



SECONDARY 4 COMMON TEST

ENGLISH LANGUAGE Paper 1 Insert

1128/01

27 April 2022 (Wednesday)

1 hour 50 minutes

CANDIDATE
NAME

CLASS

INDEX
NUMBER

<input type="text"/>	<input type="text"/>
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READ THESE INSTRUCTIONS FIRST

Do not turn over the page until you are told to do so.

Write your name, class, and index number in the spaces provided above.

Write in dark blue or black pen.

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

This Insert contains **Section A**.

Write your answers in the spaces provided.

.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	<div></div> 70

This document consists of 2 printed pages including the cover page.

Section A [10 marks]

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

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

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

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

Examples:

I arrived to my destination at 2 pm.at.....

My mother always wears sensible clothes.✓.....

The humble banana almost seems like a miracle of nature. Colourful, nutritious, and much cherish by children, monkeys and clowns, it has a favoured position in the 1

planet's fruit bowls. A banana is vitally important in many regions of the tropics, 2

where different parts of the plant is used for clothing, paper and tableware. The fruit 3

itself is a dietary staple; people across the globe appreciate the soft, nourishing flesh, 4

the snack-sized portions, or the easy-peel covering that conveniently changes colour 5

to indicate ripe. Although bananas grow together in a cluster, the individual fruit sits 6

comfortably in the human hand, readily detached from their companions. Indeed, 7

it seems almost purposely designed for human consumption. The banana, although, 8

is a freakish and fragile genetic mutant; one that has survived between the centuries 9

due to the sustained application of selective breeding by diligent humans. Its cheerful 10

appearance hides a fatal flaw that threatens its glory: it cannot reproduce by itself.

Copyright Acknowledgements:

Section A © Adapted from 'Life of the Banana', <http://www.bharatexpedition.com/2010/05/life-of-banana.html>



SECONDARY 4 COMMON TEST

ENGLISH LANGUAGE Paper 1 Writing

1128/01

27 April 2022 (Wednesday)

1 hour 50 minutes

CANDIDATE
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Additional Materials provided.
Insert

READ THESE INSTRUCTIONS FIRST

Do not turn over the page until you are told to do so.

Write your name, class, and index number in the spaces provided above.

Write in dark blue or black pen.

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

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

Section A is an insert.

For **Section A**, write your answers in the spaces provided on the insert.

For **Section B** and **Section C**, write your answers on the writing paper provided.

At the end of the examination, fasten **Section B** and **Section C** separately.

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

The total mark for this paper is **70**.

This document consists of **4** printed pages, including the cover page.

Section B [30 marks]

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

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

Your school is organising 'Appreciation Week' for all students. As part of the school's activities, you were tasked to write an email to show appreciation for the help and support you have been given by a co-worker during your Industrial Attachment Programme. You decided to look at the printout of the organisational chart you received when you were at Amplified Media Pte Ltd.

In your email, you should:

- state clearly the co-worker you wish to thank
- explain how your co-worker has helped you during your time with the company
- elaborate how your experiences with the company has resulted in your personal growth

Write your email to your co-worker in clear, accurate English. Your tone should be warm and friendly to express your heartfelt appreciation working alongside him or her.

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

You should use your own words as much as possible.

Amplified Media Pte Ltd

Design Team Organization Chart



Donica Tseng
VP Design
Tel: 000-555-
Ext: 013

*The Big Big Boss
Gave us a speech on the first and last day.
Did not talk to her at all.
Seems to have a very clear vision and mission.*



Eric Hsu
Manager (Design)
Tel: 000-555-5588
Ext: 022

*The Boss
Talked to him a few times.
Supervised my progress and checked with me at regular intervals to see if I've mastered the key skills.*



Kashvi Kapoor
Lead Designer
Tel: 000-555-5
Ext: 123

*My Mentor!
Showed me around the office.
Introduced me to all my co-workers.
Guided me with my work and taught me many things.
Helpful and wise with her advice.*



Muhammad Amir
Designer
Tel: 000-555-5599

*Just a Colleague
Always busy.
Helped me when I asked.
Seems nice but we didn't have the opportunity to work together.
Had lunch together once.*



Lousia Chow
Designer
Tel: 000-555-5599
Ext: 227

*My Bestie at work!
Showed me what to do.
Helped me connect with colleagues from other departments.
Always jovial and optimistic!
Also my lunch buddy!*

Amplified Media Pte Ltd is a multi-brand media company that aims to produce content for the tech savvy audience.

We specialise in working with brands to create impactful and immersive content hosted on multiple platforms, whether it is print, radio, TV, digital or social media networks. We are able to deploy a stable of celebrities and influencers so as to offer an unparalleled reach to your target audiences.

Section C [30 marks]

Begin your answer on a fresh page.

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

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

3. Young people are unprepared for the challenges of the future. What is your opinion?
4. Today, sportsmanship is ignored in the pursuit of fame and glory. How far do you agree with this statement?
5. "Trust that is lost is hard to regain." Write about a time this happened.
6. Describe the sights and sounds of a park or garden that you frequent. Explain why you find it enjoyable.

Copyright Acknowledgements:

Section B Text *Adapted from © <https://www.mediacorp.sg/brandstudio>*
Section B Pictures *Adapted from © <https://www.freeimages.com/>*



SECONDARY 4 COMMON TEST

ENGLISH LANGUAGE Paper 2 Insert

1128/02

27 April 2022 (Wednesday)

1 hour 50 minutes

CANDIDATE
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CLASS

INDEX
NUMBER

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READ THESE INSTRUCTIONS FIRST

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

Answer in the Question Booklet.

This document consists of 6 printed pages.

Section A

Text 1

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

www.givebackgetback.com

Give Back & Get Back VOLUNTEER



TRANQUIL OAKS
HOSPICE CARE

*"Providing dignity and quality of life to
patients and their families."*

Click [here](#) to be a volunteer

TRANQUIL OAKS HOSPICE CARE



Office Hours
9:00 AM – 5:30 PM
Monday through Friday
24 hour on-call services

11627 Telegraph Road Ste #120
Santa Fe Springs, CA 90670

WHAT DO VOLUNTEERS IN HOSPICE CARE DO?

The aspiration behind the hospice concept is to provide tailored compassionate care to those who are facing incurable illness through excellent medical counselling, pain management, and emotional and moral support.

The core of the hospice philosophy is to focus on **comfort**. Our care is centred on honouring the patient's needs and wishes in the comfort and serenity of their own home.

Hospicare depends on the incredible commitment of volunteers who collectively contribute thousands of hours – working with patients and their families in a variety of ways, providing emotional support to patients, assisting in the office, and raising money for hospice and palliative care programs.

WHY BECOME A HOSPICE VOLUNTEER?

- **To make a difference**
 - Spend meaningful time with patients and family members
 - Bring care – and love – into people's lives
- **To grow as a person**
 - Gain insights from training, and from their relationships with patients and families
 - Develop empathy and compassion through supporting a patient through their treatment plans.
 - Become more tuned in to the parts of life that matter most
- **To help meet the need for hospice care**
 - Provide customised care based on the needs of individual patients

ACTIVITIES IN TRANQUIL OAKS HOSPICE CARE:

- Hobbies and craft activities
- Exercise classes
- Outings to places of interest
- Movie days
- "Learn A New Skill" month

Section B

Text 2

In the text below, two men are searching for a treasure. Read the text carefully and answer Questions 5-14 in the Question Booklet.

- 1 The canoe was now approaching the land. The bay opened out, and a gap in the white surf of the reef marked where the river ran out to the sea. Here, the forest came close to the beach, a thicker, greener hue flowing gently down distant slopes. From its depths, birds and wild monkeys sang in orchestra, while far beyond rose the mountains, snow cloaked and floating amongst the clouds. The sea was still except for an almost imperceptible swell, mirroring the faultless blue of the cloudless sky. 5
- 2 Hooker closely scrutinised the land with a sheet of yellow paper on his knee. The paper had the appearance of a rough map. By much folding it was creased and worn to the pitch of separation, and the discoloured fragments were cradled gently where they had parted on his calloused palms. On it one could dimly make out, in almost obliterated pencil, the outline of the bay. 10
"You see this dotted line," said Hooker, "it is a straight line, and runs from the opening of the reef to a clump of palm-trees. We must mark the place as we go into the lagoon."
"It's queer," said Evans, after a pause, "what these little marks down here are for. And look here, what are all these little dashes, pointing this way and that?" 15
"I don't know," said Hooker, "But it doesn't matter, we are close now."
- 3 As Hooker took over the paddling, Evans sat with his eyes half closed, watching the frothy breakwater of the coral creep nearer and nearer. Though they were so near, he did not feel the exaltation he had anticipated. The intense excitement of the struggle for the plan, and the long overnight voyage from the mainland had taken it out of him. Presently he began to doze. 20
- 4 He was still dimly conscious, but a queer dream interwove with his sensations. Once again, it was the night when they chanced upon the secret; he saw the moonlit trees, the little fire burning, and the black figures of the three men - silvered on one side by moonlight, and on the other glowing from the firelight - and heard them talking together in broken English. Hooker had caught the drift of their talk first, and had motioned to him to listen. Fragments of the conversation were inaudible, and fragments incomprehensible, but they managed to piece the story together. A Spanish galleon¹ hopelessly grounded, its treasure buried; a shipwrecked crew thinned by disease, decimated by quarrels and conflicts. Then Buck-toothed, 25 30

¹ galleon - a sailing ship in use (especially by Spain) from the 15th to the 18th centuries, originally as a warship, later for trade.

- wandering ashore, had happened upon the abandoned ingots². He had buried the ingots with infinite toil, confident of its safety - it was a secret of his. Now he wanted help to return and exhume them. A fine story for Evans and Hooker! Evans' dream shifted to the moment when he bared Buck-toothed's throat with his left hand, a knife in his right. The cunning little face of Buck-toothed, first keen and furious like a startled snake, and then fearful and pitiful, was overwhelmingly prominent in the dream. Then, at the end, Buck-toothed had grinned, a most incomprehensible and startling grin. 35
- "Evans, you sleepy fool!" he heard his name being shouted, Evans woke up. They were in the mouth of the lagoon. 40
- 5 Once ashore, the two men advanced slowly, looking curiously around them. Suddenly Evans stopped. Putting a finger to his mouth, he slowly pointed ahead of them. Hooker followed his finger. Something had come into view as they topped a gentle swell of the ground. Hastily, the men began to run, almost stumbling to get to the awkward depression, kneeling to clear the soil with their bare hands, caution thrown to the wind to get to their prize. Hooker was the first to shout excitedly as he pulled a heavy mass out. As he did so, a little thorn pricked his hand. Cursing as he pulled the delicate spike out with his fingers, he lifted the ingot. "Only gold or lead could weigh like this," he said exultantly as he spread his jacket on the ground and flung the ingot onto it. 45 50
- 6 The two men continued digging, flinging the ingots onto the jacket when suddenly, Hooker stumbled and clutched at his own throat. His hands clenched convulsively as his face became distorted with pain. Evans looked at him with concern. 55
- "More gold!" said Hooker in a stifled voice. "Put more gold on the coat!" Evans frowned.
- "Quickly! Put the gold on the coat!"
- As Evans dug for more ingots, he felt a little prick on the ball of his thumb. Then, Hooker gave an inarticulate cry and collapsed. 60
- 7 Evans froze. He looked at Hooker, who was now crumpled on the ground, his back bending and straightening spasmodically even as his face rapidly turned blue then stared at his thumb for a moment with dilated eyes. He thought of the little dashes in the corner of the map, and in a moment he understood. He understood now what Buck-toothed's assurance of the safety of his treasure meant. He understood that grin on Buck-toothed's face now as he began to suck furiously at the little pink spot on the ball of his thumb - sucking for dear life. 65

² ingots - blocks of steel, gold, silver, or other metal, typically oblong in shape.

Section C

Text 3

The text below is about cancel culture. Read it carefully and answer Questions 15-21 in the Question Booklet.

- 1 “Cancel culture,” as a concept, feels inescapable. The phrase is all over the news, tossed around in casual social media conversation; it’s been linked to everything from free speech debates to Harry Potter and has become a polarising topic of debate. It sometimes seems all forms of contemporary discourse must now lead, exhaustingly and endlessly, either to an attempt to “cancel” anyone whose opinions cause controversy or to accusations of cancel culture in action, however unwarranted. 5
- 2 All along, debate about cancel culture and the idea of cancelling someone coincides with a familiar pattern: A celebrity or other public figure does or says something offensive. A public backlash, often fueled by politically progressive social media, ensues. Then come the calls to cancel the person — that is, to effectively end their career or revoke their cultural cachet, whether through boycotts of their work or disciplinary action from an employer. 10
- 3 To many people, this process of publicly calling for accountability, and boycotting if nothing else seems to work, has become an important tool of social justice — a way of combating, through collective action, some of the huge power imbalances that often exist between public figures with far-reaching platforms and audiences, and the people and communities their words and actions may harm. As Anne Charity Hudley, the Chair of Linguistics of African America at the University of California Santa Barbara, said in 2019 “When you see people cancelling Kanye West, cancelling other people, it’s a collective way of saying, ‘We elevated your social status, your economic prowess, and we’re not going to pay attention to you in the way that we once did. ... ‘I may have no power, but the power I have is to ignore you.’” 15 20
- 4 But over the past few years, conservative politicians and pundits have increasingly embraced the argument that cancel culture, rather than being a way of fighting for social justice, has spun out of control and become a senseless form of social media mob rule. It is deemed as an online social justice mob that’s ready to rise up and attack anyone who might raise issues deviating from commonly held views in a particular context. Critics of cancel culture typically portray whoever is doing the cancelling as wielding power against innocent victims of their wrath. 25
- 5 In many cases, very few “cancelled” public figures suffer significant career setbacks. J.K. Rowling sparked massive outrage for her transphobic views in a 2020 manifesto. Despite calls to boycott all things Harry Potter, sales of the Harry Potter books increased tremendously in her home country of Great Britain. This example highlights that the outcry might just be from a small vocal minority which does not have much impact on the popularity that most public figures enjoy. 30 35

- 6 So which is it? Is cancel culture an important tool of social justice or a new form of merciless mob intimidation? If canceling someone usually doesn't have much measurable effect, does cancel culture even exist? Or does the very idea of being cancelled work to deter potentially bad behavior?
- 7 These questions are receiving more and more mainstream consideration, as the idea of cancel culture itself evolves from its humorous origins into a broader and more serious conversation about how to hold public figures accountable for bad behavior. And the conversation isn't just about when and how public figures should lose their status and their livelihoods. It's also about establishing new ethical and social norms and figuring out how to collectively respond when those norms are violated. 40 45
- 8 But far too often, people who call for accountability on social media seem to slide quickly into wanting to administer punishment instead. In some cases, this process really does play out with a mob mentality, one that seems bent on inflicting pain and hurt while allowing no room for growth and change, showing no mercy, and offering no real forgiveness — let alone allowing for the possibility that the mob itself might be entirely unjustified. Some people view it as part of a broader trend they find deeply disturbing: an inability to forgive and move on. 50
- 9 Nonetheless, that divide seems to be widening and growing more visible. Our patience with opposing viewpoints seems to be waning in favor of a type of society-wide “cancel and move on” approach. The view that a traditional approach — apology, atonement, and forgiveness — is no longer enough might be startling. But to those who think of cancel culture as an extension of civil rights activists' push for meaningful change, it's an important tool. And it's clear that, controversial as cancel culture is, it is here to stay. 55

Copyright Acknowledgements:

- Text 1 Adapted from © <https://www.hospicare.org/volunteer/>
 Picture © <http://www.tranquiloakshospice.com/volunteer-services>
 Text 2 Adapted from © *The Stolen Bacillus and Other Incidents* (1894) by H. G. Wells
 Text 3 Adapted from © 'Why we can't stop fighting about cancel culture.' By Aja Romano, <https://www.vox.com/culture/2019/12/30/20879720/what-is-cancel-culture-explained-history-debate>



SECONDARY 4 COMMON TEST

ENGLISH LANGUAGE Paper 2 Question Booklet

1128/02

27 April 2022 (Wednesday)

1 hour 50 minutes

CANDIDATE
NAME

CLASS

INDEX
NUMBER

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ADDITIONAL MATERIALS PROVIDED:

Insert

READ THESE INSTRUCTIONS FIRST

Write your index number and name in the spaces provided on the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, 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.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	50

This document consists of **10** printed pages and **1** Insert.

Section A [5 marks]

Text 1

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

- 1 The webpage begins with the heading **Give Back & Get Back**. What effect is this intended to have on the reader?

[1]

- 2 Besides offering moral and emotional support. What are **two** specific things hospice volunteers do?

[2]

- 3 Look at the photograph on the top left corner of the webpage. With reference to the information under the sub-heading **To grow as a person**, what are two abilities a hospice volunteer would gain?

[1]

- 4 Which sentence gives the overall purpose of the webpage?

[1]

Section B [20 marks]

Text 2

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

- 5 At the beginning of the text, the two men's canoe entered the bay. Explain how the language used in Paragraph 1 emphasises the serenity of the surroundings.

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

[3]

- 6 Give **one** word in Paragraph 2 which indicates that the map was very precious to Hooker.

[1]

- 7 The writer describes the map as 'creased and worn to the pitch of separation' as a result of 'much folding' (lines 9-10).

Why was the map folded so often?

[1]

- 8 In Paragraph 3, why is it ironic that Evans 'did not feel the exaltation he had anticipated' (line 21)?

[2]

- 9 In Paragraph 4, the writer says that Buck-toothed's face was 'keen and furious like a startled snake' (lines 37-38). In what **two** ways is this expression particularly effective?

[2]

- 10 "Evans, you sleepy fool!" (line 41). What is the tone of Hooker's comments?

[1]

- 11 Give **two** details from Paragraph 5 that show that the men were in a rush to get to the treasure.

[2]

- 12** "More gold!" said Hooker in a stifled voice. "Put more gold on the coat!"
Evans frowned.
"Quickly! Put the gold on the coat!" (lines 56 – 58)

i) What does Hooker's instructions suggest about him?

[1]

ii) The writer says 'Evans frowned.'. What does this suggest about how he felt?

[1]

- 13** 'Evans froze. He looked at Hooker, who was now crumpled on the ground, his back bending and straightening spasmodically even as his face rapidly turned blue then stared at his thumb for a moment with dilated eyes.' (lines 61 – 63)

i) What effect does the writer create by using a short sentence followed by a longer one?

[1]

ii) The writer tells us that Evans 'then stared at his thumb for a moment with dilated eyes' (lines 62 – 63). Explain what was happening.

[1]


- 14 The structure of the text reflects Evans' responses to the situation at different stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the narrative. There are some extra words in the box that you do not need to use.

Evan's responses


disturbing past	troubling interval
passing curiosity	terrifying realisation
cautious approach	inquisitive questioning
hesitant pause	

Flow chart


Paragraph 2:	(i)	_____
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Paragraph 4:	(ii)	_____
--------------	------	-------



Paragraph 6:	(iii)	_____
--------------	-------	-------



Paragraph 7:	(iv)	_____
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[4]

Section C [25 marks]

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

- 15** Why does ‘cancel culture’ lead to a polarising topic of debate (line 3)?

[2]

- 16** From Paragraph 2, explain **in your own words**, what ‘familiar pattern’ (line 8) is the writer referring to?

[2]

- 17** In Paragraph 2, what is one way that a person can be cancelled?

[1]

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



Felix

Cancel culture has helped to bring about social justice.

I disagree. Cancel culture is about attacking people in a senseless manner.



Mel

- (i)** With reference to lines 13 to 17, explain how Felix can justify his position.

[2]

- (ii)** From Paragraph 4, identify an example of someone who can be a victim of being senselessly attacked.

[1]

- 19** In Paragraph 5, explain why cancel culture has resulted in very few public figures having suffered career setbacks.

[1]

- 20** What effect does the writer intend to have on the reader by asking multiple questions in Paragraph 6?

[1]

- Using your own words as far as possible**, summarise the positive and negative effects linked with cancel culture.

Use only information from Paragraphs 7 to 9.

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

Cancel culture does bring about some positive effects as it...

[illegible]

[illegible]

No of words:

--

Content: / 8

Language: / 7