



Saint Patrick's School English Language



Sec 4 G3 / 5G2 EL

**Sem 2 Resource
Booklet**

Name: _____

Class: _____

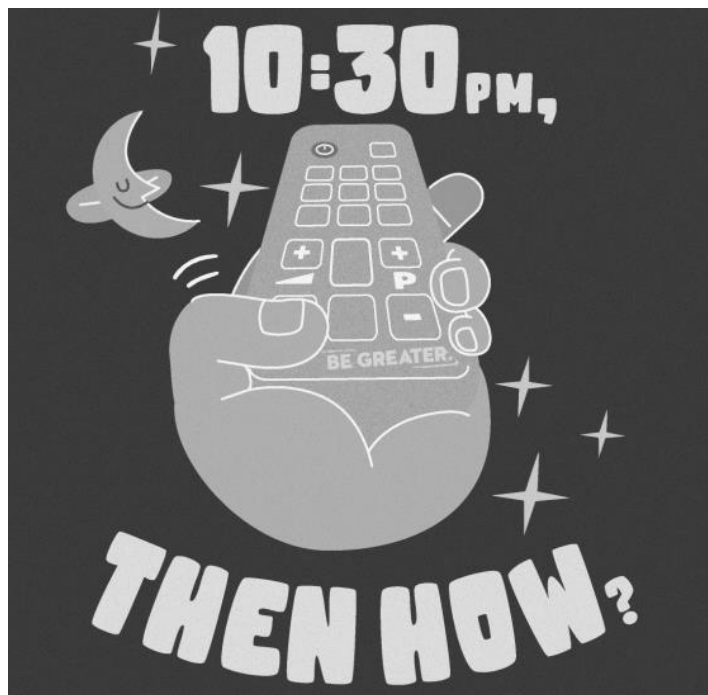
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Section A

Study the poster (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

Text 1 is taken from a poster to encourage good neighbourly relations.



We can enjoy our favourite shows and music late into the night – but let's be considerate and keep our volume down. Let's keep our homes peaceful and conducive for all both in the day and at night.

Be Greater. More than just doing small and random acts, kindness should be purposeful, and become second nature and sustainable.

Choose kindness. #BeGreaterSG #SGUnited

Text 2 is taken from a comment on what can be done to be a good neighbour.

I treat my neighbours like my relatives. As long as I greet my neighbours with a smile and communicate with everyone openly, I will be able to find someone who requires my help. If it is within my means, I will help as much as I can. We don't have to be so calculating about everything. That's my secret to being a good neighbour!

Section B

Text 3

The text below describes Kate and Nadia's encounter with the lions. Read the text carefully and answer Questions 5–16 in Question Booklet 1.

- 1 The last mists of sleep dissipated completely and Kate jolted upright on her cot, her throat constricting with a parched terror and her heart pounding with a wild rhythm of fearful anticipation. No doubt about it; something was out there, just on the other side of the cloth tent. Very carefully, trying not to make any noise, she felt in the darkness for her flashlight, which she always kept nearby. When she held it in her hand, she realised she was sweating in fear; her fingers were too moist to switch it on. She kept trying, but was diverted when she heard the voice of Nadia, with whom she shared the tent. 5
- 2 “Shh, Kate! Don’t turn on the light,” the girl whispered. “What is it?”
“Lions. Don’t be afraid,” Nadia, who believed she could communicate with animals, answered. 10
- 3 The flashlight, which Kate had finally managed to pick up, dropped again from her hand. She felt her bones turn to mash, and a scream from her gut lodged in her throat. A single slash of a lion’s claws would rip the thin nylon tent and the cat would be on them. It would not be the first time that a tourist had died that way on safari. During their treks they had seen lions so close that they could count their teeth; she had decided that she did not care to meet them in the flesh. An image flashed through her mind: prisoners in the Roman coliseum, condemned to be eaten alive by the beasts. Sweat ran down her face as she groped on the ground for the flashlight, by now entangled in the mosquito netting that hung around her cot. 15
20
- 4 Soon she heard the purring of a great cat and new scratchings. Then the tent shook, as if a tree had dropped on it. Terrified, Kate dimly realised that Nadia was purring back. Finally, she found the flashlight and with wet, trembling fingers she switched it on. She saw Nadia crouching down, her face against the cloth of the tent, enthralled, engaged in an exchange of deep purrs with the beast on the other side. The scream that had been stuck inside Kate escaped as a terrible howl that took Nadia by surprise, literally knocking her off her feet. Kate swept up the girl in one arm and began trying to pull her. New screams, this time accompanied by the chilling roars of the lions, shattered the quiet of the camp. 25
- 5 Within a few seconds, staff and visitors were outside, despite the specific instructions of Mushasha their local guide, who had warned them a hundred times of the dangers of leaving their tents at night. Kate was still tugging Nadia, dragging her outside as the girl kicked and struggled trying to get free. Half of the tent collapsed in the tug of war, and one of the nettings broke loose and fell over them, enveloping them completely. They looked like two larvae trying to break out of a cocoon. Alexander, Kate’s grandson, and 30
35

the first to arrive, ran to them and tried to untangle them from the netting. Once she was free, Nadia pushed him away, furious because her conversation with the lions had been interrupted in such an uncivilised fashion.

- 6 As that was going on, Mushasha fired his pistol into the air, and the roars of the lions faded in the distance. The guards lit torches, sheathed their weapons, and set off to explore the area around the camp. By then the elephants were in an uproar, and their keepers were trying to calm them before they escaped their enclosures and stampeded through the camp. 40 45

- 7 Joel, the group's photographer had by then been woken up by the noise of all the commotion. He ran outside yelling, his heart in his mouth.

"Snakes! A python!"

"Lions," Kate corrected.

Joel stopped short, bewildered.

"It's not snakes?" he hesitated.

"No, only lions," Kate repeated.

"And you woke me up for that?" sputtered the photographer. 50

Section C

Text 4

Read the article carefully and answer Questions 17–22 in the Question Paper.

- 1** The mushroom kingdom holds many shapes and secrets beyond those of the little white buttons and baby bellas found at the grocery store. Fungi are a versatile and adaptable group, which is why they offer a range of benefits to a variety of people. They are a multifaceted food source, providing fibre, protein, and other nutrients. They can be used to create dyes, build structures, or breed new strains of mushrooms. In essence, they are really cool, and they are inspiring biologists, artists, and engineers to develop practices that can make the world prosper. 5
- 2** Head to the supplement aisle in any health food store, and you are bound to find shelf space dedicated to the medicinal wonder of mushrooms. Research on fruit flies and mice shows that cordyceps, popular among consumers, has anti-cancer properties and possibly anti-aging effects, too. Reishi and turkey tail are coveted for their potential immune-stimulating effects, while lion's mane may help soften dementia, according to a small pilot study. Most of these benefits have only been investigated on animals or in test tubes however, making it challenging to draw conclusions on human health. If you are looking for guaranteed results, it is better to grab fresh, whole mushrooms from the produce section than spend all your money on pills and potions. 10 15
- 3** Though they are certainly delicious, there is much more you can do with mushrooms than eat them, including making pigments for fabric dyes, ink, and all varieties of paint. In fact, the vastness of the fungus kingdom covers every colour of the rainbow, says Julie Beeler, a naturalist, teacher, and artist. While the practice is growing in popularity, it has centuries of history. Fungi, particularly lichens—complex organisms created by a symbiotic relationship between a fungus and an alga—have been used in cultural practices across the world. Prior to the Industrial Revolution, all pigments were processed naturally. Since then, pretty much every dyed item we encounter has been coloured using synthetic dyes. “Mushrooms allow you to get back to natural practices that are more regenerative and sustainable for the environment and the planet as a whole,” says Beeler. 20 25

- 4 Mycelium—the network of fungal filaments that allows mushrooms to grow aboveground—can be used to create packaging, clothing, and even buildings; researchers are working on making the materials more robust and streamlining production. BioHAB, an architectural project in Namibia, for instance, is salvaging the remains of cleared encroacher bush, an indigenous species that drastically reduces usable land and resources, to create a substrate for farming mushrooms. The waste from cultivating the fungi is then compacted into eco-friendly bricks. The end product is strong, flexible, insulative, and soundproof, and can be used to reinforce structures in local villages, BioHAB’s website states. Similarly, NASA is looking into mycelium-based construction materials for astronaut dwellings on the moon and Mars. These composites are light and transportable, protect better against radiation, could self-replicate in their new environments for an endless resource, and, at the end of their life spans, can be turned into fertilizer
- 5 Pivoting to mushrooms could, in part, help buffer the effect industrialisation has on the planet. Manufacturing is a major cause of environmental degradation, pollution, carbon emissions, and waste. Mushroom-sourced components can offer a break from petrochemicals and plastics if they can be produced sustainably enough and brought to scale. But the field, which is still in its infancy, has a ways to go before it can make a significant contribution to the use of sustainable goods.

Section A [5 marks]

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

- 1 Look at Text 1. Tick (✓) the most effective title for the image in this advertisement.

Responsible media use
Kindness in your hands
Small acts to make a difference

[1]

- 2 The advertisement states 'let's keep our homes peaceful and conducive for all'.

Who does the word 'all' refer to?

.....

.....

[1]

- 3 Identify the sentence in Text 2 that reflects the message in Text 1 to 'Choose kindness.

.....

.....

[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

Readers are asked to join the writer in taking action.

[1]

Text 1 / Text 2 / Both / Neither

The tone suggests the writer and reader are of different status.

[1]

Text 1 / Text 2 / Both / Neither

Section B [20 marks]

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

- 5** In Paragraph 1, what does the phrase ‘jolted upright’ suggest about the manner in which Kate woke up?

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

- 6** In Paragraph 1, what is i) unusual and ii) effective about the phrase ‘fearful anticipation’ (line 3)?

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

- 7** In Paragraph 1, what is the effect of the sentence ‘No doubt about it’?

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

- 8** In Paragraph 1, why do you think Kate could not switch on the torchlight with moist fingers?

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

- 9** “Lions. Don’t be afraid,” Nadia, who believed she could communicate with animals, answered. (lines 12-13)

What is the tone used by Nadia in the lines above?

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

In Paragraph 3, Kate was very frightened as the lion prowled outside the tent, trying to get in. Explain how the language used in this paragraph showed Kate’s fear. Support your ideas with two details from the paragraph.

10

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

- 11** In Paragraph 4, what was Nadia trying to do with the lions?
.....
..... [1]
- (b)** What does the word ‘enthralled’ suggest about the way Nadia felt towards the lions?
.....
..... [1]
- 12** In Paragraph 4, why was Kate trying to pull Nadia away?
.....
..... [1]
- 13** In Paragraph 5, we are told that ‘They looked like two larvae trying to break out of a cocoon’ (line 42).

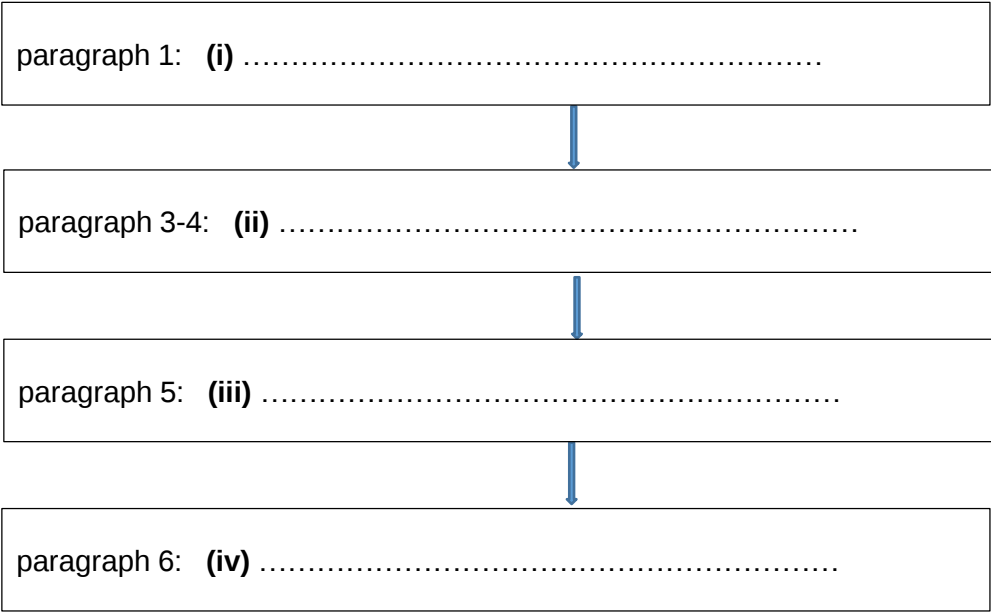
Why is the phrase ‘looked like two larvae trying to break out of a cocoon’ effective in conveying what happened to Nadia and Kate?
.....
.....
..... [2]
- In Paragraph 5, why was Nadia angry with Kate’s grandson? Explain **in your own words**.
.....
14
..... [2]
- 15** Why was the reaction of the photographer unexpected in Paragraph 7?
.....
..... [1]

- 16** The structure of the text reflects the different happenings in Kate and Nadia’s encounter with the lions. Complete the flow chart by choosing one phrase to summarise these different happenings. There are some extra phrases that you do not need to use.

Different happenings in encounter with the lions

Rippling effects Desperately trapped Fearful Realisation	Unknown disturbances Rude shock Unwelcomed visitors
--	---

Flow chart



[4]

Section C [25 marks]

Refer to **Text 4** on pages 6 and 7 of the Insert for Questions 17–22.

- 17** Paragraph 1 details the different uses for mushrooms.

Identify the word(s) in the paragraph that explain the given attributes of mushrooms:

Flexible : [1]

Having different features : [1]

The writer describes mushrooms as ‘really cool’ (lines 6–7).

What is the writer’s attitude towards mushrooms when he makes this comment?

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

- 18** Here is part of a conversation between two students, Jack and Jill, who have read the article.



Mushrooms have medicinal properties that can help us!



There is little evidence to show they benefit human health!

- (a)** Give **two** details from Paragraph 2 which Jack can use to justify his claim.

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

- (b)** From Paragraph 2, how would Jill support her view?

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

- 19 Paragraph 3 says that mushrooms can be used to make 'pigments for fabric dyes, inks and all varieties of paints' (lines 21–22). How do the current methods for making pigments differ from that in the past?

.....
.....

[1]

- 20 Referring to Paragraph 5, explain in **your own words** one major motivation for 'pivoting to mushrooms' (line 47).

.....
.....

[1]

- 21 What does the phrase 'still in its infancy' (line 52) suggest about the use of mushrooms for sustainability?

.....
.....

[1]

Give one phrase in the same paragraph that conveys the same idea.

.....
.....

[1]

- 22** Using your own words as far as possible, summarise the different ways in which mushrooms can be used, and their benefits, as outlined in the text.

Use only information from Paragraphs 3 to 4 of Text 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).

One of the ways in which mushrooms can be used

[illegible]

No. of Words

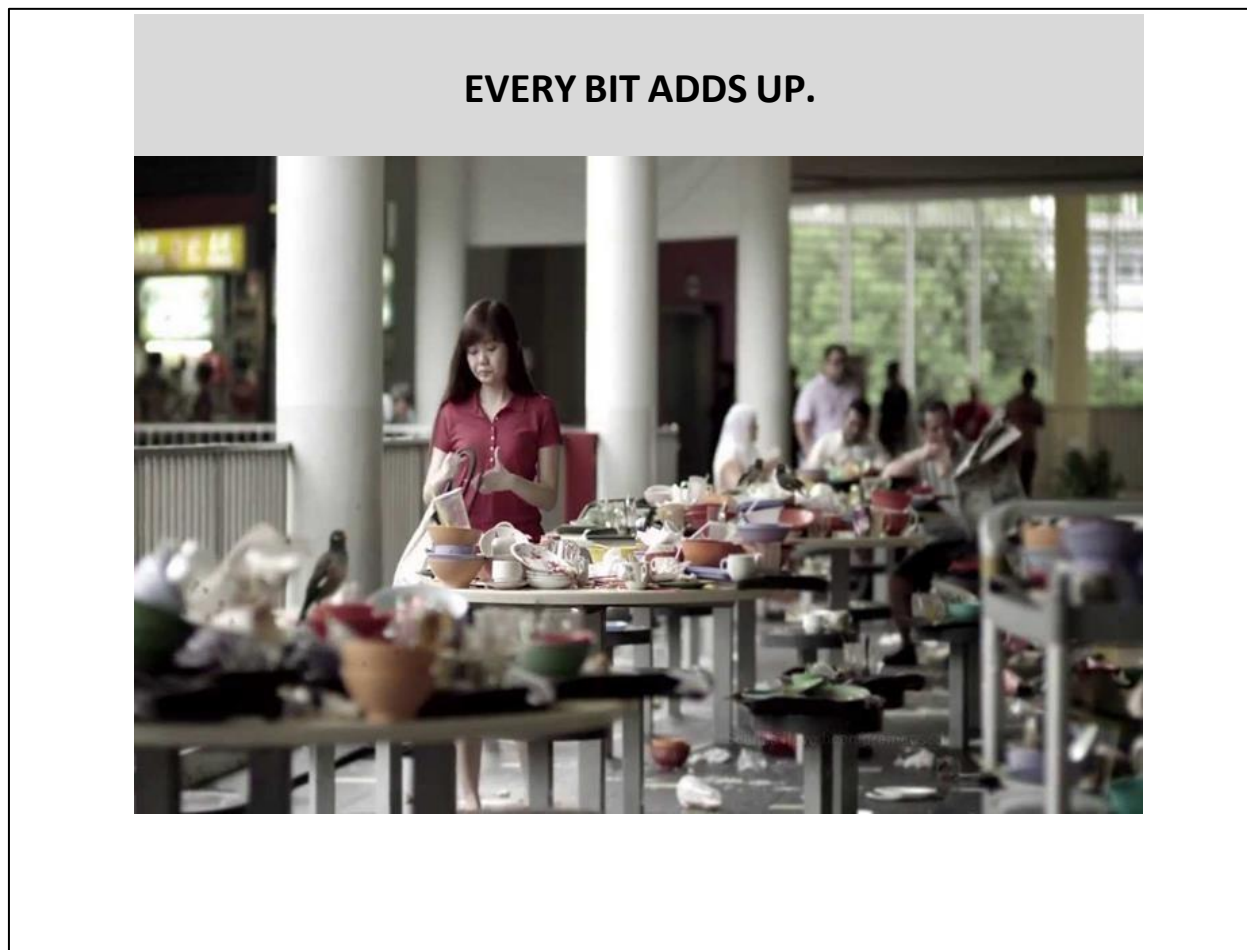
[15]

END OF PAPER

Section A

Study the online advertisement (**Text 1**) and the social media post (**Text 2**) and answer Questions 1 – 4 in the Question Paper.

Text 1 is taken from an online poster for the Clean Tables Campaign.



Text 2 is taken from a blog.

As a passionate food lover and frequent hawker centre patron, I believe it's our responsibility to maintain cleanliness for all to enjoy. By clearing our tables of any leftover food or waste, we set an example for others to follow. It's crucial to remember that cleanliness is not solely the responsibility of cleaners.

SECTION B

The text below describes a man who is weak and thirsty after a long journey and is desperately in need of water. Read it carefully and answer questions 5 – 14 in the Question Booklet.

It was one of the hottest of that Spanish summer. The violence of the heat seemed to bruise the whole earth and turn its crust into a barren land. The heat was intense. There was no shade to hide in; my walking became a plod. The merciless sun was hitting hard on my body. I began to forget what I was doing on the road at all; I walked on as though keeping a vow, till I was conscious only of the hot red dust grinding like pepper between my toes. My parched lips and throat began to ache.

5

By mid-morning I was in a state of developing madness, possessed by pounding deliriums of thirst, my brain running and reeling through all the usual obsessions that are said to accompany the man in the desert. Fantasies of water rose up and wrapped me in the cool wet leaves, or pressed the thought of cucumber peel across my stinging eyes and filled my mouth with dripping moss. I began to drink monsoons and winter mists, to lick up the first fat drops of thunder, to lie down naked on deep-sea sponges and rub my lips against the scales of fish. I heard my mother splashing water on garden salads, the gulping gush of the garden pump and the swans' wings beating the lake...

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The rest of the day was a blur. I remember seeing the spire of a church rising from the plain like the jet of a fountain. Then there was a shower of eucalyptus trees brushing against a roadside tavern and I was at a bar calling for bottles of pop. 'No, no! You mustn't drink. You will fall down dead.' The woman threw up her hands at the sight of me, then turned to shout at a couple of well-dressed gentlemen eating radishes at a table in the corner. The gentlemen agreed. 'The lady is right – you are too hot for drinking. You will drop at our feet. Just look at your face.' The men tutted loudly and shook their heads. I could only stand there croaking, desperate with thirst.

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Somebody gave me some ice to suck; it hardly wet my throat. Then I was told to rest and cool off, while the men bombarded me with incessant questions: where I came from, where I was going, why I walked this distance.

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At my reply, the woman threw up her hands again. 'On foot? It is not to be thought of!' The gentlemen started an argument, spitting out radishes at each other like furious exclamations. 'If he's English, he's the first walking Englishman I've seen,' said one. 'They walk all over the place,' said the other. 'Up and down mountainsides. Round and round the poles.' 'Yes, yes – but they do not walk in Spain.' Their conversations fell on deaf ears; my water was never coming.

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I heard their voices fading and booming around me. My head felt feverish, tight, and bursting. Then someone was leaning over me. 'Enough of the excremental walking. Holy Mother of God, give the young man a little drink. If he lives, and still wishes to go the city, we will take him in the car.'

The first mouthful of mineral water in my mouth felt like frosted stars. Then I was given a huge plate of ham, cheese and bread. This was followed by several glasses of sherry; a dreamy deep languor spread through my limbs. I was in heaven, and I remember no more of my benefactors, or what they said, only the drowsy glories of drinking. Later, much later, I was lifted to my feet and half-led, half carried outside.

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Then, stretched fast asleep in the back of the car, I was driven like a corpse to Valladolid.

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SECTION C

The article below is about thrift shopping. Read it carefully and answer questions 15 – 20 in the Question Booklet.

Of the many trends that have risen in fashion in the past few years, thrift shopping is definitely one of the most relevant ones. Make no mistake, however, thrift shops have been around for ages. Organisations like Goodwill in the USA and Indian marketplaces like Sarojini Nagar in Delhi and New Market in Kolkata have existed for decades. It is only in this last decade though, that thrift shopping has found a fresh wave of demand.

5

In the past, new clothes typically came into households with festivals, familial occasions or changes of seasons. However, the landscape of fashion and subsequently, people's attitude towards it, has witnessed some change. With trends dominating the fashion scene and the coming of fast fashion, the buying of clothes moved on from simply being an occasional activity to a more frequent pursuit. Fast fashion brands and websites pounced on this opportunity by making trendy clothes available at cheap prices, and they have since enjoyed the plentiful fruits of their labour.

10

Consumers have certainly welcomed the affordability of fast fashion with open arms. However, the sheer speed at which apparel is created and thrown away contributes to the alarming rates of textile waste. A huge percentage of the clothes being sold out in minutes ends up in landfills much quicker than they did fifty years ago, due to lower quality clothing being discarded more quickly, or people replacing their wardrobes more frequently. Besides the various forms of pollution in landfills, fast fashion factory workers are also exploited in the process. Labour is sourced at cheap rates from developing countries and the labourers are often underpaid, and exposed to toxic chemicals without proper safety measures being taken. Fast fashion may have made fashionable clothing cheaper, but at what cost?

15

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For long, thrift shopping was seen as a derogatory activity that warranted mocking. Today, with conversations on eco-consciousness and accessibility, it is fast becoming a popular choice. Thrift shopping essentially keeps clothes and their components in circulation for a longer time. This reduces the use of finite resources to manufacture new ones and prevents various types of pollution. Moreover, even recycling textiles can require huge amounts of energy which thrift shopping limits. While thrift shopping was a method once adopted exclusively by environmental activists, it has gradually become something trendy in itself. Today, there is almost a sense of pride when one finds a good bargain at a thrift store. Even for fashionistas who have no regard for the environment, thrift shops can offer them luxurious apparel at cheaper prices. Needless to say, these shops are also a haven for those with limited finances

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Thrift shopping, for all that it is worth, has some flaws. For one, it is not quite size-inclusive. This is not to say that there is a wide range of sizes available at all regular outlets either, but some fast fashion websites do have more sizes than others. Sustainable brands often either do not have larger sizes, or are not affordable for most people. Thrift shops too, usually stock limited clothes of larger sizes. Larger-sized buyers might often find themselves behind on trends that others might be able to take part in. Of course, it is not entirely the fault of thrift shops as they are simply sourcing what is available. Realistically, thrifting is also far less efficient and convenient. From selection to payment and delivery, it cannot compare to the seamless process of online shopping. Perhaps the greatest irony of all, is that thrift shopping may become a justification for consumerism. The idea of sustainable fashion itself is to shop less, shop sustainably and use what is shopped for a longer time. It is this basic thought that needs to be more widely perpetuated to find the best ways to narrow down consumption within one's needs and abilities.

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SECTION A [5 marks]

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

- 1** Look at Text 1. Tick (✓) the phrase that best describes the purpose of the advertisement.

☐

To raise diners' awareness of how dirty hawker centres are

☐

To educate diners on the need to clear their trays

☐

To encourage diners to do their part to keep hawker centres clean [1]

- 2** How does the image in Text 1 support the statement 'EVERY BIT ADDS UP'?

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

- 3** Identify the phrase in Text 2 which reinforces the idea in Text 1 that clearing the tables has 'a rippling effect'.

..... [1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text. Circle the answer you have chosen for each statement.

Readers are encouraged to take action.

Text 1 / Text 2 / Both / Neither

Tone suggests that the reader and writer are of the same status.

Text 1 / Text 2 / Both / Neither [2]

SECTION B [20 marks]

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

5 In Paragraph 1 the writer gives the violent heat a human quality.

Identify the word that the writer uses when he personifies the violent heat.

Explain in **your own words** the impact this heat has on the earth.

..... [2]

6 In Paragraph 1, the writer describes how the intense heat was intolerable. Explain how the language used in this paragraph shows that the intense heat was unbearable for the writer.

Support your ideas with **two** details from **lines 3 – 7**.

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

7 In Paragraph 2, we are told the writer was getting distressed and was ‘possessed by pounding delirium’ (lines 8 – 9).

What does the word ‘delirium’ tell you about his state of mind?

..... [1]

What was the cause of this delirium?

..... [1]

8 In Paragraph 2, the writer was experiencing the ‘usual obsessions’ that a man in a desert suffers from.

Pick a word from Paragraph 2 that shows that the writer was having hallucinations.
..... [1]

Give give **two** techniques the writer uses to emphasise the obsessions that he was experiencing.
.....
.....
.....
.....[2]

9 In Paragraph 3, the writer finally spots civilisation and knows that his thirst will be quenched soon. Pick **two** pieces of evidence from **lines 17 to 19** to show that his thirst will be quenched.

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

10 In Paragraph 3, the woman and men at the roadside tavern warned the writer against drinking water. Identify two visible reactions of the woman and the men that emphasise this disapproval.

Woman:

Men: [1]

11 In Paragraph 4, explain in **your own words** how you can tell that the writer was overwhelmed by the men in the bar.
.....
.....[1]

- 12** In Paragraph 7, the writer claimed that he was 'in heaven' (lines 41 – 42). Explain how this claim is supported with reference to **three** pieces of evidence from **lines 39 to 43**.

.....

.....

.....

.....

.....

.....

.....

.....[3]

- 13** The writer was 'driven like a corpse' (line 45) to his next destination. How is this simile effective?

.....

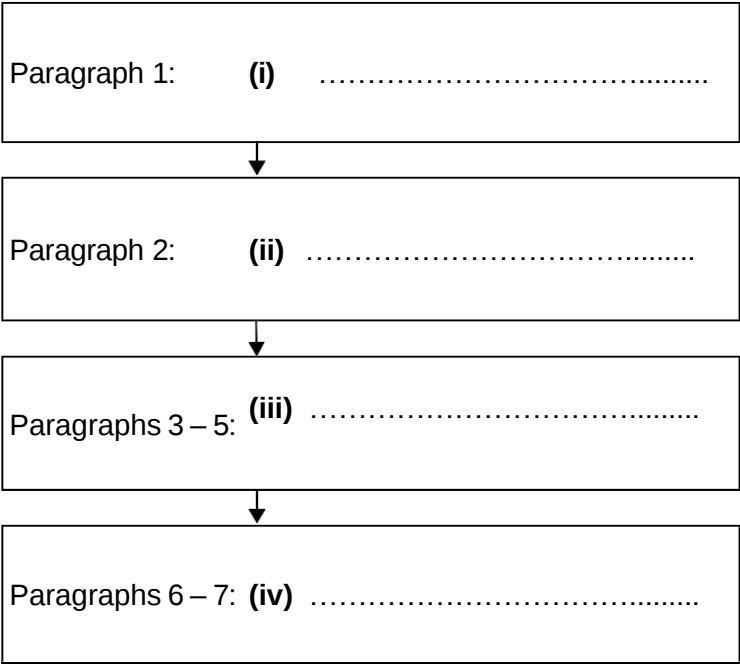
.....[1]

14 The structure of the text reflects the writer’s emotions at different stages during the journey. Complete the flowchart by choosing one phrase from the box to summarise his emotions at each stage during the journey. There are some extra phrases in the box you do not need to use.

The writer’s emotions

-
- Concerned and caring
Relieved and rejuvenated
Oppressed and tortured
Reassured and transient joy
Desperate and delusional
Hopeful and overjoyed
Shocked and in disbelief
-

Flowchart



[4]

SECTION C [25 marks]

Refer to **Text 4** on pages 4 and 5 of the Insert for Questions 15 – 20.

- 15 (a)** With reference to Paragraph 1, what assumption does the writer try to correct?

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

- (b)** Pick out a five-word phrase from Paragraph 1 which suggests that thrift shopping has recently gained popularity.

.....[1]

- 16** The writer says that buying clothes is now a 'frequent pursuit' (line 10). From Paragraph 2, give **two** factors that have resulted in this.

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

- 17** In Paragraph 2, we are told that 'Fast fashion brands and websites pounced on this opportunity by making trendy clothes available at cheap prices' (lines 10 – 11).

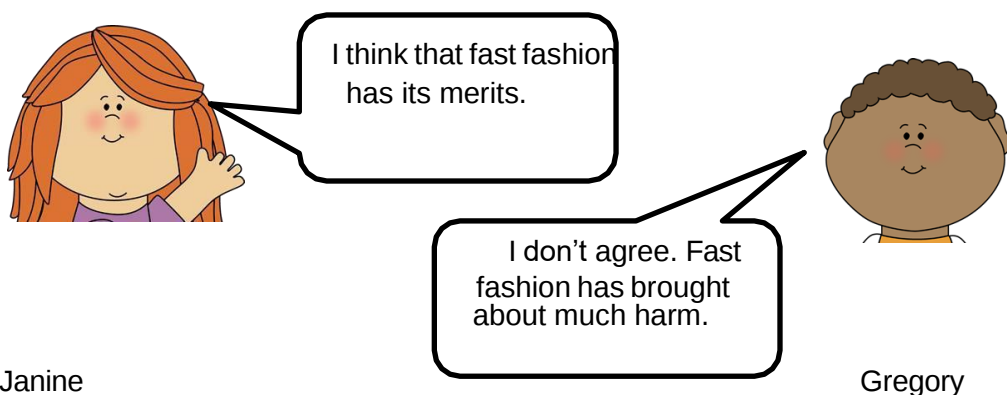
- (a)** What is the tone of the writer towards fast fashion brands and websites?

.....[1]

- (b)** Explain in **your own words** what the outcome of this strategy was.

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

- 18 Here is part of a conversation between two students, Janine and Gregory, who have read the article.



Give **one** reason from Paragraph 3 that Janine can use to support her view.

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

With reference to Paragraph 3, give **two** examples which support Gregory's opinion.

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

- 19 'Fast fashion may have made fashionable clothing cheaper, but at what cost?' (lines 21 – 22).

What does this imply about the writer's attitude towards fast fashion?

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

20 **Using your own words as far as possible,** summarise the benefits that thrift shopping has brought about, and the limitations it has.

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

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

In contrast with fast fashion, thrift shopping is beneficial because.....

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Section A

Study the poster (Text 1) below and the journal entry (Text 2) on the next page and answer Questions 1— 4 in the Question Paper

Text 1 is a poster found in a secondary school

DO YOU REALLY NEED THAT?



A nation of plastic

Singapore's plastic consumption

PET PLASTICS

1 to 3
PET bottles used per person/week

467m
PET bottles used in Singapore each year

Lined end to end, PET bottles collected in a day would stretch for 300km or six times the length of Singapore.

PLASTIC BAGS

2 to 4
Plastic bags taken from supermarkets per person/trip

820m
Supermarket plastic bags used in Singapore each year

This makes up the land area of 126 Gardens by the Bay



(A) _____



Bring your own eco-friendly cups to the drinks stall.



When you buy beverages from the vending machine, make sure to recycle the bottle.

NOTE: PET – Polyethylene terephthalate

Text 2 is an excerpt from a student leader’s reflection journal.

Date: 8 March 2024

Topic: Thoughts on Reducing Plastic Waste in School

I learnt so much from the poster in the canteen. I was shocked to realise that my regular bottle of isotonic drink after a hard day of CCA training contributed to at least 160 out of the 467 million wasted in Singapore annually. Also, as I need something to wrap my dirty clothes up during camp, I have been subconsciously taking as many plastic bags as possible whenever I accompany my parents to buy groceries. At last count I think I took 20 pieces. I am going to search for waterproof yet washable bags. It'd be really tough to break the other habit though, and not just for me but for my fellow cadets too. Maybe our next project could be to work on a sustainable yet equally refreshing alternative!

Written By: Jacob E. Lau, Company Sergeant Major of the National Cadet Corps

Text 3

The text below describes the experience of a resort owner recovering from the financial damage after a hurricane destroyed his property. Read it carefully and answer Questions 5 – 15 in the Question Paper.

- 1 Late in the summer of 1993, a hurricane smashed everything I had into a million pieces. From a window in the lobby where I waited out the storm, I watched the wind suck all the water from the pool in less than a split second. Next, it detonated the entire acre of beach chairs and tiki huts. Finally, it flicked the dock, and all yachts attached to it, off the shore. I later learnt meteorologists gave it the gentlest of 5 names, Tess.
- 2 Hours earlier, my staff had left, cramming themselves into four tiny boats. I told them to take what food they wanted from the kitchen – the food would rot once Tess denied us our power supply – but they still hid it in their bags and under straw hats. They yelled that I was a crazy man to stare a hurricane in the eye. “She will think 10 you’re making fun of death! Death will make fun back at you!” they warned, shielding themselves from the wind that was already snatching some straw hats away. There was a space left on the boat, but I could not bear to leave my life’s work. It took another 24 hours for Tess to have her fill of destruction, before abandoning me to salvage what I could.
15
- 3 During the next exhausting year, there was not a time when I was not picking up broken glass smithereens wherever I walked. All alone, I hauled timber and metal slabs to rebuild the dock. I had sleepless nights, worrying if any of the travel agents I begged to steer clients my way would respond.
- 4 Finally, at the height of my first season back in business, from behind the 20 rethatched tiki huts, I took a deep breath and peeked out at my guests. The day was brilliant, the heat tempered by the afternoon winds, and for a lifting moment I heard the music I had been waiting for since Tess. Every hotel owner has his own version, but mine was simply the noise of people at leisure. For a short moment I let myself revel in its harmonies as I watched a group of women celebrating their graduation 25 with the clinking of champagne glasses, a family reunion with lots of laughter, and the whirl of jet-skis as a couple whizzed by.
- 5 Despite the beauty of its melodies, I knew I was barely hanging on. Tess had devoured my savings and made dessert out of my emergency reserves. I stood in the midst of a final decisive season. The possibility that I could easily fail and lose 30 the only place I knew and wanted to be, made me dizzy enough to crouch down and rest my forehead against the fridge.
- 6 At a sudden shift of the air, I stood again. When I looked past the pool, I saw a deathly figure moving on stick thin legs through the grape trees. When he stepped out, the bright flare of the sun seemed to shock him absolutely still. His thin, gray 35 lips pursed, and his eyes receded in sore, watery sockets. My eyes fixed on the man’s distended belly, my ears attuned to his laboured wheeze. Sun hats and drinks were moved to further tables, I held my breath but refused to look away. Very soon, the man’s wife hurried out of the shade to lead her husband to a chair.
- 7 I had checked her in the night before - Cecilia Blaze. They were staying for three 40 weeks, she had explained while signing the registration slip with her own gold-capped pen. Now, as Henry Blaze creaked himself onto one of the pool chairs, I

anxiously waited for the other guests to resume their bustle, but they stood as still as statues. I had to find a way to shorten Henry Blaze's stay. Tess had almost killed me, but after everything, I was not going to let a hotel guest ruin my lifelong hotelier dream. 45

Section C

Text 4

The article below is about how two architects built a school in Burkina Faso, a country in West Africa. Read it carefully and answer Questions 16 – 24 in the Question Paper.

- 1 It has been said that the study of architecture attracts people who relish thinking their way around challenges. Building schools in Burkina Faso, is thus a suitable site for practice. The challenges, after all, are eye-watering: 45 degrees celcius during high season, limited funds, materials, electricity and water, and vulnerable clients. Today, a revolution in school architecture is making waves, not just for its innovative approach to 5climate resilience, but also its deep cultural sensitivity and community involvement.
- 2 At the forefront are architects Francis Kere and Albert Faus, who grew up in the small village of Gando in Burkina Faso. As children, Kere and Faus would have turned to a lives of hard labour had it not been for the whole community chipping in to cover his school fees, till they eventually gained scholarships to study architecture in Germany. 10“The reason I do what I do is my community”, Kere says. Faus echoes this sentiment.
- 3 Gando Primary School was Kere’s and Faus’ first project upon graduation. Kere quickly identified the need for school buildings in Gando to achieve sustainability and turned to the locally available and more durable laterite stone, but was met with puzzled resistance from the Gando natives who had spent years enthralled by pictures of concrete and glass 15 skyscrapers enclosed in his monthly handwritten letters from abroad. Faus stepped in and appealed to their sense of team spirit by hiring local quarry workers to haul the laterite stone to the construction site. Both soon found their eyes moistening at the sight of both men and women coming together and joining them to set the foundation, in both senses of the word, for the educational spaces by beating the stone into clay as smooth as butter with bare 20 hands and fashioning thick and strong walls together.
- 4 In choosing to build educational spaces using laterite, Kere was also laying the stones for more conducive and safer learning. After laterite stone gets baked by the hot sun, it achieves a strength that can withstand bullets, a tragic necessity given the local gangs. It gave parents the much-needed assurance to send their children to school. As laterite is also 25 composed from a unique mixture of soil and rock, it leads to the wonderful irony of air flow being concentrated and facilitated not around, but through the walls. Students themselves were attracted to the new school’s cool environment, leading to a sharp reduction in dropout rates.
- 5 The thermal comfort created by natural air permeating the walls was enhanced by Kere and 30 Faus, who drew inspiration from ancient Persian Gulf architecture and constructed roofs that were propped up with rods placed on top of the building walls and extended larger than the buildings themselves, leaving a gap. This creativity meant that students were not only shielded from the scorching afternoon sun, but hotter air constantly circulated outwards through the gap, especially in the mid afternoons. Students were now keen to stay back 35after morning lessons for co-curricular activities, developing a sense of school identity that attracted even more sign ups. The flat and wide surfaces of the roofs also facilitated the

architects’ solar panel installation, meaning that hazardous and ineffective candles need not be lit for night studying.

- 6 Kere and Faus took even more intricate care when constructing orphanages. First, they 40 made the space more welcoming by eliminating the conventional barbed wire fences. Next,

they used a semi-circle shape that separated girls' and boys' dormitories with the adult care givers' rooms in the middle. Neither gender could access the other's private living spaces without approval from an adult. Only the administration office sits in the visibility zone. Curved doors shield meeting rooms from the public eye and walls in the play yard are high 45 and slope outwards to protect the privacy and security of the children.

- 7 It was not just the environmental ingenuity but the visual appearance of these buildings that dealt a profound emotional impact on the people of Gando, Kere and Faus included. Seeing educational spaces that looked traditionally cultural and historical achieve success boosted the community's belief in themselves, and the young architects' establishment of their own 50 identities as European trained but authentically West African.
- 8 Today, Kere and Faus continue to use creative means to build schools and orphanages that remain cool despite the absence of air conditioning. Beyond just adapting to the harsh climate, their work showcases how architecture can empower communities and tackle global issues, and serves as a blueprint for others around the 55world.

Copyright Acknowledgements:

Text 1: Taken from <https://ifonlaysiaingaporeans.blogspot.com/2018/08/singapore-uses-at-least-176-billion.html> Text 3: Adapted from "Live Life King-Sized" by Hester Kaplan

Text 4: Adapted from <https://www.theguardian.com/environment/2024/feb/29/we-dont-need-air-con-how-burkina-faso-builds-schools-that-stay-cool-in-40c-heat> and <https://trendydigests.com/2024/03/04/burkina-fasos-school-architecture-a-beacon-of-sustainability-amidst-scorching-heat/>

Section A [5 marks]

Refer to the poster (**Text 1**) and the excerpt from the reflection journal (**Text 2**) on pages 1 and 2 of the Insert for Questions 1 – 4.

- 1** Refer to Text 1. Identify the most suitable caption for **(A)**.

Bring more of your own plastic bags.

Say no to plastic bags.

Use recyclable bags.

☐
☐
☐

[1]

- 2** Refer to the image of the person pushing a shopping cart in **Text 1**. How does the image illustrate the header 'Do you really need that?'

.....

.....

.....[1]

- 3** Quote a sentence in **Text 2** which reflects the aim of **Text 1**.

.....

.....[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

- (a)** The text uses statistics to show the effects of plastic usage.

Text 1 / Text 2 / Both / Neither

- (b)** The text highlights the challenge people face when reducing the use of plastic.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 marks]

Refer to **Text 3** on pages 4 - 5 of the Insert for Questions 5 – 15.

- 5 In Paragraph 1, the writer describes the destruction caused by the hurricane. Explain how the language used in this paragraph emphasises the power of the hurricane. Support your ideas with **three** details from the paragraph.

.....

.....

.....

.....

.....

.....[3]

- 6 From Paragraph 1, what is ironic about the meteorologists' choice of name for the hurricane?

.....[1]

- 7 Explain **in your own words** why the writer told his staff 'to take what food they wanted from the kitchen' (line 8).

.....[1]

- 8 What did the author do because he 'could not bear to leave' (line 13)?

.....[1]

- 9** In Paragraph 3, the writer says he had an ‘exhausting year’ (line 16). Explain how this claim is supported with reference to **three** pieces of evidence from the paragraph.

.....

.....

.....

.....

.....

.....[3]

- 10** What do you think the writer was referring to by the ‘music’ (line 23) in Paragraph 4?

.....[1]

- 11** From Paragraph 5, quote a phrase of **not more than seven words** that makes hurricane Tess seem like a cruel person.

.....[1]

- 12** In Paragraph 5, the writer says he became ‘dizzy enough to crouch down and rest my forehead against the fridge’. Explain fully why.

.....[2]

- 13** With reference to Paragraph 6, what were the reactions to Henry Blaze’s appearance?

The other guests	[1]
Henry Blaze’s wife	[1]

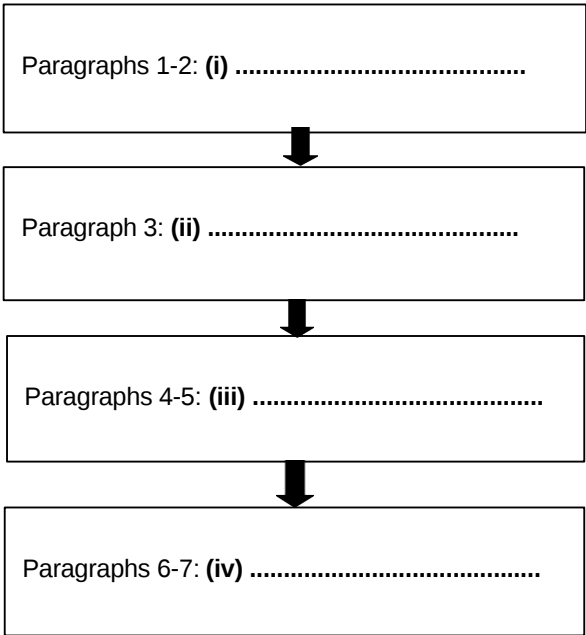
14 What is the writer referring to when he says ‘after everything’ (line 45)?

.....[1]

15 The structure of the text reflects how the writer's feelings change as he manages his hotel. Complete the flow chart by choosing one word from the box to summarise the writer's main emotion at each stage. There are some extra words in the box you do not need to use.

The Writer's Emotional States		
Sad	Determined	Uncertain
Perplexed	Stressed	Angry
Resigned		

Flow chart



Section C [25 marks]

Refer to **Text 4** on page 5 and 6 of the Insert for Questions 16 – 24.

- 16** From Paragraph 1, give the word that has the same meaning as 'enjoy'.

.....[1]

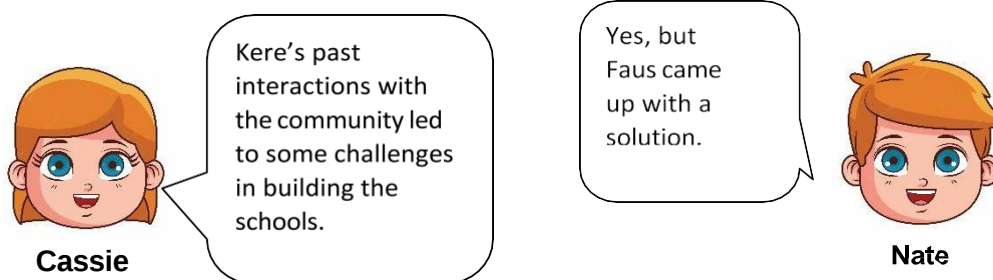
- 17** What is the reason the writer says that in Burkina Faso, 'a revolution in school architecture is making waves' (lines 4-5)? Give **one** reason.

.....[1]

- 18** In Paragraph 2, one of the architects says 'the reason I do what I do is my community'. What does he mean by this?

.....[1]

Here is a part of a conversation between two students, Cassie and Nate, who have read the article.



- (a)** With reference to Paragraph 3, explain the reason behind Cassie's statement.

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

- (b)** Give **one** piece of evidence from Paragraph 3 to support Nate's view.

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

- 19** What was the effect of 'eliminating the conventional barbed wire fences' (line 41) when building orphanages?

.....[1]

20 What was the effect of building the adult care givers' room 'in the middle' (line 43) of the orphanage?

..... [1]

21 Paragraph 7 states that the buildings 'dealt a profound emotional impact on the people of Gando, Kere and Faus included' (line 48). Give evidence from the same paragraph to show how Kere and Faus were impacted.

..... [1]

22 Identify the phrase from Paragraph 8 of **not more than seven words** that suggests Kere and Faus have set the standard for other architects to follow.

..... [1]

23 **Using your own words as far as possible**, summarise the features of the school that make it sustainable and the positive effects on the community.

Use only 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).

Kere and Faus first built sustainable schools in Gando by

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[15]

Section A [5 marks]

Study the website (**Text 1**) and the social media post (**Text 2**) and answer Questions 1-4 in the Question Paper.

Text 1 is taken from an advertisement published online for adoption of shelter animals.

**MEET YOUR
NEW BEST FRIEND
TODAY!**



Homeless cats and dogs in need of forever homes during the National Adopt a Shelter Pet Day event!

Every year thousands of cats and dogs end up in shelters all across the country as strays or relinquished by their owners. Most of these pets are sweet, loving animals hopeful for a second chance at a forever home. The Singapore Society for the Prevention of Cruelty to Animals (SPCA) continues its mission to reduce the number of homeless pets by celebrating National Adopt a Shelter Pet Day with a special adoption event.

Text 2 is taken from a social media post of an organiser of the Adopt a Shelter Pet Day event.

If you've been thinking about adopting for the first time, or even adding another pet to your family, this adoption event is a great time and place to start your search. People interested in owning a pet should always be reminded to adopt responsibly. An animal's care is a lifelong commitment and should never be an impulse decision. Do your homework and make sure you find the pet that fits your lifestyle. Just remember, nothing is more rewarding than giving these wonderful animals a permanent loving home!

Section B [20 marks]

Text 3

The text below is about a Filipino girl studying in America who is suffering from homesickness. Read it carefully and answer Questions 5-14 in the Question Booklet.

- 1 Many say that the heart is an adaptable muscle. But Katrina, who is weak and cold with homesickness, decides the skin is more adaptable, although not her own. Despite the layers of clothing, her face feels like it is stung by needles as she walks down the street. Her breath comes out in short gasps as the cold wind punches her in the gut, making the short walks around her new campus feel like a marathon. Her tongue hardens and her speech is practically unintelligible while her movements are now belaboured as her once nimble limbs refuse to cooperate. She realises she will not toughen up, rather she will merely shrivel in confusion. 5

- 2 To amuse her family in the Philippines, she composes a list of things that happen here but don't happen at home. Here in America, she writes that the afternoon light has a pink cast, and the air outside seems always to smell of wood. It's not as though she hasn't expected the differences. She had known it was going to be cold. She wanted to see snowflakes drifting from the sky and dreamed of shaping snow into the snowmen of her childhood books. She wanted so badly to tell them she is doing fine. However now, she worries. Her skin not adapting, is the least of her worries. 15

- 3 For a few months, the sunlight embraces her like a long-lost friend, but by late October, a chilly white cast arrives in the morning, and the warmth only teases for a few hours in the afternoon. At the end of her day at school, she marches down one of the two main streets and again, the air is icy, the sun gone. Winds push her with a strange force, almost sliding her down the street like she is on wheels. Her nostrils dry up and the strands of her own hair sting her face like miniature whips. 20

- 4 The scariest thing is the way the cold seems to have numbed her brain and frozen her speech. English is all of a sudden clumsy and tough on her tongue. She has come all this way to teach freshman composition so that she can pursue a degree in literature, and yet she feels it is she who must learn the language all over again. Now, all the sentences flow like a choking pipe. She can't even make them out, much less understand them. She finds herself enunciating, speaking slowly, and setting her words apart as though she were picking tiny stones from a pan of uncooked rice grains, just the way she was taught to back home in her mother's kitchen. 30

- 5 "You're from the Philippines? But you speak English so well," they say. Still, she feels lost, always groping for the right words, faltering in her lectures, tripping into Tagalog. She sees her students frown and raise their eyebrows at one another, but it is futile. In its natural habitat, her competency in the English language seems to be ebbing out of her as quickly as blood from an open wound. 35

- 6 By November, even the people themselves display rigid hospitality. Their good-natured enquiries – *How are you doing?* – sound like questions tossed hastily in the air that don't wait for any answers. In her classes, the faces were aloof. Her insides are in knots, the tension never leaving her. But she hides all that: her lips upturned, a controlled command from brain to lips. When she speaks, they seem to know what she will say, and they have no patience with words, so she feels she must rush. She sees the eyeballs rolling up to the tops of their heads. 40 45
- 7 Katrina recalls her panic the day she arrived. The two-hour drive from the airport to the town was a rude shock. The car sped through miles and miles of cornfields, spreading out towards a doomed horizon in every conceivable direction. If something should happen to her, who would ever know? She felt cold pebbles plop one after another into the pool of her stomach, sinking into the black depths, never to be seen again 50

Section C [25 marks]

Text 4

The text below explores the relevancy of learning literature in the 21st century. Read it carefully and answer Questions 15-21 in the Question Booklet.

- 1 Books are a beacon of life. Without them, life will be a blank canvas, waiting for splashes of vivid colours to make it come alive. It is with this in mind that we celebrate literature as an immaculate art form, a bridge that creates a connection to the readers' heart and soul, linking to our feelings, resonating with them. But is Literature widely appreciated in today's world like how it was decades ago? 5
- 2 Some might argue that the numbers of readers have decreased severely in this modern era. Indeed, as technology progresses, we have created interesting ways to be entertained with stories through social media, online games, films and interactive videos. This does not mean that there are no book lovers or avid readers at all. Reading is and always will be an enduring way of life, even if it is to take on newer forms. It is unfortunate though, that the profound interests in the art of storytelling through prose and poetry and its fascinating embodiment of emotions and immersive tales, are not acknowledged, let alone appreciated enough. 10
- 3 Neglecting the need to appreciate literature would irrevocably contribute to the decay of creativity, critical thinking and quite importantly, empathy, a value that is needed in this world more than ever. The art of literature may not be deemed relevant with the advancement of technology, especially with its evolution over the years and how it has transitioned into more interesting and sophisticated mediums like Augmented Reality (AR) and Virtual Reality (VR). It is undoubtedly vital that we celebrate the intricacies of these mediums which have their own unique ways of conveying stories, but it would be unfair to dismiss literature entirely due to its lack of perceived relevance to today's modern world and its concerns. Learning literature *does* have its own unique benefits in today's vast and complex world. 15 20
- 4 Indisputably, it gives us time to slow down and enjoy the moment. Reading a book limits the distractions of moving pixels, yet reels us into its wonderful story, allowing us to give ourselves that pause that is needed in our hectic and busy lives. We get to relish getting sucked into our imaginations, absorbed in another life, setting, era and even another world. Immersing ourselves in a character's journey promotes empathy as we seek to understand the character's innate feelings, thoughts and struggles, and because it is not portrayed on screen, we *feel* more than we see. Not only does literature make us more compassionate, appreciating it provides valuable insights, especially stories with themes that resonate with the ever-changing world today. These insights we gain, help us better grasp the issues that our erratic and unpredictable world throws at us. 25 30 35
- 5 We read and sort those thoughts in our head systematically based on our values and beliefs, churning up different perspectives and ideas. Ideas that could innovate and make us better our lives as individuals or as a community. That is how

creativity works – a compiled idea created from interpreting layers upon layers of powerful stories. 40

- 6 Its values span across generations and culture, it speaks in an ethereal language. Words are a manifestation of what our beliefs and feelings are. And when those become stories, they resonate within us, which creates a line that connects people from all over the world despite their differences. It has been valued across generations and through the decades – which shows how vital it is to practise and 45 appreciate the art form, to preserve the importance of these values in a shape that goes beyond one's culture. The world today needs empathy now more than ever.

***Adapted from Why Literature Is Still Relevant In The 21st Century from
medium.com***

Section A [5 marks]

Refer to the website (Text 1) and the social media post (Text 2) on page 2 of the Insert for Questions 1-4.

1 Look at Text 1. Tick (✓) an alternative title for this advertisement.

☐

Pick me! I need a home!

☐

Adopt. Don't Shop.

☐

We can change your lives.

[1]

2 The advertisement states that "Homeless cats and dogs in need of forever homes during a national Adopt a Shelter Pet Day event." What does the word 'forever' suggest?

[1]

3 Identify a phrase in Text 2 which reflects the message in Text 1 in encouraging people to adopt shelter animals.

[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

The writer is critical of people who buy pets rather than adopt.

Text 1 / Text 2 / Both / Neither

The writer stresses the serious obligation of pet ownership.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 marks]

Text 3

Refer to Text 3 on pages 3 - 4 of the Insert to answer Questions 5-14.

- 5 At the beginning of the text, the writer describes the cold weather. Explain how the language used in Paragraph 1 tells us that Katrina is affected badly by the cold weather.

Support your ideas with 3 details from the paragraph.

[3]

- 6 'Her skin not adapting, is the least of her worries' (lines 16-17). With reference to the given sentence, explain what Katrina is telling us about her current situation.

[1]

- 7 In Paragraph 3, Katrina says 'For a few months, the sunlight embraces her like a long-lost friend, but by late October, a chilly white cast arrives in the morning, and the warmth only teases for a few hours in the afternoon' (lines 18-20).

Identify a phrase in the given sentence which suggests:

to hold her lovingly : _____ [1]

momentary : _____ [1]

- 8 In Paragraph 3, pick out two adverse effects of the cold weather on Katrina's physical state.

_____ [1]

- 9 (i) 'Now, all the sentences flow like a choking pipe' (line 29). Explain **in your own words**, what this tells us about the way Katrina speaks.

_____ [1]

- (ii) Which phrase in Paragraph 4 tells us that she tried to counter this problem.

[1]

- 10 'She sees her students frown and raise their eyebrows at one another, but it is futile' (lines 36-37). What does this sentence tell us about Katrina's feelings?

_____ [1]

- 11 'By November, even the people themselves display rigid hospitality' (line 39). What is unusual and effective about the underlined phrase?

It is unusual because _____ [1]

It is effective because _____ [1]

- 12 In Paragraph 6, state two ways in which the writer emphasises the intense pressure Katrina felt.

[2]

13 In the last paragraph, Katrina recalls how she is going towards ‘a doomed horizon in every conceivable direction’ (line 48). What does this tell you about her thoughts of her future?

[2]

14 The structure of the text reflects the Katrina’s situation at different stages of the narrative. Complete the flow chart by choosing one phrase from the box which summarises the event at each point of the story.

unfamiliar territory	crippling sense of fear	self-consoling
harsh environment	losing faith	sense of resignation

Flow chart

Paragraph 1 : (i) _____

↓

Paragraph 2 : (ii) _____

↓

Paragraphs 3-5 : (iii) _____

↓

Paragraph 6 : (iv) judged by others

↓

Paragraph 7 : (v) _____

[4]

Section C [25 marks]

Text 4

Refer to Text 4 on Pages 5 - 6 of the Insert for Questions 15-21.

- 15 'Books are a beacon of life' (line 1). Explain what this phrase tells us about the role of books in our lives.

_____ [1]

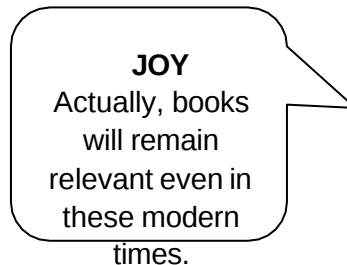
- 16 Identify a word in Paragraph 1 that tells us the writer has a high regard for Literature.

_____ [1]

- 17 Here is part of a conversation between two students, Mike and Joy, who have read the article.



MIKE
Books are not necessary in this technologically advanced world.



JOY
Actually, books will remain relevant even in these modern times.



- (i) Identify one piece of evidence from Paragraph 2 to support Mike's opinion.

_____ [1]

- (ii) With reference to Paragraph 2, how would Joy explain her opinion? Give **two** reasons.

_____ [2]

- 18 The author mentioned that the art of storytelling through prose and poetry 'are not acknowledged, let alone appreciated enough' (lines 13-14). What is her attitude here? [1]

-
- 19 In Paragraph 3, explain in your own words, two effects that may occur if people choose to neglect appreciating literature.

[2]

- 20 In Paragraph 3, the writer pointed out the contrasting perceptions that society has regarding technology and literature in this modern world. Fill in the table below.

	How society perceives it...
Technology	
Literature	

[1]

[1]

- 21 Using your own words as far as possible, summarise the reasons why literature is still relevant in today's world.

Use only 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).

Literature is still beneficial to us in today's context because _____

No of words: _____ [15]

49

Section A

Study the online advertisement (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

Text 1 is taken from an online advertisement for World Wildlife Conservation Day.



**Animals are not products.
Do not sell them.**

Our mission is to build a future in which people live in harmony with nature. From our experience as the world's leading independent conservation body, we know that the well-being of people, wildlife and the environment are closely linked. That's why we take an integrated approach to our work.



Text 2 is taken from a social media post on World Wildlife Conservation Day.

Plans to protect air and water, wilderness and wildlife are in fact plans to protect man. The illegal wildlife trade threatens not only the survival of entire species, such as elephants and rhinos, but also the livelihoods and, often, the very lives of millions of people across Africa who depend on tourism for a living.

Section B

Text 3

The text below describes a girl's encounter in a mysterious cave.

Read it carefully and answer Questions 5–16 in the Question Paper.

- 1 'Hurry up, Amy. It's market day!'

Amy stirred, reluctant to leave her cosy world of dreams.

'Come along now,' her mother cried. 'The bus will arrive any moment.' Her mother's command hurried her out of bed; nothing was to threaten the high point of her week.

- 2 As the bus trundled to a stop near the market, Amy's mother bundled her off, eager to join the jostling crowds. Amy dragged her feet through the cheaply-made jewellery spread out on the walk-ways, with their coloured bangles, crudely fashioned rings and roughly polished stones, making for the stalls selling clothing materials. Amy's mother began sifting through the patterns of colour, fashioning in her mind's eye some new dress, no doubt, or a shirt for father. She started bargaining earnestly with the owner over some cotton fabric. The cut and thrust of argument was something that her mother relished, perhaps even more than the sights and sounds of the market itself. 5 10
- 3 Amy, however, had her mind set on the caves nearby. She had always wanted to go there – even for just a peek.
- 'Mother, can I have a look around the caves?' asked Amy. Amy's mother frowned; she was not keen on Amy wandering too far on her own, but she quickly relented. 'Be back here in an hour and not a minute later.' 15
- 4 Amy gratefully promised she would and ran towards the steps that climbed steeply to the caves. She bounded up, dashing towards the biggest cave. Once inside, she was immediately spellbound by the sheer magnitude that stretched before her. The vastness swallowed her whole, making her feel like a mere speck. Towering before her were massive, grim-looking walls of stone that sent shivers down her spine. The walls seemed endlessly deep, holding ancient secrets and tales untold. 20
- 5 The next moment, though, she saw something more reassuring. In the far corner of the cave, a large white cloth screen was being erected. Musicians were gathering, and people were taking their places for some sort of show. Suddenly there was a roll of drums. An old man with a long, straggling beard made his entrance by the side of the screen, dressed in a tattered, grimy green cloak. Her feelings of uneasiness returned as he gazed around the audience. 25
- 6 He clicked his fingers and immediately a small boy with large, sad eyes appeared, wearing a startling costume, all greens and reds. Even stranger was his face – his cheeks had been painted scarlet, making him look like some peculiar doll. From his hands dangled two wooden puppets, armed with miniature swords, and decorated as he was, with loud fabrics and two crimson circles on each face. The doll-like appearance of the boy and his weird similarity to the puppets sent a shiver through Amy. 30 35

7 The musicians struck up a lively tune, igniting a cascade of movement within the boy's grasp. As if enchanted by a spell, the wooden figures abruptly sprang into action. They seemed to defy their inanimate nature, leaping and twirling through the air with poise, their miniature swords flashing, all perfectly synchronized with the rhythmic melody, until Amy thought she was watching live creatures. The music stopped; the dolls fell limp. At a nod from the old man, the boy disappeared with him behind the screen. Amy was entranced yet half-afraid. Dark shadows on a screen were taking on a reality of their own. Was there something at work in the cave, creating this weird transformation? The shadowy figures, outlined on the slowly darkening screen, melded gently into the black canvas. Then silence.

40
45

Amy panicked wildly. She ran screaming outside, stumbling madly down the steps, blundering past the crowds, desperate to escape the ghastly cave. On she went, feet flying, heart pounding, as though through some endless tunnel...

8 'There you are, Amy. Where on Earth have you been? We almost missed the bus.'

Amy stared around her, eyes still wide with fear. The sound of her mother's voice and the marketplace brought her back to normality, but how she had arrived safely at her mother's side she could not tell. She followed her quietly, sitting in silence on the journey home.

50

Section C

Text 4

In the article below, an expert discusses the theories about why humans have chins.

Read the article carefully and answer Questions 17–24 in the Question Paper.

- 1 “Little pig, little pig, let me in,” says the wolf. “Not by the hair on my chinny chin chin,” say the three little pigs. This scene is deeply unrealistic and not just because of the pigs’ architectural competence, the wolf’s implausible lung capacity, and everyone’s ability to talk. The thing is: Pigs don’t have chins. Nor do any animals, except humans.
- 2 “It’s really strange that only humans have chins,” says James Pampush from Duke University. Chimpanzees and gorillas, our closest genetic cousins, lack chins. Even other ancient hominids like the Neanderthals didn’t have chins. “Across all the hominids, which is the family tree after the split with chimpanzees, there are not many traits that are exclusively human. Those animals all had big brains and walked on two legs. The one thing that really sticks out is the chin,” says Pampush. Indeed, except in rare cases involving birth defects, everyone has chins. Sure, some people have less pronounced ones than others, perhaps because their lower jaws are small, or they have more flesh around the area. But if you peeled back that flesh and exposed their jawbones – and maybe don’t do that – you’d still see a chin. So, why exactly do chins exist? 5 10
- 3 There are no firm answers, which isn’t for lack of effort. Evolutionary biologists have been proposing hypotheses for over a century, but none hold up under scrutiny. The most heavily promoted explanation is that chins are adaptations for chewing – helping to reduce the pressure acting upon a masticating jaw. This might make sense if the chin were correctly placed to reinforce the jaw. An alternative proposal is that the chin resists the forces created from speaking. After all, speech certainly separates us from other animals. But there’s no good evidence that the tongue exerts substantial enough forces to warrant a thick chunk of bone. Besides, every other mammal that communicates vocally probably experiences similar strains without needing a chin. 15 20
- 4 Maybe it’s about sex, then? Perhaps the chin is a sexual ornament, like peacock’s tail, a way of attracting mates or perhaps even signalling one’s quality. However, such sexually selective features typically develop in only one gender. So why do both genders have chins? Some suspect chins adapted to deflect punches to the face. But humans would have had to hit each other so often, and to suffer dire consequences from being hit without a chin... it’s unrealistic. Besides, chins are terrible for deflecting blows. They don’t disperse incoming forces evenly, resulting in broken jaws. 25 30
- 5 When it comes down to it, the chin may have no purpose. According to Pampush, it could be something called a “spandrel” – an evolutionary by-product from another feature changing. In the chin’s case, it could be the result of the human face shrinking over time as our posture changed and our faces shortened. A different explanation is that when early humans started eating softer, cooked foods, our teeth started shrinking and gradually retracting into the face, while the part of the lower jaw that held them did not. Hence: chin. 35

6 “But why did the lower border of the jaw not shrink?” Pampush asks. This is the problem with spandrel hypotheses more generally: It’s hard to find evidence to test if something is an evolutionary by-product, especially if it doesn’t serve an obvious function. But if researchers one day do solve this mystery, it could reveal another piece of the puzzle of what makes us different from our primate and Neanderthal cousins. 40

“Until then, we just have to keep our chins up and continue looking for answers,” says Pampush.

Section A [5 marks]

Refer to the online advertisement (**Text 1**) and the social media post (**Text 2**) on page 2 of the Insert for Questions 1–4.

- 1** Look at Text 1. Tick (✓) the main idea that best supports the key message of Text 1.

☐

There has been poaching of wildlife.

☐

There has been illegal price adjustments of wildlife.

☐

There has been inaccurate and misleading information on wildlife.

[1]

- 2** How does the image in Text 1 support the idea that ‘Animals are not products’?

.....

.....

.....

[1]

- 3** Text 2 states that ‘Plans to protect air and water, wilderness and wildlife are in fact plans to protect man.’

Pick a phrase in Text 1 that best reflects similar sentiments.

.....

.....

[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

Readers are asked to join the writer in taking action.

Text 1 / Text 2 / Both / Neither

The tone suggests the writer is of a higher status.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 marks]

Refer to **Text 3** on pages 3 and 4 of the Insert for Questions 5–16.

5 In Paragraph 1, what does ‘the high point of her week’ refer to?
..... [1]

6 From Paragraph 2, give **two** details which show the jewellery was ‘cheaply-made’.
.....
..... [1]

7 ‘The cut and thrust of argument was something that her mother relished’ (line 11).
What is unusual about the way Amy’s mother thinks?
.....
..... [1]

8 Give **one** piece of evidence from Paragraph 3 to show that Amy’s mother is strict.
..... [1]

9 In Paragraph 4, Amy arrives at the cave. Explain what the language used in Paragraph 4 tells us about her feelings when she was inside the cave.
Support your ideas with **two** details from Paragraph 4.
.....
.....
.....
.....
.....
.....
.....
..... [2]

10 In Paragraph 5, we are told that Amy ‘saw something more reassuring’ (line 24).
Explain what made Amy feel reassured.
.....

.....
.....

[2]

- 11** 'He clicked his fingers and immediately a small boy with large, sad eyes appeared' (line 30).

What does this detail suggest about the relationship between the boy and the old man?

.....

[1]

- 12** From Paragraph 6, give **two** pieces of evidence that show the boy's appearance bore a 'weird similarity' to the puppets.

.....

.....

[1]

- 13** The writer claims that Amy thought she was 'watching live creatures' (line 40).

Explain how this claim is supported with reference to **three** pieces of evidence from Paragraph 7.

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

[3]

- 14** 'Dark shadows on a screen were taking on a reality of their own. Was there something at work in the cave, creating this weird transformation? The shadowy figures, outlined on the slowly darkening screen, melded gently into the black canvas. Then silence.' (lines 42–45)

What was happening to the dark shadows? **Answer in your own words.**

.....
.....

[2]

15 'There you are, Amy. Where on Earth have you been? We almost missed the bus.' (line 49)

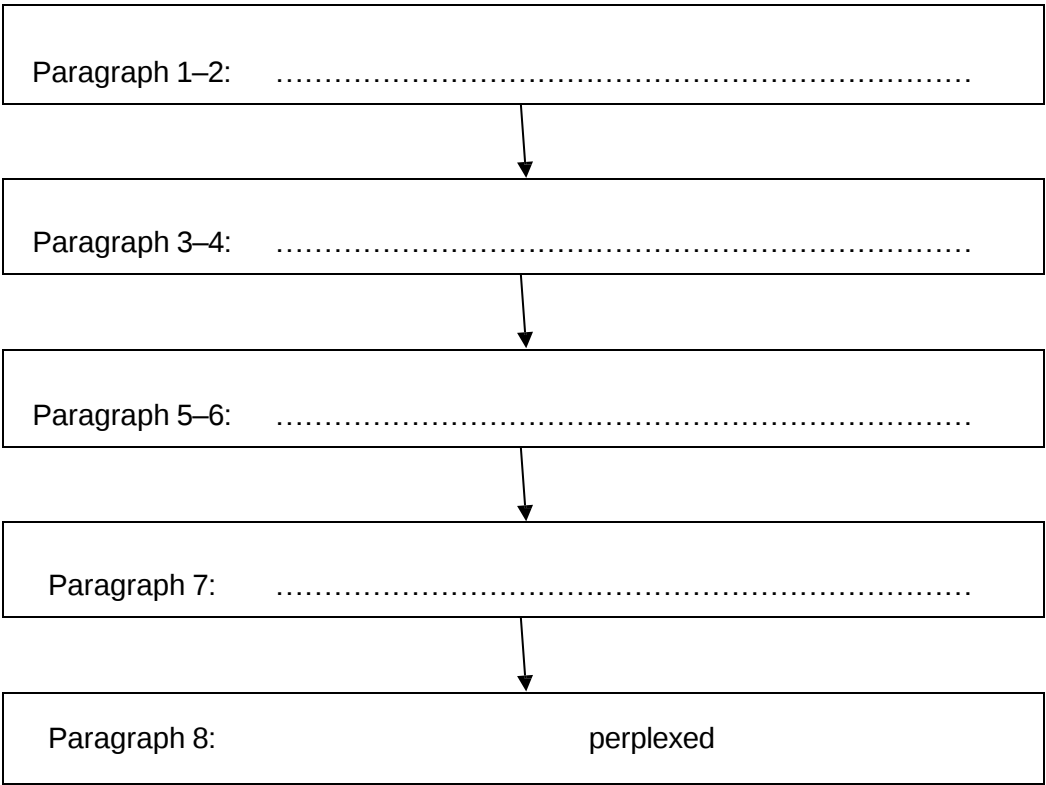
What is Amy’s mother’s tone in the sentence above?

..... [1]

16 The structure of the text reflects Amy’s feelings at different stages of the narrative. Complete the flow chart by choosing one word from the box to summarise Amy’s feelings at each part of the text. There are some extra words in the box you do not need to use.

Amy’s feelings

awestruck	reluctance	indifference
relief	disquiet	trepidation
excitement		



[4]

Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 17–24.

- 17 “Little pig, little pig, let me in,” says the wolf. “Not by the hair on my chinny chin chin,” say the three little pigs.’ (lines 1–2)

According to the writer, what is the main reason why this scene is ‘deeply unrealistic’ (line 2)?

..... [1]

- 18 Why does Pampush think it is ‘really strange’ (line 5) that only humans have chins?

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

- 19 According to the writer in Paragraph 2, in what way do people’s chins differ? **Answer in your own words.**

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

- 20 ‘But if you peeled back that flesh and exposed their jawbones – and *maybe don’t do that* – you’d still see a chin.’ (lines 13–14)

(a) Why do you think the writer suggests we ‘don’t do that’?

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

(b) What is the writer's tone in the italicised phrase?

.....

[1]

- 21 The writer claims it 'isn't for lack of effort' (line 15) that we do not have firm answers for why we have chins.

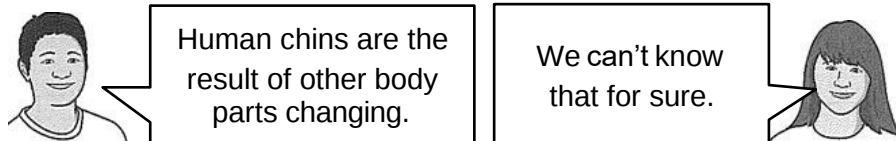
Give **one** piece of evidence from Paragraph 3 to support his claim.

.....

.....

[1]

- 22 Here is a part of a conversation between two students, Dan and Lynette, who have read the article.



Dan

Lynette

- (a) Give **two** possible explanations from Paragraph 5 to support Dan's view.

(i)

.....

.....

[1]

(ii)

.....

.....

[1]

(b) Give **one** reason from Paragraph 6 to support Lynette's view.

.....

.....

[1]

23 'Until then, we just have to keep our chins up and continue looking for answers' (line 43).

What is Pampush's tone in the given sentence?

.....

[1]

24 **Using your own words as far as possible**, summarise the theories that explain why humans have chins, and the reasons why they are not true, as outlined in the text.

Use only information from Paragraphs 3 to 4 of Text 4.

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

One of the theories for why humans have chins is

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[15]

Cedar Girls Secondary Schools 2023 Prelims
Section A

Study the advertisement (**Text 1**) and the research article (**Text 2**) and answer Questions 1 – 4 in the Question Paper.

Text 1 is taken from an advertisement by Eyehealth1st, the largest online directory of optometrists in Australia.



Text 2 is taken from a research article on Awareness of Common Eye Diseases and Their Risk Factors.

The World Health Organisation (WHO) reported that between 2010 and 2020, the global number of people with glaucoma had increased from 76 million to 95.4 million. As a result of an aging population, a rise in the number of people with cataracts (especially those aged 70 years and over) has been projected. Many eye diseases (e.g. glaucoma) can be asymptomatic or mildly symptomatic for a long time. Older people may misinterpret the reduction in vision as part of the normal aging process instead of an eye disease symptom. High public knowledge of common eye diseases is important for reducing the global burden of eye diseases, and for early detection and treatment.

Section B

Text 3

The text below describes a native runner who goes on a search and rescue mission. Read the text carefully and answer Questions 5 - 15 in the Question Booklet.

- 1 From high on the ridge, I raised my binoculars and scanned the chaotic expanse below. Nature's wrath had etched its mark here through a wildfire that tore through Crestline 20 years ago. The once towering trees now stood as solemn sentinels, their charred remains piercing the sky. The land bore the scars of its fiery ordeal. The ground was scattered with the remnants of scorched timber, as if strewn about carelessly like a child's discarded playthings. It was a landscape of contrasts, where the beauty of nature's resilience intertwined with the unforgiving force of destruction. 5
- 2 The marathon of traversing over the fallen trees and granite slabs had taken its toll. Seventeen miles of relentless terrain had tested the limits of my endurance, and the persistent embrace of fatigue was becoming harder to ignore. With a deep breath, I shouted into the rugged valley below. 'Anna!' My voice cut through the stillness like a lifeline cast into uncertainty. An anxious silence followed, as the echo of her name faded into the wilderness. No response. 10
- 3 This day had begun with the promise of a solitary run along the Crestline, those majestic mountains that loomed near my home in McCall, Idaho. Yet, life has a way of interweaving the unexpected into even the best-laid plans. As I suited up for my run, my wife showed me a Facebook post from the local sheriff's office: a hiker was missing in the area. I was headed out anyway, so I figured I might as well help to search. 15
- 4 At around 7:30 a.m., I called the sheriff's office. 'I'm a runner,' I said. The sergeant on the other end was cautious, apprehensive about unleashing a second search party. 'I know the Crestline like the back of my hand,' I told her, 'and I am used to covering dozens of miles in a day.' Plus, I packed my Garmin inReach and cellphone, knowing I'd have service on the high ridges. I promised to check in with the rescue team throughout the day. She relented. The sheriff's office revealed that the missing hiker was called Anna and she liked to camp alone near water bodies. So I decided to approach from the south, planning to run the length of the mountain chain, visiting every remote lake I could until I found her. 20 25
- 5 The distance — at least 20 miles, depending on where my search took me — was routine, but I felt more focused than usual. My willingness to push myself was heightened: for once, my running wasn't selfish. 30
- 6 A few hours in, I'd already visited a handful of lakes and had seen no sign of the missing hiker. Temptations of retreat beckoned, an alluring sanctuary from the relentless pursuit. I considered turning back to my car, which would make it a 35-mile day. Yet, a voice within me whispered a different narrative, urging me onward. 'You're close,' said a voice in my head. 'You're going to find her.' 35
- 7 Fifteen years ago, I lost my dad in a mountaineering accident. He had always wished for me to be a runner, and his death inspired me to get back into the sport. Today, his legacy served as a compass, pointing me towards the chance to make a difference, to ensure another soul would not be claimed by the same treacherous path. I pulled out my map and made a last-ditch plan. I noted any blue marks on the map, including unnamed lakes and even dinky potholes; I'd check them all, relying on my hunting and tracking experience to spot any signs of Anna. First, I needed to get higher. I scrambled up the steep granite slopes of the 8,755-foot Mt. Rain, glassing the fire-scarred land with my binoculars. With eyes like a predator's, I combed through every 40

- patch of land for the sign that would lead me to Anna. Below, I spotted a small lake. 45
That was the one. I could feel it.
- 8 I dropped down, planning to head toward the lake and veer south. My steps were purposeful, the anticipation of an encounter electrifying the air. I shouted her name as I ran. And then I heard a voice. 'Anna?' I called. 'Are you Anna?'
- 9 I wove through the trees toward the lake, heart racing in time with my steps. I couldn't see 50 anyone, but I could hear someone. Was it her? I followed the sound, pumping with adrenaline. Then, I broke into a dead sprint, jumping over fallen trees like hurdles. The lake — a muddy puddle, really — appeared, and then a dog and a woman, her face badly burnt by the sun. 'Please tell me you're Anna?'
- 10 'Yes, I'm Anna,' she replied. I exhaled deeply. It was over. 55

Section C

Text

4

The article below is about artificial intelligence. Read it carefully and answer Questions 16 – 22 in the Question Booklet.

- 1 In a world dominated by technological innovations, artificial intelligence (AI) platforms like ChatGPT have taken centre stage, evoking fascination and excitement on a global scale. While discussions about AI have circulated within tech enthusiast circles for years, it is the emergence of platforms such as ChatGPT that has catapulted these conversations into the mainstream. Every day, more individuals express their amazement at the capabilities of these systems, which are fuelled by their extraordinary ability to understand and process human language with exceptional precision. 5
- 2 At the heart of the appeal lies ChatGPT's ability to manage both mundane and intricate tasks. And it does so with grace – generating quality output consistently in a matter of seconds. It is also able to process vast amounts of data quickly, learn from new data, and adapt to changing circumstances to improve its performance. This versatility is evident as users find value in diverse activities, ranging from sourcing recipes for family meals, to offering concise overviews of lengthy documents or refining written content (though scepticism remains on AI's capacity to improve the clarity of writing). The promise of liberating humans from the drudgery of routine tasks opens doors to more imaginative and consequential pursuits both in professional and personal settings. 15
- 3 While the potential for AI applications like ChatGPT to contribute positively is undeniable, so too is their potential for misuse and harm. The eagerness to explore AI's capabilities inadvertently exposes users to unforeseen vulnerabilities, resembling the prudence required when dealing with potentially hazardous elements such as rogue QR codes. Incidents such as the AIA's dubious 'blood pressure device' offer a glimpse into the world of AI-driven scams that prey on users' trust. The rise of AI-generated messages characterised by flawless grammar serves as a stark reminder of the sophistication behind these fraudulent activities. 25 The repercussions of unregulated AI also extend beyond scams. Other than job displacement, disinformation campaigns, the propagation of misinformation, and cyberattacks all lie within the capabilities of those well-versed in AI's intricacies. As the technology evolves, the potential for misuse increases, highlighting the necessity for a judicious and measured approach. 30
- 4 Moreover, while the enthusiasm surrounding ChatGPT echoes the early fervour around platforms like Facebook and social media, it is essential to remember that AI technologies

like ChatGPT possess exponentially greater power. The advocacy for AI regulation from global leaders and tech pioneers emphasises the need for a cautious journey in this realm. 35 Italy's temporary ban on ChatGPT and the European Union's exploration of measures to curb high-risk AI products highlight the urgency for responsible AI integration. The willingness of AI pioneers like Geoffrey Hinton to transparently address AI risks adds weight to the conversation. Sam Altman, CEO of OpenAI – the firm behind ChatGPT – has urged lawmakers to regulate AI, emphasising the necessity of preventing potential technology 40 mishaps.

5 In conclusion, the rise of AI platforms like ChatGPT signifies an era of exceptional technological possibilities. Yet, amid the excitement, it is crucial to acknowledge and address the potential dangers. Striking a balance between harnessing AI's capabilities for societal advancement while safeguarding against misuse is paramount. As the 45 world engages in conversations about AI regulation, it is evident that a careful and deliberate approach is essential.

Section A [5 marks]

Refer to the advertisement (Text 1) and the research article (Text 2) on page 2 of the Insert for Questions 1– 4.

1 Look at Text 1. Tick (✓) the most effective title for the image in this advertisement. (

) Tip of the Eyesberg

() A corneary tale

() Don't turn a blind eye

[1]

2 How did the writer show the severity of the problem of eye diseases in Text 2?

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

3 Identify the phrase in Text 2 which reflects why it is important to 'book an appointment with your optometrist' in Text 1.

.....[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

(a) Readers are asked to join the writer in taking action.

Text 1 / Text 2 / Both / Neither

(b) The tone suggests the writer is enthusiastic.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 marks]

Refer to Text 3 on pages 3 – 4 of the Insert for Questions 5 - 15.

- 5 At the beginning of this text, the writer describes the current landscape of Crestline. Explain how the language used in Paragraph 1 emphasises the devastation on the Crestline landscape.

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

.....

.....

.....

.....

[3]

- 6 In what ways are the following expressions in Paragraph 2 effective?

(a) persistent embrace of fatigue

.....

.....

[1]

(b) my voice cut through the stillness like a lifeline

.....

.....

[1]

- 7 Which word in Paragraph 3 suggests that the writer's original plan to go jogging alone was not abandoned?

.....

[1]

- 8 In Paragraph 3, 'I figured I might as well help to search'. What does this suggest about the writer's personality?

.....

.....

[1]

- 9 In Paragraph 4, suggest a reason why the sergeant was apprehensive about unleashing a second search party.

(a)

.....
.....

[1]

- (b) The writer revealed that the sergeant relented. Explain the reasons why the sergeant relented in the end with reference to **two** pieces of evidence from Paragraph 4.

(i)
.....

(ii)
.....

[2]

- 10 In Paragraph 5, the writer says ‘the distance — at least 20 miles, depending on where my search took me — was routine, but I felt more focused than usual.’

What is the intention of using dashes in the above sentence?

.....
.....

[1]

- 11 In Paragraph 7, the writer says ‘his father’s legacy served as a compass’. Find **two** pieces of evidence in Paragraph 7 which explain why he continued the search.

(i)
.....

(ii)
.....

[2]

- 12 In Paragraph 7, the writer uses the simile ‘With eyes like a predator’s’. What does this simile suggest about the manner he was searching for Anna?

.....
.....

[1]

- 13 In Paragraph 9, the writer 'broke into a dead sprint, jumping over fallen trees like hurdles'. What does this suggest about his movement?

.....

.....

[1]

- 14 In Paragraph 9, what does the word 'Please' (line 54) suggest about how the writer felt at this point?

.....

.....

[1]

- 15 The structure of the text reflects the feelings of the writer as he embarks on his search for the missing hiker. Complete the flowchart by choosing a word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use.

Main feeling of the writer

Wavering	Determined	Uncertain
Anxious	Resolved	Relieved
	Amazed	

Paragraphs 4-5 : (i)



Paragraph 6 : (ii)



Paragraph 7 : (iii)



Paragraph 10: (iv).....

[4]

Section C [25 marks]

Refer to Text 4 on page 5 of the Insert for Questions 16 – 22.

16 In Paragraph 1, what does ‘catapulted’ suggest about the emergence of ChatGPT?

(a)

.....

.....

[1]

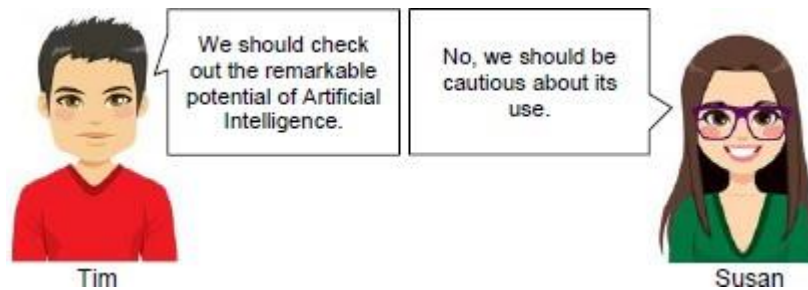
(b) In Paragraph 1, what does the word ‘mainstream’ suggest about discussions about Artificial Intelligence before the emergence of ChatGPT?

.....

.....

[1]

17 Here is part of a conversation between two people, Tim and Susan, who have read the article.



(a) Give a reason from Paragraph 1 which supports Tim’s opinion.

.....

.....

[1]

(b) With reference to Paragraph 4, explain why Susan thinks we should be cautious about the use of Artificial Intelligence.

(i)

.....

(ii)

.....

[2]

- 18** At the end of Paragraph 3, the writer ‘highlights the necessity for a judicious and measured approach.’

What could the judicious and measured approach be referring to?

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

- 19** From Paragraph 4, give one similarity between ChatGPT and social media.

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

- 20** In Paragraph 4, suggest **two** reasons why the willingness of Artificial Intelligence (AI) pioneers to transparently address AI risks adds weight to the conversation around AI regulation.

(i)
.....

(ii) [2]
.....

- 21** From Paragraph 5, what is the writer’s main advice regarding Artificial Intelligence?

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

- 22** Using your own words as far as possible, summarise the benefits and risks of using Artificial Intelligence.

Use only information from Paragraphs 2 to 3.

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).

One of the benefits of using Artificial Intelligence is

[illegible]

Anglican High School 2023 Prelims

Section A

Study the online advertisement (**Text 1**) and the social media post (**Text 2**) and answer Questions 1 – 4 in the Question Paper.

Text 1 is a poster by the National Environment Agency (NEA) about dengue in Singapore.



Text 2 is taken from a social media post on the NEA's Facebook page.

Mozzies can breed anywhere with stagnant water. Let's remember to stay alert! Don't forget to check all corners at home regularly for potential mozzie breeding spots too. It's one of the easiest and most effective steps we can take to prevent dengue transmission. Together, we can stop dengue with B-L-O-C-K.

Have you done the Mozzie Wipeout today?

Section B

Text 3

The text below is the account of the writer and his companion, Dominique, who travelled to Nepal on a trekking expedition.

Read the text carefully and answer Questions 5 – 14 in the Question Paper.

- 1 People come from all points on the globe to the dreamland that is Nepal. I am a fisherman from the United States and have thought about this trip for almost a decade; Dominique sells carpets in Paris. We came together by chance, through airport delays at Moscow and in New Delhi. Though we had different expectations, we had a common theme. We had travelled to the Himalayas with a hunger to touch a bygone age. 5
- 2 Ready to renounce pavement and fibre optics, we wanted to be among people who would show us how to live more gently with our land. Ever since the exploits of pilgrim authors and adventurers like Reinhold Messner and Edmund Hillary, Nepal has been a utopia where life may be decisively changed. This is a weighty obligation for any place to fulfil.
- 3 When our plane landed, Dominique and I grabbed our bags and a taxi. Soon we were jolting through the dusty, swarming streets toward the heart of Kathmandu. We saw so many shrines that the city seemed like one large temple. Flowers, worshippers and garbage were everywhere. Nepalese slogged through the compost and cellophane, speaking the words of devotion. Plastic bags floated in the foul trickle of sewage that is Kathmandu's sacred river, the Baghmati, where people sprinkled themselves with it nonetheless. There was no doubt that the Nepalese are extremely religious people. 10
- 4 The city's voltage exhausted us. Horns blared; vehicles hurtled past at our elbows and rickshaws cut us off by stopping squarely in our path to offer their services. Everywhere a voice entreated us to stop and look, to change money, to buy a sweet mango. Men fell into pace with us, asking about our visit and our families, chatting for a while before launching into a hard sell for a hotel or trekking outfit. They were thin men, hungry with large eyes, and they said goodbye reluctantly. A street waif wanted to shine our shoes. He called after us as we moved away uneasily. 20
- 5 We escaped as soon as possible, in a jarring bus ride to mountains that lay beyond the haze of the city. This was the real reason we were here: to experience the Annapurna Circuit, the most popular trek in Nepal. The guidebooks had not prepared us for the candy wrappers that speckled the trail along the river. A cluster of plastic bottles spinning in the glacier melt appalled us. Rags, plastic slippers and cans littered the sand. "Why doesn't someone burn the rubbish?" Dominique asked his guide. For us, the sight of the garbage conflicted with the symbolism of the monasteries but the Nepalese did not share our sentiment or discomfort. The mountains had always been there. The monasteries seemed as old as the land. These things needed neither vindication nor protection from the reality of garbage. Our separation of sacred and profane did not seem to apply here. 25 30
- 6 As we gained altitude and distance, we had a hard time sleeping. This was partly because we were headed for the Thorung La Pass, which is nearly eight thousand feet 35

high. No one is confident about a safe passage. Time and water were the only things that helped the acclimatisation process. The lack of sleep and oxygen exhausted us. The altitude was catching up on me, diluting my connection to reality. Headaches and a sense of unreality dogged me in the afternoon.

¹ *a homeless, neglected, or abandoned person*

Section C

Text 4

In the article below, experts explain what greenwashing is and how consumers can protect themselves against it.

Read the article carefully and answer Questions 15 – 22 in the Question Paper.

- 1 Going green is good for business. Consumers are often willing to pay more for eco-friendly products than other comparable products on the market, according to market research. But not all environmental claims are created equally. "Greenwashing" is a form of misinformation often used to entice an aspiring green consumer. Companies promising to be sustainable, biodegradable, or environmentally conscious sometimes fail to meet the promises they make to consumers. "It's basically just a form of lying," says Ellis Jones, a sociologist specialising in greenwashing. 5
- 2 Greenwashing can be as explicit as an outright falsehood or as murky as a stretched truth. In the U.S., the Federal Trade Commission (FTC) regulates green advertising at the federal level, and has been filing lawsuits against companies who violate their environmental marketing guidelines since 1992. In recent years, the agency has stepped up efforts, filing similar suits against Walmart and Kohl's for marketing rayon textiles as environmentally friendly bamboo, and Volkswagen for lying about their cars' fuel efficiency. Other instances of greenwashing are harder to discern. Take carbon offsets, for example. To negate their own emissions, some companies send money to programmes like tree planting projects that theoretically offset carbon pumped into the atmosphere by planting more trees to suck it up. But drought and wildfires have destroyed some of these forests, and critics say offsets give companies permission to continue polluting. 10 15
- 3 Greenwashing is particularly common in the fashion industry, says Maxine Bédard, director of The New Standard Institute. Being sustainable is the latest trend, she says, and a way for the industry to attract consumers. "It is extremely prevalent. I think we're at the apex of greenwashing in the industry. Consumer demand for sustainability is almost insatiable. It's good news. It means many consumers want to do the right thing. The problem is they can't always tell what the right thing is. However, learning about greenwashing and how it works will help consumers avoid giving their money to companies making false claims. Being a more informed consumer is certainly possible," Bédard adds. 20 25
- 4 As more companies look to cash in on sustainable marketing, governments are also beginning to take more action to protect consumers. Since 2015, the FTC has taken action against 21 companies in the U.S. for using misleading environmental marketing. They also recently proposed two new regulations to regulate greenwashing in banking. In New York, a bill called The Fashion Act would require fashion companies operating in the state to abide by marketing guidelines. 30

- 5 In the meantime, experts have tips for how consumers can spot potential greenwashing. One way is to look for descriptions that specifically outline how a product is green instead of choosing products with words like "sustainable" and "natural" on their packaging. While not 35 foolproof, certifications granted by credible third parties can also give consumers confidence in a product's green claims. Jones says consumers should also look out for what he calls the "green halo effect" of companies donating to environmental causes without changing how they do business. "People should watch out for philanthropy. When companies are just focusing on donations, they're just trying to distract from what they're doing," he adds. 40
- 6 Another tip he offers is to purchase items with minimal or recyclable packaging. This is as most companies using greenwashing tactics will still have their products in an unnecessary amount of packaging. When it comes to fashion, Bédard says to cut down on shopping for items you already have. After all, buying a new sweater labelled "carbon neutral" still produces more carbon than wearing a sweater already in your closet. Finally, shopping from 45 local and independent stores also reduces the chance of purchasing a greenwashed product.

Section A [5 marks]

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

- 1 Look at Text 1. Tick (☐) the most effective title for this advertisement.

☐ United we stand against dengue

☐ How we can keep dengue at bay / Steps to take for a dengue-free zone / Actions to take to keep dengue away

☐ Dengue hurts the ones we love

[1]

- 2 Describe the image in Text 1. What impression of dengue do you think the image aims to present?

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

- 3 Identify a sentence in Text 2 which conveys the same meaning as ‘do not let your guard down’ in Text 1.

.....[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.
Circle the answer you have chosen for each statement.

(a) The tone suggests that writer and the reader are of the same status.

Text 1 / Text 2 / Both / Neither

(b) The text gives readers information on how to stop dengue transmission.

Text 1 / Text 2 / Both / Neither

Section B [20 marks]

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

- 5 In Paragraph 1, how do you know Nepal is a popular destination? Give **one** detail from the paragraph to support your answer.

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

- 6 Referring to Paragraph 1, explain in **your own words** what the writer and Dominique hope to do in Nepal.

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

- 7 In Paragraph 2, the writer and Dominique were 'Ready to renounce *pavement* and *fibre optics* . . .' (line 6). What do the words in *italics* suggest about the world that they came from?

(i) 'pavement' suggests that
.....[1]

(ii) 'fibre optics' suggests that
.....[1]

- 8 Identify **one** word in Paragraph 2 that carries a similar meaning to 'dreamland' in Paragraph 1.

.....[1]

- 9 The writer claimed that 'the Nepalese are extremely religious people' (line 16). Explain how this claim is supported with reference to **three** pieces of evidence from Paragraph 3.

.....
.....
.....[3]

- 10 'The city's *voltage* exhausted us.' (line 17)
What is effective about describing the city using the word in italics?

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

- 11 Give **two** pieces of evidence from Paragraph 4 which suggest that the people in the city tried veryhard to do business.

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

- 12 Why do you think the writer and his companion felt uneasy when they moved away from the shoeshine waif?

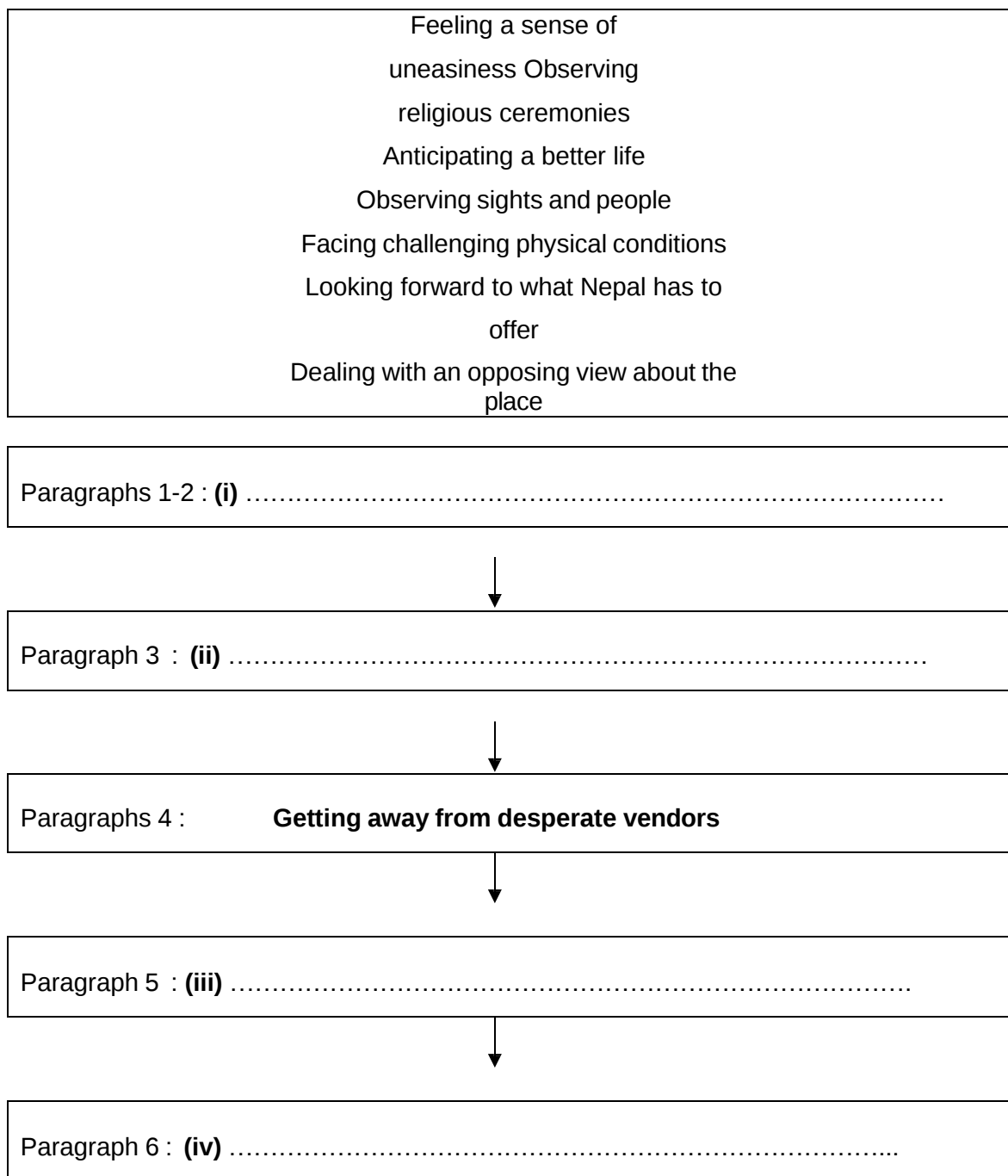
.....
.....[1]

- 13 In Paragraph 5, the writer and Dominique were concerned with the rubbish. Explain how the language used in this paragraph shows that religion is very much integrated into the everyday life of the Nepalese. Support your answer with **three** details from Paragraph 5.

.....
.....
.....
.....
.....
..... [3]

- 14 The structure of the text reflects the writer's and his companion's experiences at different stages upon arriving in Nepal. Complete the flow chart by choosing one phrase from the box to summarise their experience at each stage in Nepal. There are some extra phrases in the box you do not need to use.

The writer's and his companion's experiences



Section C [25 marks]

Refer to **Text 4** on pages 6 and 7 of the Insert for Questions 15 – 22.

- 15 According to Paragraph 1, explain fully how going green benefits businesses.

.....

.....

.....

.....[2]

- 16 With reference to Paragraph 1, explain why greenwashing is 'a form of lying' (line 6).

.....

.....[1]

- 17 'Greenwashing can be as explicit as an outright falsehood or as murky as a stretched truth.' (line 8). With reference to the sentence above, identify **two** separate words which have contrasting meaning.

.....

.....[1]

- 18 Here is part of a conversation between two students, Jim and Annie, who have read the article.



Jim

The government has become increasingly effective in regulating green advertising.

But it is difficult to catch greenwashing companies because they seem to be helping the environment.



Annie

- (a) Give **two** examples from Paragraph 2 to support Jim's view.

(i)

.....[1]

(ii)
.....[1]

(b) Give **one** piece of evidence from Paragraph 3 to support Annie's view.

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

19 Identify a phrase in Paragraph 3 which has the same meaning as 'particularly common' (line 19).

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

20 In Paragraph 3, Bédât mentions that consumer demand for sustainability is good but also bad because 'they can't always tell what the right thing is' (lines 23 – 24).

(a) Suggest a reason why Bédât thinks this is a problem.

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

(b) "Being a more informed consumer is certainly possible" (lines 25 – 26). What is Bédât's tone when she makes this comment?

.....[1]

21 With reference to Paragraph 4, suggest the end outcome of sustainable marketing for companies.

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

- 22 Using your own words as far as possible, summarise the ways in which the U.S. government protects consumers from greenwashing, and the steps consumers can take to avoid being greenwashed.

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

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

The U.S. government has protected consumers from being greenwashed by.....

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

11

Section A

Study the advertisement (**Text 1**) and the extract from a social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

Text 1 is taken from an advertisement about addiction.



Text 2 is taken from a social media post about addiction.



William
@willpower



Follow

Overcoming addiction is one of the toughest battles, but every step forward is a step towards a brighter, better life. You are not alone. Reach out to friends, family, or trusted adults who can help you navigate this difficult path. Embrace healthier habits, find new passions, set achievable goals and never underestimate your strength. Let's stand together, for we have the power to break free from our shackles. 💪
#FightAddiction #StayStrong #OneDayAtATime

Section B

Text 3

The text below is about a survival game between two hunters. Read it carefully and answer Questions 5–13 in the Question Paper.

- 1 The yacht, cruising through the Caribbean Sea, sliced through the still waters with a gentle hum. On board, Sanger Rainsford, a big-game hunter, casually sipped drinks on the deck. The air was warm, the stars twinkled overhead, and all seemed right with the world. But as the night wore on and the yacht ventured deeper into the darkness, an ominous feeling crept over Rainsford. People spoke of an island nearby, known as Ship-Trap Island, where sailors whispered tales of mysterious 5 disappearances. Rainsford dismissed the stories as mere superstition, confident in his own abilities as a hunter.
- 2 However, fate had other plans for Rainsford. In a sudden twist of events, he found himself hurled overboard during the night, into the perilous waters surrounding Ship-Trap Island. Upon finally reaching land, Rainsford collapsed onto the beach like a discarded rag doll. Yet his brief sense of relief quickly dissipated; instead of finding sanctuary, he stumbled inland and came face-to-face 10 with the foreboding mansion of General Zaroff, a reclusive aristocrat whose sinister reputation was known for its cruelty.
- 3 Welcomed into Zaroff's home with false hospitality, Rainsford soon realised the true nature of his host. Zaroff revealed himself as a fellow hunter, albeit one with a taste for a more dangerous 15 game—hunting the most elusive prey of all: man. Horrified by this revelation, Rainsford recoiled in disbelief. But like a dog with a bone, he ignored Rainsford's reaction and invited him to join him in his twisted pursuit of human prey. When Rainsford refused, Zaroff issued him a chilling ultimatum: become the hunted or face a gruesome fate at the hands of his sadistic henchmen.
- 4 Left with no choice but to accept Zaroff's challenge, Rainsford was cast into the wilderness 20 surrounding the mansion, armed with nothing but his wits and survival skills. The game had begun. In the dense jungle, every rustle of leaves, every snap of a twig, sent shivers down Rainsford's spine, as he knew that Zaroff could be lurking behind any corner, ready to strike. But despite the overwhelming odds stacked against him, Rainsford refused to give in to despair. Drawing on his years of experience as a hunter, he employed every trick in the book to evade capture, setting 25 traps, and confusing his pursuer by laying false trails.
- 5 Meanwhile, Zaroff watched, his icy blue eyes gleaming with anticipation. To him, the hunt was not merely a sport but a sacred ritual, a test of strength and cunning between predator and prey. As he closed in on Rainsford with each passing hour, he relished the thrill of the chase like a bloodthirsty god. But Rainsford was not about to become another notch on Zaroff's belt. With his 30 back against the wall and his life on the line, he devised a daring plan to turn the tables on his pursuer once and for all. Discreetly drawing his hunting knife from his set of tools, he lured Zaroff into a final showdown in the heart of the jungle.

- 6 "Is this what you call sport, General Zaroff?" Rainsford demanded, his voice firm and unwavering. "Hunting down helpless victims like animals, driving them to the brink of madness with your sadistic 35 games?"
- Zaroff chuckled, his smile as cold and heartless as ever. "My dear Mr. Rainsford, you misunderstand me," he said. "This is not mere sport; this is the ultimate test of a man's courage and skill. And you, Mr. Rainsford, have proven yourself to be a worthy adversary indeed."
- 7 Rainsford's blood ran cold at the general's words, his mind racing as he tried to think of a way out 40 of this deadly game. Then he remembered the words of his father—the hunter must adapt to his environment, must use his wits and cunning to outwit his prey. With a sudden burst of inspiration, Rainsford sprang into action, his movements swift and sure. Brandishing the knife he had been secretly holding on to, he hurled it at Zaroff with all his strength, his aim true. The knife struck the general in the chest, and with a cry of pain, he fell to the ground, dead. 45
- 8 As he burst out into the night air, he felt a surge of triumph unlike anything he had ever known. He had faced death and emerged victorious, his spirit unbroken by the horrors he had witnessed. Though the memory of General Zaroff and his sadistic games would haunt him for the rest of his days, he knew that he had surfaced from the ordeal like a refined diamond—a survivor in the most dangerous game of all. 50

Section C

Text 4

The text below is about the uncanny valley. Read it carefully and answer Questions 14–20 in the Question Paper.

- 1 Seeing something that looks almost but not exactly human can be a strange and frightening experience for some people. This effect has been known for decades as the uncanny valley. In recent years, though, it has grown in relevance as lifelike robots, movie CG, and digital avatars become features of everyday life. Experiments in the seventies predicted humans would have a very negative emotional response to anything that looks very like a human – but not quite. 5
- 2 Is this something we will have to deal with more frequently as technology in all forms becomes more and more lifelike? Robots that we can't differentiate from humans may still be some way off, although there have been some impressive advances in this field recently. Computer-generated artificial humans, however, have reached the point where it would sometimes be very difficult to know how real they are if we didn't already know we were watching a movie or playing a game. 10
Given the speed with which the technology is improving, it isn't hard to believe that we'll soon have AI powered simulations that may even replicate human personalities with far greater accuracy than those we see today. This will surely blur the lines for us further.
- 3 While we are still far from clear on the impact that growing exposure to realistic, simulated humans and human intelligences will have on our mental health, for some, the uncanny valley already 15
creates increased emotional discomfort. If this scales up as more of us are exposed, it could lead to a widespread breakdown in trust in the technology. Even worse would be the suspicion surrounding any message. For those of us who believe AI has huge potential to do good in the world, this would be a huge shame.
- 4 The uncanny valley has the potential to hinder development and, more importantly, acceptance of 20
AI and robotics. From the perspective of those who make the technology, anyone spending millions or billions of dollars to design and build robots and AI humans probably isn't going to want us to feel repulsed by them. Many of the forthcoming cases for AI involve applications where it should remove stress and anxiety from the situation rather than add to it.
- 5 To counter this, the challenge will involve balancing functionality – the ability to provide the service 25
we expect from a robot or an AI – with a form that avoids the eerie sensations we're discussing here. The challenge of creating "acceptable" robots and AI is acknowledging that the problem is as much psychological and societal as it is a technical one. Overcoming it will likely require cooperation between engineers and those with "soft" human skills in languages, psychology and emotional intelligence. 30
- 6 Person-to-person interaction is highly complex and nuanced. Everything from body language to voice tone influences the way we react to our fellow humans. Robotics engineers and creators of digital human beings are still only scratching the surface when it comes to simulating it. When we get there, it will likely come down to algorithms that will learn (rather than be programmed) to read and respond to human behaviors in real time, automatically adjusting their actions to match the 35
context of a situation.

- 7 Another possibility is that our understanding of the nature of AI is evolving. If this is the case, we may become less concerned with building systems that “appear” human to us and more focused on ones that can do things we can’t do. However, until this situation is resolved, we can be thankful that the phenomenon of the uncanny valley gives us one more reason to pause and consider what 40 makes us human. When the lines between the real and the virtual, and the artificial and “natural” are increasingly blurred, highlighting the differences helps us understand the strengths and weaknesses of both.

Refer to the online advertisement (**Text 1**) and the extract from a social media post (**Text 2**) on page 2 of the Insert for Questions 1–4.

1 Look at Text 1. Tick (✓) the most suitable message of this advertisement.

☐

We can easily avoid addiction.

☐

We can look for alternative habits.

☐

We can overcome addiction.

[1]

2 How does the image of the game controller support the intended effect of the advertisement?

.....
.....

[1]

3 Identify the phrase in Text 2 which supports the aim of Text 1.

..... [1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

(a) The likely target audience are young people.

Text 1 / Text 2 / Both / Neither

(b) The purpose of the text is to offer possible solutions.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 marks]

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

- 5 (a)** In Paragraph 1, Rainsford appears to be relaxed during the journey on his yacht. Give **one** phrase that reflects his mood.

..... [1]

- (b)** Explain in **your own words** why he felt this way, despite heading to an island ‘where sailors whispered tales of mysterious disappearances’ (lines 5–6).

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

- 6 (a)** From Paragraph 2, what is effective about using the phrase ‘like a discarded rag doll’ (line 10) to describe how Rainsford landed on the beach?

..... [1]

- (b)** Why do you think he felt this way?

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

- 7 (a)** In Paragraph 3, General Zaroff is described as ‘like a dog with a bone’ (line 17). What does this suggest about his character?

..... [1]

- (b)** What do you think was General Zaroff’s true intention in issuing Rainsford a ‘chilling ultimatum’ (lines 18–19)?

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

- 8 'Left with no choice but to accept Zaroff's challenge, Rainsford was cast into the wilderness surrounding the mansion, armed with nothing but his wits and survival skills. The game had begun.' (lines 20–21)

What is the effect of using a short sentence after a longer one?

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

- 9 (a) From Paragraph 4, how do we know that Rainsford 'refused to give in to despair' (line 24)?

..... [1]

(b) Give **two** examples of how Rainsford overcame the 'odds stacked against him' (line 24).

..... [1]

- 10 In Paragraph 5, General Zaroff is watching and hunting Rainsford. Explain how the language used in this paragraph emphasises how General Zaroff took pleasure in the hunt. Support your ideas with **two** details from the paragraph.

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

- 11 In Paragraph 7, the writer says that Rainsford hurled (the knife) at Zaroff with all his strength, his aim true.' (line 44) What does this suggest about Rainsford's state of mind?

..... [1]

- 12 In Paragraph 8, Rainsford called himself a 'survivor' (line 49). Explain why he described himself this way. Give **three** pieces of evidence from the paragraph to support your answer.

.....
.....
.....
..... [3]

- 13** The structure of the text reflects how Rainsford's reactions change throughout his experience. Complete the flow chart by choosing one phrase from the box to summarise Rainsford's reactions at each stage of the encounter. There are some extra phrases in the box you do not need to use.

Rainsford's reactions

scared witless	reminisced past lessons	caught off guard	determined to retaliate
forced into action	lulled into complacency	overcoming the odds	

Paragraphs 1–2 (i)



Paragraphs 3–4 (ii)



Paragraphs 5–6 (iii)



Paragraphs 7–8 (iv)

[4]

Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 14–20.

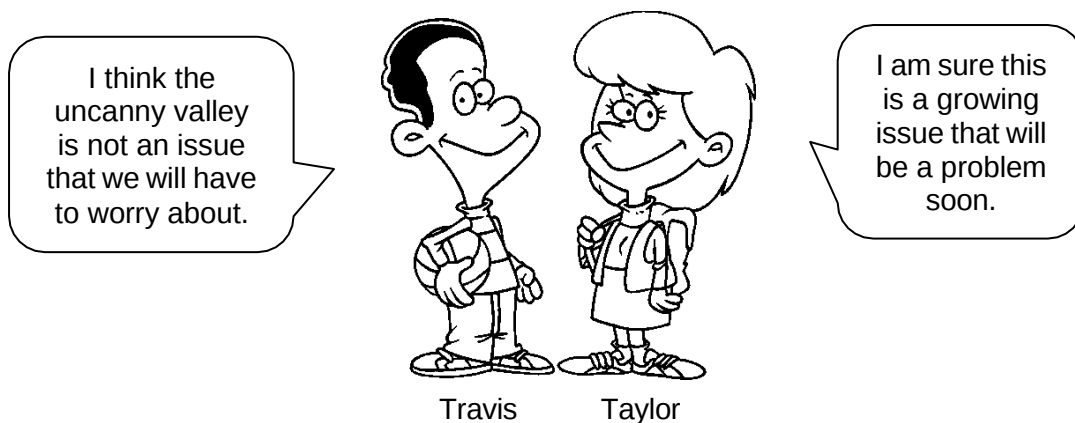
- 14** From Paragraph 1, give a reason why the uncanny valley can be a 'strange and frightening experience' (lines 1-2).

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

- 15** From Paragraph 1, why has the phenomenon of the uncanny valley 'grown in relevance' (line 3)?

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

- 16** Here is a part of a conversation between two students, Travis and Taylor, who have read the article.



- (a)** Give **one** piece of evidence from Paragraph 2 to support Travis' view.

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

- (b)** Give **two** pieces of evidence from Paragraph 2 to support Taylor's view.

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

17 In Paragraph 6, the writer mentions that person to person interaction is ‘highly complex and nuanced’ (line 31). Give **two** phrases that reflect this view.

i)

ii)[2]

18 Explain in **your own words** how our evolving understanding of the nature of AI from Paragraph 7 could help ease the problem of the uncanny valley.

.....

.....

.....[2]

19 What do you think is the writer’s attitude in what he says below?

‘When the lines between the real and the virtual, and the artificial and “natural” are increasingly blurred, highlighting the differences helps us understand the strengths and weaknesses of both’ (lines 41-43).

.....[1]

20 **Using your own words as far as possible**, summarise the negative impact and the possible solutions to the uncanny valley.

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 begin.

The negative issues with the uncanny valley lies in the

.....

.....

.....

.....

.....

.....

.....

No. of words:

[

Study the poster (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

Text 1 is taken from a poster about cybersecurity.

ONE FLAW, MASSIVE CONSEQUENCES



In today's digital world, your personal information is constantly under threat. A single oversight in your online habits can expose personal data to significant harm.

Protect your data and strengthen every link through vigilance and smart digital practices.

Find out how you can protect yourself at dataprotection.sg

Text 2 is taken from a social media post about data security.



SECTION B

Text 3

In the text below, the writer describes her hike across the Pacific Crest Trail.

Read the text carefully and answer questions 5–14 in the Question Booklet.

- 1 The trees were tall, but I was taller, standing on a steep mountain slope in northern California. Moments before, I had removed my hiking boots and the left one had fallen into those trees, first catapulting into the air when my enormous backpack toppled onto it, then skittering across the gravelly trail and flying over the edge, then bouncing off of a rocky outcropping several feet beneath me, before disappearing into the forest canopy below, impossible to retrieve. I let out a gasp, though I had been in the wilderness thirty-eight days and by then I had come to know that anything could happen and that everything would. But I was still speechless when it did. 5
- 2 My boot was gone – actually gone. 10
- 3 I clutched its mate to my chest like a baby, though of course it was futile. What was one boot without the other boot? It was nothing. It was useless, an orphan forevermore, and I could take no mercy on it. It was a big lug of a thing, of genuine heft, a brown leather Raichle boot with a red lace and silver metal fasts. I lifted it high and threw it with all my might and watched it fall into the lush trees and out of my life. 15
- 4 This was a world I had never known, yet had always sensed existed—untamed, vast, indifferent. I had arrived in it burdened with sorrow, confusion, fear, and a sliver of hope. It was a place I believed might both shape me into the woman I longed to become and, paradoxically, return me to the girl I had once been. It was a world measured not in comforts or certainties, but in two feet of trail stretching for 2,663 miles: the Pacific Crest Trail. 20
- 5 It felt like a lifetime ago now—as I stood barefoot on that sunlit mountain slope—when I had made the arguably irrational decision to undertake this solitary journey in order to save myself. I had convinced myself that the fractured pieces of my past had somehow prepared me for the path ahead. But I was wrong. Nothing could have prepared me. Each day on the trail was its own initiation, the only possible preparation for the day that followed. Yet, even yesterday could not predict today. 25
- 6 And today, my boots had soared off the side of a mountain.
- 7 I looked down at the trees below me, the tall tops of them waving gently in the hot breeze. They could keep my boots, I thought, gazing across the great green expanse. I had chosen to rest in this place because of the view. It was late afternoon in mid-July, and I was miles from civilisation in every direction, days away from the lonely post office where I would collect my next resupply box. There was a chance someone would come hiking down the trail, but only rarely did that happen. Usually I went days without seeing another person. It didn't matter whether someone came along anyway. I was in this alone. 30 35

- 8 I gazed at my bare feet, with their smattering of remaining toenails. They were ghostly pale to the line a few inches above my ankles, where the wool socks I usually wore ended. My calves above them were muscled and golden and hairy, 40 dusted with dirt, and a constellation of bruises and scratches. I had started walking in the Mojave Desert and I didn't plan to stop until I touched my hand to a bridge that crosses the Columbia River at the Oregon-Washington border with the grandiose name the Bridge of the Gods.
- 9 I looked north, in its direction — the very thought of that bridge a beacon to me. I 45 looked south, to where I had been, to the wild land that had schooled and scorched me, and considered my options. There was only one, I knew. There was always only one: to keep walking.

SECTION C

Text 4

The article below is about tourism and its implications.

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

- 1** For decades, tourism has been framed as an undisputed force for good. It is celebrated as one of the world's largest industries, a powerful engine of economic growth that creates jobs, funds infrastructure, and provides governments with a vital source of revenue. In many developing nations, the foreign currency brought in by international visitors is a lifeline, enabling investment in healthcare and education. The argument is compelling: a new hotel can employ hundreds of local people, from construction workers to receptionists, while souvenir shops and tour guides provide opportunities for small-scale entrepreneurs. On a cultural level, proponents argue that tourism fosters cross-cultural understanding, breaking down stereotypes as people from different backgrounds meet and interact.

5
10
- 2** This conventional view holds that the benefits are not just economic. Tourism can be a powerful incentive for conservation. The revenue from safari tours in Kenya or scuba diving in the Great Barrier Reef helps fund the protection of the very ecosystems that attract visitors. Historic cities like Venice or Kyoto use the funds from tourism to preserve their priceless architectural heritage, ensuring that ancient buildings and traditions are maintained for future generations. For the tourist, travel is presented as an enriching, life-altering experience — a chance to broaden horizons, learn about different ways of life, and create lasting memories. In this narrative, tourism is a win-win: good for the host, good for the guest, and good for the world.

15
- 3** However, a more critical perspective has emerged in recent years, revealing the significant dark side of this global industry. The economic benefits, while real, are often not as widespread as promised. The concept of "economic leakage" is a major problem. In many all-inclusive resorts, for example, the profits are repatriated to multinational corporations headquartered overseas, with only a small fraction of the tourist's spending ever reaching the local community. Not only are the jobs that are created seasonal, but they are also frequently low-wage, thus offering little long-term security. Furthermore, a heavy reliance on tourism can make a local economy dangerously vulnerable, as the global shutdown during the COVID-19 pandemic demonstrated with devastating clarity.

20
25
- 4** This same economic imperative has profound environmental repercussions, resulting from relentless growth that disregards the planet's regenerative and absorptive capacities. This insatiable demand for travel fuels the aviation industry, a primary contributor to greenhouse gas emissions. On the ground, the large-scale appropriation of landscapes for tourism infrastructure—from sprawling resorts to water-intensive golf courses—drives significant resource depletion. This frequently culminates in severe water shortages for local populations and contributes to irreversible coastal erosion and the destruction of vital natural habitats. Furthermore, the direct presence of tourists degrades fragile ecosystems; the natural capital of a destination is eroded as coral reefs are damaged by chemical pollutants from sunscreens, and delicate mountain terrains are worn down by the constant footfall of visitors.

30
35
40

- 5 Beyond the damage to the landscape, the social fabric of host communities is often frayed by these same growth-driven pressures. In destinations experiencing 'overtourism', the quality of life for inhabitants is severely diminished. The economic logic of maximising profit often leads to a proliferation of short-term tourist rentals, which systematically prices long-term residents out of their own neighbourhoods, a process some analysts describe as a form of dispossession. Consequently, public amenities and once-communal spaces become overwhelmingly congested, effectively alienating the local population. Beyond these tangible impacts lies the risk of cultural commodification, which occurs when authentic traditions and even sacred rituals are hollowed out and repackaged as superficial entertainment. In this process, a community's culture is reduced to a mere product for consumption, which can profoundly erode its collective identity and social cohesion. 45 50
- 6 In light of this, the once-simple narrative of tourism as a universal good is no longer tenable. The pressing challenge for the 21st century is to rethink our relationship with travel. The question is no longer simply about how to grow tourism, but about how to manage it in a way that is equitable, sustainable, and respectful to both people and planet. A new model is needed—one that prioritises the well-being of host communities and the health of the environment over the sheer volume of visitors. 55

SECTION A [5 marks]

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

- 1** Look at Text 1. Tick (✓) the sentence that best conveys the overall message of the poster. For Examiner's Use

☐

Data breaches involving sensitive data cause severe harm to many.

☐

Data breaches are sudden and beyond any individual's control.

☐

Data breaches can be prevented by taking proactive steps.

[1]

- 2** How does the image of the chain support the title of the poster?

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

- 3** Identify a sentence from Text 2 which supports the idea from Text 1 that a single oversight brings about great harm.

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

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

Tick (✓) the correct answer for each statement.

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

☐

cautionary

☐

informative

☐

compelling

[1]

- (b)** The most likely context for Text 1 is.....

☐

material from a computer studies textbook

☐

an advertisement for a data security product

☐

a campaign to promote digital safety

[1]

SECTION B [20 marks]

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

5 In Paragraph 1, the writer describes her boot falling off the mountain.

(a) Explain how the writer creates a dramatic effect in the long sentence that begins in line 2.

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

(b) What does the long sentence convey about her feelings in that moment?

..... [1]

6 In Paragraph 3, the writer says 'I clutched its mate to my chest like a baby, though of course it was futile.' (line 11).

(a) What does 'its mate' refer to?

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

(b) What is the effect on the reader of the simile 'like a baby'?

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

7 'I could take no mercy on it...' (line 13).

What does the writer mean when she says this?

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

For
Examiner's
Use

- 8** Pick out two phrases from Paragraph 3 which suggest that keeping the boot would have been burdensome to the writer.

(i) [1]

(ii) [1]

- 9** In Paragraph 4, what two goals did the writer have when coming on this trail?

(i) [1]

(ii) [1]

- 10** 'Each day on the trail was its own initiation...' (line 27). What does this suggest about the narrator's experience on the trail?

..... [1]

- 11** What is the writer's attitude when she says 'They could keep my boots' (line 31)?

..... [1]

- 12** In Paragraph 7, the narrator felt that she was completely alone in the wilderness. Give three pieces of evidence from the paragraph and explain how they show her sense of isolation.

..... [3]

For Examiner's Use **13** Paragraph 8 describes the writer's physical condition. Explain how the language used in this paragraph emphasizes how arduous the trail had been for her. Support your answer with two details from Paragraph 8.

.....

.....

.....

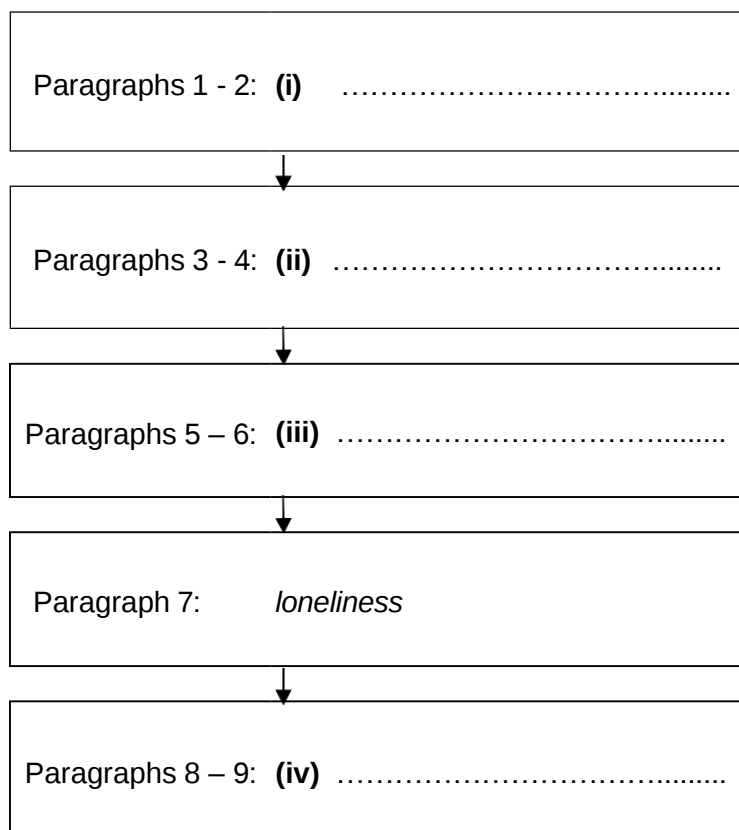
.....

..... [2]

14 The structure of the text reflects how the writer's feelings changed along her journey. Complete the flowchart by choosing one phrase from the box to summarise how her feelings changed in each part of the text. There are extra phrases in the box you do not need to use.

Writer's Feelings

upset	determined	dejected	horrified	optimistic	anxious	wistful
-------	------------	----------	-----------	------------	---------	---------



[4]

SECTION C [25 marks]

Refer to **Text 4** on pages 6 and 7 of the Insert for Questions 15–20.

- 15 (a)** From lines 1–4 in Paragraph 1, state two ways in which tourism can be a powerful engine for economic growth.

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

- (b)** The writer suggests that when people from different backgrounds meet, it can help remove negative and incorrect beliefs they have about each other. Find a phrase in Paragraph 1 that reinforces this.

.....[1]

- 16** "... tourism is ... good for the host, good for the guest, and good for the world." (lines 18 – 19)

- (a)** What technique does the writer use to show that tourism is positive?

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

- (b)** Explain the writer's intent in using this technique.

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

- 17** In Paragraph 3, the writer explains that one of the problems with tourism is "economic leakage".

- (a)** What does this comparison to a 'leakage' suggest about the flow of money earned from tourism in a host country?

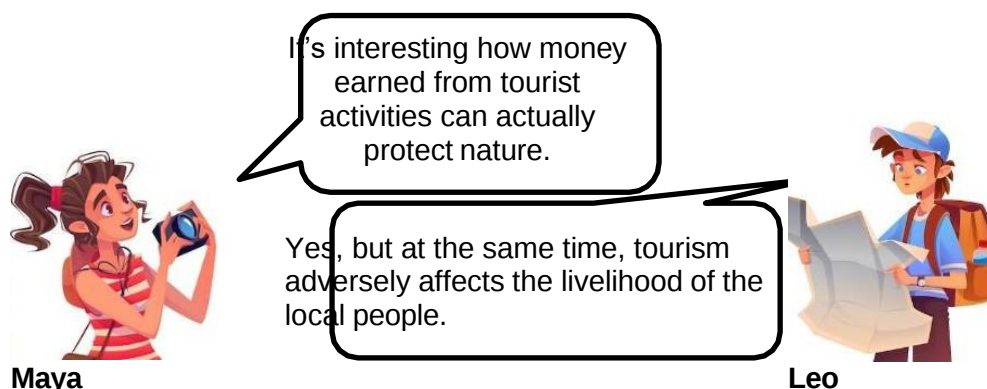
.....
.....[1]

- (b)** Which word used later in the paragraph further describes the resulting state of a local economy that relies heavily on tourism?

.....[1]

For
Examiner's
Use

- 18** Here is part of a conversation between two people, Leo and Maya, who have read the article.



- (a)** Give one piece of evidence from Paragraph 2 to support Maya's view.

.....
[1]

- (b)** Apart from economic leakage, give two pieces of evidence from Paragraph 3 to support Leo's view.

(i)
 [1]

(ii)
 [1]

- 19** 'The pressing challenge for the 21st century is to rethink our relationship with travel.'
 (lines 54 – 55) Identify the tone of the writer in this sentence.

..... [1]

20 Using your own words as far as possible, summarise the environmental harms of tourism and the sociocultural damage it causes to host communities.

Use only information from Paragraphs 4 and 5 of Text 4.

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

One of the environmental harms of tourism is that it

[illegible]

..... No. of Words: _____[15]

SECTION A

Study the infographic (**Text 1**) and the extract from a blog (**Text 2**) and answer Questions 1 – 4 in the Question Paper.

Text 1 is taken from a website.

An infographic with a dark background. At the top, a man in a green t-shirt is coughing into his elbow while a person in a blue, full-body protective suit with 'VAPE' written on the back stands next to him. The man in the suit is exhaling a large cloud of white vapor. Below the image, the text 'Vaping is illegal and harms your health.' is written in large, bold, white letters. Underneath this, it says 'Lose the toxic friend you don't need.' in smaller white text. Below that is a navigation bar with five buttons: 'Why vaping is toxic' (circled in red), 'Vape and its harms', 'Take action', 'In the news', and 'Vaping mistruths'. A pink banner below the navigation bar says 'Need help to quit vaping? Join I Quit. @'. At the bottom, the text 'Why is vape a toxic friend?' is written in large, bold, white letters. Below this, in smaller white text, it says 'Vape is no friend. It's illegal, harmful and may get you addicted to nicotine. That's not all, it can cost you up to \$2,000 in fines and brings you problems with health.'

Text 2 is taken from a blog which discusses Vaping.

Vaping is supposedly banned in Singapore, but getting a vape is as easy as finding a seller on Telegram, where such accounts are commonplace. It is so easy that once you shut down a seller, two new accounts pop up. There have been reports of primary school children vaping in school. EVALI (E-cigarette or Vaping use-Associated Lung Injury) is a condition that sends 96% of patients who report it to the hospital. Patients are placed on a ventilator, unable to breathe on their own. The youngest patient to die from EVALI was 15 years old.

There is no easy solution to this problem. You can blame the sellers who knowingly sell to children, to the vapers who do it in enclosed areas, uncaring of second-hand smoke. Maybe one day, vaping will be controlled just as strictly as drug use or smoking in Singapore. But until then, we may see a wave of children with collapsing lungs in the future.

SECTION B

Text 3

In the text below, the narrator, a seventeen-year-old boy named Liam, is helping his grandmother move out of her old shophouse.

Read the text carefully and answer Questions 5 – 14.

- 1 The air in Ah Ma's shophouse was a physical thing, thick with the scent of mothballs and a century of memories I had no part in. Every weekend for a month, my mother had dispatched me on the same mission: to sort, to pack, to discard. To me, it was a thankless excavation of a life I barely understood, a chore that stood between me and the bright, digital world of my own life. My task today was the final frontier: a monstrous dark wood cupboard in the main hall, a leviathan that had squatted in the same spot for as long as I could remember, its lacquered surface drinking the dim light. Ah Ma had always said the key was lost. "Just force it open, Liam," my mother had instructed over the phone, her voice impatient. "There's probably nothing but old blankets inside." 5
- 2 I wedged a crowbar into the seam between the two doors. The old wood groaned, a deep, guttural sound of protest, before the lock finally gave way with a sharp crack that echoed in the silent house. The doors swung open, releasing a breath of air from a forgotten time—not the expected mustiness, but a ghost of camphor and dried ink. It was not filled with blankets. Instead, it was a meticulously organised archive. Rolled cylinders of parchment tied with faded red string filled one shelf. Below them, nestled in velvet lining that was now crumbling to dust, lay a tarnished brass telescope. On the bottom shelf were stacks of celestial charts, their constellations and nebulae hand-drawn with an astronomer's precision. 10 15
- 3 I unrolled one of the larger parchments. It was not a deed or a legal document, but a map, exquisitely detailed, of the Malay Archipelago, its coastlines and shipping lanes inked in a steady, elegant hand. I had never seen anything like it. This was not the work of a casual hobbyist; this was the work of a master, of a dreamer. My grandfather, Ah Gong, had been a clerk at a trading company—a quiet, severe man in the few photographs I had seen. He had died long before I was born, and the stories Ah Ma told of him were always brief, practical things. Nothing in those stories hinted at this secret world of exploration and stars. 20
- 4 A soft shuffle from the doorway made me jump. Ah Ma stood there, her small frame silhouetted against the brighter light of the kitchen. Her face, usually a placid lake of wrinkles, was suddenly a storm of emotions I could not decipher—a flicker of pain, a shadow of fear, and something else, something akin to a long-suppressed grief now seeing the light of day. She did not speak, but simply stared at the contents of the cupboard, her hands gripping the doorframe as if to steady herself against a sudden gale. 25
- 5 Ah Ma?" I asked, my voice barely a whisper. 30
- 6 She finally looked at me, her eyes glistening. "Your Ah Gong," she said, her voice raspy with disuse, as if pulling the words from a deep, sealed well. "He was a man who lived in other worlds. At his desk at the company, he was just Mr. Tan. But here, at night... he was a navigator. An explorer." She stepped forward and gently touched the brass of the telescope. "He never travelled further than Malacca for his work, but he believed he could see the entire universe from our rooftop. He would draw his maps from old sailors' logs and books he borrowed, convinced he could make them more accurate. He used to say that a map was not just paper, but a promise of a place you could go." 35

- 7 I looked from the maps to my grandmother's face, beginning to understand. "Why was it all locked away?"

40

- 8 A single tear traced a path down her cheek. "When he left," she said, her gaze distant, "the silence of his things was too loud. Every map was a journey we hadn't taken. Every star chart was a night sky we could no longer share. It was easier to lock the door than to face the promises. So I turned the key and told everyone it was lost." She looked around the hall, at the packed boxes and bare walls. "I suppose I lost the key to myself, too, for a while." 45
- 9 That evening, long after the movers had gone and Ah Ma was settled in her new, sterile apartment, I took the telescope out onto the small balcony. I pointed it towards the night sky, a canvas now peppered with the orange glow of the city but still holding a few determined stars. As I adjusted the focus, the tarnished brass felt warm in my hands, a conduit to the grandfather I never knew. I thought of him and Ah Ma on a shophouse roof decades ago, charting voyages to places they would only ever visit in their minds. I was looking not just at the sky, but through a tunnel of time, seeing for the first time the silent, magnificent worlds that had always been hovering, just out of sight, in my own family's history. 50

SECTION C

Text 4

In the text below, the writer examines the history of the pineapple and its changing cultural significance.

Read the text carefully and answer Questions 15 – 21.

- 1 When Christopher Columbus returned from the Americas in 1496, he brought with him a consignment of pineapples. Little did he know that this golden fruit would be the crowning glory of his cargo. The one pineapple that survived the long voyage made a profound impression on King Ferdinand of Spain. Its unique scaled appearance and intense sweetness captivated the monarch. In Renaissance Europe, a world largely without common sweets, the pineapple was perhaps the most delicious thing anyone had ever eaten. However, being the exclusive preserve of adventurers, it might have remained obscure if not for a concurrent global development: the widespread dissemination of the written word. 5
- 2 The sixteenth century saw an explosion in book production. Sailors and scholars penned chronicles of the New World, detailing its flora and fauna. This newfound knowledge highlighted the pineapple's glaring absence from the Bible and classical texts. Unlike fruits such as the apple or pomegranate, which were laden with ancient cultural baggage, the pineapple was a "blank page." This allowed ruling powers to project their own meanings onto it. It did not take long for the absolutist monarchies of Europe to co-opt the pineapple for their own purposes, christening it the "king of fruits" due to the crown-like leaves at its head. The fruit became a powerful symbol of the divine right of kings. 10 15
- 3 The pineapple's journey to England was more turbulent. During the austere Cromwellian years following the English Civil War, the fruit was ignored. To the staunchly Protestant government, the pineapple, with its royal associations, seemed an insufferable luxury. However, when Charles II was restored to the throne in 1660, he ushered in a new era of splendour. The "Merry Monarch," as he was known, saw an opportunity in the exotic fruit. In a clever public relations move to assert English dominance in the West Indies, he famously had a pineapple from the English colony of Barbados displayed prominently at a state dinner with the French ambassador. The message was clear: "We can get pineapples, and you can't." The "King-Pine," as Charles II called it, became his favourite status symbol. 20 25
- 4 As European kingdoms vied for colonial power, access to pineapples was leveraged as proof of national strength. This intensified the rivalry between England and the Netherlands, especially after the Dutch pioneered growing the fruit in a greenhouse in 1682. The English were consumed by a jealous frenzy until a Dutch prince, William of Orange, ironically took the English throne, calming the "pineapple wars." By the Georgian era, pineapples could finally be cultivated on the British Isles, sparking a nationwide madness among the wealthy. 30
- 5 Pineries, the special greenhouses for pineapple cultivation, required constant care and vast amounts of coal to maintain high temperatures. Each fruit took three to four years to bloom, and the cost of rearing a single one was equivalent to thousands of dollars today. The sheer expense meant it was considered wasteful to eat them; instead, they were used as dinnertime ornaments. A pineapple would be passed from party to party until it began to rot. For those who could not afford to grow their own, pineapple-rental shops even sprang up. The fruit became so synonymous with excellence that the phrase "a pineapple of the finest flavour" was used to describe anything that was the best of its kind. 35
- 6 During the expansion of trade in eighteenth-century Britain, companies capitalised on the pineapple's symbolic status. Fine china was produced with pineapple motifs, and carved stone pineapples appeared on the gates of grand manor houses, signalling the wealth and high standing 40

of the family within. However, as steamships began to import the fruit in greater quantities from the colonies, the pineapple's exclusive reputation deteriorated. Industrialisation and war pushed the fruit further from the cultural consciousness.

45

- 7 It seems strange now that this fruit, easily purchased at any supermarket, ever engendered such furor. Yet, in recent years, the world has witnessed a return of the pineapple motif on everything from phone cases to home decor. After the advent of cheap canned pineapple, it is difficult to believe this trend has anything to do with status. Perhaps the memory of a time when people had never seen anything so spiky or tasted anything so sweet lingers in our collective subconscious. At the very least, the modern love of the pineapple feeds into a constant yearning for summer and faraway tropical lands—a life of leisure, much like the aristocrats once had.

50

END OF INSERT

SECTION A [5 MARKS]

Study the infographic (**Text 1**) and the blog post (**Text 2**) for Questions 1 – 4.

- 1** Refer to the image in Text 1. How does the image support the main message in the infographic?

.....
.....

[1]

- 2** What is the main message of Text 2?

.....
.....

[1]

- 3** Give **one** way in which the tone of Text 1 is different from the tone of Text 2.

.....

[1]

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text. Circle the answer you have chosen for each statement.

- (a)** The information in the text is a call to action.

Text 1 / Text 2 / Both / Neither

- (b)** The text is aimed at the authorities.

Text 1 / Text 2 / Both / Neither

[2]

SECTION B [20 MARKS]

Refer to **Text 3** for Questions 5 – 14.

- 5** At the start of the passage, the narrator expresses his feelings towards the task he has been given. Explain how the language used in this paragraph shows his disdain for clearing out his grandmother's shophouse. Support your answer with **three** details from the same paragraph.

.....

.....

.....

.....

.....

.....

.....

[3]

- 6** In Paragraph 1, the narrator describes the cupboard as a 'monstrous dark wood cupboard, a leviathan that had squatted in the same spot'.

(a) What does this description suggest about the appearance of the cupboard?

.....

.....

[2]

(b) Which phrase in the same paragraph provides a similar view?

.....

.....

[1]

- 7** Paragraph 2 describes the narrator opening the cupboard. Explain how the language used in this paragraph emphasises the difficulty in opening it. Support your answer with **two** details from Paragraph 2.

.....

.....

.....

.....

[2]

8 With reference to Paragraph 2, what impression do you have of the owner of the cupboard?

.....

.....

[1]

9 In Paragraph 3, the narrator concludes that ‘this was the work of a master, of a dreamer’.

(i) What evidence in the paragraph shows that he was a ‘master’?

.....

.....

[1]

(ii) What evidence in the paragraph suggests that he was a ‘dreamer’?

.....

.....

[1]

10 In Paragraph 6, the writer presents two contrasting sides to grandfather’s character. Explain what the contrast is in each pair of descriptions.

Characteristic 1	Characteristic 2	The contrast is
At his desk at the company, he was just Mr. Tan (lines 32 – 33)	But here, at night, he was a navigator. An explorer (line 33)	
He never travelled further than Malacca for his work (lines 34 – 35)	he believed he could see the entire universe from our rooftop (line 35)	

[2]

- 11** With reference to grandmother's relationship with grandfather, what is the paradox in the phrase "the silence of his things was too loud" (lines 41-42)?

.....

.....

[1]

- 12** In Paragraph 8, grandmother mentions the idea of a 'key' twice. In the second instance, she uses the metaphor 'I lost the key to myself' (line 45) to describe her actions. What do you think this second 'key' refers to?

.....

.....

[1]

- 13** What effect does the last sentence of this text (lines 51 – 53) have on the reader?

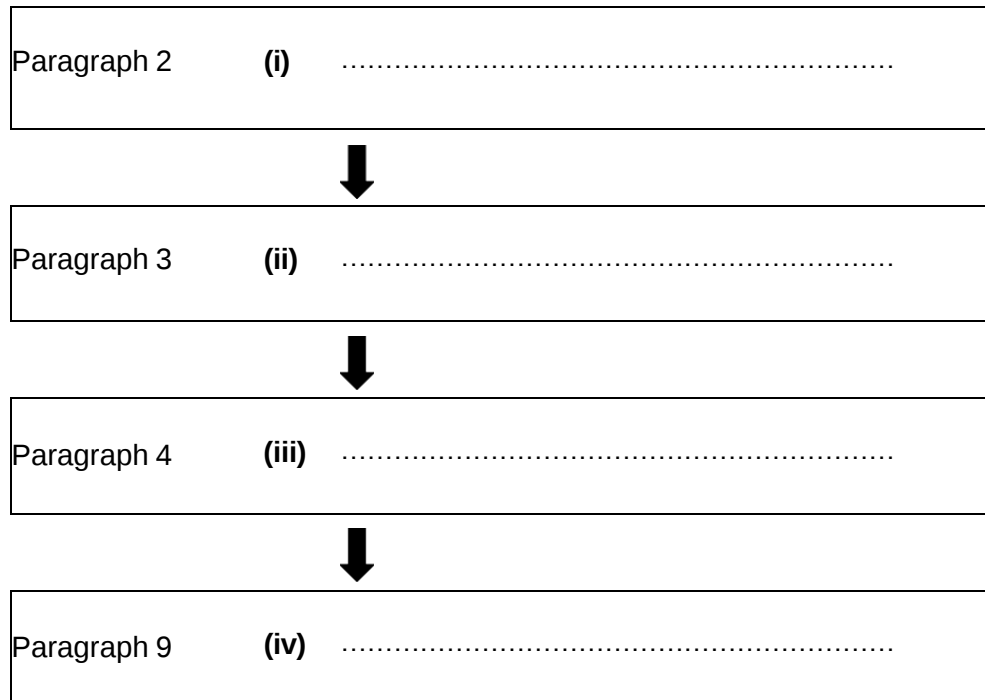
.....

.....

[1]

14 The structure of the text reflects the emotions of the narrator as he clears his grandmother's shophouse. Complete the flow chart by choosing the words from the box to summarise the main emotions of the narrator presented in each part of the text. There are some extra words in the box you do not need to use.

Surprise and curiosity	Fatigue and exhaustion	Empathy and sensitivity
Eager with anticipation	Growing in fascination	Incredulity and disbelief
Awe and wonder		



[4]

SECTION C [25 MARKS]

Refer to **Text 4** for Questions 15 – 21.

- 15** From Paragraph 1 and **in your own words**, state two reasons why King Ferdinand was so enamoured by the pineapple.

.....
.....

[2]

- 16** The writer describes the pineapple as ‘the crowning glory of his cargo’ (lines 2-3). What does this phrase suggest about the pineapple compared to the other items Columbus brought back?

.....
.....

[1]

- 17** What does the word ‘leveraged’ (line 26) suggest about how the pineapple was used by European kingdoms in their quest for ‘colonial power’.

.....
.....

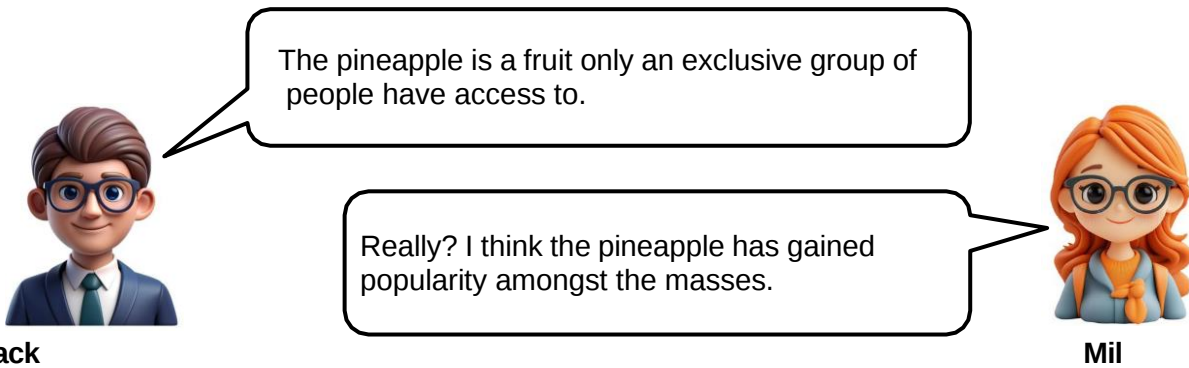
[1]

- 18** Explain the irony of how the “pineapple wars” (line 30) between the English and the Dutch were calmed.

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

[2]

19 Here is part of a conversation between two teachers, Mack and Mil who have read the text and are enraptured by the pineapple.



a) Give **two** examples from Paragraph 1 to support Mack's view.

- (i) [1]
- (ii) [1]

b) Explain how Mil's view can be supported from evidence in paragraph 7.

..... [1]

20 With reference to the entire text 4, what is the writer's attitude towards the pineapple?

..... [1]

21 Using your own words as far as possible, summarise the reasons why the pineapple became a symbol of high status in Europe and the various ways this status was demonstrated.

Use only information from Paragraphs 2, 3, 5 and 6 of Text 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.

The pineapple became a major status symbol partly because.....

.....

..... [15m]

Section A

Text 1

Study the poster (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.

Text 1 is taken from a poster on having an active family lifestyle.

MOVE IT
WITH ACTIVE FAMILY

2013

FREE ACTIVITIES

1. _____

Active family play is the secret ingredient for stronger bodies and brighter spirits! Chase sunshine, climb mountains of imagination even in everyday activities. Together you can build a fortress of memories, one playful step at a time.

Need ideas? Join us at Hillion mall as a family for Archery, Soccer, NERF combat and more!

When	Soccer Play	NERF Combat
Every Sunday, 4.30pm to 5.30pm Outside Hillion Mall	20, 27 Jan Archery Shoot-Out 17, 24 Feb & 3, 10 Mar	17, 24, 31 Mar

Venue Partner:
Hillion

Scan to find out more:

Text 2 is taken from a parent's social media post on having an active family lifestyle.

If we're being honest, taking care of children is already very tiring. How can we possibly also make sure that the family stays active? Actually, who says these have to be done separately? One tip I'll like to share is to make use of the times spent preparing for meals. My children will help with all the heavy lifting, beating, and mixing. It's a great way to bond and learn about healthy eating too!

Section B

Text 3

In text below, the writer shares her experience growing up in the city of Welch.

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

- 1 Life in Welch was as cold as the wind that whistled through our shack. We called the place our 'hovel'. It wasn't much more than that—a dilapidated, two-storey house perched on a hillside. The windows and doors were intact, but there was only a tiny, rusting stove for heat. The air was perpetually damp and smelled of coal smoke, a thick, cloying odour that seemed to cling to everything. The back door opened to a vast but barren field; the nearest neighbour was an hour away. 5
- 2 Winter was brutal. We had no money for coal, and the small, rusty stove in the living room offered little warmth. We huddled together under thin, threadbare blankets, our teeth chattering, our fingers and toes perpetually numb. I could see my breath in the air indoors. My stomach rumbled incessantly, a painful, constant reminder of our empty cupboards. School lunches became our main meal, and when it was the holidays, the hunger became a gnawing, desperate ache. 10
- 3 Mum, ever the artist, would retreat into her paintings, sometimes for days, seemingly oblivious to our growing emaciation. Dad would disappear, often for long stretches, returning in a hostile rage, or with a few meagre groceries that barely lasted a day. The tension would rise with each passing hour without food, each shivering night. We'd listen for the sound of Dad's footsteps, a mixture of hope and dread coiling in our guts. 15
- 4 One particularly cold night, we were all shivering, huddled around the sputtering stove. Lori, my older sister, was complaining about the lack of food. Brian, my younger brother, was whimpering softly. Even Maureen, the baby, seemed unusually quiet, her tiny body trembling. I felt a desperate, primal urge to find food, to alleviate their suffering, but there was nothing. I had to endure my own stomach trying to gnaw itself. I could feel my desperation tightening its grip with each passing minute. 20
- 5 I remembered a can of sweetcorn in the pantry, hidden behind some old jars. I tried to open it, but the tin opener was broken. My fingers were numb with cold, fumbling and weak. Tears welled in my eyes. It was a small thing, a can of sweetcorn, but at that moment, it felt like the most important thing in the world, just out of reach. 25
- 6 Dad stumbled in later that night, reeking of alcohol. He saw our pale, drawn faces, our shivering bodies. For a moment, a flicker of shame, perhaps, crossed his eyes. He rummaged through his pockets and pulled out a handful of crumpled notes. 'Here,' he slurred, 'go get yourselves some food.' It was enough for a few chocolate bars, a fleeting reprieve from the constant hunger, but the underlying tension of our precarious existence remained. 30
- 7 The winter in Welch stretched on, a long, agonising period of deprivation. We learned to cope, to scavenge, to rely on each other. But the constant cold, the perpetual hunger, and the pervasive uncertainty etched themselves deep into our bones, shaping us in ways we would carry for the rest of our lives. The tension of simply surviving, day by day, breath by breath, was the most profound and enduring hardship of all. 40

- 8 We figured out that on certain days, the school canteen threw away leftover food. So we started hanging around the recycling bins behind the canteen after school, rummaging through the rubbish for half-eaten sandwiches, bruised apples, and slightly stale biscuits. We always made sure to be discreet, hiding behind the bins so no one would see us. It was humiliating, but hunger was a more powerful force than shame. 45
- 9 Other students from school would sometimes catch us. They'd point and whisper, their eyes wide with a mixture of curiosity and disgust. We'd pretend not to notice, our faces carefully blank, our hearts pounding with embarrassment. The tension of being discovered, was almost as bad as the hunger itself. But we couldn't stop. We had to eat. We got good at it: Lori would keep watch, Brian would climb in, and I 50 would gather the spoils. It was a desperate ballet of survival. The cold bit at our ears and noses, but the thrill of finding something edible, was enough to keep us going. Every discarded crust, every forgotten bite, was a treasure.

Section C

Text 4

In the text below, the article describes the Tour de France, an annual, multi-stage bicycle race primarily held in France.

Read the text carefully and answer Questions 14–20 in the Question Paper.

- 1 The Tour de France stands as one of the most prestigious and arduous athletic competitions globally. Annually, it draws together the world's most accomplished cyclists to traverse great distances across France's diverse landscapes, encompassing vast meadows and bustling urban streets. It even ascends through formidable mountain ranges. This monumental event typically spans approximately three weeks in July and covers an impressive 3,500 kilometres meticulously divided into 21 distinct stages. 5
- 2 Inaugurated in 1903, the origin of the Tour de France was rooted in a promotional endeavour for a French newspaper. While cycling had already garnered considerable public interest, the innovative concept of a multi-day race profoundly captured the public's imagination, as did the idea of it winding through various regions of the country. The early editions of the race were characterised by extreme rigour. Competitors were compelled to cycle for hours, sometimes from dusk till dawn, even on unpaved roads with minimal assistance. 10
- 3 Throughout its history, the Tour has confronted a myriad of formidable obstacles. One main concern has been the immense physical and psychological toll faced by the participants. Ascending steep mountains, such as those found in the Alps or the Pyrenees, presents an extraordinarily demanding challenge, particularly amidst the sweltering summer temperatures. Cyclists frequently grapple with exhaustion, severe dehydration, and injuries. To mitigate these, contemporary races deploy support vehicles that shadow the cyclists, furnishing essential provisions such as food, hydration, bicycle replacement parts, and immediate medical attention when necessary. 15 20
- 4 Another significant challenge has been the issue of cheating. Previously, riders would resort to illegal substances or methods to enhance their performance, gaining an unfair competitive edge. This problem escalated to its peak in the early 2000s, culminating in the disqualification of several victors due to doping violations. Subsequently, race organisers and sports authorities have instituted far more stringent drug testing protocols and regulatory framework. Teams are now mandated to adhere to a biological passport system, which meticulously monitors each rider's physiological limits, thereby facilitating the detection of unusual changes that might suggest doping. 25 30
- 5 The safety of the riders continues to remain a priority. Given the elevated speeds and the compact nature of riding, collisions are a regrettably frequent occurrence. Wet weather, sharp turns, or sudden obstacles can also cause dangerous pile-ups. To improve safety measures, race organisers now meticulously plan routes, eliminate identified hazards, and ensure the exemplary maintenance of roadways. Spectators, who frequently position themselves in close proximity to the unfolding action, are also consistently reminded to maintain a safety distance. 35

- 6 In recent years, significant steps have also been taken to improve the Tour de France's environmental sustainability. Recognising that major sporting events can generate large volumes of waste because of the sheer number of attendees, organisers have implemented various green initiatives which encourage fans to be more environmentally-conscious as consumers. Given the prevalence of plastic packaging, the organisers looked into reducing the single-use of plastic and instead promoted reusable merchandise. Additionally, the introduction of digital ticketing systems significantly helped to cut down on paper waste. 40 45
- 7 Ultimately, the Tour de France transcends the confines of a mere cycling competition; it stands as an enduring symbol of resilience, problem-solving, and human determination. While it has steadfastly confronted serious challenges, it will continue to evolve and refine itself. With new solutions and greater awareness, the Tour inevitably propels forward, year after year, from strength to strength. 50

Section A [5 marks]

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

- 1 Look at Text 1. Tick (✓) the most effective label for sign 1 in this poster.

☐

Come to the Hillion for a fun-filled day with the family!

☐

Free activities! Keep fit with the family!

☐

Active adventures: Be a champion!

[1]

- 2 How does the image support the overall message of the poster?

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

- 3 Identify the phrase in Text 1 which supports the overall message of Text 2.

.....[1]

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

Tick (✓) the correct answer for each statement.

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

☐

encouraging

☐

sincere

☐

upbeat

[1]

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

☐

to persuade parents to spend time with their children over meals.

☐

to persuade parents to show children how to eat healthily.

☐

to persuade parents to involve their children when preparing for meals.

[1]

For
examiners'
use

Section B [20 marks]

Refer to Text 3 on page 3–4 of the Insert for Questions 5–13.

- 5 In Paragraph 1, the writer states that she was living in 'a dilapidated...house' (line 2). Give **three** pieces of evidence from Paragraph 1 and explain how they show the dilapidated state of the house.

For
examiners'
use

.....

.....

.....

.....

.....

..... [3]

- 6 At the end of Paragraph 2, the writer says that 'when it was the holidays, the hunger became a gnawing, desperate ache' (lines 11-12). Suggest a reason why this was the case.

..... [1]

- 7 What **two** ideas does Paragraph 3 suggest about the writer's childhood?

(i) [1]

(ii) [1]

- 8 Why did the sound of the writer's father's footsteps bring 'a mixture of hope and dread' (line 17)? Explain **in your own words**.

.....

..... [2]

- 9 Explain how the language used in Paragraph 4 emphasises the dreadful state that the writer was experiencing. Support your answer with **two** details from Paragraph 4.

.....

.....

.....

..... [2]

- 10** 'Tears welled in my eyes. It was a small thing, a can of sweetcorn, but at that moment, it felt like the most important thing in the world, just out of reach.' (lines 27-28)

(a) Explain why 'tears welled' in the writer's eyes.

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

(b) Explain what the writer means when she described the can of sweetcorn as 'just out of reach'?

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

- 11** In Paragraph 6, the writer uses the metaphor 'flicker of shame' (line 30) to describe her father.

(a) What does the 'shame' refer to?

..... [1]

(b) What effect does the metaphor have on the reader?

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

- 12** In Paragraph 9, the writer and the siblings looked for food in the bins. Identify **two** ways in which their search for food was 'a desperate ballet of survival' (line 52).

(i) [1]

(ii) [1]

- 13** The structure of the text reflects how the writer's feelings change. Complete the flow chart by choosing one word from the box to summarise the writer's feelings at each point in time. There are some extra words in the box you do not need to use.

For
examiners'
use

The writer's feelings

agitated cautious determined discouraged hardened helpless perplexed

Paragraph 3: ambivalent



Paragraphs 4-6: (i)



Paragraph 7: (ii)



Paragraph 8: (iii)



Paragraph 9: (iv)

[4]

[Turn over

Section C [25 marks]

Refer to Text 4 on pages 5–6 of the Insert for Questions 14–19.

- 14 In Paragraph 1, why does the writer describe the race as ‘prestigious’ (line 1)?

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

- 15 According to the writer, the race ‘covers an impressive 3,500 kilometres’ (line 6). Which phrase from Paragraph 1 supports this idea?

.....[1]

- 16 From Paragraph 2, which **two** features of the Tour de France ‘captured the public’s imagination’ (lines 11)?

(i)[1]

(ii)[1]

- 17 In Paragraph 2, the writer says ‘the early editions of the race were characterised by extreme rigour’ (line 12-13). Explain in **your own words** what this rigour was.

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

For
examiners’
use

- 18 Here is part of a conversation between two students, Ava and Luca, who have read the article.

For
examiners'
use



I think events like Tour de France can end up polluting the environment.

Well, the organisers have definitely implemented strategies to deal with that.



- (a) Give **one** piece of evidence from Paragraph 6 to support Ava's view.

.....[1]

- (b) With reference to Paragraph 6, give **two** examples which Lucas can provide to justify his opinion.

(i)[1]

(ii)[1]

- 19 From Paragraph 7, the writer is certain that the competition will 'continue to evolve and refine itself' (line 51). Which phrase in the same paragraph reinforces this optimism?

.....[1]

[Turn over

- 20 Using your own words as far as possible**, summarise the challenges the Tour de France has faced and the solutions to address them.

For
examiners'
use

Use only information from Paragraphs 3 to 5 of Text 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).

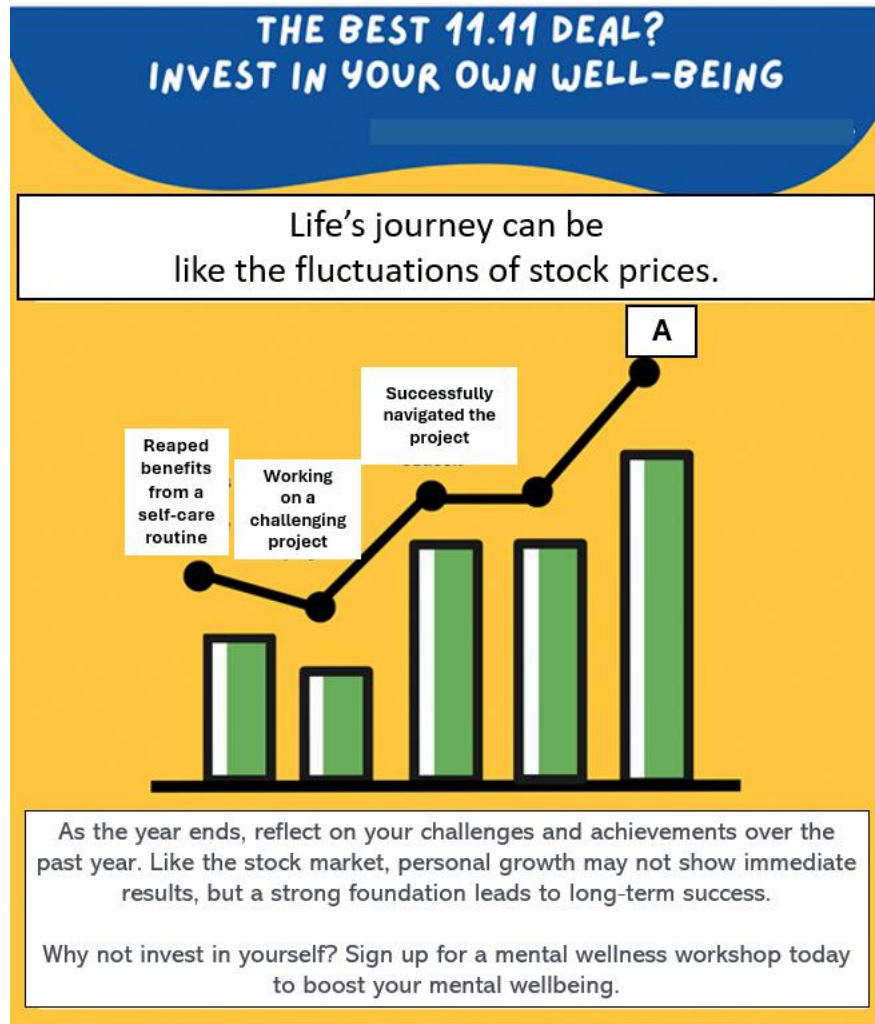
Over the years, the Tour has inflicted physical and mental strain on the riders as

[illegible]

Geylang Methodist Secondary School 2025 Prelims
Section A

Study the online advertisement (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4.

Text 1 is an online advertisement on mental-wellness workshops.



Text 2 is taken from a social media message about mental wellness.



Benjamin

2 hrs

Have you noticed the mental health chat everywhere? From workplace wellness programmes to mindfulness apps, it seems we're finally giving our minds the attention they deserve. It's not just about treating issues anymore but actively nurturing our mental wellbeing. Glad to see the stigma fading and self-care becoming a priority. What's your go-to for mental fitness? #MentalHealthAwareness #SelfCareRevolution #MindMatters



1



Like



Comment



Share

Section B

Text

In the text below, a daughter describes her Vietnam holiday experiences with her father.

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

- 1 The two-week trip was beginning to feel far too ambitious, even painstakingly long. All I wanted to do was go home. I longed to hide in my bedroom and dissociate with my PlayStation and its soothing farming simulation games, not wake up at six a.m. to take a van tour of another pagoda and marketplace while my father bartered for half an hour over the equivalent of a mere dollar. 5
- 2 But that day in Hoi An, things started to look up. We were pleased that the weather was nicer than it'd been in Sapa, that the atmosphere was more tranquil than in Hanoi. The relentless honking of scooter horns we'd become accustomed to as Vietnam's second national language was not as fluently spoken. Life moved at a slower pace.
- 3 We shared lunch, bánh khoai - a greasy, crispy, yellow crepe folded over shrimp and bean sprouts - and washed it down with cold beer. We swam in a gigantic, beautiful pool outside our gigantic, beautiful hotel. We watched our boat driver's wife model souvenir T-shirts and proffer snow globes and wooden bottle openers, shaking our heads with guilt as we repeated "No, thank you" to each ware while gliding along the Perfume River. 10
- 4 In the evening, we took a cab to Les Jardins, a highly recommended French-Vietnamese fusion restaurant near the Imperial Citadel. The restaurant looked like a large manor out of the French Quarter of New Orleans, standing out from the weathered buildings in Vietnam. The exterior's striking gold paint made it impossible to miss, even in the evening light. Three large archways, each crowned with its own balcony, ran along the second storey. 15 20
- 5 We got cocktails to start and decided on a bottle of wine to share with dinner. We ordered voraciously. The pumpkin soup, the beef in banana leaf, fried spring rolls, crispy squid, a bowl of noodles, and a seafood mango salad recommended by the waitress. Ordering food so as to maximize the quantity of shared dishes and an exuberance for alcohol are the two things my father and I have always counted on for common ground. 25
- 6 "You know," my father said to our waitress as though he were letting her in on a secret. He stabbed his finger in my direction a few times. "She used to do what you do!"
- "Excuse me?"
- "My daughter - she used to work as waitress. Many years!" my father said. 30

From years of communicating with my mother's family, my dad had developed this way of addressing non-English speakers that involves dropping articles and wildly gesticulating as if he were talking to a three-year-old.

"And me," he pointed to himself. "Long time ago." He stretched his arms wide. 35
"Busboy!" Then he slammed his big hand on the table, rattling the cutlery and glasses, and let out a loud laugh.

"Oh!" the waitress said, miraculously unrattled by an American man nearly overturning a table.

7 "My daughter and I love food," he said. "We are what you call foodies." 40

I wasn't sure if it was the boat ride we'd just taken or my father's usage of the word foodies and the way he pronounced it FOO-DEES that was making me feel queasy, but suddenly the seafood mango salad I had ordered was not so appealing. There are few things I detest more in this world than an adult man proclaiming himself to be a foodie, much less my own father dragging me in to share the title when only moments before 45
8 he had asked me if I'd ever heard of a ceviche¹.

"Oh, really?" the waitress said with an enthusiasm that managed to feel genuine. She was really an exceptional waitress. In her shoes I would have pretended to be occupied 9
9 polishing spoons thirty minutes ago.

I wasn't necessarily proud of my work as a waitress, but I did feel a sense of honour in it. I loved the camaraderie, the shared disdain for the customer - the Groupon users, the picky eaters, the people who asked for steaks well-done and if the fish was "fishy." The downside was that the experience had metamorphosed me into an irrational diner. I developed a compulsory need to stack all my dishes neatly after finishing, tip 25 percent even if the service was horrendous, and never, unless it was royally bad, send 55
a dish back just because it wasn't to my taste. So, when my father asked why I hadn't eaten my salad, I would have preferred stuffing it into my napkin rather than cause a fuss.

Adapted from 'Crying in H Mart' by Michelle Zauner

¹ a South American dish of marinated raw fish or seafood

Section C

Text 4

The text below describes how inmates in Singapore prisons and rehabilitation centres secretly cooked their own meals in the 1970s and 1980s.

Read the article carefully and answer Questions 14-19 in the Question Booklet.

- 1 A few men squat around a pot of boiling water. The air is still and humid, but the prospect of a hot stew is the only thing on their minds. One breaks a tofu square with his hands and lowers it into the pot. Another scrapes margarine from a wet sachet onto the concrete floor. He spreads it with a tool. The third inmate strikes a fire. Their movements have to be swift and hushed. The metal bars and concrete walls that surround them offer no privacy, not even from the distant echo of boots walking away as the night patrol comes to a close. 5
- 2 During the 1970s and 1980s, cooking supper became the precious pastime of many male inmates in Singapore's prisons and drug rehabilitation centres. The illegal activity was carried out within their cells or dormitories, carefully timed when the guards were not scheduled to patrol between the last muster at 7pm and lights out at 9pm. Freed from supervision, inmates turned containers, pots and mugs into cooking pots, and created fuel from plastic bags and blankets. They dubbed their underground operation 'masak', which means 'to cook' in Malay. More than a way to quell hunger, it offered a rare sense of control and camaraderie in an otherwise rigid and isolating environment. 10 15
- 3 Even decades after *masak* petered out in the 1990s because of stricter rules and tighter surveillance, ex-inmates still speak fondly of it. *Masak* was the highlight of their life behind bars. It offered hot food in contrast to their cold meals, and a chance to recreate familiar tastes that reminded them of the home they could no longer return to. Confined in a place where deprivation was the way of life, cooking and eating to the inmates were not only means to the past, but the keys to escaping a dreadful present. Such was the bitter comfort to their harsh reality. 20
- 4 One source of their misery was the repetitive three insipid dishes for their daily meals. The inmates assigned as cooks for the official prison menu made the situation worse for their peers. They would siphon off the good stuff in those dishes for themselves before serving the other inmates. Given how sparse and therefore punishing those prison meals were, *masak* became a way for inmates to turn food into a source of comfort, as it normally is in the outside world. 25
- 5 *Masak* also became a means for them to regain autonomy, as a large part of their

lives—from hairstyle to bowel routine—were regulated by the authorities. They 30
picked from the provisions what could be redeemable for *masak* and reworked them
with their choice of canned food and sauces purchased from the commissary.
Although the recipes were nothing spectacular, being able to make such decisions
for themselves helped inmates preserve their dignity, and just as importantly, gave 35
them space to be creative.

6 From workshops to clinics, inmates rummaged every corner of the facilities for 40
materials to repurpose for cooking. Some of their most extraordinary ideas came
from the need to create fuel. Toilet paper was spread with margarine to improve
combustion. Food trays were smashed and melted into candle wax. Starting a fire
was even more elaborate. In prison, tightly rationed matchsticks for smoking were 45
half-coated with toothpaste so they could be reused. But as smoking was banned in
rehabilitation centres, perhaps because it too is an addiction, inmates there sparked
fire with a flint and razor blade, caveman-style.

7 Unsurprisingly, *masak* flourished in rehabilitation centres, where it became a regular 45
activity among inmates. This was largely because policing in these centres was
relatively lax compared to the prisons. These centres were set up in a hurry during
the 1970s as part of a countrywide clampdown on drug abuse. Many were converted
from former army barracks and were not optimal for surveillance though some 50
sections still had barbed wire fences and watchtowers. There were complaints about
the living conditions and lack of proper rehabilitation programmes. These centres
also faced a shortage of staff at one point, which meant fewer checks and more
freedom for some to engage in a wide range of unsupervised activities. More 55
significantly, it gave the inmates more leeway to *masak* and even hunt for animals
that trespassed onto the compound.

8 *Masak* was always a collaborative effort given its laborious nature. Inmates pulled 55
their resources together, split cooking tasks and, in the rare instances when they
were caught, even took the blame for one another. Sometimes, this meant going
without food for a day as a punishment. This is why, while many inmates might have
left their associations with gangs behind bars, they established loyalty only with those
whom they partook in *masak*. It also gave inmates a sense of purpose, helping them 60
cope with the monotony of daily routines and the psychological toll of confinement.

*Taken and adapted from 'When Cooking Was a Crime: Masak in Singapore Prisons, 1970s-80s' by
Sheere Ng*

Section A [5 marks]

Refer to the online advertisement (**Text 1**) and the social media post (**Text 2**) on page 2 of the Insert for Questions 1-4.

- 1 Look at Text 1. Tick (✓) the most suitable label for 'A' on the line graph.

☐ Completed a piece of assignment

☐ Missed the registration deadline for an important examination

☐ Aced a challenging subject

[1]

- 2 Text 1 compares life's journey to 'the fluctuations of a stock market index.' Explain why this comparison is effective.

.....

.....

[1]

- 3 Quote a phrase from Text 2 to support the idea from Text 1 to 'invest in yourself'.

.....

[1]

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

Tick (✓) the correct answer for each statement.

(a) One purpose of both texts is ...

☐ to raise awareness of the importance of mental health.

☐ to prepare readers for life's challenges.

☐ to encourage readers to take ownership of their own mental health.

[1]

(b) The tone of Text 2 is ...

☐ celebratory.

☐ optimistic.

☐ reassuring.

[1]

Section B [20 marks]

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

- 5 (a)** In Paragraph 1, the writer describes the trip as ‘beginning to feel far too ambitious’ (line 1). What does this suggest about what the writer thought about the holiday?

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

- (b)** Identify **one** word from the same paragraph that contrasts with the writer’s opinion about the holiday.

..... [1]

- 6** From Paragraph 2, the writer felt that ‘things started to look up’ (line 6). Give **two** details to support her opinion.

- (i)**
(ii) [1]

- 7 (a)** In Paragraph 2, what is the honking of scooter horns compared to?

..... [1]

- (b)** In what way is such a comparison effective?

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

- 8** Paragraph 4 describes the place where the writer and her father dined at. Explain how the language used in this paragraph emphasises how majestic the building was. Support your answer with **two** details from Paragraph 4.

.....

.....

.....

.....

..... [2]

- 9** In Paragraph 7, the writer related the account between her father and the waitress.

(a) What is the effect of capitalising and hyphenating the word 'FOO-DEES' (line 40)?

.....

..... [1]

(b) What does this reveal of the father's attitude towards the waitress?

..... [1]

- 10** In Paragraph 8, the writer describes the waitress as 'exceptional' (line 46).

(a) Why do you think the writer felt that way about the waitress?

.....

..... [1]

(b) Identify a phrase from Paragraph 6 that supports this view.

.....

..... [1]

- 11** Explain **in your own words** why the writer felt ‘a sense of honour’ (line 48) as a waitress.

.....

..... [2]

- 12** At the end of the text, the writer felt that her experience as a waitress made her an irrational diner. Give **three** pieces of evidence from Paragraph 9 and explain why they show her as such.

.....

.....

.....

.....

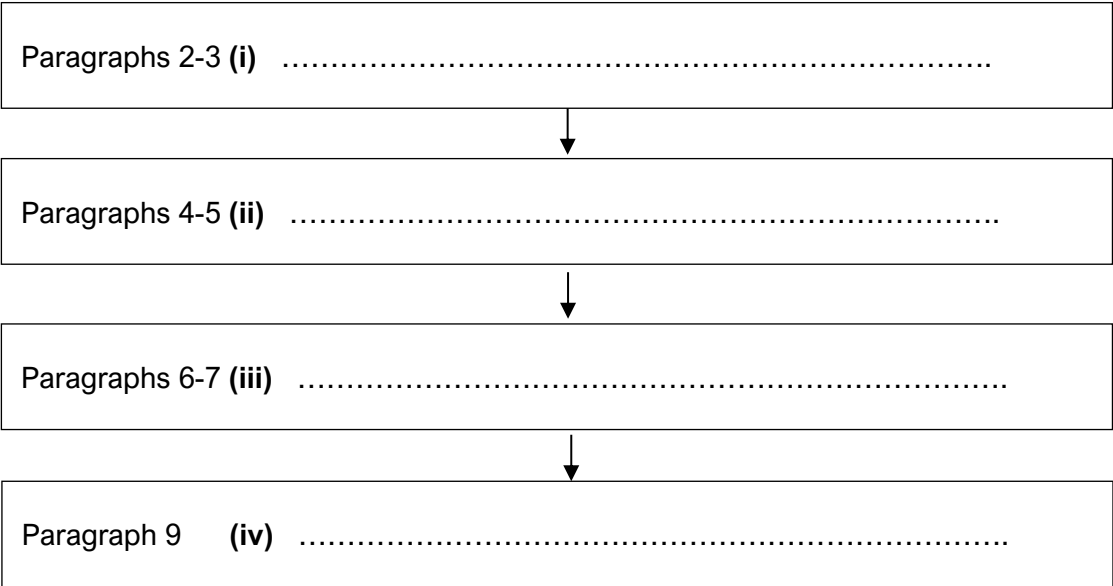
.....

..... [3]

- 13 The structure of the text reflects how the writer’s feelings changed during the trip. Complete the flow chart by choosing one word from the box to summarise how her feelings changed in each part of the text. There are some extra words in the box you do not need to use. [4]

The writer’s feelings

amused	bewildered	embarrassed	
eager	hesitant	reflective	relaxed



Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 14-19.

- 14** From Paragraph 1, why do you think the men's 'movements have to be swift and hushed' (line 5)?

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

- 15** From Paragraph 2, explain **in your own words** why cooking 'became the precious pastime' (line 8) for the inmates.

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

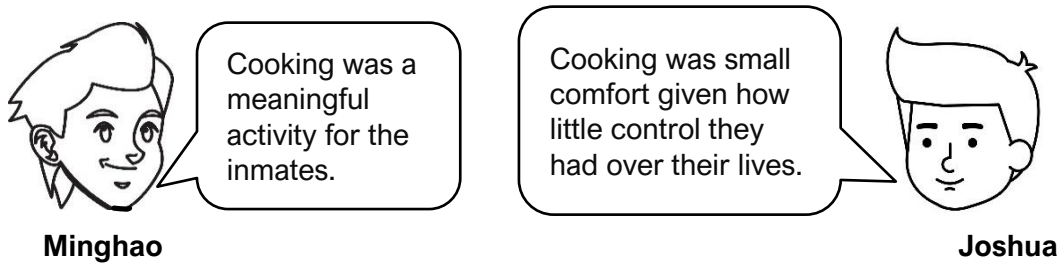
- 16** In Paragraph 3, the writer's tone is melancholic as he describes 'life behind bars' (line 18) for the inmates. Give **two** consecutive words in the same paragraph that reflect this.

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

- 17** Explain **in your own words** how 'inmates assigned as cooks for the official prison menu made the situation worse for their peers' (lines 24-25).

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

18 Here is a part of a conversation between two students, Minghao and Joshua, who have read the article.



(a) Give **two** pieces of evidence from Paragraph 5 to support Minghao’s view.

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

(b) Give **one** piece of evidence from the same paragraph to explain Joshua’s view.

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

- 19 Using your own words as much as possible,** summarise why cooking thrived in rehabilitation centres and how it helped strengthen the bonds among the inmates, as outlined in the text.

Use only information from Paragraphs 7 to 8 of Text 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).

Cooking became a regular activity in rehabilitation centres as

.....[15m]

Section A

Study the poster (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–3 in the Question Booklet.

Text 1 is taken from an online poster on brain health.

Healthy Aging Requires You To Challenge Your Brain

Don't let age limit you. You have the ability to change your brain at any age.

The evidence today regarding the benefits of what most people consider "brain games" is weak to non-existent.

TIP 1
Find new ways to stimulate your brain and **challenge the way you think.**

TIP 2
Choose activities that involve both **mental engagement and physical exercise.**

TIP 3
Seek out mentally-stimulating activities that incorporate **social engagement and greater purpose**, such as volunteering or mentoring.

The GCBH defines cognitively-stimulating activities as mentally-engaging activities or exercises that challenge a person's ability to think.

Global Council on Brain Health
Engage your Brain: GCBH Recommendations on Cognitively-Stimulating Activities;
GlobalCouncilonBrainHealth.org • Contact: GCBH@aarp.org
For more brain health tips see stayingsharp.org

D20349

Text 2 is taken from an interview posted on TOUCHpoint@Geylang Bahru's Facebook page.

Living alone and having time on my hands for a while made me want to do something purposeful to pass the time. Thus, I went to check out the activities at TOUCHpoint@Geylang Bahru, and Mr Lee, one of the staff members at the centre, approached me one day to consider becoming a volunteer. Since then, I started an enriching volunteering journey which has also kept me mentally and socially engaged with people around me. Some days, it makes me feel like a young adult again! As I have a soft spot for frail homebound seniors, I faithfully distribute rice packs to their doorsteps every day. On top of this, I look out for the physical and mental welfare of these isolated seniors. This was critical during the circuit breaker period, when they could not have as many visitors as they used to have. I still help to flag many cases of elderly residents in distress. I have never thought of when I will stop volunteering. As long as I can walk and contribute, I will continue to do so. The seniors need my help.

Section B

Text 3

The text below describes a sniper fighting in a civil war in Dublin, Ireland. Read the text carefully and answer Questions 4–14 in the Question Booklet.

- 1 The long June twilight faded into an oppressive night. A suffocating darkness settled over Dublin, broken only by the flickering glow of distant fires. Around the city, heavy guns thundered. Through the desolate streets, the bursts of machine-gun fire shattered the silence — like the barking of unseen hounds in the dead of night. The Republicans and Free Staters, once comrades, were now locked in a brutal and senseless civil war, staining the city with blood and ruin. 5
- 2 On a rooftop near O'Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle. His face was the face of a student, thin, smooth and almost delicate but his eyes had the sharp, hard and cold gleam of a fanatic used to looking at death. He was eating a sandwich hungrily. He had eaten nothing since morning. After finishing the sandwich, he paused for a moment, considering whether he should risk a smoke. It was dangerous as there were enemies around. However, his nerves were fraying and his fingers started trembling, prompting him to take the risk. 10 15
- 3 Almost immediately after he lit a cigarette, a bullet shot through the parapet of the roof. The sniper immediately put out the cigarette. Then he crawled away to the left. Cautiously he raised himself and peered over the parapet. Suddenly from the opposite roof a shot rang out and the sniper's rifle dropped from his hand. He had been shot. He stooped to pick the rifle up but he could not lift it. Dropping flat onto the roof, he crawled back to the parapet. With his left hand he felt the injured right forearm. Blood was oozing through the sleeve of his coat, where his arm felt distant, almost foreign to his body. 20
- 4 Then he lay still against the parapet, in the silent chaos of the night, nursing his wounded arm and planning escape. Morning must not find him wounded on the roof. He must kill that enemy and he could not use his rifle. He had only a revolver to do it. Then he thought of a plan. Taking off his cap, he placed it over the muzzle of his rifle. Then he pushed the rifle slowly upward over the parapet, until the cap was visible from the opposite side of the street. Almost immediately there was a loud sound of gunfire, and a bullet pierced the centre of the cap. The sniper slanted the rifle forward. The cap clipped down onto the street. Then catching the rifle in the middle, the sniper dropped his left hand over the roof and let it hang, lifelessly. After a few moments he 25 30

let the rifle drop to the street. Then he sank to the roof, dragging his hand with him. 35

5 Crawling quickly to his feet, he peered up at the corner of the roof. His ruse had succeeded. The enemy was now standing, looking across, with his head clearly silhouetted against the western sky. The Republican sniper smiled and lifted his revolver above the edge of the parapet. He took a steady aim. His hand trembled with eagerness. Pressing his lips together, he took a deep 40 breath and fired. He was almost deafened with the explosive sound and his arm shook with the recoil. Then when the smoke cleared, he peered across and uttered a cry of joy. His enemy had been hit.

6 However, as the sniper looked at his enemy falling, he shuddered. The lust of battle died in him. He was consumed by remorse. He revolted at the sight of 45 the shattered mass of his dead enemy. He began to rebuke himself, cursing the war, cursing himself, cursing everybody. He looked at the smoking revolver in his hand, and with an oath he hurled it at his feet, before picking it up again.

7 Then he crawled down to the house underneath. When the sniper reached 50 the laneway on the street level, he felt a sudden curiosity as to the identity of the enemy sniper whom he had killed. He decided that he was a good shot, whoever he was. He wondered if he knew him. Perhaps he had been in his own company before the split in the army. He decided to risk going over to have a look at him. The sniper darted across the street. A machine gun tore 55 up the ground around him with a hail of bullets, but he escaped. He threw himself face downward beside the corpse.

8 Then the sniper turned over the dead body and looked into his brother's face.

Section C

Text 4

The text below is on generative AI chatbots and their role in mental health care. Read the text carefully and answer Questions 15–21 in the Question Booklet.

- 1 Could generative AI chatbots make a meaningful contribution to mental health care? Researchers conducted interviews with individuals who used chatbots such as OpenAI's ChatGPT or Google's Gemini for mental health support and found in their study that many participants reported receiving insightful guidance and even deriving joy from their interactions. There was a sense of emotional sanctuary for participants at the end. 5
- 2 Generative AI chatbots are advanced conversational agents powered by large language models trained on vast datasets of text. As a result, chatbots can understand and produce human-like text. Chatbots go on to engage in flexible conversations, answer complex questions, and provide tailored responses. They are also available 24/7, non-judgemental, and display the ability for empathetic interactions. 10
- 3 The great promise of generative AI chatbots in addressing the global mental health crisis is encouraging as an overwhelming majority of people suffering from mental disorders face barriers to traditional therapy, such as high costs, persistent stigma and lengthy waitlists. This contributes to a shortfall in effective intervention and care. Although mental health apps have been available for over a decade to plug this gap, their overall effectiveness has remained limited. These apps rely heavily on self-guided tools. Traditional therapy is built on relational trust. Often, it is the relationship and not the tool that drives real healing. 15 20
- 4 However, with AI-driven mental health support, numerous individuals shared with the researchers that their experiences had been profoundly transformative, even as they recognised certain limitations of such technologies. Generative AI chatbots were perceived as safe and accepting spaces, allowing participants to express their feelings freely without fear of rejection or criticism. This aided in processing complex emotions and coping with difficult life events such as loss of loved ones. However, frustrations arose when chatbots' safety protocols disrupted or even ended conversations, leaving some participants feeling dismissed during moments of vulnerability. Several chatbots also suggested seeking human help during discussions on sensitive issues, curtailing their support. 25 30

- 5 Participants valued the chatbots' ability to offer practical advice and new perspectives, particularly regarding difficult relationships. Learning how to set healthier boundaries in toxic relationships was often quoted. Others found the chatbots effective at reframing negative thoughts or providing strategies for managing anxiety. However, others were skeptical, particularly when the chatbots' responses seemed generic or inconsistent. 35
- 6 Beyond emotional support, many participants experienced a sense of enjoyment and companionship from interacting with chatbots, particularly during periods of loneliness. Loneliness is a critical global issue that exacerbates both mental and physical health problems. The conversational style of generative AI made interactions feel more engaging and human-like, creating a sense of realism. However, chatbots' inability to lead the therapeutic process or provide a deeper emotional connection was a significant concern for many users. As they did not retain information, there was no continuity in conversations. This made it difficult for users to feel truly understood and supported. 40 45
- 7 The researchers hope this study will help to get generative AI for mental health on the agenda as one of the more promising developments in the field. More research, to understand safety and effectiveness, on different conditions and populations, and more innovation, to develop better safety paradigms and better ways to connect people to helpful tools and institutions will be needed. Yet, as this study has proven, the sky is the limit for generative AI chatbots in this field. 50 55

Section A [5 marks]

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

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

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

- (a) The intended reader of the text are family members of the elderly.

Text 1 / Text 2 / Both / Neither

[1]

[1]

- (b) Volunteering has a positive impact socially and mentally.

Text 1 / Text 2 / Both / Neither

[1]

[1]

- 2** Look at Text 1. How do the images of TIP 2 support what it is saying about challenging the brain?

.....

.....

.....

.....[2]

- 3** Look at Text 2. Tick (✓) the statement which conveys the effect of this sentence ‘As long as I can walk and contribute, I will continue to do so.’

☐

Readers will be touched by the work of the writer.

☐

Readers will be inspired by the commitment of the writer.

☐

Readers will be pressured by the efforts of the writer.

For
Examiner's
Use

Section B [20 marks]

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

*For
Examiner's
Use*

- 4** At the beginning of the text, the writer describes Dublin being locked in a civil war. Explain how the language used in Paragraph 1 emphasises the devastating effects of the war on the city. Support your answer with **three** details from Paragraph 1.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[3]

- 5** In Paragraph 1, what atmosphere is created by the phrase ‘barking of unseen hounds in the dead of night’ (lines 4–5)?

.....

.....[1]

- 6** In Paragraph 1, the writer wrote that the Republicans and Free Staters were ‘locked in a brutal and senseless civil war’ (line 6). What does this suggest about the writer’s attitude towards the war?

.....

.....[1]

- 7 In Paragraph 2, what impressions do you form of the sniper through the descriptions below?

Description of the sniper	Impression
(a) 'face of a student, thin, smooth and almost delicate'	
(b) 'his eyes had the sharp, hard and cold gleam of a fanatic'	

[2]

- 8 In Paragraph 2, the sniper contemplated smoking.

(a) Why was smoking dangerous for him?

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

(b) Why do you think he decided to take the risk?

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

- 9 'Suddenly from the opposite roof a shot rang out and the sniper's rifle dropped from his hand. He had been shot' (lines 19–20).

Explain how the writer creates contrast between these two sentences.

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

- 10** In Paragraph 3, the writer wrote that the sniper's 'arm felt distant, almost foreign to his body' (line 23) after he was shot.

Explain what he means by this description.

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

- 11** In Paragraph 4, the sniper lay 'in the silent chaos of the night' (line 24) as he nursed his injured arm.

What is unusual about the phrase 'silent chaos' to describe the atmosphere?

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

- 12** In Paragraph 5, why did the sniper think that his 'ruse had succeeded' (lines 36–37)?

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

- 13** 'However, as the sniper looked at his enemy falling, he shuddered. The lust of battle died in him. He was consumed by remorse. He revolted at the sight of the shattered mass of his dead enemy.' (lines 44–46)

(a) Identify words in the sentences above which show the sniper's feelings.

What the sniper felt	Words from the passage
Fearful	
Disgusted	

[2]

(b) From Paragraph 6, give **one** other way in which the writer emphasises the sniper's disgust.

.....
[1]

14

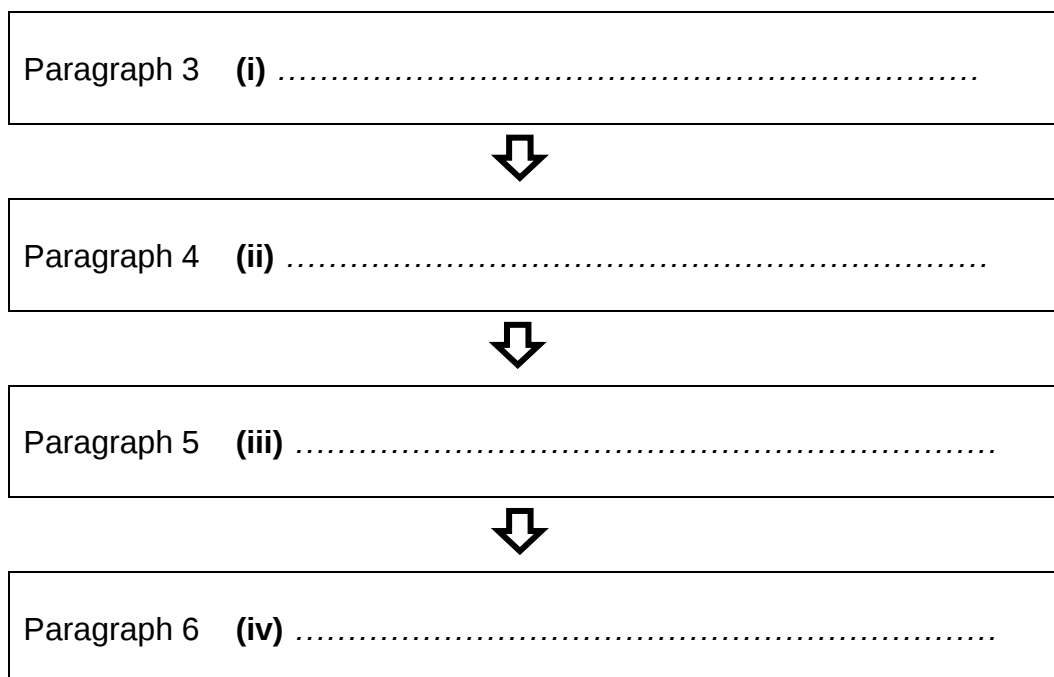
The structure of the text reflects the different stages in the sniper's experience on the night of the war. Complete the flow chart by choosing one phrase from the box to summarise each stage. There are some extra phrases in the box you do not need to use.

Stages in the sniper's experience

a witty scheme	a failed attempt	a celebration of success
a risky act	a narrow escape	an unexpected reaction
a successful outcome		

For
Examiner's
Use

Flow chart



Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 15–21.

- 15** According to Paragraph 1, what did the participants get out of their interactions with generative AI chatbots for mental health support? **Answer in your own words.**

*For
Examiner's
Use*

.....

.....

.....[2]

- 16** From Paragraph 2, how are generative AI chatbots able to 'understand and produce human-like text' (line 9)?

.....

.....[1]

- 17** Which **two** features of chatbots in Paragraph 2 show that interactions with participants are customised?

(i).....

.....[1]

(ii).....

.....[1]

18



Fred

Mental health apps are useful in helping people overcome personal barriers to access therapy.



Maya

Mental health apps are accessible but are ineffective as therapy for mental health conditions.

(a) Find **two** pieces of evidence from Paragraph 3 to support Fred’s claim.

.....

.....[1]

(b) Explain fully how Maya can justify her stand on the ineffectiveness of mental health apps.

.....

.....

.....

.....[2]

For
Examiner’s
Use

19 Find a phrase in Paragraph 4 which shows that interactions with generative AI chatbots can be life-changing.

.....

.....[1]

20 In Paragraph 7, what does the writer mean by ‘the sky is the limit’ (line 54) for generative AI chatbots?

.....

.....

.....[1]

Formal Email

Exemplars

Formal Email Exemplar (Application)

Question:

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 are keen to further your education at a tertiary institution and have considered three courses from it. You have decided to apply for one of them and the tertiary institution requires you to provide a write-up to support your application. Write to the Course Coordinator to indicate the course you hope to enroll in.

Write an email to the Course Coordinator. In it you should explain:

- your choice of course and why you are motivated to join this course
- the skills and qualities you have that make you suitable for this course
- how you would be able to contribute positively to the institution

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

Write your email in clear, accurate English. Your tone should be polite and confident to convince the Course Coordinator that you are a suitable candidate for this course.

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

Read the printout of a webpage below and use the information to answer the question on the previous page.

University of Temasek Creating Tomorrow's Movers & Shakers

	School of Law Course in Law and Management Experience innovative and industry-relevant training in traditional and developing areas of law as well as legal technology. Gain problem-solving and analytical thinking skills in a legal context. Get to travel to the UK or Australia to visit places such as Parliament House, the Royal Courts of Justice and various universities.
	School of Design Course in Design for Social Futures Participate in real-life projects proposed by social institutions (e.g. from healthcare and education sectors) and sustainable companies and become an agent of change. Engage and collaborate with a growing community of designers, students, and academics. Gain access to a community of professionals and a strong alumni network after graduation.



School of Life Sciences Course in Biomedical Science

Engage in a biomedical science programme that prepares you for further studies and careers in healthcare, medicine, and biomedical research.

Get to participate in an exclusive one-year Integrated Clinical Training Programme with Singapore General Hospital.

Gain opportunities to obtain prestigious A*STAR, MOH, local and overseas post-graduate scholarships and awards.

Exemplar (Annotated)

To: Admissions@TemasekU.edu.sg From: Jansen@gmail.com Subject: Application for Biomedical Science Programme at University of Temasek	
Dear Course Coordinator, My name is Jansen Lim, and I am writing to express my keen interest in enrolling in the Biomedical Science programme at the School of Life Sciences at University of Temasek. After thoroughly researching the available courses, I am confident that this programme aligns perfectly with my aspirations and would be an excellent fit for my academic and career goals.	"My name is Jansen Lim" Introduction of self: Clearly stating your name is important in formal communication to identify yourself to the recipient. "and I am writing to express my keen interest in enrolling in..." Purpose of the email: Directly stating the reason for writing early in the message is crucial in formal emails, ensuring clarity for the reader. "After thoroughly researching the available courses, I am confident that this programme ..." Tone and confidence: The use of polite and confident language shows seriousness and professionalism, which is important in formal communication. It also expresses genuine motivation, which is persuasive in application emails.
I have always been passionate about science, particularly in the areas of healthcare and biomedical research. My fascination with biomedical science stems from the desire to understand the mechanisms of diseases and the potential for discovering new ways to improve human health. In particular, the chance to participate in a one-year Integrated Clinical Training Programme with Singapore General Hospital stands out as an unparalleled opportunity. This would allow me to apply classroom learning to real-world scenarios, gaining invaluable insights into how biomedical science is applied in healthcare settings.	"I have always been passionate about science, particularly in the areas of..." Statement of Interest: Start by <u>explaining your interest in the subject</u>. This creates a <u>personal connection</u> with the course. "My fascination with biomedical science stems from the desire to ..." Specific Motivation: Explain what specifically drives your interest. This shows a clear purpose that aligns with the goals of the programme, which is to prepare students for research and healthcare careers. "In particular, the chance to participate in a one-year Integrated Clinical Training Programme ..." Reference to Unique Opportunities: Mention specific elements of the course that motivate you. Here, the student mentions the Integrated Clinical Training Programme, which shows they have researched the course and are excited about a key opportunity.

I believe I possess the skills and qualities that make me a suitable candidate for this course. I have excelled in Biology and Chemistry, demonstrating strong research and lab skills through various projects. For example, I recently conducted an experiment on pH levels and enzyme activity, where I designed the methodology, analysed data, and presented a detailed report. This experience sharpened my analytical skills and attention to detail, both vital for success in biomedical research.	<i>"I believe I possess the skills and qualities that..."</i> Introduction to Skills and Qualities: The student begins with a clear statement of confidence, introducing the idea that they have the necessary abilities to succeed in the programme. <i>"I have excelled in Biology and Chemistry, demonstrating strong research..."</i> Subject Proficiency: The student highlights academic strengths in Biology and Chemistry, which are key subjects for biomedical science, showing they are well-prepared for the programme's academic rigour. <i>"For example, I recently conducted an experiment on..."</i> Specific Example: The student gives a concrete example. <i>"This experience sharpened my analytical skills and attention to detail, both vital for success in biomedical research."</i> Skills Developed: The student connects the example to specific skills developed through the project, such as analytical thinking and attention to detail, which are critical for the demands of the programme.
Additionally, my analytical thinking and problem-solving skills make me confident that I can thrive in the rigorous demands of the programme. For example, during a school science competition, I faced unexpected challenges with equipment malfunction, but I quickly adapted by recalibrating the tools and adjusting my experiment, which ultimately led to a successful outcome.	<i>"Additionally, my analytical thinking, problem-solving skills, and determination to learn and grow make me confident that..."</i> Highlighting Key Personal Traits: The student identifies personal qualities like problem-solving and determination, which are important for overcoming challenges and succeeding in a demanding academic environment. <i>"For example, during a school science competition, I ..."</i> Specific Example: The student provides another specific example showing problem-solving in action.
Beyond my academic abilities, I am highly motivated to contribute positively to the institution. I am eager to collaborate with like-minded peers and faculty members in contributing to innovative projects, research initiatives, and community outreach programmes. I also aim to represent University of Temasek with pride, both in local and international academic platforms.	1. Start with your intent to contribute: Mention your motivation to go beyond academics. 2. Be specific about types of contribution: Identify areas like innovative projects, research, or community outreach where you see yourself making an impact. 3. Show commitment to representing the institution: Express a desire to positively reflect the university's reputation on various academic platforms.

Thank you for considering my application. I am excited about the prospect of joining the Biomedical Science programme, and I look forward to the opportunity to contribute to and benefit from the outstanding learning environment at the University of Temasek.	Key Features of a Strong Conclusion: 1. Express gratitude: Always thank the recipient for considering your application. 2. Reaffirm interest: Restate your excitement and motivation for the course to leave a lasting impression. 3. Emphasise contribution and benefit: Highlight both your potential contributions to the institution and the benefits you expect to gain from the programme. 4. End on a positive note: Use a confident and optimistic tone to close the email effectively.
Yours sincerely, Jansen Lim	

Formal Email Exemplar (Proposal)

Question:

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

Every year, the school organises a farewell event for the graduating students and wishes them well for their future. This year, your Principal has decided to plan a special farewell event for the graduating students at the end of the year. He has asked you, the President of the Student Council, for your preferred choice. He would like the event to be enjoyable and meaningful to the students, and he hopes that they have a chance to create special memories.

You have thought about the options presented to you and have decided to recommend one event that you think the graduating students will enjoy.

Write an email to the Principal to recommend your choice of the event for the graduating cohort.

Your email should include the following:

- your choice of farewell event and the reasons for it
- how the students can have a fun time doing the activities
- how the event can be memorable for the students

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

Write your email in clear, accurate English. Your tone should be polite and persuasive to convince the Principal to accept this recommendation for the farewell event.

Let's not say Goodbye. Let's have fun creating lasting memories together!

Dinner and Dance @ School Hall

- Students will enjoy a sumptuous buffet spread of their favourite Asian delights.
- They will be able to take lovely photos of themselves with their friends in their smart evening wear.
- Students will also have a chance to win fabulous prizes at a lucky draw.
- Tunes from their music idols will blare from the sound systems as they dance to the beat!



Games Carnival @ School Field

- Students compete in teams against others in games such as Captain's Ball, 3x3 basketball, obstacle relay runs, and mini-golf.
- Exciting sports items are waiting to be won!
- Attempts to break two Guinness Book of World Records can be made at this carnival!
- Students will have an opportunity to referee some of the games instead of the teachers.



Treasure Hunt @ School Compound

- Students, in groups of 3 to 4, will analyse clues given by teachers to locate one or more important items related to the school's history.
- Each step of the treasure hunt may involve students finding photos of them doing activities during their lower secondary years!
- Top 3 winners with the items discovered within the fastest times will receive book vouchers!
- Students will then proceed to the parade square to have a campfire and take turns to sing their favourite songs.



Exemplar (Annotated)

To: Ben_Chan@moe.edu.sg From: Jansen@gmail.com Subject: Recommendation for Farewell Event	
Dear Mr Chan, As the President of the Student Council, I have carefully considered the options for this year's farewell event and would like to recommend a Games Carnival at the school field for the graduating cohort. This event, in my view, offers a unique blend of enjoyment, excitement, and lasting significance, ensuring that the graduating students not only have fun but also create memorable moments together as they conclude their school journey.	Key Features of a Strong Introduction: 1. Polite and respectful tone – Greet the recipient appropriately. 2. Introduce your role and purpose – Clearly state your position and the intent of the email. 3. Briefly explain the benefits of the choice – Give a preview of why the event is a good fit, highlighting key points of enjoyment and significance. 4. Connect to the graduating context – Show how the event ties into the special occasion of graduation.
The Games Carnival is an ideal choice for the farewell event because it offers a variety of activities that align with the students' active and competitive nature, while also promoting teamwork and school spirit. Popular games such as Captain's Ball, 3x3 basketball, obstacle relay runs, and mini-golf will engage students who enjoy sports and friendly competition, making the event both enjoyable and inclusive. Additionally, the opportunity to win sports prizes adds an exciting incentive that will motivate many, further ensuring enthusiastic participation from all students.	Key Features of a Strong Response for This Bullet Point: 1. Link the event choice to student interests: Clearly connect the activities to what students enjoy, like sports and competition. 2. Mention inclusivity and variety: Highlight how the event caters to a wide range of students, ensuring everyone can participate. 3. Add excitement and motivation: Incentives like prizes are appealing to students and encourage participation, making the event more engaging.

The Games Carnival will provide students with a fun and immersive experience through its variety of interactive and energetic activities. Each game offers a unique challenge, encouraging students to step out of their comfort zones and try new things, such as navigating through the obstacle relay or mastering their aim in mini-	Point: how the students can have a fun time doing the activities The bolded words/phrases show explicitly the idea of fun Key Features of a Strong Response for This Bullet Point: 1. Describe the variety and interactive nature of the activities: Highlight how the event's
golf. The competitive but friendly atmosphere will keep spirits high, while the chance to engage in team-based activities fosters excitement and camaraderie. The carnival-like setting, with music and cheering from fellow classmates, will add to the lively atmosphere, ensuring that everyone feels involved and enjoys themselves throughout the event.	range of activities will keep students engaged and entertained. 2. Focus on atmosphere and camaraderie: Describe how the event's friendly competition and teamwork will contribute to a positive, exciting atmosphere. 3. Mention the lively environment: Add details about the festive, carnival-like setting to reinforce the fun, inclusive nature of the event.
The Games Carnival will be especially memorable for the graduating students because it offers unique opportunities that go beyond typical school events. For instance, students will have the rare chance to attempt breaking two Guinness World Records, an exciting and unforgettable experience that will leave them with stories to share for years to come. Additionally, allowing students to take on the role of referees in some of the games, rather than relying on teachers, will make the event even more meaningful. This sense of responsibility and involvement in managing the activities will empower the students and create lasting memories as they take an active role in the celebration of their graduation.	Key Features of a Strong Response for This Bullet Point: 1. Highlight unique opportunities: Focus on what makes the event stand out, such as the chance to break world records. 2. Explain how these opportunities create lasting memories: Show how these extraordinary elements will leave a lasting impact on the students. 3. Focus on student involvement and responsibility: Describe how taking on unique roles, such as refereeing, adds meaning and personal significance. 4. Use positive language to emphasise empowerment: Words like empower and active role highlight how the students' involvement makes the event more memorable.

Mr Chan, thank you for considering this recommendation. I am confident that the Games Carnival will provide a perfect blend of excitement and meaningful experiences for the graduating cohort, helping them celebrate their final days at school in a memorable way. I look forward to hearing your thoughts and would be happy to provide further details or assist in the planning process if needed.	Key Features of a Strong Conclusion: 1. Personal and polite tone: Address the recipient by name and thank them for their time and consideration. 2. Reaffirm confidence in the recommendation: Restate why you believe the event will be successful, summarising key benefits. 3. Invite feedback and offer help: Keep the communication open by inviting further discussion and offering to assist in the next steps.
Yours sincerely, Jansen Lim	

Informal Email

Exemplars

Informal Email Exemplar 1

Question:

Your cousin's school has organised a work experience programme for all Secondary Three students. Three programmes have been identified and your cousin is to choose one to attend. He has asked for your advice and recommendation for a work experience programme since you have attended something similar before.

Write an email to your cousin to recommend one of the programmes. In it, you should:

- share the benefits of gaining experience in the working world
- state which organisation would be most suitable for him and why
- explain how the proposed follow-up activity can benefit his school mates.

Write your email in clear, accurate English. Your tone should be warm and persuasive to convey your recommendation.

You may add any other details to help you.

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



Are you prepared for the future?

The Future is Now an organisation that aims to develop youth who will embrace the challenges ahead. There are programmes that will inspire youth to chart a path for themselves in a rapidly changing world. Working with the organisations that we have specially selected will give you an insider's view into working in those industries.

ABC Culinary School



With a work attachment to a chef, you can expect to design creative menus, serve high quality meals, and understand the dynamics of working with a small team in a fast-paced environment. After this programme, consider organising a cooking class for your school mates.

FROM PAGE TO STAGE Film Production



Assisting the director in the studio of a renowned media company will give you the chance to create visually stunning scenes with a unique storyline that the film director and his team has developed. After the programme, consider creating a video montage for a school event.

PAW LOVERS' Veterinary Centre



Guided by an experienced vet, you will have the opportunity to be up close and personal with the animals at a veterinary clinic. You will get to observe medical procedures, communicate with customers, and help them gain knowledge in caring for their pets. After this programme, consider organising a day trip to an animal shelter for your school mates.

Exemplar (Annotated)

Dear James, I hope you're doing well! I recently heard about the exciting work experience programme your school has organised for all Secondary Three students, and I couldn't be more thrilled for you. This is such a unique opportunity for you to explore the working world while still in school, and I know you'll learn so much from it. I know choosing the right programme can be tough, especially when there are several interesting options, but I'm happy to give you some advice based on what I think would suit you best!	<i>"I recently heard about the exciting work experience programme your school has...and I couldn't be more thrilled for you."</i> 1. Feature: Positive, Supportive Tone The writer expresses enthusiasm and excitement for the recipient's opportunity. Phrases like "I couldn't be more thrilled" add to the supportive and personal nature of the email. 2. Feature: Familiarity with the Reader's Situation This demonstrates that the writer is aware of specific details about the recipient's current life or activities (the work experience programme), a key aspect of an informal email, which typically includes personal knowledge of the recipient. <i>"I know choosing the right programme can be tough,...but I'm happy to give you some advice..."</i> 3. Feature: Conversational Tone Informal emails often use a conversational style, as seen here with phrases like "I know" and "I'm happy to give you some advice," which sound natural and friendly.
Having participated in a similar programme myself, I can confidently say that these experiences go beyond just the classroom knowledge—you'll get the chance to see how real jobs function, interact with professionals, and understand what various career paths truly involve. It's not just about adding something to your résumé, but about gaining practical insights, building confidence, and developing essential skills like communication, teamwork and problem-solving. Plus, it gives you a clearer picture of what you might want to pursue in the future, whether it's in the same field or something completely different.	This paragraph clearly shares the benefits of gaining experience in the working world by highlighting: ▪ Exposure to real-world jobs ▪ Skill development and personal growth ▪ Informed decision-making for future careers
From the options you've shared, I would highly recommend choosing the PAW LOVERS' Veterinary Centre. Since I know you've always been fond of animals,	<i>"Since I know you've always been fond of animals, this would be the perfect chance for you to..."</i> 1. Personal Connection to the Recipient The recommendation is based on a personal understanding of the recipient's interests ("always

this would be the perfect chance for you to combine your	
passion with a hands-on learning experience. You'll have the chance to work closely with an experienced veterinarian, gaining insight into the daily operations of a vet clinic. One of the highlights is that you'll be able to watch real medical procedures and learn how to care for animals.	been fond of animals"). This makes the suggestion more relevant, showing that the organisation aligns with the recipient's passion, making it more likely to be a fulfilling experience. <i>"You'll have the chance to work closely with an experienced veterinarian, gaining insight into the daily operations of a vet clinic."</i> 2. Reason: Learning from Professionals The paragraph explains why this organisation is suitable—it offers an opportunity to work directly with a professional veterinarian.
Additionally, you'll interact with pet owners, helping them with advice and guidance, which is a great way to develop both your people skills and your knowledge of animal care. These are great skills to develop for any career in the future, not just veterinary work. This experience is unlike most other jobs, as it allows you to work with both animals and the public, making it a truly unique and valuable learning opportunity.	3. Reason: Exposure to Real Veterinary Work Another reason given is the chance to observe medical procedures, providing a practical, hands-on experience that directly aligns with the recipient's interest in animals. 4. Reason: Skill Development The second paragraph explains another benefit: interacting with pet owners. This adds why the organisation is suitable—by developing both "people skills" and "knowledge of animal care." These skills are transferable and beneficial in any career, making the programme a well-rounded opportunity. These are great skills to develop for any career in the future, not just veterinary work.
One thing that makes this programme even more special is the follow-up activity you can organise after the programme—a day trip to an animal shelter for your school mates. This would be a fantastic way to share your newfound knowledge and love for animals with others while also raising awareness about the importance of pet care and animal welfare. Your classmates will benefit from this experience too, and it could inspire some of them to become more involved with animals or even pursue a similar career in the future.	Benefit #1: Sharing Knowledge and Raising Awareness The first key benefit for school mates is stated here: sharing knowledge and passion for animals. By organising the trip, the recipient can raise awareness about pet care and animal welfare, which may not be common knowledge among their peers. This spreads the impact of the original work experience to benefit others. Benefit #2: Inspiration for Future Involvement or Careers Another benefit is that the school mates might be inspired to take action themselves. Exposure to an animal shelter could encourage them to become more involved in animal welfare, or even consider it as a career path, providing long-term benefits beyond just the day trip itself.

Overall, the PAW LOVERS' Veterinary Centre offers a rare blend of practical experience and community impact. I think it'll be a great fit for you, and you'll walk away with skills, knowledge, and memories that will stick with you for a long time. Looking forward to hearing your thoughts! Feel free to reach out if you need more advice.	The conclusion effectively wraps up the email by: 1. Summarising the key recommendation points (practical experience and community impact) 2. Providing personal reassurance about the recipient's fit for the programme 3. Encouraging further communication and offering additional help, reinforcing the informal, supportive tone of the email.
Take Care, Alex	

Informal Email Exemplar 2

Question:

Your father will be celebrating his fiftieth birthday next year, and your older sister who works abroad would like to plan a memorable celebration for him. She has seen a digital lifestyle magazine and has asked you to advise her about which activity your father would like best.

Write an email to your sister. In it you should explain:

- which activity you think would be most suitable for your father
- why your father would enjoy this activity the most
- how this activity would make his birthday celebration special
- how this activity might allow your father to discover a new interest or hobby

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

Write your email in clear, accurate English. Your tone should be warm and appreciative, showing your enthusiasm for the activity you have chosen.

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

	Staycation in a Luxury Hotel ▪ Have breakfast while basking in a private pool. ▪ Indulge in a five-course dinner at the hotel's award winning restaurant. ▪ Enjoy a 360-degree view of Singapore from the rooftop bar. ▪ Attend a complimentary one-hour archery workshop.
	Drone Videography Workshop ▪ Learn how to set up and operate a drone. ▪ Understand the regulations for flying drones in Singapore. ▪ Learn basic techniques to enhance video recording during family events and vacations. ▪ Practise drone flying at Marina Barrage.
	Farm-to-Table Dining ▪ Catch your own fish using a rod and bait at the restaurant's 'Sure Catch Pond'. ▪ Harvest fresh herbs, fruits, and vegetables for your meal from the restaurant's garden. ▪ Enjoy dishes made with locally sourced ingredients. ▪ Develop an appreciation for nature by learning about where food comes from.

Exemplar (Annotated)

Dear Annie, I hope you're doing well and settling into life abroad smoothly! I'm really excited to hear that you're thinking of planning something special for Dad's 50th birthday. It's such a milestone, and I know how much it would mean to him, especially since you've been away. After looking through the digital lifestyle magazine, I've been thinking about what would make the perfect celebration for him, and I believe a staycation at a luxury hotel would be the best choice. It's the perfect mix of relaxation and indulgence, which I know Dad would absolutely love.	This introduction achieves: 1. A personal, warm tone by addressing the audience's situation and intentions. 2. Clear expression of the purpose (recommendation for a birthday celebration). 3. Thoughtful justification for the recommendation, showing awareness of the father's personality and preferences.
First of all, Dad really enjoys his quiet time, so starting the day with breakfast by a private pool would be ideal for him. It's such a peaceful way to unwind, and I can already picture him sipping his coffee while soaking up the serene atmosphere. This kind of tranquillity is exactly what he needs after all the hard work he's put in over the years. In the evening, Dad would love indulging in a five-course dinner at one of the hotel's top-notch restaurants. He's always been a bit of a foodie, and a fine dining experience would be right up his alley. He could savour gourmet dishes, paired with exceptional service, and I'm sure it would feel like a real treat for him. It would make his birthday feel truly luxurious and unforgettable.	<i>"First of all, Dad really enjoys his quiet time, so starting the day with breakfast by a private pool would be ideal for him."</i> 1. Personalisation of the Activity The paragraph begins by linking the activity to the father's specific personality trait: his love for quiet time. <i>"This kind of tranquillity is exactly what he needs after all the hard work he's put in over the years."</i> 2. Recognition of Personal Needs The writer connects the activity to the father's hard work, suggesting that he deserves this peaceful experience as a way to unwind and relax. This strengthens the argument for why the father would enjoy it, as it feels like a reward tailored to his needs. <i>"In the evening, Dad would love indulging in a five-course dinner at one of the hotel's top-notch restaurants. He's always been a bit of a foodie, and a fine dining experience would be right up his alley."</i> 3. Linking the Activity to Personal Interests The writer highlights the father's love of food, describing him as "a bit of a foodie." This shows a deep understanding of what the father enjoys and makes the fine dining experience relevant and appealing to his interests.

Another aspect that would make this staycation truly memorable is the opportunity for Dad to take in the	This paragraph explains how the rooftop bar activity makes the birthday special by:
brehtaking views of Singapore from the hotel's rooftop bar. As you know, Dad has always had an appreciation for beautiful landscapes and enjoys sightseeing whenever he has the chance. The panoramic view from the rooftop would allow him to see the city from an entirely new perspective, which is something he rarely gets to experience. As the sun sets and the city lights begin to twinkle, it would feel like the perfect ending to a milestone birthday. The rooftop setting, combined with the significance of the occasion, would create a magical atmosphere that would make Dad feel truly special and appreciated on his big day.	1. Offering a unique, rare experience that Dad doesn't often get. 2. Personalising the experience to Dad's love for sightseeing and beautiful landscapes. 3. Highlighting the emotional impact of feeling special and appreciated.
One exciting part of the staycation that could introduce Dad to something new is the complimentary one-hour archery workshop. Although Dad hasn't tried archery before, I think he would really enjoy the challenge and focus it requires. As someone who loves learning and trying out different activities, this could be a great opportunity for him to step outside of his usual routine and discover a potential new hobby. Archery is not only a fun, engaging activity but also one that improves concentration, coordination, and patience—all traits Dad already values. Who knows, this workshop might spark an interest in him to continue pursuing archery, whether as a relaxing pastime or a way to keep fit.	This paragraph shows how the archery workshop might allow Dad to discover a new interest or hobby by: 1. Introducing a new, unfamiliar activity that aligns with his love of learning. 2. Emphasising the skills involved (challenge, focus) that match his existing values. 3. Highlighting the potential long-term benefits of pursuing archery as a relaxing or fitness-related hobby.

I truly believe this staycation would be the perfect combination of relaxation, indulgence, and discovery, making it an unforgettable way to celebrate Dad's milestone 50th birthday. Let me know what you think, and we can work out the details together! Take care, Jayson	The conclusion effectively wraps up the email by: 1. Restates the key reasons behind the recommendation (relaxation, indulgence, discovery). 2. Expresses personal belief and enthusiasm, reinforcing the persuasiveness. 3. Acknowledges the significance of the occasion (50th birthday).
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