



**PASIR RIS CREST SECONDARY SCHOOL**  
**End-of-Year Examination 2022**  
**Secondary Three Normal Academic**

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**English Language**

Paper 1 Writing

**1190/01**

**26 September 2022**

**1 hour 50 minutes**

Candidates answer on the Question Paper.

Additional Materials:            Insert

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**READ THESE INSTRUCTIONS FIRST**

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

**Section B**

Read the article below and use the information to answer the question on page 3 of the Question Paper.

**Are students spending too much time on CCAs?**

Madam Lee Hui Ling's daughter was in for a shock when she joined her secondary school band. She has practice three times a week - a total of 12 hours - and there is even more during performances and competitions. This was a jump from her once-a-week Chinese Orchestra practice of five hours in primary school. As a result, the Secondary 2 student is exhausted when she goes home around 7pm. By the time she goes to bed after homework, it is past midnight or 1am.

Some parents and students feel Co-Curricular Activities (CCAs) are an integral part of school life, and their worth outweighs the gruelling hours. Another Secondary student, Cassandra Lim, 16, stays in school until almost 7pm for Guzheng ensemble practice twice a week, and up to four times before major performances.

"Even though the hours are long, CCA is worth it because it releases stress. I also learn new things and mix with friends," she said.

When contacted, a ministry spokesman said secondary schools and junior colleges have guidelines for CCA hours - an average of five to six hours a week over a total of 30 weeks. He added that some CCAs, like school sports teams, "do require more time in order that students may progressively develop the skills and physical conditioning to peak at the right time".

The ministry will continue to work closely with schools to ensure that CCA time does not "compromise the overall well-being of our students", she said.

He added: "Teachers in charge of CCAs monitor students who are not doing so well academically and give them extra help."



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## English Language

Paper 1 Writing

**1190/01**

**26 September 2022**

**1 hour 50 minutes**

Candidates answer on the Question Paper.

Additional Materials:          Insert

### READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black ballpoint pen.

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

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

Write your answers in the spaces provided on the Question Paper.

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

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

**Section A [10marks]****Question 1**

Carefully read the text below, consisting of 12 lines, about Giant Sequoia trees. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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.

Example:

I was please when he let me ride his bicycle.

pleased

A forest with giant sequoias, the largest trees in the world, is a feast

of the senses. The giant sequoias' red bark is distinct among the 1 .....

grey and brown bark by other trees. And if you stand beneath one of 2 .....

these giants, you can gaze all a way up its tall trunk and through 3 .....

its high branch to see sky above. The treetop is often hidden 4 .....

above the highest branches. If you are quiet but listen, you may 5 .....

heard a breeze rustling the foliage of smaller trees. Or perhaps you 6 .....

will hear a woodpecker call and tapping against a tree, seeking 7 .....

insects. If I have time to take a walk, try to press your fingers 8 .....

against its sponge, thick bark. Take the time to experience the 9 .....

beauty of these trees and the other plants and animals that lives in 10 .....

these forests.

## Question 2

You recently read an article in the local newspapers which expresses views on the impacts of Co-Curricular Activities (CCAs). You feel very strongly about the ideas raised in the article. You hope to share your views with your friend, who is in the CCA as you.

- summarise the topic you are responding to
- identify **three** main ideas from the article that you would like to address
- respond to these ideas, supporting your views with relevant details

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

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

.....[Turn over





### Questions 3–6

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

[illegible]













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**English Language**

Paper 2

INSERT

**1190/02**

**6 October 2022**

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains Text 1, Text 2, Text 3 and Text 4.

This document consists of **4** printed pages (including this cover page).

**[Turn over**

## Section A

## Text 1

Study the advertisement (**Text 1**) and the extract from an interview (**Text 2**) and answer Questions 1–4 in the Question Paper.

**Text 1** is taken from an advertisement on kindness on public transport.

As buses and trains get crowded again with safe distancing and no-talking measures in place, kindness can easily be adapted to the new normal too. Let's **stay alert** to those who might need a seat, more space, or to squeeze past us. Don't forget to gesture to communicate, including waving to greet the driver!



**Text 2** is taken from a blog about a 14-day Kindness Challenge.

I recall the few times when I gave up my seat in the past few months. As I gave up my seat to the person (sometimes it would be an elderly person; other times, it would be a mother with kids), the person would look at me with eyes of gratitude. The point wasn't that it made me feel good. The point was that the person was warmed by that one simple gesture on my part. In that one second when I decided to give up my seat for him/her, I knew I had made a difference. His/her life was positively impacted, even if it was in a very small way.

## Section B

## Text 3

The text below is about two friends who watched a magic show.

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

- 1 On our return, Armand and I were astonished to learn that there was a theater in Santo Domingo, housed in a barnlike wooden building. It had the oddly bizarre air of a schoolhouse. This impression was strengthened by the sight of a striking-looking woman ringing a big metal handbell, speaking like a school headmistress, "The show is about to start! Hurry along, hurry along!" 5
  
- 2 We paid and groped our way inside. We sat on rock-hard wooden benches that had us constantly rocking and tilting. A tattered curtain was drawn across the far end of the room. After more than an hour's wait, the handbell outside stopped ringing. By now probably the entire population of Santo Domingo, except the bedridden and the drunk, had filled the last sweating inch of the place. Impatience of the audience grew 10 under the long wait. It soon spurted into a frenzy, becoming an uproar of shouting and stamping, accompanied by the torrents of tongues of the scattered communities. The woman barker<sup>1</sup> finally entered the hut and an assistant came forward with a lantern. Together they tried to throw a rope, now attached to the lantern, over one of the crossbeams that supported the roof. 15
  
- 3 Once the lantern was in position, the audience hushed. From behind the curtains came a tall man who might have been either Ecuadorian or Chinese, dressed in a coat. He acknowledged with a bow the terrific applause that greeted him. On the other side of him stood a small boy of about eleven years old. With a flourish the magician went into his routine. 20
  
- 4 He pulled out yards and yards of colored paper from the boy's nose and ears, and then made eggs disappear up his sleeve. The audience were delighted, for these were simple people, and a show of this kind was a rare treat. During the second half of the performance the magician announced with great solemnity that he would hypnotise his young assistant. He made passes in front of the boy's face with his hands. Soon his eyes took on a glassy, staring look. The magician drew up two 25 wooden boxes and placed them a little distance from each other. The boy was laid, stiff as a ramrod across them. There was tremendous applause. He then set the boy on his feet again. There was more stamping and clapping.
  
- 5 The magician now began to ask his rigid assistant many questions. The boy replied 30 in a mechanical voice. From where we were sitting, we saw the boy lightly relax his left hand, steal a glance at the magician and feel his pocket secretly. In a flash he popped a sweet into his mouth and then was as still as before. Except for that suspicious little swell in his cheek, he looked the most convincing. I doubt whether anyone else in that spellbound audience spotted this, although from now on the 35 boy's answers sounded definitely muffled.
  
- 6 The show ended when the magician gave the boy a smart tap on the back. The sweet bounced out of the boy's mouth and rolled on the floor at his feet. The audience rocked with laughter, but the magician, who had not noticed, made a few passes before the boy's eyes to "wake him up." Then they both took their bows. 40 Down went the naughty boy on his hands and knees to retrieve the sweet.

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<sup>1</sup> a person who stands at a public event and loudly addresses passers-by to attract customers

## Section C

## Text 4

In the article below, we learn about living roofs.

Read the article carefully and answer Questions 15—20 in the Question Paper.

- 1 We scrape away the earth, erect the structure itself, and cap it with a rainproof but forgettable roof. It's tempting to say that the roofscape of every city on this planet is a man-made desert. But step out through a hatch onto the roof of the Vancouver Public Library at Library Square, one will find oneself in an unexpected thicket of green, blue, and brown grasses in the midst of so much glass, steel and concrete. It is a grassland in the sky. High above Vancouver, the effect is almost confusing. 5
- 2 Living roofs aren't new. They were common in America and northern Europe. In recent decades, architects, builders, and city planners all across the planet have begun turning to green roofs not for their beauty but for their practicality.
- 3 Technology is only partly the reason driving the spread of green roofs. It is now easier to design green-roof systems that capture water for irrigation, allow drainage, and resist the invasion of roots. Another factor is our changing idea of the city. It is no longer wise or practical or ethical, to think of the city as the opposite of nature. Finding ways to naturalise cities will make them more livable not just for humans. 10
- 4 Living roofs remind us what a moderating force natural biological systems are. During the summer, daytime temperatures on typical rooftops can be almost unbelievably high. On green roofs, the soil mixture and vegetation act as insulation, and temperatures fluctuate only mildly, reducing heating and cooling costs in the buildings below them by as much as 20 percent. The vegetation also shields the roof from ultraviolet radiation, extending its life. They require a different kind of care, akin to low-maintenance gardening and are uniformly green year-round. 15 20
- 5 When rain falls on a typical roof, it sheets off the city's artificial cliffs and floods down its artificial canyons into storm drains, unabsorbed and unfiltered. A living roof works the way a meadow does, absorbing water, filtering it, slowing it down, even storing some of it for later use. That ultimately helps reduce the threat of sewer overflows, extends the life of a city's drain system, and returns cleaner water to the surrounding watershed. London, for example, is already planning for a future that may well see more street flooding, and the city is considering how living roofs could moderate the threat. 25
- 6 Above all, living roofs are habitable. They turn the negative space within the city and make new or replace existing habitats for other living species. Species large and small, such as ants, spiders, beetles, lapwings, plovers, crows, have taken up occupancy on living roofs. In Zurich, Switzerland, a 95-year-old living roof of a water-filtration system serves as a refuge for nine species of native orchids eliminated from the surrounding countryside when their meadow habitat was converted to cropland. 30 35
- 7 Think of the millions of acres of unnatural rooftops around the globe. Now imagine returning some of that enormous human footprint to nature. If a certain sum of human happiness is the by-product, who's to complain?

Acknowledgements:

Text 1: <https://www.kindness.sg/general-public/the-new-norm/>

Text 2: <https://personalexcellence.co/blog/kindness-day-2-give-up-seat/>

Text 3: Extracted and adapted from *Leopard in my lap* by Michaela Denis

Text 4: Extracted and adapted from *Up on the roof* by Verlyn Klinkenborg National Geographic 2009, Issue 5





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**English Language**

Paper 2

**1190/02**

**6 October 2022**

**1 hour 50 minutes**

Additional Materials: Insert

**READ THESE INSTRUCTIONS FIRST**

Write in dark blue or black pen on all Answer Paper.

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

Write your name, register number in the spaces provided on the Answer Booklet.

Answer **all** questions.

Write your answers in the spaces provided on the Answer Booklet.

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

The insert contains the texts for all sections.

Mistakes in spelling, punctuation and grammar may be penalized in any part of the paper.

|                     |  |
|---------------------|--|
| Section A           |  |
| Section B           |  |
| Section C           |  |
| Total               |  |
| Parent's Signature: |  |

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

**Section A [5 marks]**

Refer to the advertisement (**Text 1**) and extract from a blog (**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.

|  |  |
|--|--|
|  | Wear a mask when you are on public transport         |
|  | Signal your thoughtfulness on public transport       |
|  | Offer your seat to those in need on public transport |

[1]

- 2 Look at Text 2. Pick out the expression which conveys the main idea of the text.

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

- 3 Give **one** way in which the tone in Text 1 is different from 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)** Readers are asked to take action.

Text 1 / Text 2 / Both / Neither

**(b)** The reader and the writer are of the same status.

Text 1 / Text 2 / Both / Neither

[2]

## Section B [20 marks]

Refer to **Text 3** on page 3 of the Insert for Questions 5—14.

- 5 Write down a phrase that conveys the writer and her friend's initial impression of the theatre's appearance.

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

- 6 What does the phrase 'speaking like a school headmistress' (line 4) tell us about the way the woman spoke?

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

- 7 What do the following words in italics from Paragraph 2 suggest about the interior of the theatre?

| Description of the theatre                     | The interior of the theatre ... |
|--|---------------------------------|
| 'groped our way inside' (line 6)               |                                 |
| 'A <i>tattered</i> curtain was drawn' (line 7) |                                 |

[2]

- 8 Lines 6 - 7 read: 'We sat on rock-hard wooden benches that had us constantly rocking and tilting'. What **two** things does this sentence tell us about the wooden bench?

(i) ..... [1]

(ii) ..... [1]

- 9 'By now probably the entire population of Santo Domingo, except the bedridden and the drunk, had filled the last sweating inch of the place. Impatience of the audience grew under the long wait. It soon spurted into a frenzy, becoming an uproar of shouting and stamping, accompanied by the torrents of tongues of the scattered communities.' (lines 8 – 12)

Identify the words or phrases from the extract given above that correspond with the scene inside the theatre.

| Inside the place  | Matching words or phrases from the given extract |
|-------------------|--|
| packed            |  |
| noisy             |  |
| chaotic           |  |
| intensely excited |  |

[4]

- 10 With reference to Paragraph 3, how did the audience show their interest towards the show?

(i) ..... [1]

(ii) ..... [1]

- 11 The magician performed several tricks for the audience. Write down an example of the trick done for each of the following category:

| Category         | Example of trick by the magician |
|------------------|----------------------------------|
| production trick |                                  |
| vanishing trick  |                                  |

[2]

- 12** Some readers might say that the boy convinced the audience he was hypnotised. With reference to Paragraphs 4 and 5, find evidence that supports this view.

Identify **two** quotes from Paragraphs 4 and 5, and explain how each quote provides evidence for this view.

| Quotes | How each quote supports the view that the boy had convinced the audience |
|--------|--|
|        |  |
|        |  |

[2]

- 13** Which of the following extracts from Paragraph 5 led the writer to conclude the boy was naughty? Tick **two** boxes only.

‘... the boy lightly relax his left hand’

☐

‘steal a glance at the magician

☐

‘feel his pocket secretly’

☐

‘he popped a sweet into his mouth’

☐

‘boy's answers sounded definitely muffled’

☐

[2]

- 14** Give **two** reasons to explain why the writer doubt ‘anyone else in that spellbound audience spotted this’ (line 35).

.....

.....

.....

[2]

[Turn over]

**Section C [25 marks]**

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

- 15** Read the text and match the paragraph with the headings.  
Write the correct letter (**A-G**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1                      **A** .....

Paragraph 2                      .....

Paragraph 3                      .....

Paragraph 4                      .....

Paragraph 5                      .....

Paragraph 6                      .....

- A**     Roofs in cities
- B**     Protective nature of living roofs
- C**     Co-existence with wildlife on living roofs
- D**     Rise in popularity of living roofs
- E**     Driving forces for living roofs
- F**     Absorption properties of living roofs
- G**     Technology breakthroughs for roofs

[5]

**[Turn over**

- 16 What is the writer suggesting about our attitude towards the roofs in our cities from the word 'forgettable' (line 2)?

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

- 17 From Paragraph 1, write down **two** separate words which tell us the contrasting difference between the roofs in city and the roof of the Vancouver Public Library.

|                                      |       |     |
|--------------------------------------|-------|-----|
| Roof in a city                       | ..... | [1] |
| Roof of the Vancouver Public Library | ..... |     |

- 18 According to Paragraph 3, what **two** changes led living roofs to be more popular?

(i) ..... [1]

(ii) ..... [1]

- 19 What does the 'it' in line 22 refer to?

..... [1]

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).

No. of words:  [15]

|               |      |
|---------------|------|
| No. of words: | [15] |
|---------------|------|

**[Turn over**