

Class	Full Name	Index Number
 <p>PRELIMINARY EXAMINATION 2021</p> <p>O 1128/01</p> <p><i>I believe, therefore I am</i></p>		

ENGLISH LANGUAGE

Secondary 4 Express/5 Normal (Academic)
Paper 1 Writing

23 August 2021

1 hour 50 minutes

Insert

READ THESE INSTRUCTIONS FIRST

This INSERT contains the text for **Section B**.

DO NOT TURN THIS PAPER OVER UNTIL YOU ARE TOLD TO DO SO.

This document consists of **2** printed pages.

Setter: Mrs Serene Goh

Section B

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

Anderson's Human Resource Centre

Calling all students! Internship positions available! Click [here](#) for more information.

Communications Intern

Your responsibilities:

- Photograph / video production and editing
- Creating content for social media posts
- Analysing social media trends

Requirements:

- Excellent written and spoken



Hospital Intern

Your responsibilities:

- Interacting with patients and charting medical records
- Assisting in enquiries and answering calls
- Assisting nursing staff with meals and medication

Requirements:

- Strong written and oral communication

Food & Beverage Intern

Your responsibilities:

- Greeting guests promptly in a warm and friendly manner
- Ensuring outlet is clean and organised at all times
- Anticipating any unexpected guests' needs and reacting promptly and tactfully



Class	Full Name	Register Number	
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**PRELIMINARY EXAMINATION
2021**

O
1128/01

ENGLISH LANGUAGE

Secondary 4 Express/5 Normal (Academic)
Paper 1 Writing

23 August 2021

1 hour 50 minutes

Additional Material: Insert

READ THESE INSTRUCTIONS FIRST

Write your class, name and index number in the spaces at the top of this page.

Write in dark blue or black ink on both sides of the paper.

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

DO NOT WRITE IN ANY BARCODES.

Answer **Section A**, **Section B** and one question from **Section C**.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the text for **Section B**.

The number of marks is given in brackets [] at the head of each section.

DO NOT TURN THIS PAPER OVER UNTIL YOU ARE TOLD TO DO SO.

Setter: Mrs Serene Goh

Section A [10 Marks]

Carefully read the text below, consisting of 12 lines, about the history of Christmas Island. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2pm.

at

My mother always wears sensible clothes.

✓

Christmas Island's laid-back multicultural atmosphere is a result of a varied history. Christmas Island began appeared on the charts of English and Dutch navigators from 1600. And it wasn't until 1643 that it was officially named after Captain Mynors sighted it on Christmas Day. Britain took control of Christmas Island in 1888 to claim its phosphate deposits. An island's rich phosphate and strategy location made it a target for the Japanese during World War II. However bombings by Allied forces and sabotage by the islanders resulted in Japan mining lesser phosphate than they had hoped. After the war, the island was reoccupied by the British. With Britain giving in many of its colonies later, Australia expressed an interest by acquiring Christmas Island. In 1958, control of the island is removed from Singapore and sovereignty was transferred to Australia.

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2
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Adapted by <https://parksaustralia.gov.au/christmas/discover/history/>

Class	Full Name	Register Number
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**PRELIMINARY EXAMINATION
2021**

**O
1128/02**

I believe, therefore I am

ENGLISH LANGUAGE

Paper 2 Comprehension
INSERT

Secondary 4 / 5 Express

24 August 2021

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of **6** printed pages, including this cover page.

Setter: Ms Grace Wang

Section A [5 marks]

Text 1

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

[SUBSCRIBE NEWSLETTER](#) [BE A MEMBER](#) [VENUE RENTAL](#) [CONTACT US](#) [EN](#)

[WHAT'S ON](#) [PLAN YOUR VISIT](#) [EXPLORE OUR ART](#) [DISCOVER & LEARN](#) [JOIN & GIVE](#) [ABOUT US](#)

[SIGN IN](#) [BUY TICKETS](#)

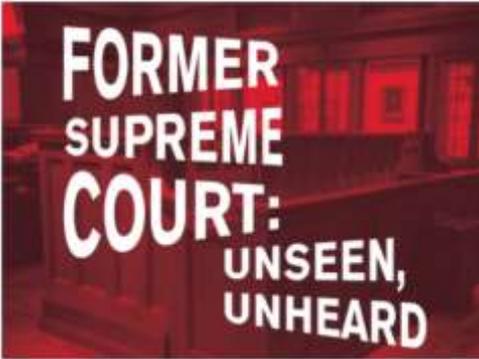
LET Art SURPRISE YOU

BOOK NOW

BOOK NOW



SCHOOL SELF-GUIDED TOUR



BACK-OF-HOUSE TOUR:
"FORMER SUPREME COURT:
UNSEEN, UNHEARD"

MAKING ART ACCESSIBLE TO ALL VISITORS

National Gallery Singapore welcomes all visitors, regardless of your access needs. Here are the accessibility features available to help you have a smooth and painless experience during your next visit to the Gallery.



exhibitions half an hour before opening hours every Sunday. This allows for the leisurely viewing of exhibitions before the crowds enter.

(2) A central lift also provides access to all levels of the Gallery.

(3) You may also request for access provision [here](#).

School Self-Guided Tour For 15 pax and below only. Ages 5 – 18.

Go at your own pace and lead young student groups through selected exhibitions at National Gallery Singapore. Young minds get to explore our freshly launched Learners' Lab at the end of the self-guided tour where they will round up their exploratory learning with quizzes hosted by friendly staff.

Terms & Conditions

Please read through the Terms & Conditions before submitting this booking. To request a pre-visit self-study guidebook, please write to: school.bookings@natgallery.sg

This exclusive tour offers a glimpse into restricted areas of the former Supreme Court, usually out of bounds to the public. Go behind-the-scenes and find out more about courtroom proceedings and the experience of persons on trial as you traverse a network of hidden passageways used for the jury and climb through a trapdoor into the prisoner's dock. Gain access to the Viewing Gallery where members of the public used to sit during court hearings

Discover never-released recordings about some of the highest-profile cases in Singapore's history since 1939, tried in these courtrooms.



NATIONAL GALLERY SINGAPORE

LET Art SUPPORT SG

Section B [20 marks]

Text 2

The text below is about an ageing English professor's return to work after an illness. Read it carefully, and then answer Questions 5 – 14 in the Question Booklet.

- 1 That summer he did not teach while he suffered the first illness of his life. It was a fever of high intensity and obscure origin, which lasted only a week but drained him without compassion. He became gaunt from sickness and suffered in its aftermath, as one suffers after trudging through war, a partial loss of hearing that persisted even after he had recovered. For the entire summer he was so sickly that he could walk only a few steps before sweat formed along his brow. So William Stoner spent nearly all season in the small enclosed porch at the back of the house, lying on the day bed or sitting in the old easy chair he had had brought up from the basement until he gained a semblance of his former might; and a fraction more of it with each passing day. 5
- 2 Outside, in the old elm tree that crowded the backyard fence, a large black-and-white bird—a magpie—had started to sing a funeral opera. He listened to the sound of its calling and watched with remote fascination the open beak as it forcefully strained out its lonely cry. He had hardly the energy to converse with anyone—although sometimes Edith came into the back room and spoke to him distractedly for a few minutes, asking questions he never answered. 10 15
- 3 Once—and only once—in the middle of the hottest summer, did she ask on Katherine, regretting the mention of her just as soon as the name left her mouth but needing to hear the strangeness of his mind from some cruel curiosity. Recollection resurfaced from the fog of forgetfulness as memory of his younger self came to mind; groomed like a war hero travelling home with the stature of a totem pole. Now he angled his wizened face away from the feathered fascination. He smiled and nodded at Edith amiably, passing her his clean cutlery to hasten her along. He replied with a cagey sort of kindness, “Ah, yes. Thank you.” And looked away. Then she was gone with the tray of his untouched bowls of food, leaving him alone, to brood, as abruptly as she had intruded upon him although the name *Katherine* lingered in her wake along with the cry of the magpie. 20 25
- 4 He aged rapidly over just one summer, so that when he went back to his classes in the fall there were few who did not recognise him with a start of surprise. His face, gone gaunt and bony, was deeply lined; heavy patches of grey ran through his hair; and he was heavily stooped, as if he carried an invisible burden. His voice had grown a little grating and abrupt, and he had a tendency to stare at one with his head lowered, so that his clear grey eyes were sharp and critical beneath his wild, tangled eyebrows and dishevelled hair. He seldom spoke to anyone except his students, and he responded to questions and greetings always impatiently and only ever vaguely. 30
- 5 Throwing himself into work, his tasks were done with a doggedness and resolve that amused his older colleagues and enraged the younger instructors, who, like himself, taught only freshman composition. Unlike them, he spent hours marking and correcting freshman work, had student conferences every day with groups of disinterested erudite youth, and attended, faithfully, all department meetings. At meetings, he was economical with his words yet still somehow developed a reputation for crustiness and ill temper; what however was said was conveyed without tact or diplomacy, and similar to a train conductor reading out departure times. But with his young students, he was gentle and patient even though he demanded more work than they were willing to give, and with an impersonal firmness that alarmed many befuddled heads. 35 40

For those who respected the odd, eccentric worker, Stoner was a disciplined and dedicated professor. For those who viewed him with contempt or found his demands of them impossible, he was a bag of chattering bones in want of retirement. But to the ageing professor, their opinions were nothing more than the low hum of white noise. 45

7

What bones of his could their opinions break? Stoner knew of the world in a way that few of his younger colleagues could understand. Deep within him, beneath his memory, was the knowledge of hardship and hunger and endurance and pain. Always near his consciousness, hence, were such thoughts of his former life. A life that was rooted in struggle. 50

Adapted from *Stoner* by John Williams.

Section C [25 marks]

Text 3

The passage below discusses perceptions on bureaucracy and the advantages of it. Read it carefully and answer Questions 13 – 18 in the Question Booklet.

- 1 The word 'bureaucracy' has now become a catchall term for the many ways in which organisations squander workers' time: from mandatory paperwork to slavish project timelines, to standard—albeit unnecessary—protocols. However, such crossing of *l*'s and dotting of *i*'s can prevent workers from doing the meaningful tasks that contribute to the organisation's main goals. Employees thus perceive such administrative work to be nothing more than red tape that blocks their path towards efficient, satisfying work lives. 5
- 2 Curiously though eliminating these bureaucratic tasks would be nearly impossible. Some projects require various input that must be tracked and coordinated across departments and budgets must be accounted for down to the decimal point.
However, these bureaucratic expectations need not be something to complain about if workers (and those managing them) learn how to make bureaucracy work for everyone. 10
- 3 For example, on one film set, Don, the production manager of a shoot in New York City, heard that the main actor had the flu. Don called the studio accountant to find out how much it would cost to wrap filming early on that day. Then, Don got together with the producer and assistant director to discuss what other scenes they could shoot in the actor's absence. Despite many a harrumph and scowl from the crew, he sensitively communicated revised plans to all workers in a manner that minimised unhappiness. In hindsight, Don admitted that it was largely thanks to the careful documentation of facts and figures undertaken by each specialised department that the studio avoided huge financial losses. Bureaucracy, once again saving the day. However, Don needed to organise information from the various departments and simplify complex information for workers so that they could regain control of their tasks. 15
20
- 4 So while there were a lot of dotted lines to sign, Don still saw the benefits of bureaucracy. However, such constructive use of bureaucracy is only possible if everyone is kept diligent with their record-keeping. Experts have also concluded that making bureaucracy the roadmap allows employees to maintain a sense of control over the tasks they care about. 25
- 5 In addition to workers' desire to maintain control over important tasks, people make bureaucracy advantageous when they treat it as a shared, rather than an individual, burden. In some cases, this means managing the bureaucratic workload hierarchically, meaning that senior members of an organisation absorb much of the burden to allow junior members to avoid having to deal with it; this was the approach on Don's film set where senior crew leaders like Don 'rescued' junior workers from bureaucratic hassles. But in some equipment manufacturing firms, experts with different technical backgrounds often work together to solve a bureaucratic problem before the higher-ups are even aware of it since top-level managers may not have the expertise to help. 30
35
- 6 Instead of being overwhelmed by massive bureaucratic demands, studies have revealed the power of mind over matter: when workers find ways to enjoy the paperwork, they are more willing to stay on track. One way to foster this joy is by turning the bureaucratic nightmare into a less frightening 'to do' list that broke down complex tasks into smaller milestones. Organisations could also extend some leeway to staff wrapped up in paperwork, like extending deadlines for tasks that require more administration. Our advice to managers whose employees seem put off by paperwork would be to pay attention to what they might want in exchange. A change in mindset also wouldn't hurt. So flip the idea of "needless" work to make the work appear more significant; basically, make clearer the connections between paperwork and meeting shared objectives. 40
45

Adapted from "When Bureaucracy Is Actually Helpful, According to Research"
by Daisy E. Chung and Beth Bechky (2018)

Class	Full Name	Index Number
 PRELIMINARY EXAMINATION 2021		
		O 1128/02

ENGLISH LANGUAGE

Paper 2 Comprehension

Secondary 4 Express / 5 Normal (Academic)

Additional Materials: Insert

QUESTION BOOKLET

24 August 2021

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

DO NOT TURN THIS PAPER OVER UNTIL YOU ARE TOLD TO DO SO.

For Examiner's Use	
Section A	5
Section B	20
Section C	25
Total	50

This document consists of **8** printed pages, including this cover page.

Setter: Ms Grace Wang

Section A [5 marks]

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

1 Look at the heading **LET ART SURPRISE YOU**. What does it suggest about people’s usual attitude towards art?

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

2 If educators would like to take a small group of young students to National Gallery Singapore for a tour, how might they increase their familiarity with the exhibitions prior to their visit?

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

3 Refer to the section headed **Back-of-the-House Tour: “Former Supreme Court: Unseen, Unheard”**. In what way is this tour “Unseen” and “Unheard”?

(i) Unseen:
.....[1]

(ii) Unheard:
.....[1]

4 Look at the image under the heading **MAKING ART ACCESSIBLE TO ALL VISITORS**. With reference to the information under it, explain how the image is meant to attract people with disabilities to National Gallery Singapore.

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

- 8 (i) From paragraph 4, it is said that “when he went back to his classes in the fall there were few who did not recognise him with a start of surprise” (line 27). Explain **in your own words** why William received such a reaction.

.....
[.1]

- (ii) Identify phrases from Paragraph 3 that show the contrast between how William looked when he was young and how he looked when he returned to work after his illness.

How he looked when he returned	How he looked when he was young
‘heavily stooped’ (lines 28 - 29)	[1]
‘wild, tangled eyebrows and dishevelled hair’ (line 31 - 32)	[1]

- 9 Why do you think his younger instructors were “enraged” (line 35) by William’s doggedness and resolve?

.....[1]

- 10 In Paragraph 5, William is described to be “economical with his words yet still somehow developed a reputation for crustiness and ill temper; what however was said was conveyed without tact or diplomacy, and similar to a train conductor reading out departure times.”

Identify phrases, each of no more than seven words, from the given lines which suggest the following about how William speaks at meetings:

How William speaks at meetings	Phrase from the passage
(i) speaks very little	[1]
(ii) speaks in a matter-of-fact tone	[1]
(iii) speaks bluntly	[1]

- 11 The last paragraph states that William Stoner had the “knowledge of hardship and hunger and endurance and pain”. Which **two** phrases from this paragraph suggest that he kept this knowledge out of mind?

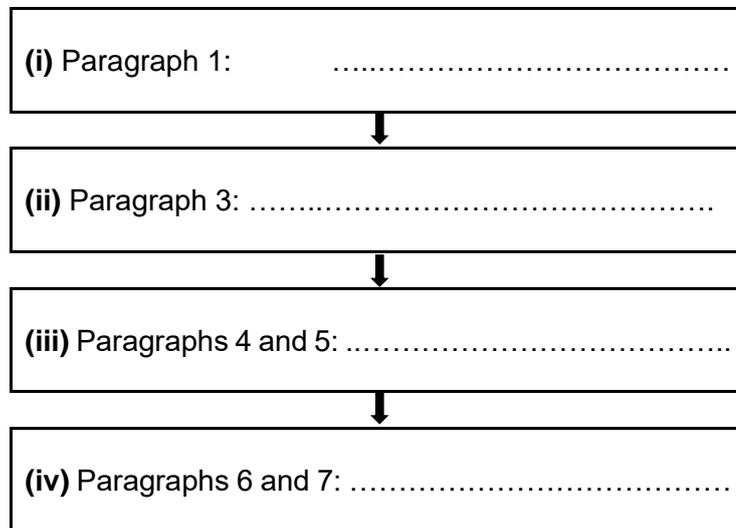
.....[1]

- 12 The structure of the text reflects different stages of William’s recovery and his return to work. Complete the flow chart by choosing one phrase from the box to summarise how William is depicted at each stage of the text. There are extra phrases in the box you do not need to use.

Depiction of William

a bitter elderly	weak-hearted	recovering from illness
an unusual character	a suspicious individual	given to reflection
unyielding to people’s opinions		

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 18.

13 (i) In the first sentence, the writer uses the phrase “squander workers’ time”. What does this say about the writer’s attitude towards bureaucracy?

.....[1]

(ii) Which phrase from the same paragraph is used to convey the same idea?

.....[1]

14 According to Paragraph 2, why would it be nearly impossible to eliminate bureaucratic elements? **Use your own words as far as possible.**

.....

[2]

15 Based on Don’s reaction to a setback in Paragraph 3, what two different attributes of his make him an effective leader?

Don’s reactions	Attributes he possesses
Don called the studio accountant to find out how much it would cost to wrap filming early on that day	(i)
He sensitively communicated revised plans to all workers in a manner that minimised unhappiness.	(ii)

[2]

16 Here is a part of a conversation between two university students, Ayesha and Sam, who have read the article.



Ayesha

Effective leadership is necessary to manage and support co-workers.



Sam

True; but everyone also needs to play their part to meet common goals.

(a) Identify two examples from lines 18 – 22 that Ayesha can use to support her view.

(i)
.....

(ii)
.....[2]

(b) How could Sam explain his position using the same case study of Don?

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

17 Why do you think the writer puts inverted commas in the text round the word 'needless' (line 44)?

.....[1]

18 Using your own words as far as possible, summarise the ways in which bureaucracy can be made more beneficial to organisations.

Use only information from paragraphs 4 to 6.

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

Contrary to popular belief, companies may benefit from bureaucracy if

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

Section A [10 Marks]

Carefully read the text below, consisting of 12 lines, about the history of Christmas Island. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two lines with no errors.

Christmas Island's laid-back multicultural atmosphere is a result of a varied

history. Christmas Island began **appeared** on the charts of English and

Dutch navigators from 1600. **And** it wasn't until 1643 that it was officially named after Captain Mynors sighted it on Christmas Day. Britain took control of

Christmas Island in 1888 to claim its phosphate deposits. **An** island's rich

phosphate and **strategy** location made it a target for the Japanese during World War II. However bombings by Allied forces and sabotage by the islanders

resulted in Japan mining **lesser** phosphate than they had hoped. After the

war, the island was reoccupied by the British. With Britain giving **in** many of its

Colonies later, Australia expressed an interest **by** acquiring Christmas

Island. In 1958, control of the island **is** removed from Singapore and

sovereignty was transferred to Australia.

1 appearing

(participle)

2 However / But

(conjunction)

3 □

4 The

(article)

5 strategic

(word form)

6 □

7 less

(commonly confused word)

8 up

(phrasal verb)

9 in

(preposition)

10 was

(tense)

Acknowledgement: <https://parksaustralia.gov.au/christmas/discover/history/>

Question 2

Students are required to write a proposal.

Language style: Formal, polite and persuasive. Students should avoid sounding too personal, like a letter.

1. which internship you are interested in and why	Students should include reasons why they are interested in the internship.
2. why you are most suited for the internship	Students should refer to the points under “requirements” as a form of reference for why they might be suitable.
3. what you hope to gain from the internship	Students should include points from “your responsibilities” to explain how they can benefit from the experience.
4. how you can encourage your juniors to participate in future internships.	Students will need to suggest points of their own. E.g. Sharing on social media Poster / show and tell / presentation

3 Describe a subject you have enjoyed the most in your education. What have you gained from the subject?

Descriptive	Discursive
<ul style="list-style-type: none"> To include what they see and do in the subject To include description that show enjoyment 	<ul style="list-style-type: none"> Realised how creative they really are – e.g. Music, Art, D&T, F&N Able to apply understanding to real world – e.g. Physics, English Greater understanding of the world – e.g. Social Studies, Geography Deeper appreciation of the arts – Literature, Music, Art

4 ‘If I could do it again, I would have done it differently.’ Write about a time when you felt this way.

- **Pure recount** – students should reflect recount structure (Intro – sequence of events – resolution)
- Needs to show variation in expression and sentence structure to engage reader

5 What qualities do you admire in a leader? Discuss some attributes good leaders should have.

Discursive

Students can tap on what they learnt in Sec 1 “Animal Farm”, their CCA experience, their SS / History knowledge, etc.

- Charismatic nature – able to engage audience and get people on board
- Hardworking nature – someone who works alongside their team
- Humility – one who is always keen to learn

6 Most young people today are too impatient for quiet and slow activities. What are your views?

Argumentative – point of view / dualism approach

Agree	Disagree
<ul style="list-style-type: none">● They do not have patience to wait for information – would rather check the internet instead of waiting for News broadcast at night● They prefer fast games like online gaming instead of quiet games like chess	<ul style="list-style-type: none">● Young people are taking up new quiet hobbies like crocheting, art and craft and coding.● Still a lot of young readers around. Community libraries enjoy healthy borrowing rate.● Listening to music is also a passive activity

Activities like reading social media posts or watching YouTube can be both a fast-paced or slow activity **depending on how students explain it.**

- Fast-paced because they are actively commenting and expecting response or watching Youtube videos at double speed; 10-sec videos on IG or TikTok.
- slow and quiet if they are just reading what their friends are posting / watching videos without doing anything else.