** In Paragraph 3, what does the writer compare phone lines to? **Answer in your own words.**

● **From the passage:**

'an invisible yet **like a web**'

◦ **1m:** unseen/intangible

◦ **1m:** **network / network that spreads all over the place / network that connects all the phones**

## Key Questions:

Accepted:	Reason
To replace 'invisible': <ul style="list-style-type: none"> <li>Not physical</li> </ul>	<i>The word suggests the network cannot be touched</i>
To replace ' <u>all-engulfing web</u> ': <ul style="list-style-type: none"> <li><b>Connection of lines</b> to skyscrapers <u>of all cities</u></li> <li><b>Brings buildings and cities</b> <u>across the globe together</u></li> <li><b>Linked</b> cities <u>all over the world</u></li> <li><b>Interconnected</b> <u>the world</u></li> </ul>	<i>The choice of words suggests some kind of connection/ link to all parts of the world, bringing out the meaning of the phrase.</i>

## Key Questions:

X Not accepted:	Reason
To replace ' <u>all-engulfing web</u> ': <ul style="list-style-type: none"> <li><u>Draws</u> in everything</li> </ul>	<i>Vague. The underlined word also suggests pulling something in a particular direction which is a misinterpretation.</i>
To replace ' <u>all-engulfing web</u> ': <ul style="list-style-type: none"> <li><u>Mesh</u> which covered the world</li> <li><u>Net</u> connecting everyone</li> </ul>	<i>The choice of the underlined words suggests some material/ contraption which is too literal in interpreting this expression</i>
To replace 'web': <ul style="list-style-type: none"> <li>Spider web</li> </ul>	<i>Too literal!</i>





## Key Questions:

### Good responses from students:

- ✓ He compares them to connections that link cities and skyscrapers together in a network of communication that you cannot physically see. (Joy Lee, 4E4)
- ✓ The writer compares phone lines to a massive invisible network that links cities around the globe to each other. (Clara Lim, 4E4)
- ✓ The writer compares phones lines to a vast network that joined every city on the globe, unseen to the naked eye. (Jia Xian, 4E4)





## Key Questions:

**Q10.** What is the effect of the writer's use of the word 'amazing' (line 24) to describe how much business was done this way?

He wanted to emphasise that so much revenue could be generated using a simple means.

X He wanted to show the enormous amount of business done...just by voices coming out from telephone receivers. (*simply quoting from text: no interpretation given*)

X To emphasise that it was so unexpected that this much business could be done this way. (*'this way': vague. What way?*)

Answer must suggest what is being **emphasised**, not just what is being stated/ shown.



## Key Questions:

### Good responses from students:

- ✓ To emphasise the large amount of business and revenue that is made by a mere black plastic receiver. (*Jermaine, 4E3*)
- ✓ It emphasises how much business and revenue could be generated by a simple phone call. (*Riana, 4E1*)



## Key Questions:

**Q11i.** What does the writer do to emphasise Mark's struggle to see his business counterparts as 'actual human beings'?

The writer uses **repetition** in '**he never succeeded**' and '**he never managed to**'.

**Good response from student:**

- ✓ The repetition of the word 'never' in parallel sentences, "He never succeeded, though" and "He never managed to convince himself." (Riana, 4E1)

What does the **writer do** = **writer's technique** question.



## Key Questions:

Accepted:	Reason
<ul style="list-style-type: none"> <li>The writer wrote 'He never succeeded' and 'He never managed' emphasising...</li> </ul>	Both quotes given suggesting the student is aware of the repetition
X Not accepted:	Reason
<ul style="list-style-type: none"> <li>The writer uses the word 'never'</li> </ul>	Suggests the technique is on word choice and not repetition
<ul style="list-style-type: none"> <li>The use of 'never succeeded'</li> </ul>	The answer gives a quote, not a technique.



## Key Questions:

**Q11ii.** Why did Mark struggle to see his business counterparts?

- The nature of his work didn't need him to meet them face-to-face OR
- It was difficult to do a business without seeing a person face-to-face OR
- It conflicted with his desire to have human interactions
- ✓ He traded through phone calls and not physically.

X He never interacted normally with them in a friendly manner.  
*(Definition of 'normally'? Not about the attitude of the people)*



## Key Questions:

**Q12.** Which phrases in the given sentences describe how the bond market was like?

Descriptions	Phrases from the passage
i. No established start-time	'did not spring into existence at the clang of the bell'
i. No fixed space	'did not exist in any physical shape or form' X 'did not cling to the notions of place' <i>(notion = idea)</i>

- Lift only from the given sentences, not from other parts of the paragraph.
- Ensure the quote fits all the aspects given.



## Key Questions:

**Q13.** The structure of the text reflects Mark's thoughts about his work. Complete the flowchart by choosing one phrase from the box to summarise the main thought in each part of the text. There are some extra phrases in the box you do not need to use.

- Find the main/ dominant idea in each part of the text
- This is the one in which most clues referring to the main idea can be found

Paras 1-2:

**'What a serene morning'**

- "the vast space was **deserted**"
- "the **only sound** was the hum of florescent lights"
- "occasional **whine** of a police siren"

Para 3:

**'This is an amazing city to be in'**

- "Empire state...**injecting light** into the brightening sky"
- "**cathedral of commerce** with its **intricacy** of neo-gothic façade"
- "blunt shafts of the World Trade Centre **rising** behind it."

Paras 4-5:

**'I can't deal with this way of making money'**

- "he **forced** himself to wonder..."
- "He **never succeeded**..."
- "He **never managed** to convince himself"

Para 6:

**'This is not the place I want to be at.'**

- "**dense** 36,000 square feet of the Exchange..."
- "**desperately haggled**..."
- "...buyers and sellers **steeped in the heat** and the **smell** of each other's bodies."







## Key Questions:

● **Q14.** From Paragraph 1, state **two** details that reinforce the idea that the 'glare of reflected tropical light was overwhelming.' (line 1) [1]

● **ANS:**

● 'a haze of brine blurred my vision.'

● 'squinted and rubbed my eyes'

You CANNOT quote more than 2 pieces of evidence → Excess denies.



## Key Questions:

**Q15.** Explain why the writer thought that the 'faint puff of condensation shot into the air on the horizon' was a mirage (lines 2-3). [1]

● **Ans:** He was experiencing fatigue and his senses were compromised.

● **Note:** Must give both to be awarded 1 mark.

X could not see well in these conditions

X seemed huge to humans

X The writer was SHORT-SIGHTED!!!!- Do not make up your own information!- Answer should be from the passage!



## Key Questions:

● **Q16.** From Paragraph 2, give **one way** in which the whales **communicated with one another**. [1]

● **Ans:** They pinged one another with sound.

X creaking and creakling

X Some candidates wrote the WHOLE sentence down!

Wrong- Only ONE WAY: 'creaking and crackling.... Pinged one another with sound' [EXCESS DENIES!]

Focus on the question is on ONE way! The only way they communicated is that they pinged one another.



## ★ Key Questions:

● **Q17.** 'The writer states that the whale gathering was a 'secret spectacle' (line 9).

● Referring to Paragraphs 1 and 2, suggest **two** reasons why the phrase 'secret spectacle' is effective in describing what he saw. [2]

ACCEPTED	WRONG
i. As it emphasises that the gathering of whales is a phenomenon few have ever seen before[1]	X not everyone knew about it so it was a secret [No reference to the context]
and it was an <b>visually captivating</b> demonstration/scene/a visual show/ an <b>exciting</b> scene/display to watch. [1]	X privileged view [Not explaining HOW it is a spectacle] Answer MUST state 'exciting or something that is 'visually captivating' → to draw him in.
SPECTACLE → Definition: 'display', 'show', 'performance', 'presentation'	

## ★ Key Questions:

● **Q17b.** What was the writers' attitude to the 'secret spectacle'? [1]

● **Ans:** He is fascinated / he was in awe/ mesmerised. [1]

● ✓ Answer MUST have the notion of being engrossed + absorbed into the situation

● X bewildered [negative connotation]

● X excited

● X undeserving

● X amazed

● X privileged

● Happy

● Euphoric



## Key Questions:

● **Q18.** In Paragraph 3, we are told that: 'Though most people have never seen a whale, the byproducts of our modern societies often reach marine mammals without our knowledge, and can have devastating effects.' (lines 19-21).

Why do you think the writer uses the word 'devastating' to describe the effects? [1]

● **Ans:** He wanted to convey the adverse/ severe/ extensive damage caused. OR

● He wanted to highlight how severe the effects were.

● **NA:** worst → a comparison is needed

Ensure that the answer states the degree.



## Key Questions: Talking heads

● **Q19.**

Sam: Humans these days have not been causing much harm to whales.

Lily: On the contrary, humans still do more harm than good.

● i. Identify one example from Paragraph 3 which Sam can use to justify his opinion. [1]

● **Ans:** Widespread hunting is no longer an issue.

Answer should NOT over-quote. Excess denies.

## 20. SUMMARY -GRAMMAR

● 6 main grammar issues:

😊	😞
1. Its [when referring to the whales]	X it's [It is]
2. Gather	X gather together [redundant]
3. Comprises of	Compromises! 2 Different words! Copy it down CORRECTLY !
4. Offspring → the Plural form Hence, the sentence would be the offspring consume prey (not consumes!)	Offsprings
5. Leave the unit.... Not...	5. Live the unit!!! [Both a different words! Check your work!]
6. SEPARATE [Major spelling issues]	

## SUMMARY

● **Using your own words as far as possible**, summarise the characteristics of whales' living environment, dietary habits and social structure. [3 parts to summarise]



● **Use only information from Paragraphs 4 to 6.**

● *Pertaining to the living environment of whales, they are typically...*

1. Refers to the whales!  
Not the living environment

2. Avoid ignoring the beginning phrase! Think about how to COMPLETE the phrase.

...found in...



## SUMMARY

④ **Using your own words as far as possible**, summarise the characteristics of whales' living environment, dietary habits and social structure. [3 parts to summarise]

④

④ **Use only information from Paragraphs 4 to 6.**

④ *Pertaining to the living environment of whales, they are typically...*

1. Live in almost every major ocean (including tropical and temperate waters)	... <b>found</b> in almost every <b>major</b> ocean (1), where there is plentiful/ample <b>prey</b> (2)
2. most often found where there is abundant prey.	X live= stay [short-term] X major = large X prey = scavenge [dead creatures] The paraphrase for prey could be 'search/hunt for food'

## Summary

3. Foraging <b>constantly</b>	<p>They are always <b>searching/hunting</b> for food (3) and <b>usually</b> eat squid (4) though they <b>could also</b> consume fish and octopuses. (5)</p> <p>✓Wayne, 4E2: (3): search widely for prey... X (5) seldom [wrong]</p>
4. Dine <b>primarily</b> on squid,	
5. although they have been known to eat fish and octopuses.	

## Summary

6. structured along matrilineal lines	<p>Whales organise themselves based on the female lineage (6) which is made up of at least twelve individuals. (7)</p> <p>X (Point 7).... of 12 [wrong]</p>
7. Such units typically comprise a <b>dozen or more</b> individuals	

8. males leave as they mature, striking out to form <b>loose</b> groups with other <b>young</b> males.	<p>Once they mature, the males leave the structure and create random groups with other young males. (8)</p> <p>Note: Answer must state the notion of 'loose' and 'young'</p> <p>X (Point 8): Whales are like humans where the males do all the work! [WHATTTTTTTTT! Do not over-paraphrase your answer until the essence is lost!]</p>
--	--

### Summary

9.	<p>seek out prey in the nutrient-rich waters of higher latitudes.</p> <p>FROM THE PASSAGE: "Together, they seek out prey..." → Males and females!!!</p>	<p>In terms of dietary habits, whales look out/search for food in nutrient-rich waters.(9)</p>
10.	<p>organise their societies and keep tabs on one another using a set of <b>unique sound</b></p>	<p>Whales use varying sounds to create their groups and monitor them. (10)</p> <p>- 'unreplicated' -4E4, Ong Si Xuan</p> <p>- 'distinguish and help maintain harmony' -4E2, Chloe Pong</p>
11.	<p>The units with similar sounds form larger groups of whales comprising many thousands of individuals scattered across <b>vast regions of ocean</b>, (which socialise from time to time.)—interaction pattern, not a structure.</p> <p>OR</p> <p>As a result, they maintain a sense of group identity through the recognition of similar sounds.</p>	<p>Each social group has the same sound as they reach out to more whales, regardless of their distance in the ocean.(11)</p> <p>- 'units with similar sounds form larger groups and maintain a sense of group identity despite the distance' (4E2, Chloe Pong)</p>

## **NORTHLAND SECONDARY SCHOOL PRELIM PAPER**

### **Section A [10 marks]**

#### **Question 1**

Carefully read the text below, consisting of 12 lines, about a woman's thoughts about social media. 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 12 pm.*

at

*My mother always wears sensible clothes.*

✓

Like many of my generation, Facebook and Instagram are repositories of our memories. I have been an avid user of both since my university days or have 1.....  
 come to view them as my life's logs of sorts. This is when I do online- 2.....  
 journaling and maintain e-photo albums. In recent years, I have find a lot of 3.....  
 learning value, too, from reading my friends' posts on parenting struggles, 4.....  
 their photo logs and even video ideas! Despite, each night, as I lay in bed 5.....  
 scrolling through my News Feed with tons of videos of impressed kids and 6.....  
 amazing parent-led activities, I would found myself questioning my ability as a 7.....  
 mother and if I were nurturing my kids well. I have to confessed that there is a 8.....  
 little part of me that is the self-doubter. It hides during the day when my 9.....  
 positive, confident self is in full view. However it exists as it does for many 10.....  
 people. I had never really been bothered by this aspect of myself.

<https://www.schoolbag.edu.sg/story/parenting-in-an-instagram-generation>

## **Section B [30 marks]**

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

### **Question 2**

You should look at the printout on page 5, study the information carefully and plan your answer before beginning to write.

Your school is planning to have a new Co-Curricular Activity (CCA). The school believes that CCA is a premier platform for character development and is an integral part of a well-rounded education. They help inculcate values in students which will prepare them for the future. There are currently some students who are not attending their present CCAs and the school wants them to be engaged in a new one. You are the President of the Students' Council. After consultation with the students in the school, you are to present one of the CCAs shown in the flyer as the students' choice.

Write a speech that you would present to the Principal and teachers to

- thank her for giving you the opportunity to present the speech
- state clearly the CCA the students have chosen
- explain why it is the most interesting and meaningful CCA that would interest the students
- explain how the CCA would be set up.

You may add any other details you think will be helpful.

Write your script in clear, accurate English and in a convincing and persuasive tone, urging your Principal to accept the students' choice.

You should use your own words as much as possible.



## *There is going to be a new Co-Curricular Activity (CCA) in School!*

*The school is planning to have a new co-curricular activity and we would like to hear from you!*

### *Northland Calisthenics Club*



Calisthenics are exercises that do not rely on anything but a person's own body weight. These exercises are performed with differing levels of intensity and rhythm.

Would you like to learn how further develop your core muscles, control your diet and share knowledge with other fellow fitness buffs?

*Beef up in The Calisthenics Club!*

Science has shown that musical training improves long-term memory and leads to better brain development.

Do you want to learn new musical instruments like the drums, guitar or bass?

Do you want to practise and work as a team towards a public performance in school?

*Rock on and be part of the Music Club!*

### *Northland Music Club*



### *Citizens Care Club*



Is your passion in helping others?

Do you want to make a difference in people's lives?

The Citizens' Care Club provides company for the elderly to make their day and also provides tuition to younger children to engage them.

*Be a Citizen who Cares in the Citizens Care Club!*

*Whatever your choice is, We would like to hear from you!*



## Section A [5 marks]

### Text 1



## Do you have what it takes?

*Brazilian Jiu-Jitsu. Come on down  
and grapple with us now!*

**Brazilian Jiu-Jitsu (BJJ)** is a grappling-based Martial Art which does not involve striking (punching and kicking) – instead it uses joint-manipulation techniques (submissions) to put opponents in a position too difficult to escape from, or uncomfortable enough to surrender or to “tap out”. Besides learning traditional BJJ submissions, BJJ also teaches takedown techniques from Judo and Wrestling.

**Roger Gracie Singapore** is a BJJ school-centered around the BJJ lifestyle, conveniently situated in the trendy Yishun neighbourhood.



### Our classes

With a variety of BJJ classes, **Roger Gracie Singapore** has something for every experience level – from our basic to intermediate classes, all levels and no-gi, and also, kids classes too. Besides offering quality Jiu-Jitsu programmes, we also aim to build a community of friends who train hard and play hard together in a safe and comfortable environment.

### Our lessons and facilities

We now have lessons as early as 6am in the morning for the early birds as well as for the late owls (up to midnight). Please check the schedule [here](#).

Our training facility also comprises a Workout Area with gym equipment carefully selected to level up your BJJ game, and a Lounge area for our members to hang out at before or after training.



Thank you Roger Gracie! I have a fantastic time learning BJJ as well as making great friends. The instructors are also nice and share their knowledge about BJJ with us! Keep it up Roger Gracie!

*- Choi Songhoon, member since 2019*

Call us at 9235 3535 or drop us  
an email at  
[iheartRGS@yahoo.com.sg](mailto:iheartRGS@yahoo.com.sg)

Refer to the poster (Text 1) on page 2 for Questions 1-5

1. The poster begins with the heading *Do you have what it takes?* What effect is this intended on the reader?

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

2. Look at the two photographs above the subheading, **Our classes**. What feature of each photo is being described in the section of **Our classes**?

(i) Photograph A .....  
 (ii) Photograph B ..... [1]

3. Refer to the sub-heading **Our lessons and facilities** and the information presented under it. Give **one** reason why the information presented will appeal to potential members.

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

4. Why does the poster provide a testimony of one of its members?

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

5. Which sentence gives the main purpose of the poster?

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



## Section B [20 marks]

### Text 2

The text below is about a man who is obsessed with his social media profile. Read it carefully and answer Questions 6–16.

- 1 The thermostat was always set at an incredibly low temperature, but its effect was compounded that day by the rain that had fallen without stopping since the morning. He felt his senses dulled by the cold and he was very tired. He couldn't understand it. What had gone wrong? Again. After hours of concentrated effort, wads of cash and countless counselling sessions, things were exactly the same as they had been this time last year. He had sacrificed so much – received so little. Waves of self-pity and self-contempt crashed upon him and soon his face and chest were drenched. How could it be?! It was perfect – he had been sure it would work this year and yet it hadn't. What were they looking for? His mails had gone unanswered; telephoning was out of the question. 5
- 2 He went through his profile again. He had described himself with humorous self-deprecation. He had confessed himself to be a libertarian and an agnostic. And it was true. He had looked up the meaning of the words – and they were exactly what he was. He had to be. It was what everyone was these days. If you weren't one of them – you stood absolutely no chance. In activities and interest, he had positioned himself carefully – he played tennis and football, avidly followed politics – you could have quizzed him on the latest scandals across the globe and he would have answered them as nonchalantly as he updated his status. He liked travelling. His Google Earth Map showed he had been to 54% of the world and was very interested in lateral thinking – he had figured out that it was a midget who took the elevator every day. The lateral thinking bit was particularly ingenious – or so he had thought. 10 15
- 3 Books – they had been a little tricky. But if you followed the right forums, got the right feeds, it was quite easy. He had cleverly chosen a collection of humour, classic literature, history and philosophy. Of course *The Fountainhead* was there. That was a no-brainer. Anyone who was anyone had read it. It was the intellectual's bible. He had liked it actually – it had struck a chord with him – he was sure only a few could identify with the book the way he had. So they really couldn't fault him for authenticity. The movies – Ah! Those had been his trump card. He had been a movie buff since he could remember. He had displayed a rare taste – all time epics, marvellous directors jostled for space with forgotten masterpieces. This was his differentiation. 20 25 30
- 4 Of course, there were all the other regular features. He had been voted most likeable by 790 friends, been sent thousands of gifts, had taken most of the quizzes and scored highly on them (General knowledge was one of the things he prided himself on most – he even got a 100/100 for the "how many celebrity children do you know" quiz). He was most likely to be a Mars explorer, most likely to help a three-legged puppy and most likely to be able to detect the difference between Chateau Margaux and Chateau Haut-Brion by just sniffing them. These were only the most notable "Most Likely..." of course – there were hundreds of others. He had far surpassed the minimum requirements in all categories. His picture had been carefully chosen – his mom had sifted painstakingly through all of them and picked the best one. He had then used his favourite image editing software to make a few subtle changes – the rules were strict and the picture had 35 40



to be at least 75% authentic.

45

- 5 After all this work, he had sent his complete profile to KYBY (Know Yourself, Be Yourself), the best company for vetting profiles. They had gone from a start-up to a billion dollar company in half a year. These guys were geniuses. They simply did not miss. It cost him \$2000, but it had seemed worth it at that time. "What could have gone wrong?" he murmured aloud. "What could have gone wrong?", 50 he was increasingly perplexed. "What could have gone wrong?", he asked once again looking at the letter, which lay open on the desk.

- 6 Dear Jack,

Thank you for your interest in the Facebook "Do you have the best profile" Awards. We regret to inform you that your entry has not been deemed worthy of 55 entering the second round. We hope you will work harder and return next year.

Wishing you all the best,

The Facebook Team.

P.S. We would like to encourage you to add the cool new Button Application. Each time you update your status you get one button. It is round, has four holes 60 in it and comes in red, blue and green. When you have 233 buttons, you get an unlimited amount of string. Each time you change status to "Where is my needle?", you get one needle. We'll not spoil the surprise any further for you. It has received great reviews - please do try it out.

- 7 Sounded interesting. Perhaps he would check it out tomorrow. It was late. He had 65 not slept for three days in giddy anticipation of this letter. And here it was. He put it back in the envelope. The monitor's light was too bright. He switched it off. He stood and stretched. He felt free. The wait was over. He had been taking sleeping pills he got off the net to help him sleep – two a night. They had not worked obviously. 70

- 8 They are still not working.

*Adapted from Abhishek Mehrotra, A Night At Home, <http://www.qirs.com/story.asp?id=628>*

6. At the beginning of the text, the author started with the condition of the room. Explain how the language used in Paragraph 1 indicates the temperature of the room.

Support your idea with three details from Paragraph 1.

.....

.....

.....

.....

.....

.....

.....

.....

[3]

7. What did the writer want to emphasise by mentioning, "hours of concentrated effort, wads of cash" (lines 4-5)?

.....

.....

[1]

8. In Paragraph 2, what does "It was what everyone was these days" tell you about the man's profile?

.....

.....

[1]

9. In Paragraph 3, what does the word 'no-brainer' refer to?

.....

.....

[1]

10. From Paragraph 3, which two phrases tell you that the character felt that the book resonates with his life?

.....

.....

[2]

11. What did the character mean when he mentioned that movies 'was his differentiation' (line 32)?

.....

.....

.....

[1]

12. From Paragraph 4, which word in the paragraph reinforced the fact that a lot of effort was taken to choose the character's profile picture?

.....

.....

[1]

13. In Paragraph 5, give two ways in which the character in the story shows that he was unsure what was happening.

i) .....

.....

ii) .....

.....

[2]

14. In Paragraph 7, the writer mentioned that the character waited in 'giddy anticipation'.

What is unusual and effective about the phrase, 'giddy anticipation'?

.....

.....

.....

[2]

15. In Paragraph 8, the story ended with "They are still not working." What effect does the writer want to create?

.....

.....

.....

.....

[2]

16. The structure of the text reflects the thoughts of the character.

Complete the flow chart by choosing one word from the box to summarise the thought in each paragraph. There are some extra words you do not need to use.

**The character's thoughts**

relieved	thrilled	disdain
overjoyed	meticulous	
confused	fearful	

**Flow Chart**

Paragraph 1	(i)
Paragraphs 2-4	(ii)
Paragraphs 4-5	(iii)
Paragraph 6	(iv)

[4]

### Section C [25 marks]

#### Text 3

The text below is about students who are afraid to fail. Read it carefully and answer Questions 17–24.

- 1 A famous aphorism has it that "success represents the 1 per cent of your work which results from the 99 per cent that is called failure". That statement bears repeating today. This is because our young appear to have a strong fear of failure. According to the latest study by the Programme for International Student Assessment (PISA), 15-year-olds in Singapore were ranked second globally in reading, mathematics and science, but more than 70 per cent of the participating Singapore students expressed a fear of failure, compared with a global average of 50 per cent. Some Singaporean students also lamented that the education landscape is stressful, especially when failure in some milestone examinations can affect one's future. While these observations may be valid, in truth systemic and cultural changes take time to effect. In the meantime, we could perhaps explore how to help students alleviate their fear of failure. 5 10
- 2 American psychologist John William Atkinson characterised fear of failure as a disposition to avoid failure, prompted by the ensuing experiences of shame and humiliation. Researchers found links between fear of failure, parental shaming and a child's susceptibility to shame. Perceived failure is not confined to those struggling with their studies. High performers who set unrealistic personal goals often experience a deep sense of abandon and frustration if they fall short of their own expectations. They view this as a "failure" even though their actual performance is well above average. Individuals who have higher fear of failure tend to experience greater shame than those with lower fear. What we tell a child who failed influences his likelihood of experiencing shame and fear of failure. Remarks such as "stupid" and "why can't you be as smart as so and so..." will inevitably be detrimental. 15 20
- 3 Influential psychiatry professor Donald Nathanson identified four strategies that failure-fearful individuals adopt to cope with shame - withdrawal from the activity, negative emotions, denial of failure and blaming others. Although these coping strategies may provide a temporary reprieve from shame, they are ineffective since they do not address the core of the problem. Researchers Jeff Elison and Julie Partridge suggested to deal with the source of shame and giving due consideration to the possibility of addressing it. Thus, individuals with an adaptive shame-coping style not only acknowledge their failure experiences, but also actively explore the reasons for their failures and search for ways to do things better or differently. These individuals view failure positively, as a learning experience, rather than a cataclysm or something to avoid at all cost. As Henry Ford said, "Failure is simply the opportunity to begin again, this time more intelligently". 25 30 35
- 4 Experiences of failure are often accompanied by feelings of low self-worth and diminished confidence. When confronted with their children's poor performance, some parents overreact to the extent that their kids begin to feel utterly worthless and despondent. Psychologist Carl Rogers advocated that each person has within himself vast resources needed for personal development, but this cannot take place without the unconditional positive regard of those who are significant to him. Parents could focus on nurturing in their children the spirit of resilience and a die-hard attitude that would enable them to bounce back every time they 40 45

*Learners who Share, Citizens who Care, Leaders who Dare*

[Turn over]



fail. Children need to understand that although failure might be unpleasant and undesirable, it is part and parcel of life.

- 5 Some researchers liken the relationship between an individual's fear of failure and outlook on the future to the chicken-and-egg conundrum. Fear of failure may drive individuals to engage in self-handicapping behaviour, such as absenteeism on the day of a test, in an attempt to protect their self-worth. However, task avoidance does little to improve performance, hence the likelihood that the individual will sink lower in achievement and confidence levels, and become even more fearful and risk averse. 50
- 6 One might ask, "How can I help my child overcome his fear of failure?" One can take the first step by redefining failure, by taking a positive stance towards it. Highly successful people often choose to describe it in affirmative terms. Albert Einstein called it "success in progress". Second, psychologists recommend taking a mastery orientation, focusing on learning, skills acquisition, effort investment and self-improvement, rather than a performance orientation focusing on competition and comparison. Finally, there is no better role model for young people than our very own Joseph Schooling, who, after losing to his teammates at the SEA Games, still graciously and sportingly embraced and congratulated the winners. When asked by the media whether he was disappointed, he acknowledged his disappointment and shortfall, and then immediately focused on the lesson learnt, "No one likes to lose. But this is a good reality check... I've got a lot of work to do." We wish our young people would know that too. 55 60 65

*Adapted from Caroline Koh, <https://www.straitstimes.com/opinion/a-better-way-to-deal-with-failure-than-shame-and-blame>*

17. According to Paragraph 1, why is the saying "success represents the 1 per cent of your work which results from the 99 per cent that is called failure" worth repeating?

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

18. In Paragraph 1, what does the word "alleviate" tell you about failure?

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

19. According to Paragraph 2, why do people want to avoid failure?

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

20. According to Paragraph 2, why do some high performers feel upset and frustrated? **Answer in your own words.**

.....

.....

.....

.....

[2]

21. In Paragraph 3, which word tells you that students regard failure as a disaster?

.....

.....

[1]

22. Here is a part of a conversation between two students, Jay and Gloria, who have read the article.



- i) Identify **two** examples from Paragraph 3 that Gloria can give to support her view.

.....

.....

.....

[2]

- ii) How would Jay explain his position with reference to Paragraph 3?

.....

.....

[1]



## ANSWER SHEET

### Answer Scheme – Preliminary Examination 2021 EL 4E5N Paper 1

Like many of my generation, Facebook and Instagram are repositories of our memories. I have been an avid user of both since my university days **or** have 1 and come to view them as my life's logs of sorts. This **when** do online- 2 where journaling and maintain e-photo albums. In recent years, I have **find** lot of 3 found learning value, too, from reading my friends' posts on parenting struggles, 4 ✓ their photo logs and even video ideas. **Despite**, each night, as I lay in bed 5 However scrolling through my News Feed with tons of videos **of impressed** bits and 6 impressi-ve amazing parent-led activities, I **would found** myself questioning my ability as a 7 find mother and if I were nurturing my kids well. I have **to confessed** that there is a 8 confess little part of me that **the** self-doubter. It hides during the day when my 9 a positive, confident self is in full view. However it exists as it does for many 10 ✓ people. I had never really been bothered by this aspect of myself.

<https://www.schoolbag.edu.sg/story/i-was-offered-my-12th-choice-at-poly>

#### Types of mistake

1. conjunction	2. wh- word	3. past participle	4. -	5. Linking words
6. word form	7. tenses	8. tenses	9. article	10. -

### Section A [5 marks]

1.
  - The heading is trying to involve the reader by using the pronoun 'you'. (1 mark)
  - It is trying to challenge the reader to pick up Brazilian Jiu-Jitsu. (1 mark)[1]
2. (i) Photograph A a community of friends  
 (ii) Photograph B kids classes [1]
3.
  - Potential members will know what the opening hours of the gym are.
  - They will also know what facilities are available
 (1 mark each) [2]
4. The testimony is meant to lend credibility to the gym. [1]
5. "Come on down and grapple with us now!" [1]

### Section B [20 marks]

6.
  - 'Incredibly low temperature' tells me that the room was very cold as the air-conditioner's temperature was set low.
  - 'compounded that day by the rain' tells me that the outside environment made the temperature even cooler because it was raining the whole day.
  - 'his senses dulled by the cold' tells me that the temperature was so low that his senses were numbed.
 (1 mark each) [3]
7. He wanted to emphasise that he had spent a lot of time and money on his profile. [1]
8. He wanted to make it trendy / fashionable. (1 mark each) [1]
9. Reading The Fountainhead. [1]
10. 'had struck a chord with him' and 'could identify with the book' (1 mark each) [2]
11. He felt that his knowledge on movies would make him stand out compared to the rest. [1]
12. 'painstakingly' [1]
13.
  - i) He was perplexed.
  - ii) He repeated "What could have gone wrong" three times.[2]



14. • It is unusual because you will not feel dizzy from having too much expectations.  
 • It is effective in emphasising that he was eagerly waiting for the letter.  
 (1 mark each) [2]

15. • He wanted to emphasise how the disappointment has affected him.  
 • And the medication did not work on him. [2]

16. **Flow Chart**

Paragraphs 1	(i) disdain	[4]
Paragraphs 2-4	(ii) meticulous	
Paragraph 5	(iii) confused	
Paragraphs 6	(iv) relieved	

**Section C [25 marks]**

17. This is because students appear to have a strong fear of failure [1]

18. It is painful. [1]

19. They feel embarrassed. (shame/humiliated – not accepted) [1]

20. High performers who set unrealistic personal goals often experience a deep sense of abandon and frustration if they fall short of their own expectations.

**High performers have high standards (1m) for themselves and when they fail (1m), they feel exasperated.** [2]

21. 'cataclysm' [1]

22.

- i) • They withdraw from the activity,  
 • Have negative emotions,  
 • Deny that they failed and  
 • blame others. (Any two) [2]

- ii) These coping strategies are ineffective since they do not address the core of the problem. [1]

23. • He lost in a recent race but still congratulated those who have won.  
 • He took failure in his own stride. (any one) [1]

24. There are several consequences to failure. Children who have failed may...

	From passage	Paraphrased
1.	Have feelings of low self-worth	Feel lousy
2.	and diminished confidence.	And lower self-esteem.
3.	Some researchers liken the relationship between an individual's fear of failure and outlook on the future to the chicken-and-egg conundrum.	The connection between one's attitude in the future and phobia towards not making the mark is closely connected. / affect one's attitude in the future.
4.	Fear of failure may drive individuals to engage in self-handicapping behaviour, such as absenteeism on the day of a test, in an attempt to protect their self-worth.	People may shun from the particular activity,
5.	However, task avoidance does little to improve performance, hence the likelihood that the individual will sink lower in achievement and confidence levels, and become even more fearful and risk averse.	Which may cause the individual to further lose his self-esteem / be more afraid of failure.
6.	each person has within himself vast resources needed for personal development, but this cannot take place without the unconditional positive regard of those who are significant to him.	Parents can view their children highly.
7.	Parents could focus on nurturing in their children the spirit of resilience	Parents can work on cultivating grit.
8.	a die-hard attitude that would enable them to bounce back every time they fail.	A never-say die attitude.
9.	Children need to understand that although failure might be unpleasant and undesirable, it is part and parcel of life.	Parents must give their child the room to fail.
10.	One can take the first step by redefining failure, by taking a positive stance towards it.	Parents can help to develop that.
11.	Highly successful people often choose to describe it in affirmative terms.	Successful individuals embrace failure positively
12.	focussing on learning, skills acquisition, effort investment and self-improvement, rather than a performance orientation focusing on competition and comparison	Parents must not make children feel that failure is the end but it is a learning point for the child.

There are several consequences to failure. Children who have failed may

feel lousy and suffer lower self-esteem. The connection between one's future attitude and phobia towards not making the mark is related. People may shun from the activity, which may cause the individual to further lose his self-esteem. Everyone needs positive reinforcement from those around him. Parents can work on cultivating grit and a never-say die attitude. Children need to know that failure is normal and one should be more optimistic about it. Successful individuals embrace failure positively and treat it more as a lesson.

## PRESBYTERIAN HIGH SCHOOL PRELIM PAPER

24. *There are several consequences to failure. Children who have failed may...*

	From passage	Paraphrased
1.	Have feelings of low self-worth	Feel lousy
2.	and diminished confidence.	And lower self-esteem.
3.	Some researchers liken the relationship between an individual's fear of failure and outlook on the future to the chicken-and-egg conundrum.	The connection between one's attitude in the future and phobia towards not making the mark is closely connected. / affect one's attitude in the future.
4.	Fear of failure may drive individuals to engage in self-handicapping behaviour, such as absenteeism on the day of a test, in an attempt to protect their self-worth.	People may shun from the particular activity,
5.	However, task avoidance does little to improve performance, hence the likelihood that the individual will sink lower in achievement and confidence levels, and become even more fearful and risk averse.	Which may cause the individual to further lose his self-esteem / be more afraid of failure.
6.	each person has within himself vast resources needed for personal development, but this cannot take place without the unconditional positive regard of those who are significant to him.	Parents can view their children highly.
7.	Parents could focus on nurturing in their children the spirit of resilience	Parents can work on cultivating grit.
8.	a die-hard attitude that would enable them to bounce back every time they fail.	A never-say die attitude.
9.	Children need to understand that although failure might be unpleasant and undesirable, it is part and parcel of life.	Parents must give their child the room to fail.
10.	One can take the first step by redefining failure, by taking a positive stance towards it.	Parents can help to develop that.
11.	Highly successful people often choose to describe it in affirmative terms.	Successful individuals embrace failure positively
12.	focusing on learning, skills acquisition, effort investment and self-improvement, rather than a performance orientation focusing on competition and comparison	Parents must not make children feel that failure is the end but it is a learning point for the child.

*There are several consequences to failure. Children who have failed may*

feel lousy and suffer lower self-esteem. The connection between one's future attitude and phobia towards not making the mark is related. People may shun from the activity, which may cause the individual to further lose his self-esteem. Everyone needs positive reinforcement from those around him. Parents can work on cultivating grit and a never-say die attitude. Children need to know that failure is normal and one should be more optimistic about it. Successful individuals embrace failure positively and treat it more as a lesson.

**Section B [30 marks]**

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

**Question 2**

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

As the leader of the Student Council, you would like some of your members to participate in the Bully-Free Ambassador's Camp so that they can raise awareness of bullying among students and share tips and strategies in minimising and managing it. This will also be a great opportunity for them to share and discuss appropriate initiatives to create a bully-free environment in your own school. Write a letter to the Principal to propose enrolling some Student Council members in the camp.

In your letter, you must include the following details:

- the reason for having Bully-Free Ambassadors in school
- what they will learn from the camp
- how they will apply what they have learnt in your school
- how your school can benefit from having these ambassadors.

Write your letter in clear, accurate English and in a polite and persuasive tone in order to interest and convince the Principal that your proposal is a worthwhile idea.

You may add any other details that might be helpful.  
You should use your own words as much as possible.

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Read the poster below and use the information to answer the question on Page 3 of the Question Booklet.

## BULLY-FREE AMBASSADOR'S CAMP

Here is your chance to sign up to be part of this Bully-Free Ambassador's Camp! Participants will undergo a two-day camp to be trained to become Bully-Free Ambassadors in their own school.

**When** : 12<sup>th</sup> and 13<sup>th</sup> December 2021,  
9am to 5pm

**Where**: Radin Mass Community Club

**Who** : 12 student leaders per school  
(Upper Secondary)

### Programme details:

- Each school will send up to 12 student leaders to be trained, preferably Secondary Three or Four students.
- They will participate in the following activities:



#### **Mass Banner Design**

Students will design Bully-Free banners and present their Bully-Free message and art work.

Through this, students can conceptualise, plan and execute Bully-Free initiatives within their own school.



#### **Role-play**

Students will have role-play sessions to understand the role of being an active bystander.

This will empower students to be responsible and active ambassadors in combating bullying in school.



#### **Classroom learning**

Students will learn about the types and signs of bullying and how to deal with and prevent bullying. Experienced counsellors will also share about friendship and feelings when students encounter bullying.

This will develop students' social-emotional skills to strengthen relationships among their peers in school.

Go to [www.bullyfree.sg](http://www.bullyfree.sg) to find out more details!

## ANSWER

### Section A [10 marks]

#### Question 1

Carefully read the text below, consisting of 12 lines, about tuna fish. 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 midnight.

\_\_\_\_\_ at \_\_\_\_\_

My mother always wears sensible clothes.

\_\_\_\_\_ ✓ \_\_\_\_\_

Tuna fish is one of the most popular varieties of seafood in the world. In

addition to its **abundant** and meaty flavour, tuna is also extremely nutritious.

1 abundance (WF)

Tuna is an excellent source of vitamin B12, **an** essential vitamin needed to

2 an (art.)

form new red blood cells and **prevents** the development of anemia. The

3 prevent (inf. to)

high levels of omega-3 fatty acids in tuna fish may help to reduce the LDL

4 ✓

cholesterol that can accumulate **on** the arteries of the heart. The omega-3

5 in (prep)

in tuna also seems to have a positive effect on eye health. It **was** thought to

6 is (tense)

contribute to the overall health of the retina. The omega-3 fatty acids are

7 ✓

also **believe** to slow the growth of tumour cells and reduce inflammation in

8 believed (tense)

the body. This is important because many types of cancer **is** correlated with

9 are (plural)

chronic inflammation. Besides the health benefits, tuna is **leaner** meat which



10 lean (adj)

is relatively high in protein and low in calories. So it is good for weight loss.

## Section A

### Text 1


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


[blackwells.co.uk/bookshop/home](http://blackwells.co.uk/bookshop/home)


### The history and heritage of an Oxford family bookshop




Our founder, Benjamin Henry Blackwell, first opened the doors of the 12-foot square bookshop at 50 Broad Street, Oxford on 1<sup>st</sup> January 1879. Since then, we have grown to become more than just one bookshop, with a chain of 30 bookshops serving not only individual customers but also a host of libraries, universities, businesses and government departments. The shop has garnered mentions in numerous books and it has been featured in a variety of films. It has been a haven for the bookish from all parts of the globe. The Oxford bookshop itself has grown – sideways, upwards and, most notably, underground.

### The Norrington Room




The Norrington Room, located at the basement of the Oxford bookshop, was opened in 1966. This enormous terraced chamber was built by tunnelling under the south-east corner of the bookshop's grounds. For many years, it was proudly listed in the Guinness Book of Records as the single largest room in the world selling books. So remember that when you cross the threshold into the Norrington Room, you are entering world record territory. You will be surrounded by nearly three miles of shelves, and over 150,000 books.




### Book Recommendations

#### Summer Reading


You're going to want to know about the best books to read this summer. Grab yours before they're gone – they're selling like hot cakes!






#### Seriously Good


The best of new books hot off the press and the gems coming soon.



#### Five Foot Bookshelf

A life-changing collection curated by booksellers and writers. Immerse yourself in the cream of the crop of writing through time, place and imagination.



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## Section B

### Text 2

The text below is about a traveller's experience during one of his African travels. Read it carefully and answer Questions 5 – 13 in the Question Booklet.

- 1 The driver hops down from the truck, scrambles through the mud, and stands there with his hands on his hips. He shakes his head and puffs into his fists and gives me a sour look. Night has begun to fall, and all the grunts and chirps and lusty calls of twilight in the African bush surround us. A few of the Samburu men unsheathe their machetes and start hacking at the brush<sup>1</sup>, tossing branches and leaves under the truck's wheels. Somewhere a screech is heard – a high, keen sound as urgent as the faces squinting into the dusk's half-light. 5
  
- 2 This part of Kenya's Great Rift Valley is dangerous country, a place haunted by lions and elephants and testy bandits. Even these brave Samburu warriors get prickly at nightfall. The driver guns the engine, and the wheels whirl and spit mud, but after rocking to the side and surging briefly from the rut, the truck sinks back in. He turns and stares off to the horizon; the men begin to argue. We are stuck 60 kilometres from the middle of nowhere, and the light has vanished below the hills. 10
  
- 3 I have picked a bad time to head north. A week of brutal storms have battered the Laikipia and Samburu Districts, turning much of the dirt road to Maralal into a muddy canal. I am on my way to the Maralal International Camel Derby<sup>2</sup>, a raucous annual affair held in August that is entering its 18th year. It is a big weekend for everyone, especially the men chasing after the grand prize – 60, 000 Kenya shillings, which is more than what most will make in a year. Just a few week before, I had flown from the comforts of my Nairobi hotel to the tree-speckled plains of the Maasai Mara National Reserve. I spent a few days at the reserve watching hapless wildlife getting ganged up on like a chubby kid in a schoolyard before taking a road trip to Maralal. But the road would not cooperate. 15  
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- 4 Tempers are flaring on the side of the road; men gesture angrily with their machetes. Behind us, more than two dozen trucks are stuck in single file – looking, at this point, like a buffet line for hungry jungle cats or gun-toting gangsters. A couple of SUVs have tried to power through the brush flanking the road. Their drivers stand slouched against their vehicles, weary in their distress, making calls to embassies and NGOs and hoping that someone will arrive to save the day. The men are outside bickering, and I have climbed back into the truck, content to wait this one out. 30
  
- 5 Outside, stooped beneath the glare of the headlights, men pile rocks below the tires. Tall, lean Maasai men hack at the brush, tossing bundles of branches onto the road. Everyone is covered in mud, struggling, pulling and falling, struggling, pulling and falling. Suddenly, the truck surges onto solid ground. We slap backs and shake hands and offer our weary thanks in a diverse chorus of tongues. Then we climb into the back of the truck, anxious for this journey to be over with. 35



- 6 In the end I make it to Maralal for the derby, placing a respectable tenth in the amateur race and earning plenty of good-hearted laughs along the way. The grand prize in the professional race goes to a tall, lanky Samburu who finishes in the money for the third year running. And the weekend is not without its drama. In the waning moments of the semi-professional derby, two jockeys come galloping down the homestretch, neck and neck. One pulls ahead as they approach the finish line, but suddenly his camel slows, bats its big eyelashes, and decides to take a breather. The other camel bears down on them. Cheers ripple through the crowd. Looking nervously behind him, fearing he has snatched defeat from the jaws of victory, the jockey hops down from the saddle, lowers his shoulder, and pushes his winning steed across the finish line.
- 7 In Africa, even in the face of the impossible, people struggle, persist, and pull through. Life here rarely goes according to plan and certainly not according to schedule. But, in spite of it all, everyone lowers their shoulders and ploughs ahead, realising that we are in this together.





## Section C

### Text 3

The text below is about frankincense trees. Read it carefully and answer Questions 14 – 21 in the Question Booklet.

- 1 Frankincense, woody and sweetly aromatic, is one of the oldest commercial commodities, spanning more than 5,000 years. Today, thousands of tonnes of it are traded every year to be used by Catholic priests as incense during religious ceremonies, and by makers of perfumes, natural medicines, and essential oils that can be inhaled or applied to the skin for their supposed health benefits. 5
- 2 Most frankincense comes from about five species of *Boswellia* trees found in North Africa, India, Oman, Yemen, and western Africa. The trees look gnarled and knotty, like a desert bonsai. To collect frankincense, harvesters make incisions into the trunks and scrape out the oozing sap, which hardens into frankincense resin. 10
- 3 Ecologists have exerted that the trees should be cut no more than 12 times a year in order to keep them healthy. However, in many countries where *Boswellia* trees are grown, it is not uncommon to find trees whose trunks have been marred by cuts from top to bottom. The recommendations are often ignored and harvesters make as many as 120 incisions on each *Boswellia* tree for its sap. 15  
The resin that leaks out of the cuts acts like a scab, protecting the 'wound' so it can heal. When new cuts are formed too quickly before previous cuts close up, the tree's natural ability to self-repair and heal will be greatly compromised, making it extremely susceptible to infection.
- 4 During the past decade, the market for essential oils – worth more than \$7 billion in 2018 and expected to double in value by 2026 – has boomed, putting greater pressure on frankincense trees. As a result, one of the primary frankincense species, *Boswellia sacra*, has become endangered. Yet, it is difficult to assess the extent of how critically endangered the *Boswellia sacra* trees are, as most of them often grow in remote, war-torn areas. 20  
25
- 5 The other species of *Boswellia* trees that is critically endangered is the *Boswellia papyrifera*, with experts predicting a 50-percent reduction of the species within the next two decades. This species of *Boswellia* trees accounts for about two-thirds of global frankincense production. The *Boswellia papyrifera* trees are not regenerating and there are several contributory factors. *Boswellia papyrifera* are found almost exclusively in regions with a harsh, arid climate that is very prone to bushfires. Moreover, farming communities located around land where *Boswellia papyrifera* grow let their cattle graze freely. Very often, the cattle graze on the *Boswellia papyrifera* saplings, preventing them from maturing into adult trees. Furthermore, regions where *Boswellia papyrifera* are found are plagued by poverty. Selling the resin may be the only source of income for many people in these areas, and this leads to overtapping – cutting a tree too many times. In addition, the high mortality rate in the older, better breed trees results in weaker trees that produce fewer and lower-quality seeds. 30  
35

- 6 Moreover, there is a huge disparity in laws governing fauna and flora. In Africa, 40  
for example, it is illegal to overharvest *Boswellia papyrifera*. Likewise,  
*Boswellia papyrifera* located in Oman's UNESCO World Heritage Site are  
protected by law. In other countries, however, there are few or no laws passed  
to protect the *Boswellia papyrifera*. Even where laws exist, they may not 45  
amount to much because the remoteness of the trees makes policing them  
impossible, which further exacerbates the problem.
- 7 Frankincense prices have been going up in recent years even as the quality of 50  
the resin has gone down. Makers of frankincense-based products are  
compensating for the scarcity by mixing in high-quality essential oils and other  
things, such as sandalwood and flower blossoms. The long-term solution to 55  
shortages is to revert to old, more sustainable ways of harvesting frankincense.  
Trees should be allowed a full recovery year for every few years of tapping.  
Nevertheless, encouraging people in difficult circumstances to implement such  
measures is challenging. Fencing and firebreaks should also be erected to 60  
protect forests from wildfires and cows that overgraze saplings. Because  
enforcement is so difficult in the remote, resource-poor areas where  
frankincense grows, consumer demand for responsibly sourced products will  
spur change for the good of frankincense forests. Rather than relying  
exclusively on wild trees, growing frankincense trees commercially on  
plantations would also help.

**Section A [5 marks]****Text 1**

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

- 1 Refer to the paragraph under the heading **The history and heritage of an Oxford family bookshop**. What do the following descriptions suggest about Blackwell's as a bookshop?

- (i) 'serving not only individual customers but also a host of libraries, universities, businesses and government departments.'

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- (ii) 'The shop has garnered mentions in numerous books and it has been featured in a variety of films.'

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[2]

- 2 Look at the photograph and paragraph under the header **The Norrington Room**. Identify a feature of the room that is mentioned in the paragraph.

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[1]

- 3 Refer to the paragraph under the heading **The Norrington Room**. Which sentence aims to attract readers to visit the bookshop in person?

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[1]

- 4 Under the heading **Book Recommendations**, write down the expression which might appeal to people who like to read the latest books.

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[1]

**Section B [20 marks]****Text 2**

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

- 5 'Somewhere a screech is heard – a high, keen sound as urgent as the faces squinting into the dusk's half-light.' (lines 6 – 7)

Whose 'faces' is the writer referring to?

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[1]

- 6 In Paragraph 2, the writer is caught in an unfavourable situation. Explain how the language used in Paragraph 2 indicates the unfavourable circumstance the writer was in.

Support your ideas with three details from Paragraph 2.

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[3]

- 7 In Paragraph 3, we are told that the Laikipia and Samburu Districts have experienced stormy weather.

(i) What is the writer comparing the storm with?

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[1]

(ii) Why is this comparison effective?

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[1]

- 8 What is unusual and effective about the writer's use of the phrase 'like a buffet line' (line 28) to describe what is happening?

(i) Unusual	
(ii) Effective	

[2]

- 9 'Everyone is covered in mud, struggling, pulling and falling, struggling, pulling and falling.' (lines 36 – 37)

What do the repetition of the words 'struggling', 'pulling' and 'falling' suggest about the attitude of the Maasai men?

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[1]

- 10 The writer and the passengers on the truck showed their gratitude in a 'diverse chorus of tongues' (line 38). What does the writer mean by this expression?

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[2]



**11** Identify phrases in Paragraph 6 which suggest

(i) enjoyment: \_\_\_\_\_

\_\_\_\_\_

(ii) action-packed: \_\_\_\_\_

\_\_\_\_\_ [2]

**12** The writer uses the expressions 'neck and neck' (line 45) and 'snatched defeat from the jaws of victory' (line 49) in his description of the race.

(i) What do both the expressions suggest about the race?

\_\_\_\_\_

\_\_\_\_\_ [1]

(ii) What do you think the spectators are feeling as they watch the race?

\_\_\_\_\_

\_\_\_\_\_ [1]

- 13** The structure of the text reflects the various events that took place during the writer's stay in Africa. Complete the flowchart by arranging in the right order, the sequence of events that took place in Africa. There are some extra words in the box you do not need to use.

**Sequence of events**

working together	an attack	stopping to rest
getting stuck	tension in the air	a wildlife experience
taking a road trip	daybreak	coming to grief

**Flow chart**

**(i)**

- a hotel stay
- \_\_\_\_\_

↓

**(ii)**

- heavy rains
- \_\_\_\_\_

↓

**(iii)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

↓

**(iv)**

- a camel race

[5]

**Section C [25 marks]****Text 3**

**Refer to Text 3 on pages 5 – 6 of the Insert for Questions 14 – 21.**

- 14** Which two words in Paragraph 1 tell us about the characteristics of the frankincense fragrance?

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[1]

- 15** According to Paragraph 1, state the products that use frankincense as a raw material.

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[1]

- 16** What does the word 'supposed' (line 5) suggest about the writer's attitude towards the effectiveness of essential oils?

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[1]

- 17** In Paragraph 2, which two-word phrase tells us that harvesting frankincense involves cutting the tree?

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[1]

- 18** Identify two phrases from Paragraph 3 that suggest frankincense has been over-harvested.

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[1]

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



Amy

I think that harvesters should heed the ecologists' advice.

But I don't think the ecologists' advice will be followed.



Ben

- (i) Give a piece of evidence from Paragraph 3 to support Amy's view.

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[1]

- (ii) Explain fully how Ben would justify his position, with reference to lines 20–22.

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[2]

- 20 Suggest why being cultivated in 'remote, war-torn areas' (line 25) makes it difficult for the authorities to assess how critically endangered the *Boswellia sacra* trees are.

(i) Remote	
(ii) War-torn	

[2]

- 21 Using your own words as far as possible, summarise the reasons why the *Boswellia papyrifera* is critically endangered.

frankincense trees from becoming extinct.

Use only information from Paragraphs 5 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).

*The Boswellia papyrifera is critically endangered due to several reasons.* \_\_\_\_\_

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## ANSWER SHEET

### Section A [5 marks]

#### Text 1

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

- 1 Refer to the paragraph under the heading **The history and heritage of an Oxford family bookshop**. What do the following descriptions suggest about Blackwell's as a bookshop?

(iii) 'serving not only individual customers but also a host of libraries, universities, businesses and government departments.'

The bookshop is **highly regarded/reputable**.

(iv) 'The shop has garnered mentions in numerous books and it has been featured in a variety of films.'

The bookshop is well-known/famous. (do not accept: popular) [2]

- 2 Look at the photograph and paragraph under the header **The Norrington Room**. Identify a feature of the room that is mentioned in the paragraph.

The feature is its **enormous terraced chamber**. [1]

- 3 Refer to the paragraph under the heading **The Norrington Room**. Which sentence aims to attract readers to visit the bookshop in person?

The sentence is "**For many years, it was proudly listed in the Guinness Book of Records as the single largest room in the world selling books.**" [1]

- 4 Under the heading **Book Recommendations**, write down the expression which might appeal to people who like to read the latest books.

The expression is "**hot off the press**". [1]

**Section B [20 marks]****Text 2**

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

- 5 'Somewhere a screech is heard – a high, keen sound as urgent as the faces squinting into the dusk's half-light.' (lines 6 – 7)

Whose 'faces' is the writer referring to?

The writer is referring to the faces of **the Samburu men**.

[1]

- 6 In Paragraph 2, the writer is caught in an unfavourable situation. Explain how the language used in Paragraph 2 indicates the unfavourable circumstance the writer was in.

Support your ideas with three details from Paragraph 2.

'A place haunted by lions and elephants and testy bandits' suggests that the writer is **highly susceptible to being attacked** by wild animals and/or robbers.

'After rocking to the side and surging briefly from the rut, the truck sinks back in' suggests that there is **no way of getting away** from this dangerous location as the writer's vehicle is stuck in the mud.

'We are stuck 60 kilometres from the middle of nowhere' suggests that the writer was in a **remote area**.

'The light has vanished below the hills' suggests that it was **getting dark**.

Accept any three of the above.

[3]

- 7 In Paragraph 3, we are told that the Laikipia and Samburu Districts have experienced stormy weather.

(iii) What is the writer comparing the storm with?

The writer is comparing the storm with **someone brutal/cruel/violent**.

[1]

(iv) Why is this comparison effective?

This comparison is effective because it emphasises the **damaging** effects of the storm. [1]

- 8 What is unusual and effective about the writer's use of the phrase 'like a buffet line' (line 28) to describe what is happening?

(iii) Unusual	A buffet line usually refers to a <b>wide variety of food served in a restaurant</b> ; but the buffet line here refers to the <b>long line of trucks/people</b> stuck in a traffic jam <b>along the road/in a forest</b> .
(iv) Effective	Just like how diners help themselves freely to the food on the buffet table, the passengers on the trucks are in a <b>vulnerable state</b> where they become <b>easy targets</b> of wild animal attacks or armed robbery. [2]

- 9 'Everyone is covered in mud, struggling, pulling and falling, struggling, pulling and falling.' (lines 36 – 37)

What do the repetition of the words 'struggling', 'pulling' and 'falling' suggest about the attitude of the Maasai men?

It suggests that they were very determined to free the vehicle from the mud. [1]

- 10 The writer and the passengers on the truck showed their gratitude in a 'diverse chorus of tongues' (line 38). What does the writer mean by this expression?

He means that the people said thank you **in unison** [1] in **different languages** [1]. [2]

**11** Identify phrases in Paragraph 6 which suggest

(iii) enjoyment: **good-hearted laughs**

(iv) action-packed: **not without its drama** [2]

**12** The writer uses the expressions 'neck and neck' (line 45) and 'snatched defeat from the jaws of victory' (line 49) in his description of the race.

(iii) What do both the expressions suggest about the race?

The expressions suggest that the race was **competitive**. / The riders were **equally matched**. / The riders were **on par** with each other. [1]

(iv) What do you think the spectators are feeling as they watch the race?

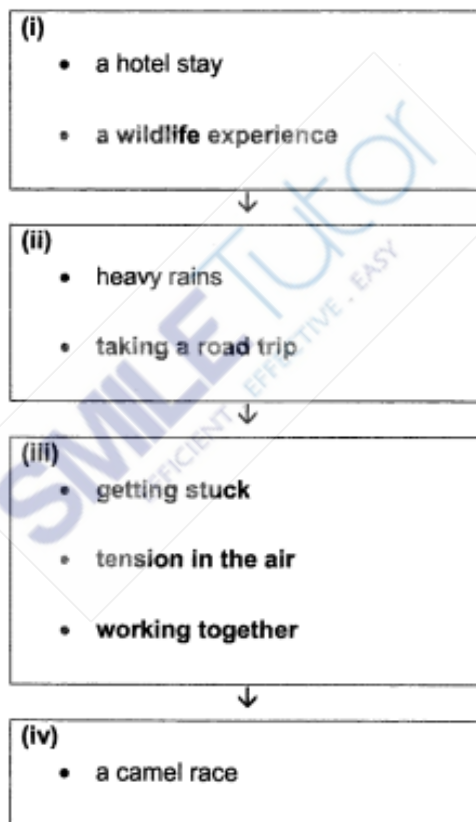
They are feeling **excited/thrilled**. [1]

- 13 The structure of the text reflects the various events that took place during the writer's stay in Africa. Complete the flowchart by arranging in the right order, the sequence of events that took place in Africa. There are some extra words in the box you do not need to use.

**Sequence of events**

working together	an attack	stopping to rest
getting stuck	tension in the air	a wildlife experience
taking a road trip	daybreak	coming to grief

**Flow chart**



[5]



**Section C [25 marks]****Text 3**

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 14 – 20.

- 14** Which two words in Paragraph 1 tells us about the characteristics of the frankincense fragrance?

The words are '**woody**' and '**sweetly**' [1]

- 15** According to Paragraph 1, state the products that use frankincense as a raw material.

The products are **incense, perfumes, natural medicines and essential oils**. [1]

- 16** What does the word 'supposed' (line 5) suggest about the writer's attitude towards the effectiveness of essential oils?

He is **skeptical/doubtful** towards the effectiveness of essential oils. [1]

- 17** In Paragraph 2, which two-word phrase tells us that harvesting frankincense involves cutting the tree?

The phrase is '**make incisions**'. [1]

- 18** Identify two phrases from Paragraph 3 that suggest frankincense has been over-harvested.

The two phrases are '**marred by cuts**(from top to bottom)' and '**(as many as) 120 incisions**'. [1]

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



Amy

I think that harvesters should heed the ecologists' advice.

But I don't think the ecologists' advice will be followed.



Ben

- (iii) Give a piece of evidence from Paragraph 3 to support Amy's view.

When the tree is cut too many times, its natural ability to self-repair and heal will be greatly compromised, making it extremely susceptible to infection.

[1]

- (iv) Explain fully how Ben would justify his position, with reference to lines 20–22.

The market for essential oils is worth more than \$7 billion and is expected to double in value. [1] Therefore, harvesters would cash in on this opportunity by overtopping the trees. [1]

[2]

- 20 Suggest why being cultivated in 'remote, war-torn areas' (line 25) makes it difficult for the authorities to assess how critically endangered the Boswellia sacra trees are.

(iii) Remote	It is <b>inaccessible</b> .
(iv) War-torn	It is <b>dangerous</b> .

[2]

- 21** Using your own words as far as possible, summarise the reasons why the *Boswellia papyrifera* is critically endangered and the solutions to prevent frankincense trees from becoming extinct.

Use only information from Paragraphs 5 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).

#### Reasons that the tree is critically endangered

S/N	line	Point	Paraphrased
1	30-32	<i>Boswellia papyrifera</i> are found almost exclusively in regions with a <b>harsh, arid climate</b> that is very prone to bushfires	Frankincense trees grow in <b>severe, dry weather conditions</b>
2	33-35	(...)the <b>cattle graze</b> on the <i>Boswellia papyrifera</i> saplings, <b>preventing them from maturing</b> into adult trees	Cows <b>consume</b> young plants which <b>cannot grow into full trees</b>
3	35-37	Regions where <i>Boswellia papyrifera</i> are found are <b>plagued by poverty</b> . Selling the resin may be the only <b>source of income</b> for many people in these areas, and this leads to overtapping	The places where the trees grow are inhabited by <b>impoverished</b> people, who over tap the trees as their sole means of <b>livelihood</b> .
4	40	There is a <b>huge disparity</b> in laws governing fauna and flora	Laws on plants and animals <b>differ greatly</b> across countries.
5	44-46	Even where laws exist, they may not amount to much because the <b>remoteness of the trees makes policing them impossible</b>	The trees grow in <b>faraway locations</b> , making it <b>hard to enforce</b> these laws

#### Solutions

S/N	line	Point	Paraphrased
6	50-51	The long-term solution to shortages is to revert to <b>old</b> , more <b>sustainable</b> ways of harvesting frankincense.	We should use more <b>primitive</b> but <b>environmentally-friendly</b> methods.
7	52	Trees should be allowed a <b>full recovery year</b> for every few years of tapping	Trees need a year to <b>recuperate</b> till the next tapping.
8	54-55	Fencing and firebreaks should also be <b>erected</b> to <b>protect</b> forests from wildfires and cows that overgraze saplings	Fences and firebreaks should be <b>built to keep out</b> cows and preventing fires from spreading to the crop.
9	57	(...)consumer demand for <b>responsibly sourced products</b>	If we buy <u>responsibly sourced products</u> , growers will be

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		will <b>spur change</b> for the good of frankincense forests	<b>incentivised</b> to adapt to market demand.
<b>10</b>	58-60	Rather than relying exclusively on wild trees, <b>growing</b> frankincense trees commercially on plantations would also help.	We can <b>cultivate</b> frankincense trees on <u>plantations</u>

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

## ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL


### PRELIM PAPER

#### Section B

Read the poster below and use the information to answer the question on page 3 of the Question Booklet.

***WOK THE TALK***


A CHARITY ORGANISATION THAT WALKS THE TALK



**Join us as a  
volunteer  
today!**

**Background:** The COVID-19 pandemic has caused widespread disruption to vulnerable groups, such as seniors, and the less-privileged. Many of these people face difficulties affording or accessing food and necessities. Many also are unsure of who to turn to for help.

**Our Mission:** As a group of restaurateurs, we wish to help – by helping to put food in their fridge or being able to earn enough to put food on their table.



**How can YOU help?**

**HELPING SENIORS WITH THE GROCERIES**

Support seniors by:

- Making a list of groceries they need based on their needs
- Going groceries shopping on their behalf
- Delivering the groceries to their homes
- Unpacking, labelling and stocking their shelves with the groceries
- Clearing away expired goods from their cupboards

**HELPING HAWKERS TO JUMP ON THE I.T. BANDWAGON**

- Pick out three hawker stalls at ABC Brickworks Hawker Centre you wish to help.
- Help them create an online presence on food delivery apps or on social media platforms.
- Take photographs of their products and/or services they provide
- Write a short description of the food/service
- Teach them how to update the app or social media platforms.



### Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the impact of a pandemic. 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.

✓

Much has already been said about how the Covid-19 pandemic has destabilised economies and industries around the world, and left an even greater impact on 1 .....  
 our everyday lives. Over a year on, for many in financial services, these 2 .....  
 message has starting to sink in. The old ways of doing things will soon be a 3 .....  
 distant memory. In its place, a new world for wealth has emerged, where many 4 .....  
 of us are now working differently, live differently and certainly spending money 5 .....  
 differently compared to the 'good old days'. Take the rate of savings for instance, 6 .....  
 which is typically already very high in Asian cultures. Over the passed year, with 7 .....  
 most travel and hospitality venues closed but severe restrictions on overseas 8 .....  
 travel, this had led to an exponentially higher rise of 'accidental savers'. Thus it 9 .....  
 seems that being unable to travelled has produced good news – that we have 10 .....  
 saved more over the last two years!

*Adapted from Emerging from a Post-Pandemic World.*





### Text 1

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



The screenshot shows a web browser window with the address bar displaying "kidscampsingapore.com". The main content area features a large image of children at a camp with the text "KIDS CAMP SINGAPORE" overlaid. Below the image is a section titled "About Us" which describes the camp's mission and activities. A "Click Here to Register" button is visible. Further down is a section titled "Why you would want your kids to join" and a "Parent Feedback" section with a testimonial from Jenny.

**About Us**

Want to keep your children actively engaged over the school holidays? We want to offer to your children a safe and fun environment, with strong values such as sharing, simplicity and respect of others.

We have a fantastic range of activities around sports and arts, to keep your children entertained from 9am to 3pm.

For kids from 3.5 to 18 years old; located in Fort Canning Park, Sentosa and East Coast.

Our Unique Selling Points:

- A Montessori Methodology
- Camps available at various locations around the island
- Live Videos for the families
- Different camp durations to suit your schedule

**Click Here to Register**

**Why you would want your kids to join**

When your kids join our camps, they get to learn new things, make new friends and enjoy fun activities. This is our motto at KidsCamp Singapore. They'll get home buzzing with excitement and you can be sure they'll want to get up early and head straight back the next day! We offer a shirt with the kid's name if he/she stays for a week.

**Parent Feedback:**

*"The camp facilitators were really qualified and caring. They knew how to encourage the kids and at the same time, were firm in ensuring that all the rules and regulations were adhered to. I would not hesitate to sign my children up again for the camps. The only thing is that the places are limited and if we do not sign up early, the places will be snapped up!"*

- Jenny, parent of a four-year-old girl and a nine-year-old boy

Adapted from [www.kidscampsingapore.com](http://www.kidscampsingapore.com)



## Section B

### Text 2

The text below recounts the writer's experience returning to his hometown to see his sick grandmother. Read it carefully and answer Questions 5–12 in the Question Paper Booklet.

- 1 In October, my sister, Maya, called from Hawaii, saying the doctors did not think my grandmother, Toots, the person who brought me up, would last much longer, perhaps no more than a week. And so, twelve days before I was elected to become the 44<sup>th</sup> President of the United States, I made a thirty-six hour trip to Honolulu to say goodbye. Taking the chair beside the bed, I held my grandmother's dry, bony hand in mine. Her body wasted away and her breathing laboured. Every so often, she would be shaken by a violent, metallic cough that sounded like a grinding of gears. A few times, she murmured softly. But I still recognised that same old Toots I know. I thought back to a conversation I had with her when I was in high school, around the time that her chronic back problems began making it difficult for her to walk for long stretches. 'The thing about getting old,' Toot had told me, 'is that you're the same person inside.' I remember her eyes studying me through her thick bifocals, as if to make sure I was paying attention. 'You're trapped in this cursed contraption that starts falling apart. But it's still you. You understand?' 5
- 2 I did now. 10
- 3 As I sat beside Toots, I wondered what dreams she might be having. I wondered if she had been able to look back and take stock. My guess was that she would consider that too much of an indulgence. But I wanted to think that she did look back; that she had revelled in the memory of a sunlit day in her youth when she experienced a bit of good fortune and the world revealed itself to be big and full of promise. 15
- 4 As if the whole situation was not overwhelming enough, Maya then came into the room with a couple of shoeboxes of old photographs and letters. "I thought you might want to take some back with you," she said. I picked up a few photos from the coffee table. My grandparents and my eight-year-old mother, laughing in a grassy field at Yosemite. Me at age four or five, riding on Gramps's shoulders as waves splashed around us. The four of us with Maya, still a toddler, smiling in front of a Christmas tree. For the next hour or so, I sat talking to Maya about her work and her family, all the while stroking Toot's hand. But eventually, the room felt too crowded with memories – colliding, merging, refracting, like images in a kaleidoscope – and I told Maya I wanted to take a quick walk outside. 20
- 5 After consulting with my advisor, Gibbs, and my Secret Service team, it was agreed that the dozens of journalists downstairs with their TV trucks would not be informed, and I took the elevator to the basement level and went out through the basement carpark exit, turning left down the narrow street that ran behind my grandparents' apartment building. 25
- 6 The street had barely changed in the thirty-five years. I passed the rear of a small Shinto temple and community centre, then rows of wooden homes broken up by the occasional three-story concrete apartment building. I had bounced my first basketball down this street, dribbling the length of the uneven sidewalk on my way to and from the courts at the nearby elementary school. I had run down this street to buy her cigarettes, motivated by her promise that I could buy a candy bar with the change if I was back in ten minutes. Later, when I was fifteen, I would walk this same street home from a shift at my first job, scooping ice cream at the Baskin-Robbins around the corner, Toots laughing heartily when I grumbled to her about my pathetic hourly salary. Another time. Another Life. Modest and without consequence to the rest of the world. But one that had given me love. Once Toots was gone, there would be no one left who remembered that life, or remembered me in it. 30
- 7 I heard a stampede of feet behind me; the journalists had somehow gotten wind of my unscheduled excursion and were gathering on the sidewalk across the street, cameramen jostling to set up their shots, reporters with microphones looking at me awkwardly, clearly conflicted about shouting a question. I knew they needed to do their jobs. I had barely travelled four blocks. I gave them a wave and turned around to go back to the apartment. I realised there was no point in going further. What I was looking for was no longer there. 35

Adapted from 'A Promised Land' by Barack Obama



## Section C

### Text 3

*The article below explores the possibility of introducing a four-day workweek. Read it carefully and answer Questions 13–17 in the Question Paper Booklet.*

- 1 The 89 people who work at Buffer, a tech company that makes social-media management tools, are used to having a radical employer. All employees work remotely; their only office closed down six years ago – way before the pandemic forced companies to mandate this. And as a perk, Buffer pays for any books employees want to buy for themselves. So perhaps it is unsurprising that last year, when the pandemic obliterated countless workers' work-life balance and mental health, Buffer responded in a way that few other companies did: It gave employees an extra day off each week, without reducing pay – an experiment that's still running a year later. 5
- 2 At a moment when the future of work is being decided, what worked for this small company might be much less unconventional than the rest of the world's workforce has been led to believe. 10
- 3 There is no one straightforward explanation for why it is still being postponed. One reason might be that working hours have fallen to the point that pushing them down further would not bring such a large payoff – it is less vital to move from 40 hours to 30 hours than it was to move from 60 to 50. Another might be that, once salaried workers started receiving benefits such as pensions and health insurance through their jobs, hiring an additional worker became more expensive, so employers were incentivised to squeeze more hours out of their existing staff rather than bringing on someone else. And perhaps the workweek would have continued to shrink if the influence of workers' unions had not waned worldwide. 15
- 4 A somewhat fuzzier explanation is that our fundamental aspirations changed. Before the early 20th century, work and wealth had a destination – that was a richer, fuller human life. But today, work is for more work, and wealth is for more wealth, for ever and ever. People treated work like a god to be worshipped. It was also noted that advertising and consumerism blossomed around this same time, which set people on a course of working more in order to buy more. 20  
25
- 5 Many proponents of the four-day week make a business case for it. But the real case for the four-day workweek is not that it would benefit businesses. It is that it would benefit people. For workers, it rocks. It cannot, on its own, give everyone enough time and money, or fix miserable jobs. But it leads to a substantial improvement in quality of life. One of the biggest factors in people's level of work-family satisfaction is the pure number of work hours they have. Cutting it will be huge – it would re-balance things for working families. Having an extra day off also changes the mood of the weekend. Saturday usually feels like a recovery day, and then people would try to jam two or three days of a weekend into one Sunday and be exhausted on Monday. A shorter week gives the rest of your life a little bit more of a chance. 30  
35
- 6 For many people I spoke with, the extra day off became a 'quiet day' to reflect and rest. Others use the additional time to get ahead on laundry, grocery shopping, and other chores and errands, so their Saturday and Sunday can be more restful. Having more weekend time also means having more time to spend with people you care about. When you talk to people about how they spend that extra day, people do not say they spent it by getting drunk. They spend it with their families, they spend it going to the doctor, taking up hobbies – incredibly wholesome things. 40

- 7 The support for a four-day-workweek campaign is usually overwhelmingly positive: Only 4 percent of most people surveyed felt negatively about a national push to move to a shorter week. However, the top argument against it was not about practicality. Instead, the most common concern was that a four-day week will not help some kinds of workers. Indeed, at the moment, the shorter workweek seems unreachable for the people who need it most – low-wage shift workers, working single parents, hourly workers. Instead, it appears to be most attainable for a group of disproportionately privileged, highly paid, well-educated workers upon whom the labour market already showers enviable work perks. If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.

*Adapted from 'Kill the Five-Day Workweek' by Joe Pinsker for The Atlantic*



**Section A [5 marks]**

For  
Examiner's  
Use

**Text 1**

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

- 1** Who is the webpage aimed at?

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

- 2** Look at the photograph on the right of the 'Kids Camp Singapore' logo. With reference to the information under the sub-heading **Why you would want your kids to join**, which aspect of the camp does the photograph illustrate?

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

- 3** Refer to the section under 'Our Unique Selling Points'. Which of these selling points would appeal to a parent who values convenience?

(i) .....  
.....[1]

(ii) .....  
.....[1]

- 4** Look at the box **Parent Feedback**. Which sentence in Jenny's comment would encourage an undecided parent to sign up immediately?

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

### Section B [20 marks]

For  
Examiner  
Use

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–12.

- 5 At the beginning of the text, the writer made a trip back to his hometown to visit his sick grandmother. Explain how the language used in Paragraph 1 highlights the frail condition of his grandmother.

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

.....

.....

.....

.....

.....

.....[3]

- 6 (a) At the end of Paragraph 1, what is the tone of Toots's comment in lines 12–13?

.....

.....[1]

- (b) The writer creates a contrast by following Toots's comment in lines 12–13 with a short three-word sentence, 'I did now.' (line 14)

What is the effect of this contrast?

.....

.....[1]

- 7 'My guess was that she would consider that too much of an indulgence.' (lines 16–17)

What does this sentence suggest about the sort of person Toots was?

.....

.....[1]

- 8 (a) Suggest **one** reason why the writer felt that the room was 'too crowded with memories' (line 27).

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

- (b) Find **one** word earlier in the paragraph that captures a similar emotion as 'too crowded with memories' (line 27).

.....[1]

- (c) The writer compared the emotion in the room to 'images in a kaleidoscope' (line 28). In what way is this comparison particularly effective?

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

- 9 In paragraph 6, the writer walked along a familiar street. Find **two** separate expressions that show the lack of uniformity on that street.

(i) .....[1]

(ii) .....[1]

- 10 'Once Toots was gone, there would be no one left who remembered *that life*, or remembered me in it.' (lines 42–43)

What does the writer remember about '*that life*'? Answer in **your own words**.

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



- 11 In paragraph 7, the reporters looked at the writer 'awkwardly' (line 46) and they were 'clearly conflicted' (lines 46–47) about shouting a question. Suggest a reason why the reporters:

(i) looked at the writer awkwardly.

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

(ii) were conflicted about shouting a question.

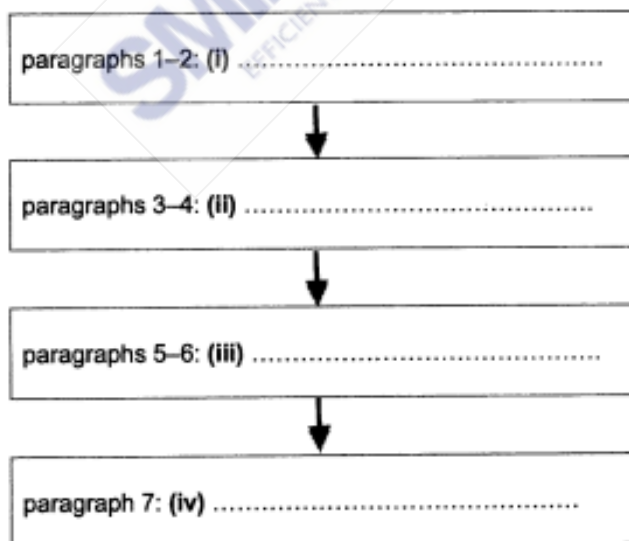
.....  
 .....[1]

- 12 The structure of the text reflects the different stages of the writer's experience visiting his grandmother. Complete the flow chart by choosing one phrase from the box to summarise the stage of the experience described in each part of the text. There are some extra phrases in the box that you do not need to use.

**Stages of the writer's experience**

accepting the reality of life	concerns about security	disregard for personal space
familiar surroundings	a meaningful lesson	recognising that life goes on
reminiscing the past		

**Flow chart**



[4]

### Section C [25 marks]

For  
Examiner's  
Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13–17.

- 13** In paragraph 1, Buffer is shown to be a company that does things very differently from other companies.

- (a) Which **one** word in Paragraph 1 tells us that Buffer is a company that is very different from other companies?

.....[1]

- (b) Find another word in the next paragraph that has a similar idea.

.....[1]

- (c) Buffer's company policies are listed below. Why do these policies make them different from other companies?

Buffer's Company Policies	Why do these policies make them different from other companies?
All employees work remotely	..... ..... .....
Implemented a four-day workweek	..... ..... .....

[2]

- 14** Paragraph 4 explains how people's attitude towards work and wealth changed from before the early 20<sup>th</sup> century to today. What are the people's attitudes towards work and wealth during these two periods in time? **Answer in your own words.**

- (i) Before the early 20<sup>th</sup> century: .....

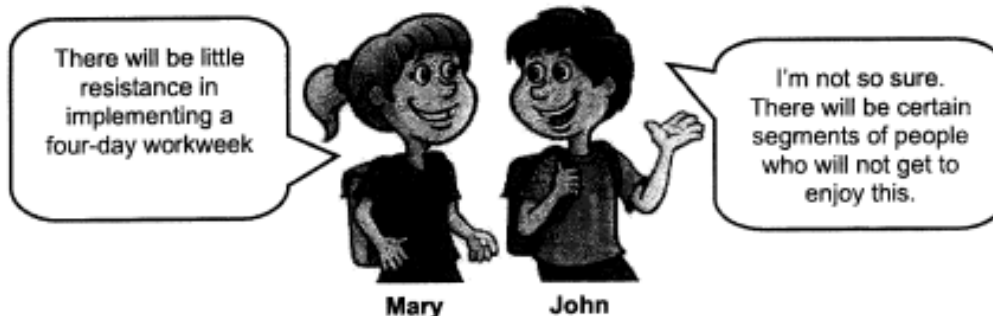
..... [1]

- (ii) Today: .....

..... [1]

- 15 Here is a part of a conversation between two students, Mary and John, who have read the article.

For  
Examiner's  
Use



- (i) With reference to Paragraph 7, how would Mary explain her view?

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

- (ii) Identify **two** examples from Paragraph 7 that John can use to support his view

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

- 16 Paragraph 7 ends with the sentence 'If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.'

Explain how the implementation of a four-day work week will 'widen existing inequalities' (line 51) between low wage and highly paid workers.

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



## ANSWER SHEET

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the impact of a pandemic. 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>Much has already been said about how the Covid-19 pandemic has destabilised economies and industries around the world, and left an even greater impact on our everyday lives. Over a year on, for many in financial services, <u>these</u> message has <u>starting</u> to sink in. The old ways of doing things will soon be a distant memory. In its place, a new world <u>for</u> wealth has emerged, where many of us are now working differently, <u>live</u> differently and certainly spending money differently compared to the 'good old days'. Take the rate of savings for instance, which is typically already very high in Asian cultures. Over the <u>passed</u> year, with most travel and hospitality venues closed <u>but</u> severe restrictions on overseas travel, this <u>had</u> led to an exponentially higher rise of 'accidental savers'. Thus it seems that being unable to <u>travelled</u> has produced good news – that we have saved more over the last two years!</p>	<p>1 2 3 4 5 6 7 8 9 10</p>	<p>   this (det) started (tense) of (prep) living (WF)  past () and (conj) has (tense) travel (to inf)</p>
<p><i>Adapted from Emerging into a New world of wealth post-pandemic.</i></p>		



Section A [5 marks]	
<b>Text 1</b>	
Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.	
1	<p>Who is the webpage aimed at?</p> <p><b>The webpage is aimed at parents who people who want to keep their children <u>actively engaged</u> over the school holidays [1].</b></p> <p><i>Note to examiner: Not accepted: just 'parents'.</i></p> <p><i>Candidates must provide sufficient details about parents who want to keep their children occupied during the school holidays (clue from the first sentence).</i></p>
2	<p>Look at the photograph on the right of the 'Kids Camp Singapore' logo. With reference to the information under the sub-heading <b>Why you would want your kids to join</b>, which aspect of the camp does the photograph illustrate?</p> <p><b>The children will get to <u>enjoy fun activities</u></b></p> <p><b>OR The children <u>will make new friends</u>. (Any one correct answer) [1]</b></p>
3	<p>Refer to the section under 'Our Unique Selling Points'. Which of these selling points would appeal to a parent who values convenience?</p> <p>(i) <b>'Camps available at various locations around the island' [1]</b></p> <p>(ii) <b>'Different camp durations to suit your schedule' [1]</b></p>
4	<p>Look at the box <b>Parent Feedback</b>. Which sentence in Jenny's comment would encourage an undecided parent to sign up immediately?</p> <p><b>The sentence is 'The only thing is that the places are limited and if we do not sign up early, the places will be snapped up!' [1]</b></p>

Section B [20 marks]	
Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-12.	
5	<p>At the beginning of the text, the writer made a trip back to his hometown to visit his sick grandmother. Explain how the language used in Paragraph 1 highlights the frail condition of his grandmother.</p> <p>Support your answer with <b>three</b> details from Paragraph 1.</p> <ul style="list-style-type: none"> <li>• <b>'dry, bony hand'</b> showed us how <b>thin/gaunt</b> the writer's grandmother is.</li> <li>• <b>'body wasted away'</b> suggests that her body has been <b>consumed/overwhelmed by the illness</b>.</li> <li>• <b>'laboured breathing' / 'softly murmured'</b> suggests that she <b>is very weak / lacks strength</b>.</li> <li>• <b>'sounded like a grinding of gears'</b> suggest that her <b>body is failing, just like how a machine that is failing would sound</b>. [3]</li> </ul> <p><i>Note to examiner:</i>  Any three answers for 3 marks. Candidates must show they recognise the different variations of frail (thin/overwhelmed by disease/weak/failing) in the 3 quotations they picked.</p>
6	<p>(a) At the end of Paragraph 1, what is the tone of Toots's comment in lines 12–13?</p> <p>It is a <b>frustrated / annoyed / agitated</b> tone. [1]</p> <p><i>Note to examiner:</i>  X angry X upset X disappointed X helpless X serious X stern  Even though she used a strong word (cursed), candidates must recognise the context when the comment was made (Toots was a lot younger at that time, but was starting to feel the effects of ageing). She was not extremely upset but just starting to get frustrated by the onset of ageing.</p> <p>(b) The writer creates a contrast by following Toots's comment in lines 12–13 with a short three-word sentence, 'I did now.' (line 14)</p> <p>What is the effect of this contrast?</p> <p>It is to <b>emphasise/highlight</b> the point that he <b>finally realised/understood what his grandmother meant</b>. [1]</p> <p><i>Note to examiner:</i>  'Emphasise' and 'finally' are key ideas that must be conveyed. Candidates must recognise that the short sentence was meant to be impactful in highlighting that the writer now really understood and saw with his own eyes what the grandmother was talking about all those years ago.</p>

7	<p>'My guess was that she would consider that too much of an indulgence.' (lines 16–17)</p> <p>What does this sentence suggest about the sort of person Toots was?</p> <p><b>The sentence suggests that Toots was <u>not an idealistic person / not a sentimental person / a practical / pragmatic / sensible / realistic person/ does not dwell on the past.</u> [1]</b></p> <p><i>Note to examiner: X Simple X Humble X Has Self-Control</i>  <i>Candidates must infer from the word 'indulgence' and use it as a clue to answer what kind of a person Toots was if she most probably would not allow herself to indulge in nostalgia/reminiscing the past.</i></p>
8	<p>(a) Suggest <b>one</b> reason why the writer felt that the room was 'too crowded with memories' (line 27).</p> <p><b>The photographs he was viewing reminded him <u>of his childhood / of his grandmother's younger days.</u></b></p> <p><b>OR</b></p> <p><b>He was <u>in the room with his grandmother and sister / people from his childhood</u> and this brought back memories for him. (Any one answer) [1]</b></p> <p>(b) Find <b>one</b> word earlier in the paragraph that captures a similar emotion as 'too crowded with memories' (line 27).</p> <p><b>The word is <u>'overwhelming'.</u> [1]</b></p> <p>(c) The writer compared the emotion in the room to 'images in a kaleidoscope' (line 28). In what way is this comparison particularly effective?</p> <p><b>The images in a kaleidoscope are <u>colourful / full of different colours (and patterns)</u> [1], just like the <u>different memories flooding into his mind</u> at that time. [1]</b></p> <p><i>Note to examiner:</i>  <i>For (c), candidates must describe the variety/array of colours in a kaleidoscope, and then compare that with the variety/array of memories in the room at that moment.</i></p>
9	<p>In paragraph 6, the writer walked along a familiar street. Find <b>two</b> separate expressions that show the lack of uniformity on that street.</p> <p>(i) <b>The expression is <u>'(rows of wooden houses) broken up (by the occasional three-story concrete apartment).'</u> [1]</b></p> <p>(ii) <b>The expression is <u>'uneven sidewalk'.</u> [1]</b></p> <p>→ If answer contains '...length of sidewalk...' X (Excess Denied)        → Students must quote from the text directly. No rephrasing.</p>

10	<p>'Once Toots was gone, there would be no one left who remembered <i>that life</i>, or remembered me in it.' (lines 42–43)</p> <p>What does the writer remember about '<i>that life</i>'? Answer in your own words.</p> <p>The writer remembered that life as</p> <ul style="list-style-type: none"> <li>-simple/humble</li> <li>-carefree</li> <li>-but full of affection / tenderness</li> </ul> <p>→ Any 2 of the 3 answers is accepted</p> <p><i>Note to examiner:</i>  Candidates must paraphrase <b>Modest and without consequence to the rest of the world. But one that had given me love.</b></p>
11	<p>In paragraph 7, the reporters looked at the writer 'awkwardly' (line 46) and they were 'clearly conflicted' (lines 46–47) about shouting a question. Suggest a reason why the reporters:</p> <p>(i) looked at the writer awkwardly.</p> <p>The reporters knew that <b>even though he did not want them to follow him, they still followed him anyway.</b> [1]</p> <p>(ii) were conflicted about shouting a question.</p> <p>The reporters <b>needed to do their jobs by asking the writer questions, but they also recognised the need to respect his privacy at that difficult time.</b> [1]</p> <p><i>Note to examiner:</i>  Candidates must recognise that when someone feels 'awkward' or 'conflicted', there is an aspect of tension between two opposing reactions. Candidates must then highlight the tension that the reporters have at that point in time according to the context of the story and the situation the writer was in.</p>

**12** The structure of the text reflects the different stages of the writer's experience visiting his grandmother. Complete the flow chart by choosing one phrase from the box to summarise the stage of the experience described in each part of the text. There are some extra phrases in the box that you do not need to use.

**Stages of the writer's experience**

accepting the reality of life	concerns about security	disregard for personal space
familiar surroundings	a meaningful lesson	recognising that life goes on
reminiscing the past		

**Flow chart**

```

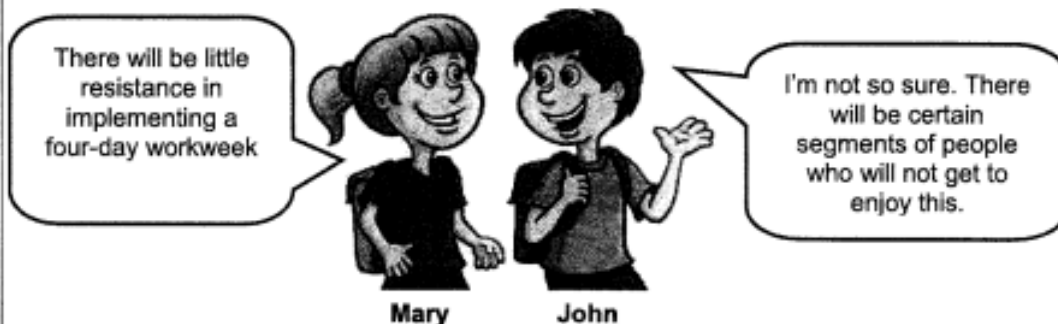
graph TD
    A[paragraphs 1–2: (i) accepting the reality of life] --> B[paragraphs 3–4: (ii) reminiscing the past]
    B --> C[paragraphs 5–6: (iii) familiar surroundings]
    C --> D[paragraph 7: (iv) recognising that life goes on]
  
```

→ Words must be replicated from the box. A number of students left out the 's' in surroundings.



Section C [25 marks]							
Refer to Text 3 on page 5 and 6 of the Insert for Questions 13–17							
13	<p>In paragraph 1, Buffer is shown to be a company that does things very differently from other companies.</p> <p>(a) Which <b>one</b> word in Paragraph 1 tells us that Buffer is a company that is <b>very different</b> from other companies?</p> <p>The word is <b>'radical'</b>. [1]</p> <p>(b) Find another word in the next paragraph that has a similar idea.</p> <p>The word is <b>'unconventional'</b>. [1]</p> <p>(c) Buffer's company policies are listed below. Why do these policies make them different from other companies?</p> <table border="1"> <thead> <tr> <th>Buffer's Company Policies</th><th>Why do these policies make them different from other companies?</th></tr> </thead> <tbody> <tr> <td>All employees work remotely</td><td>Other companies <u>only recently mandated this because of the pandemic</u> / Buffer implemented this <u>six years ago, way before the pandemic started</u>.</td></tr> <tr> <td>Implemented a four-day workweek</td><td>Other companies <u>obliterated countless workers' work-life balance and mental health</u> / the <u>made their workers lose work-life balance and affected their mental health</u>.</td></tr> </tbody> </table> <p style="text-align: right;">[2]</p> <p><i>Note to examiner:</i>  Candidates must show how Buffer was 'ahead of the curve'/more advanced than others in implementing these worker-centric policies.</p>	Buffer's Company Policies	Why do these policies make them different from other companies?	All employees work remotely	Other companies <u>only recently mandated this because of the pandemic</u> / Buffer implemented this <u>six years ago, way before the pandemic started</u> .	Implemented a four-day workweek	Other companies <u>obliterated countless workers' work-life balance and mental health</u> / the <u>made their workers lose work-life balance and affected their mental health</u> .
Buffer's Company Policies	Why do these policies make them different from other companies?						
All employees work remotely	Other companies <u>only recently mandated this because of the pandemic</u> / Buffer implemented this <u>six years ago, way before the pandemic started</u> .						
Implemented a four-day workweek	Other companies <u>obliterated countless workers' work-life balance and mental health</u> / the <u>made their workers lose work-life balance and affected their mental health</u> .						
14	<p>Paragraph 4 explains how people's attitude towards work and wealth changed from before the early 20<sup>th</sup> century to today. What are the people's attitudes towards work and wealth during these two periods in time? <b>Answer in your own words.</b></p> <p>(i) Before the early 20<sup>th</sup> century: <b>Work and wealth had an <u>endpoint / objective</u> OR The purpose with work and wealth was to attain a <u>more meaningful and fulfilling life</u>.</b> [1]</p> <p>(ii) Today: <b>People were <u>obsessed with doing more work and earning more money</u> OR People <u>treated work as an obsession</u>.</b> [1]</p> <p><i>Note to examiner:</i>  Candidates must paraphrase: Before the early 20<sup>th</sup> century, work and wealth had a <u>destination</u> – that was a richer, fuller human life. But today, he told me, <u>work was for more work, and wealth was for more wealth, for ever and ever</u>. People treated work like a <u>god to be worshipped</u>.</p>						

- 15 Here is a part of a conversation between two students, Mary and John, who have read the article.



- (i) With reference to Paragraph 7, how would Mary explain her view?

**Mary can say that there is overwhelming support for a four-day workweek / only 4 percent of most people surveyed felt negatively about a national push to move to a shorter week. [1]**

- (ii) Identify **two examples** from Paragraph 7 that John can use to support his view

**Low-wage shift workers / working single parents / hourly workers (any two for 2 marks) [2]**

*Note to examiner:*

*For (i), candidates must answer to the question. They cannot simply quote the information.*

- 16 Paragraph 7 ends with the sentence 'If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.'

Explain how the implementation of a four-day work week will '**widen existing inequalities**' (line 51) between low wage and highly paid workers.

**High wage workers already get paid a lot more than low wage workers, and now will get even more benefits.**

**OR**

**The inequality will further widen because now the highly paid workers get yet another benefit / even more benefits that the low wage workers cannot enjoy/ The low wage worker will earn one day less wages. [1]**

*Note to examiner:*

*Candidates must clearly express that apart from many other perks that professionals enjoy, the benefit of a shorter workweek is yet another perk that they enjoy but low wage workers cannot have.*

- 17** Using your own words as far as possible, summarise the issues hindering the introduction of a four-day workweek and the possible benefits of it.

Use only information from paragraphs 3 to 6.

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).

The first issue preventing us from implementing a shorter workweek is...

No	From the Passage	Own Words
1	working hours have fallen to the point that pushing them down further wouldn't bring such a large payoff	that any further reduction in work days will not have huge benefits.
2	hiring an additional worker became more expensive, so employers were incentivised to squeeze more hours out of their existing staff rather than bringing on someone else	Secondly, with the increased cost of workers, companies would require the current employees to work harder.
3	workweek would have continued to shrink if the influence of workers' unions had not waned worldwide	Furthermore, workers' unions have less clout these days
4	our fundamental aspirations changed	and our life goals have evolved.
5	advertising and consumerism blossomed around this same time, which set people on a course of working more in order to buy more	Finally, people also work harder to attain higher purchasing power.
6	But it leads to a substantial improvement in quality of life	The benefits of a four-day workweek include a large improvement in quality of life
7	a 'quiet day' to reflect and rest	more time to take a break
8	get ahead on laundry, grocery shopping, and other chores and errands	complete housework
9	having more time to spend with people you care about	and to be with loved ones.
10	Re-balance for working families	Adjust things for working families
11	Change the mood of the weekend	Alter the weekend mood

The first issue preventing us from implementing a shorter workweek is that any further reduction in work days will not have huge benefits. Secondly, with the increased cost of workers, companies would require the current employees to work harder. Furthermore, workers' unions have less clout these days and our life goals have evolved. Finally, people also work harder to attain higher purchasing power. The benefits of a four-day workweek include a large improvement in quality of life, more time to take a break, complete housework and to be with loved ones.

(80 words)



## XINMIN SECONDARY SCHOOL PREMIN PAPER

SSYEAP Singapore
Secure | <https://www.SSYEAP.org/Singapore>

### Be Singapore's Youth Ambassador

Set sail on a 50-day voyage with over 300 youths from ASEAN countries and Japan with the Ship for Southeast Asian and Japanese Youth Programme (SSEAYP)!


Through SSEAYP, participating youths have the opportunity for international exposure and leadership development as they play a significant role as youth ambassadors for Singapore. As a host of the home stay programme, you will treat the participants to unique and exciting historical and cultural experiences!


**Self-guided Walking Tour**

- armed with an e-brochure, walk the eight-kilometre trail that tells the Singapore story
- journey through 700 years of Singapore heritage as you visit historic and iconic areas such as Fort Canning Hill, City Hall, Parliament House and Marina Bay
- Read interesting stories of people who contributed to nation building, from its humble beginnings to the founding of modern Singapore.

**Local Food Cycling Tour**

- cycle your way through Singapore's cultural districts and explore the streets of Chinatown, Kampong Gelam and Little India
- learn about the different communities as you ride to heritage sites, religious buildings and shops selling local products
- treat yourself to delicious samplings of dishes that showcase Singapore's multi-racial groups.






**Cruise down Singapore River by bumboat**

- acquaint yourself with Singapore's history through a pre-recorded onboard commentary as you cruise down the Singapore River
- admire the cityscape of soaring skyscrapers of the Central Business District (CBD), towering over traditional shophouses
- marvel at the futuristic architecture of Marina Bay Sands, and discover the story of the river that gave life to our city.

**Local Food Cycling Tour**

- cycle your way through Singapore's cultural districts and explore the streets of Chinatown, Kampong Gelam and Little India
- learn about the different communities as you ride to heritage sites, religious buildings and shops selling local products
- treat yourself to delicious samplings of dishes that showcase Singapore's multi-racial groups.



### Section A [10 marks]

#### Question 1

Carefully read the text below, consisting of 12 lines about the Olympics. 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 the library at noon.

.....at.....

My mother always wears sensible clothes.

.....✓.....

The Olympics is arguably one of the largest displays of sporting talent in the world. It sees a gathering of athletes from across the globe pitting their skill against one another to determine the fastest runner, the more graceful gymnast, and the lithest jumper. A medal won at the Games could propel a previously unknown sportsperson for stardom. Similar, being the host nation of the Olympics is extremely prestigious as it is an honour bestow upon the country. There are definitely multifarious benefits for countries who host the Olympics. Moreover, these benefits are often short-term, lasting only as long as the Games are in town. Behind the glitz and glamour of the Games, there is some less desirable consequences. Environmental damage and financial woes post-Games are not unheard of.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....



## Section B [30 marks]

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

### Question 2

You should look at the webpage in the Insert carefully and plan your answer before beginning to write.

You are interested in participating in the Ship for Southeast Asian and Japanese Youth Programme (SSEAYP), a cultural exchange programme that seeks to promote friendship and mutual understanding between the youth in the ASEAN countries and Japan

As part of the programme, you have to host a participant from another country when the Ship arrives in Singapore. During their two-day stay with you, you are expected to bring the participant around to experience and learn more about Singapore.

Write a letter to the Director of the SSEAYP to explain:

- why you and your family would be suitable hosts
- suggest two activities that showcase Singapore's multicultural society and history
- suggest another activity that the participant will enjoy
- explain how these activities will promote friendship and mutual understanding between the participant and you

You may add any other details you think will be helpful.

Write your letter in clear, accurate English. Your tone should be polite and persuasive to convince the Director that you can be a good host.

You should use **your own words** as much as possible.

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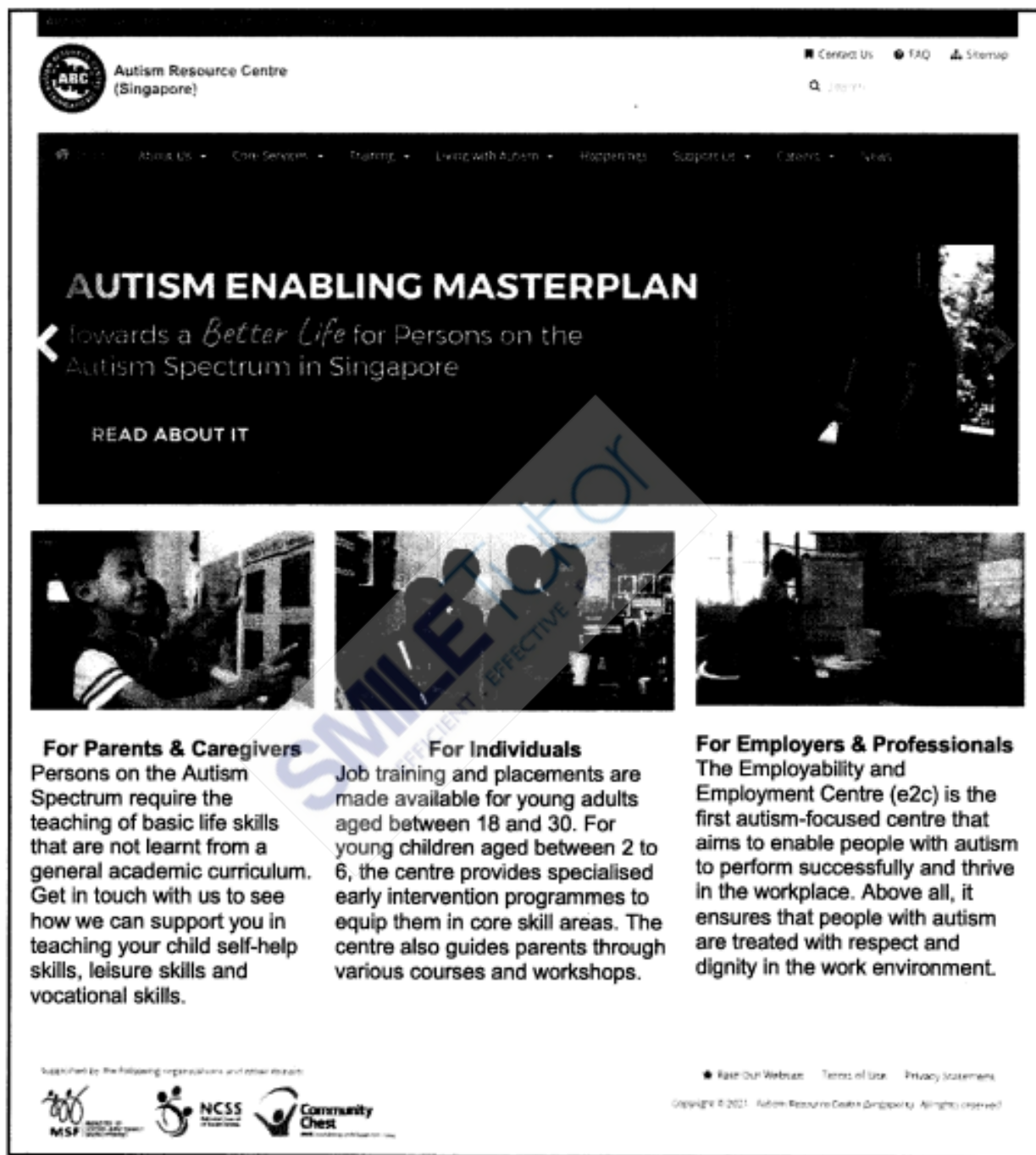
.....



## Section A

### Text 1

Study the webpage below and answer Questions 1 – 3 in the Question Booklet.



The screenshot shows the homepage of the Autism Resource Centre (Singapore). The header includes the ABC logo, the name 'Autism Resource Centre (Singapore)', and navigation links for 'Contact Us', 'FAQ', and 'Sitemap'. A search bar is also present. Below the header is a main navigation menu with links: 'Home', 'About Us', 'Core Services', 'Training', 'Living with Autism', 'Happenings', 'Support Us', 'Careers', and 'News'. The main content area features a large banner titled 'AUTISM ENABLING MASTERPLAN' with the subtitle 'Towards a Better Life for Persons on the Autism Spectrum in Singapore' and a 'READ ABOUT IT' button. Below the banner are three columns of text, each accompanied by a photograph. The first column is for 'Parents & Caregivers', the second for 'Individuals', and the third for 'Employers & Professionals'. At the bottom, there are logos for supporting organizations (MSF, NCCS, Community Chest) and a footer with links to 'Make Our Website', 'Terms of Use', and 'Privacy Statement', along with a copyright notice for 2021.

**Autism Resource Centre (Singapore)**


Contact Us | FAQ | Sitemap

Home | About Us | Core Services | Training | Living with Autism | Happenings | Support Us | Careers | News


# AUTISM ENABLING MASTERPLAN

Towards a *Better Life* for Persons on the Autism Spectrum in Singapore


READ ABOUT IT



**For Parents & Caregivers**  
Persons on the Autism Spectrum require the teaching of basic life skills that are not learnt from a general academic curriculum. Get in touch with us to see how we can support you in teaching your child self-help skills, leisure skills and vocational skills.



**For Individuals**  
Job training and placements are made available for young adults aged between 18 and 30. For young children aged between 2 to 6, the centre provides specialised early intervention programmes to equip them in core skill areas. The centre also guides parents through various courses and workshops.



**For Employers & Professionals**  
The Employability and Employment Centre (e2c) is the first autism-focused centre that aims to enable people with autism to perform successfully and thrive in the workplace. Above all, it ensures that people with autism are treated with respect and dignity in the work environment.

Supported by the following organisations and other donors:

MSF | NCCS | Community Chest

Make Our Website | Terms of Use | Privacy Statement

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## Section B

### Text 2

*A young Nigerian woman is queueing at the American Embassy in Nigeria hoping to apply for a visa to seek asylum in America. Read it carefully and answer Questions 4-13 in the Question Booklet.*

- 1 Naira stood in line outside the American embassy in Lagos, staring straight ahead, her arms growing with a gnawing ache from the weight of the blue plastic file of documents she was carrying. She was the forty-eighth person in the line of about two hundred that trailed from the closed gates of the American embassy all the way past the smaller, vine-encrusted gates of the Czech embassy. Newspaper vendors blew whistles and callously pushed *The Guardian*, *The News*, and *The Vanguard* in her face. The air hung heavy with moist heat. It weighed on her head and made it more difficult to keep her mind blank, which Dr. Balogun had said yesterday to do. He had refused to give her any more tranquilisers because she needed to be alert for the visa interview. It was easy enough for him to say that, as though she knew how to go about keeping her mind blank, as though it was in her power, as though she could fend off those images of her son Ugonna's small, plump body crumpling before her, the splash on his chest so red. He was only four years old. 5
- 2 How strange that just the day before she had taken Ugonna to school, had bought him a sausage roll and watched him eat it as he sang nursery rhymes in the car. Who would have thought she would be here now, being kept in line at the American Embassy while conceited soldiers patrolled up and down to keep the meek Nigerians standing obediently in line with harsh words and floggings. A pair of soldiers were walking away now, and even from this distance she could see the glower on his face. It was the glower of a grown man who could flog another grown man if he wanted to, when he wanted to. His swagger was as narcissistic as that of the men who four nights ago broke her back door open and barged in. 15 20
- 3 Where is your husband? Where is he? They had torn open the wardrobes in the two rooms, even the drawers. Three men in black trousers. Where has your husband gone? Where? They pressed a gun to her head, and she said, "I don't know, he just left yesterday," her voice steady though warm urine trickled down her legs. One of them, the one wearing a black hooded shirt who smelled the most like alcohol, had eyes that were startlingly bloodshot, which made Naira's blood run cold. He shouted the most and kicked at the TV set. You know about the story your husband wrote in the newspaper? You know he is a liar? You know people like him should be in jail because they cause trouble, because they don't want Nigeria to move forward? It was then that Ugonna started to cry, to run to her. The man in the hooded shirt was laughing now, smirking at the terrified young child. Ugonna started screaming. He never screamed when he cried, he was not that kind of child. Then the gun went off and that red splash appeared on Ugonna's chest. 25 30
- 4 Her husband had once been proud of what he did, suppressing his fear and gratified at the thought that not only had people lauded him as courageous, he had brought palpable change to the masses. That is, till the day he got a call to say that the president himself was personally furious then he could no longer hide it. Soldiers were on their way to arrest him, the caller said. He had climbed into his car minutes after the call and driven off never to be seen again. 35
- 5 Now here she was. Alone. Trying to apply for an asylum visa to get out of the country. Start anew somewhere. Anywhere. 40



- 6 She watched the visa interviewer behind the glass screen, the way her limp blonde hair grazed her shoulders, the way her green eyes peered at her papers. "Can you go through your story again, ma'am? You haven't given me any details," the visa interviewer said, her fingers drumming against the desk, eyes flitting to the clock, mentally noting that it was ten more minutes to the end of the work day. "Ma'am? The United States offers a new life to victims of political persecution but there needs to be proof..." 45
- 7 Proof? Thought Naira. She had buried the proof just yesterday. A little four year old with a crimson stain on his chest. At the next window, the American visa interviewer was yelling into his microphone, "I'm not going to accept your lies!" How could one condense the ordeal of trauma into a neatly articulated package of proof? What could she say of her pain so the woman behind the glass could determine if it was really the truth? 50
- 8 "Ma'am? Ma'am"?
- 9 Was she imagining it or could the woman's face colour with even more impatience? She saw the swift way the woman pushed her gold hair back even though it did not disturb her, her body fidgeting in the fight to stay polite. Her future rested on that face. The face of a person who did not understand her or her country. The face of someone who sat in the air-conditioned comforts of a cubicle deciding if the story she would be told of a dead four year old was fact or lie. The face of someone who would know nothing of the terror of a gun, the brutality of losing a son to a political cause, the turmoil of a nation. It was the face of someone who at that moment, was watching the clock, eager to get back to her rental apartment to tuck into her dinner of burgers and fries. 55 60
- 10 She turned slowly and headed for the exit.

*Adapted from 'Cross-worlds: Short Stories on Global Themes,' by Suzanne Choo*



## Section C

### Text 3

The article below is about prison systems in America and Finland. Read it carefully and answer Questions 14-19 in the Question Booklet.

- 1 It is unsettling that few Americans fully appreciate just how many of their fellow citizens are ensnared in the criminal justice system. Some may have heard that there are 2.3 million people behind bars but that figure only tells part of the story. In a stunning array of 1,719 state prisons, 102 federal prisons, 901 juvenile correctional facilities, as well as military prisons, immigration detention facilities, civil commitment centres and prisons in the U.S. territories, the United States physically contain more human beings than any other country in the world. 5
- 2 Prisons are built to be out of sight so it is unsurprising that people would much rather simply trust that prisons are operated humanely and that they do in fact, make our society safer. Unfortunately, this is simply not the case for American prisons. For much of the 19th and 20th century, American prisons often ran on the "hands-off" doctrine and it was understood that prison authorities had the right to do what they wanted to do to those in their charge. Though prisoners routinely tried to bring attention to the unspeakable abuse they face, their bid to be treated as human beings were often formally denied since the general consensus is such that committing a crime means that the criminal has violated someone else's rights and therefore should be made to give up his own. 10 15
- 3 In an investigative report done in 2018, journalists found that prisons were severely overcrowded due to the lack of proper trial and prosecution. A young, black man, perceived as more dangerous than his lighter-skinned counterparts, is 8 times more likely to be incarcerated than a young white man with the means to hire a lawyer. The barred institutions are grey and lifeless with poor facilities. Cells measure barely the length of a coffin and are often shared between inmates. Prison wardens often use force unnecessarily and place prisoners in solitary confinement as punishments, depriving them of basic necessities such as food and water. Often, just for perverse enjoyment, wardens would make the inmates wrestle one another to severe injury or death for 'exercise' while they watch. It wasn't until babies were born with brain damage that the public learnt that pregnant inmates were being shackled and beaten during child birth for crying out in pain. In the American prison, it is excruciatingly clear that the inmates are not treated humanely. 20 25
- 4 This may well be accepted by the community if prisons actually did keep crime off the streets but in American society, crime keeps climbing and prisoners who are released often find themselves right back in prison. Contrast this to Finland's "open prison" system where there are no gates or locks – inmates come and go in their own cars. The dormitories are equipped with Internet access, private toilets, and leisure lounges for social interaction. The basic idea in Finland is that prisoners are still people of value despite their mistake. They should still have access to the same services and rights as other citizens as this equips them with the skills and desire to return to society as a contributing and respected citizen. Finland's criminal sanctions agency invests heavily in warden training. Prison wardens are carefully matched and act as mentors to the inmates. Finnish prison wardens discuss with the inmates their life goals and help them process any past trauma that may hinder their progress. Wardens also educate the inmates on how to use digital services in a meaningful way to rehabilitate and reintegrate into society. 30 35 40
- 5 At the open prison in Laukaa, an inmate nicknamed Matti is splitting time between a nearby university and his dorm, where he's studying for a post-prison career in tech. He's already completed a free online course called "Elements of Artificial Intelligence". While he serves out

his murder sentence, he's hoping to complete a university degree and start a business. He acknowledges that he is a lucky one. At the beginning of his sentence, he felt that life was over for him but now with this second chance, he feels that there is hope in life again and attributes the support he has been given when he was at the lowest point in his life as the main motivation to return back to society as an upstanding, contributing citizen. 45

<https://www.theatlantic.com/international/archive/2013/09/why-scandinavian-prisons-are-superior/279949/>

### Section A [5 marks]

Refer to the webpage (Text 1) to answer Questions 1 – 3.

- 1    **a**    Look at the main banner on the webpage. Which **two** separate words support the website's claim to improve the quality of life for Persons on the Autism Spectrum in Singapore?  
       (i) .....  
       (ii) ..... [1]
  
- b**    How does the photograph on the banner support this claim?  
       .....  
       ..... [2]
  
- 2        Look at the section under the heading **For Individuals**. How are young children supported by the centre?  
       .....  
       ..... [1]
  
- 3        Refer to the section under the heading **For Employers & Professionals**. What does the phrase 'above all' indicate about the centre's goals?  
       .....  
       ..... [1]



- 8 In paragraph 3, the writer describes one of the three men as one who 'smelled the most like alcohol, had eyes that were startlingly bloodshot which made Naira's blood run cold. He shouted the most and kicked at the TV set.' (lines 24-26) What do these details suggest about the man?

Phrases	What it suggests
'made Naira's blood run cold'	
'shouted the most and kicked at the TV set'	

[2]

- 9 a In your own words, explain why Naira's husband had been 'proud of what he did' (line 33).

.....

.....

[2]

- b In paragraph 4, the writer tells us that then 'he could no longer hide it' (line 36). What does 'it' refer to?

.....

.....

[1]

- 10 Pick **two** details from paragraph 6 which revealed to Naira the interviewer's impatience.

(i) .....

(ii) .....

[2]

- 11 From paragraph 9, why does Naira say that 'her future rested on that face' (line 57)?

.....

.....

[1]

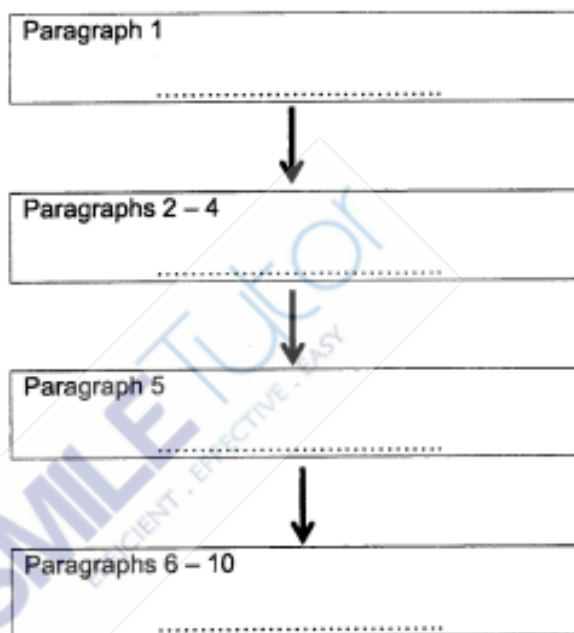
12

The structure of the text reflects Naira's different emotional states at different stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise the experiences. There are some extra phrases in the box you do not need to use.

**Naira's emotional states**

Content and optimistic	Overwhelmed and anxious	Desperate and lonely
Contemplative and resigned	Distressed and in grief	Terrified but hopeful

**Flow Chart**



[4]



**Section C [25 Marks]**

**Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 18.**

- 13 a** From paragraph 1, 'it is unsettling that few Americans fully appreciate...' (line 1). What does this line suggest about the author's feelings towards the complete control that the criminal justice system seems to have?
- .....
- ..... [1]
- b** Which word in the rest of the paragraph reinforces this idea?
- ..... [1]
- 14** Pick a phrase from paragraph 1 that tells us that there is an incredible variety of detention facilities in the United States.
- ..... [1]
- 15 a** Paragraph 2 states that 'Unfortunately, this is simply not the case for American Prisons' (line 9).  
What does 'this' refer to?
- .....
- ..... [2]
- b** **In your own words**, explain what is understood of the "hands – off" (line 10) doctrine.
- .....
- ..... [1]
- 16** From paragraph 3, give **two** reasons why a young black man is '8 times more likely to be incarcerated' (lines 18 – 19).
- (i) .....
- (ii) ..... [2]



## Answers to Section A [10 marks]

### Question 1

Carefully read the text below, consisting of 12 lines about the Olympics. 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** the library at noon.

..... at .....

My mother always wears sensible clothes.

..... ✓ .....

The Olympics is arguably one of the largest displays of sporting talent in the world. It sees a gathering of athletes from across the globe pitting their skill against one another to determine the fastest runner, the more graceful gymnast, and the lithest jumper. A medal at the Games could propel a previously unknown sportsperson for stardom. Similar, being the host nation of the Olympics is extremely prestigious as it is an honour bestow upon the country. There are definitely multifarious benefits for countries who host the Olympics. Moreover, these benefits are often short-term, lasting only as long as the Games are in town. Behind the glitz and glamour of the Games, there is some less desirable consequences. Environmental damage and financial woes post-Games are not unheard of.

1 ✓

2 **skills** (plural)

3 **most** (superlative)

4 **to** (preposition)

5 **Similarly** (word form)

6 **bestowed** (tense)

7 **that/which** (pronoun)

8 **However** (conjunction)

9 ✓

10 **are** (SVA)

**4E5N PRELIM EXAMS 2021**  
**ANSWER KEY**  
**Section A [5 marks]**

Refer to the webpage (Text 1) to answer Questions 1 – 3.

- 1 a Look at the main banner on the webpage. Which **two** separate words support the website's claim to improve the quality of life for Persons on the Autism Spectrum in Singapore?
- (i) 'enabling'
- (ii) 'better' [1]
- b How does the photograph on the banner support this claim?
- The image shows a young man being guided/supported/taught/shown how to work/operate an appliance/ machinery/ iron [1] which highlights the website's claim that the centre seeks to equip them with lifeskills/ independence/ to get a job [1] [2]
- 2 Look at the section under the heading **For Individuals**. How are young children supported by the centre?
- It provides specialised early intervention programmes to equip them in core skill areas [1] [1]
- 3 Refer to the section under the heading **For Employers & Professionals**. What does the phrase 'above all' indicate about the centre's goals?
- That persons with autism are treated with respect is their most important/fundamental goal/ priority [1] [1]

### Section B [20 Marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 12 .

- 4** At the beginning of this text, Naira is in line at the American embassy.
- Explain how the language used in lines 1 to 6 emphasises the uncomfortable experience she had while waiting.  
Support your idea with **three** details from the paragraph.
- 'her arms growing with a gnawing ache from the weight'- the word 'gnawing' suggests that the pain was constant and annoying
- 'Newspaper vendors blew whistles and callously pushed in her face' – the word 'callously' suggests that the newspaper vendors were very aggressive and had no regard for her personal space
- 'air hung heavy with moist heat'- suggests that the heat was stifling, highlighting that it was a very uncomfortable experience for Naira [3]
- 5** "It was easy enough for him to say that..." (line 9).
- What is the tone of Naira's comment on the doctor's decision to not give her anymore tranquilisers?
- Bitter/ sarcastic/ resentful** [1]
- 6** In paragraph 2, the writer refers to the patrolling soldiers as 'conceited' (line 15). Identify **two** separate words used in the paragraph which also describe the soldiers' arrogance.
- (i) swagger
- (ii) narcissistic [2]
- 7** From paragraph 3, explain why the three men in black trousers were looking for Naira's husband.
- They wanted to capture/ seize/ arrest/ imprison/ murder him [1] for writing something controversial/ unacceptable in the newspapers/ being unpatriotic [1] [2]



- 8 In paragraph 3, the writer describes one of the three men as one who 'smelled the most like alcohol, had eyes that were startlingly bloodshot which made Naira's blood run cold. He shouted the most and kicked at the TV set.' (lines 24-26) What do these details suggest about the man?

Phrases	What it suggests
'made Naira's blood run cold'	Intimidating/ scary/ fear-inducing
'shouted the most and kicked at the TV set'	Aggressive/ forceful

[2]

- 9 a In your own words, explain why Naira's husband had been 'proud of what he did' (line 33).

Lifted: people had lauded him as **courageous**, he had **brought palpable change to the masses**

[2]

Paraphased: people had praised him as **brave [1]** and he thought had **brought tangible/real/ perceptible/ visible/evident/appreciable [1]** change to the people

- b In Paragraph 4, the writer tells us that then 'he could no longer hide it' (line 36). What does 'it' refer to?

His fear.

[1]

- 10 Pick **two** details from paragraph 6 which revealed to Naira the interviewer's impatience.

- (i) Fingers drumming  
(ii) Eyes flitting to the clock

[2]

Marker's note: 'mentally noting' is not an action revealed to Naira

- 11 In paragraph 9, why does Naira say that 'her future rested on that face' (line 57)?

She needed the woman to **believe her story OR approve [1]** her asylum visa to get out of the country [1]

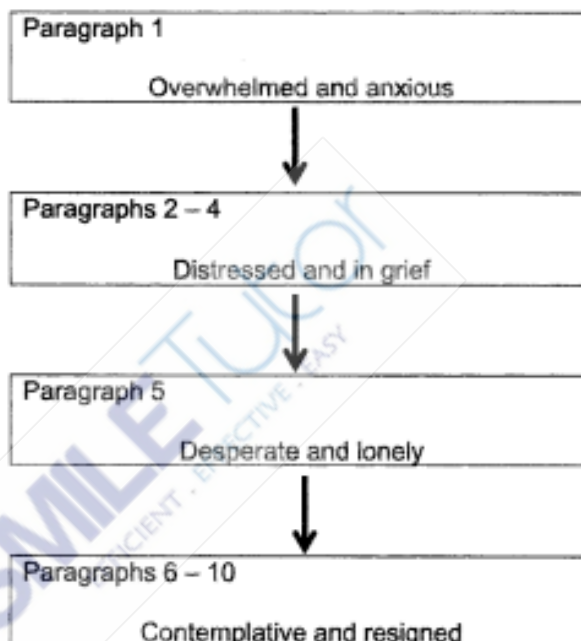
12

The structure of the text reflects Naira's different emotional states at different stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise the experiences. There are some extra phrases in the box you do not need to use.

**Naira's emotional states**

Content and optimistic	Overwhelmed and anxious	Desperate and lonely
Contemplative and resigned	Distressed and in grief	Terrified but hopeful

**Flow Chart**



[4]

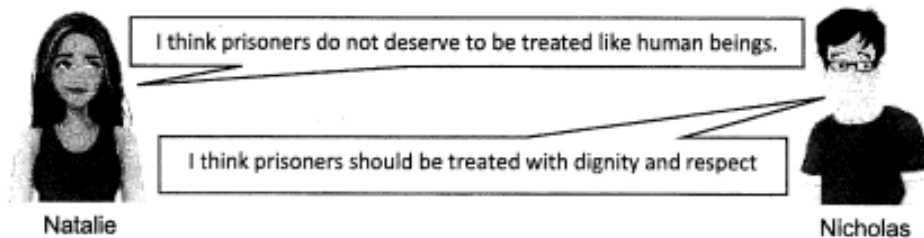
### Section C [25 Marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 18.

- 13 a** From paragraph 1, 'it is unsettling that few Americans fully appreciate...' What does this line suggest about the author's feelings towards the complete control that the criminal justice system seems to have? [1]
- The author is very concerned/ disturbed
- Which word in the rest of the paragraph reinforces this idea?
- b** The word is 'ensnared'. [1]
- 14** Pick a phrase from paragraph 1 that tells us that there is an incredible variety of detention facilities in the United States. [1]
- The phrase is 'stunning array'.
- 15 a** Paragraph 2 states that 'Unfortunately, this is simply not the case for American Prisons' (line 9). [2]
- What does 'this' refer to?
- That prisons are operated humanely and that they do in fact, make our society safer.
- b** In your own words, explain what is understood of the "hands off" (line 10) doctrine. [1]
- Lifted: prison authorities had the right to do what they wanted to do to those in their charge
- Paraphrased: prison authorities were allowed to/ had the mandate/ justified/ warranted/ [1]  
[1] to do whatever they liked to their charges.
- 16** From paragraph 3, give two reasons why a young black man is '8 times more likely to be incarcerated' (lines 18-19). [2]
- (i) Racial stereotypes/ perception [1] that black people are dangerous OR 'perceived as more dangerous' [1]
- (ii) They often lack the privilege/ financial means/ money [1] to hire a lawyer to defend them.

17

Here is part of a conversation between two students, Natalie and Nicholas, who have read the article.



- a How would Natalie explain her position with reference to paragraph 2?

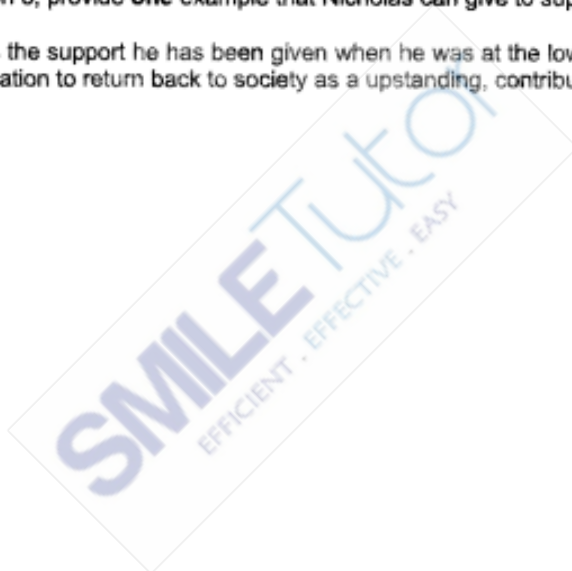
(the general consensus is such that committing a crime means that) **the criminal has violated the someone else's rights and therefore should be made to give up his own.**

[1]

- b From paragraph 5, provide **one** example that Nicholas can give to support his view.

Matti attributes the support he has been given when he was at the lowest point in his life as the main motivation to return back to society as a upstanding, contributing citizen.

[1]



18

**Using your own words as far as possible**, summarise the ways an inmate would be treated differently by a prison warden in an American and Finnish prison.

**Use only information from Paragraphs 3 – 4.**

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).

An inmate incarcerated in an American prison would likely suffer...

Lifted	Paraphrased
1. Prison wardens often <u>use force unnecessarily</u> (line 21)	...unnecessary violence
2. <u>place prisoners in solitary confinement as punishments</u> (line 22)	... and be punished with solitary confinement
3. <u>depriving them of basic necessities such as food and water</u> (line 23)	... with no access to basic necessities
4. Often, just for <u>perverse enjoyment</u> , wardens would make the inmates <u>wrestle one another</u> to severe injury or death for 'exercise' while they watch. (lines 23-24)	Objectified and made to wrestle one another for the perverse entertainment of the wardens
5. <u>pregnant inmates were being shackled and beaten during child birth</u> for crying out in pain (line 26)	Pregnant inmates are chained and beaten during child birth
6. Prison wardens are carefully matched and <u>act as mentors</u> to the inmates (lines 36-37)	In Finland, Prison warden act as mentors to the inmates
7. They discuss with the inmates their <u>life goals</u> (line 38)	Together with their wardens, the inmates explore their life goals...
8. <u>help them process any past trauma that may hinder their progress.</u> (line 39)	... and are counselled for any trauma which may impede their progress
9. Wardens also educate the inmates on how to use digital services in a meaningful way to rehabilitate and reintegrate into society. (lines 39-40)	Finnish wardens also teach inmates how to use technology in a meaningful way to rehabilitate and reintegrate into society.

*An inmate incarcerated in an American prison would likely suffer unnecessary violence and be punished with solitary confinement with no access to basic necessities. Inmates are objectified and made to wrestle one another for the entertainment of the wardens. Inmates are chained and beaten during childbirth for crying out in pain. In Finland however, wardens discuss with inmates their life goals and counsel them for any trauma which may impede their progress. Finnish wardens also teach inmates how to use technology in meaningful ways to rehabilitate and reintegrate into society. (80 words)*

[15]

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