

**3NA**  
Session 1

# KRANJI SECONDARY SCHOOL

## END-OF-YEAR EXAMINATION 2022

### ENGLISH LANGUAGE

#### Paper 1 Writing

**Level** : Secondary Three

**Date** : 23 Sept 2022

**Stream** : Normal (Academic)

**Duration** : 1 hr 50 min

**Name** : \_\_\_\_\_ (     )

**Total Marks  
Obtained** :

**Class** : Secondary 3 \_\_\_\_\_

**70**

Additional Materials: Question Booklet – Situational Writing  
Question Booklet – Continuous Writing

#### READ THESE INSTRUCTIONS FIRST:

Write your name, index number and class in the spaces above as well as on the cover pages of the Question Booklets.

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

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

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

Write your answers in the spaces provided in this Question Paper as well as the Question Booklets.

Submit this Question Paper and the Question Booklets separately.

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

The total number of marks for this paper is **70**.

Section	Marks obtained
A: Editing	10
B: Situational Writing	30
C: Continuous Writing	30
<b>Total</b>	<b>70</b>

**Set by: Ms Regina Tan**

This Question Paper consists of 2 printed pages, including the cover page.

*[Turn over*

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

Carefully read the text below, consisting of 12 lines, about COVID-19 extracted from the Prime Minister's National Day Rally speech. The first and the 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 arrived (to) my destination at 2 p.m.

at

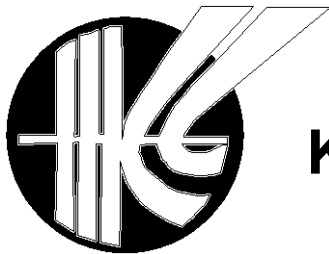
Singaporeans have come a long way in the fight against COVID-19. We are now learning to live with a virus. Our collective efforts have saved many lives. One key to our success have been the high level of trust in our society. In some countries, wearing a mask became a heat point of contention but in Singapore, people work with and not against one another. Everyone did our part to keep us all safe. Many of us also went out of the way to helped others. Mdm Alice volunteered at vaccination centres. Mdm Ruku cooked and distributed meals by her neighbours. Mr Razali wiped down and disinfected the playgrounds near our blocks for the child to use. Amid the darkness of the pandemic, through this personal acts of kindness, courage and concern, the Singapore spirit shone brightly. It has made us collective a better people and a more resilient society.

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

[10]

Adapted from: <https://www.channelnewsasia.com/singapore/prime-minister-lee-hsien-loong-national-day-rally-2022-english-full-speech-2891461>

End of Section A



**3NA**  
Session 1

# KRANJI SECONDARY SCHOOL

## END-OF-YEAR EXAMINATION 2022

### ENGLISH LANGUAGE

#### Paper 1 Writing

#### Question Booklet – Situational Writing

**Level** : Secondary Three

**Date** : 23 Sept 2022

**Stream** : Normal (Academic)

**Duration** : 1 hr 50 min

**Name** : \_\_\_\_\_ ( )

**Marks  
Obtained** :  
(Section B)

**Class** : Secondary 3 \_\_\_\_\_

**30**

#### READ THESE INSTRUCTIONS FIRST:

This Question Booklet contains **Section B**.

Write your answer in the spaces provided in this Question Booklet.

**Set by: Ms Regina Tan**

This Question Booklet consists of 6 printed pages, including the cover page.

*[Turn over*



Wondering how to do something fun yet beneficial for the environment? We have some great ideas for you! Facilitated by our trained volunteers, these activities will sure to excite you.

### *Upcycling Workshop*



Turn your trash into something useful! Be it plastic bottles, old clothes or unwanted cardboard, this upcycling workshop will show you how to transform them into new products. The less waste thrown, the better it is for Singapore's Semakau Landfill. Do not miss this opportunity to pick up new skills!

Duration: 90 minutes

Materials needed: Used plastic bottles, old clothes, scissors. All other necessary materials will be provided.

### *Tote Bag Designing Workshop*



Design your own recyclable bags! We know how harmful plastic bags are to our environment and the marine life. Let's replace plastic bags with these personalised tote bags. Get your creative juices flowing and design a bag that's uniquely yours!

Duration: 60 minutes

Materials needed: Paints, paintbrushes, palettes, newspapers. Tote bag in various sizes and additional paint materials will be provided.

### *Tile Painting Fundraising Activity*



Contribute a piece of tile art for a good cause! Our man-made tiles recycle and reuse materials from industrial products. This reduces industrial waste. Get creative and paint a beautiful tile! All tiles will be sold in a fundraiser to raise fund for World Wildlife Fund Singapore.

Duration: 60 minutes

Materials needed: Paints, paintbrushes, palettes, newspapers. Tiles and additional paint materials will be provided.

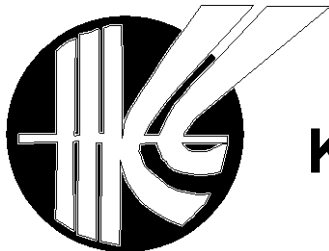
[illegible]











**3NA**  
Session 1

# KRANJI SECONDARY SCHOOL

## END-OF-YEAR EXAMINATION 2022

### ENGLISH LANGUAGE

#### Paper 1 Writing

#### Question Booklet – Continuous Writing

**Level** : Secondary Three

**Date** : 23 Sept 2022

**Stream** : Normal (Academic)

**Duration** : 1 hr 50 min

**Name** : \_\_\_\_\_ ( )

**Marks  
Obtained** :  
(Section C)

**Class** : Secondary 3 \_\_\_\_\_

**30**

#### READ THESE INSTRUCTIONS FIRST:

This Question Booklet contains **Section C**.

Write your answer in the spaces provided in this Question Booklet.

**Set by: Ms Regina Tan**

This Question Booklet consists of 6 printed pages, including the cover page.

*[Turn over*

3. If you were to be granted a special ability, what would it be and how would you use it?
4. What are the advantages and disadvantages of schools punishing students physically?
5. Write about a time when you were patient and were rewarded for it.
6. Discuss the benefits and challenges of living in a technologically advanced country.

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

[illegible]









**2022 Sec 3NA EOY Paper 1  
Suggested Answer Scheme**

**Section A**

**Question 1**

Carefully read the text below, consisting of 12 lines, about COVID-19 extracted from the Prime Minister's National Day Rally speech. 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 arrived~~(to)~~my destination at 2pm.

at

Singaporeans have come a long way in the fight against COVID-19. We are now

learning to live with~~(a)~~virus. Our collective efforts have saved many lives. One key

1 the (art)

to our success~~(have)~~been the high level of trust in our society. In some countries,

2 has (SVA)

wearing a mask became a~~(heat)~~point of contention but in Singapore, people

3 heated (adj)

~~(work)~~with and not against one another. Everyone did our part to keep us all safe.

4 worked (tense)

Many of us also went out of the way to~~(helped)~~others. Mdm Alice volunteered at

5 help (V.F.)

vaccination centres. Mdm Ruku cooked and distributed meals~~(by)~~her

6 for/with (prep)

neighbours. Mr Razali wiped down and disinfected the playgrounds near~~(our)~~

7 his (pronoun)

blocks for the~~(child)~~to use. Amid the darkness of the pandemic, through

8 children (s/p)

~~(this)~~personal acts of kindness, courage and concern, the Singapore spirit

9 these (s/p)

shone brightly. It has made us~~(collective)~~a better people and a more resilient

10 collectively (adverb)

society.

*Adapted from: <https://time.com/6083505/tokyo-olympics-covid-19-countermeasures-falling-short/>*

## Section B

Students should recognise that they are writing an article to the students which will be published on the school website. Format should include title at the beginning and 'By: \_\_\_\_' and 'Date: \_\_\_\_' at the end.

Appropriate language features to be used:

- Persuasive language features
- Present tense
- 'could' and 'will'

### **Introduction**

Hook

Greeting

Background information about the post-examination activities

Choice of activity

### **Body Paragraph 1**

Explain what this activity is about

- Duration of activity
- What students will learn and do
- What the end-product is

Preparation needed

- As stated in the visual stimulus
- Where students could conduct the activity
- Emphasise that not much preparation is needed on the school's side

### **Body Paragraphs 2 & 3**

Explain why this activity will be meaningful and enjoyable to the students

Should use ideas from text stimulus and paraphrase

Should use information from picture stimulus

Meaningful

- How the activity will benefit the environment
- How the students will benefit from the activity

Enjoyable

- How the students will have fun completing the activity as a class

### **Conclusion**

Summary of activity and benefits

Call for action

'Thank you.'



## Section C

### 3. If you were to be granted a special ability, what would it be and how would you use it?

#### Personal Opinion Essay

Students should:

- State the special ability clearly in the introduction. The special ability could be anything, even a made-up superpower
- Explain what the special ability is
- State and explain fully (5W1H) **three** ways to the special ability could be used (It could be used in any way – benefit themselves, their family, friend, society etc.)

### 4. What are the advantages and disadvantages of schools punishing students physically?

#### Discursive Essay

Students should:

- Not give a stand in introduction
- Define 'punishing students physically'
- State and explain fully two advantages + one disadvantage OR one advantage + two disadvantages

Advantages

- 1) It still serves as a deterrence for misbehaviours. Nobody likes to be punished, especially if done so in front of an audience (i.e. students or parents). When carried out in moderation and appropriately, it is an effective discipline method.
- 2) It teaches students that their actions have consequences. It is the same when they go out into the society. If they commit a crime, they will have to face punishment according to the law.
- 3) It encourages students to listen in class when they do not want to. For students who need explicit motivation to study, fear of physical punishment could be one way.

Disadvantages

- 1) It may have lasting effects on students' mental health. Feelings of humiliation, trauma, resentment, anger may manifest. If not dealt with carefully, students may suffer from mental issues such as depression.
- 2) It does not always solve the discipline issues the students have. Usually, punishment like detention is meted out to students who have committed serious offences. Some of them may not turn over a new leaf just because they are asked to serve a detention.
- 3) It may create fear in students. They simply learn to please the teachers than be genuinely eager to acquire skill and knowledge.

**5. Write about a time when you were patient and were rewarded for it.**

Personal Recount Essay

Students should:

- Describe clearly how s/he was being patient in the story. Should not just mention the word 'patient' without a clear development of story.
- Describe clearly what the reward was
- Use past tense, descriptive words

**6. Discuss the benefits and challenges of living in a technologically advanced society.**

Discursive essay

Students should:

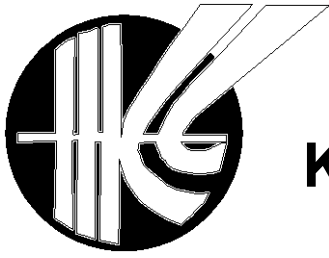
- Define 'technologically advanced society'
- Give clear thesis and topic sentences
- Explain fully the benefits and challenges with examples
- Link benefits and challenges to **living** in a technologically advanced society, and not of a technologically advanced society

**Benefits**

- 1) Processes are completed in a faster and more efficient manner with technology. For example, medical records are synced across different medical facilities, accounts could be logged in using facial recognition, etc. People get to get things done in a shorter amount of time. No need to spend long hours waiting endlessly.
- 2) Various benefits for people in terms of education, medical, entertainment, etc. Students enjoy a wider variety of learning tools and more engaging lessons with the use of technology in class. Doctors get to monitor their patients more easily, and analysis and diagnose more accurately with the help of technology. People get easy access to more programmes and movies with streaming services such as Netflix. This provides more entertainment options for them.

**Challenges**

- 1) People need to be updated with the latest technology available, if not they may fall behind. For example, with digital devices being used in education now, teachers need to be upskilled and learn how to teach using online tools. If they do not learn, they may not be able to deliver as effective a lesson as before. Hence, constant learning and being updated with usage of technology in daily lives is becoming a necessity. People need to spend time and effort to do so.
- 2) Older generation may find it difficult to live in a technologically advanced society. Using phone apps, using phones to pay for food, using facial recognition as passcode may all seem very foreign to them. They will need to pick up such skills in order to adapt to a society that is heavily dependent on technology, and it poses a challenge to most of them as the digital language is hard for them to understand.



**3 NA**  
Session 1

# KRANJI SECONDARY SCHOOL

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## END-OF-YEAR EXAMINATION 2022

### ENGLISH LANGUAGE

#### Paper 2

**Level** : Secondary Three

**Date** : 27 September 2022

**Stream** : Normal Academic

**Duration** : 1 hour 50 minutes

**Name** : \_\_\_\_\_ (    )

**Class** : Secondary \_\_\_\_\_

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**READ THESE INSTRUCTIONS FIRST:**

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

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Section A and Section B set by: Mr J Praveen Kumar

Section C set by: Mr Joshua Ang

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This Insert consists of 7 printed pages, including the cover page.

*[Turn over*

**Section A**

Study the poster (**Text 1**) and the extract of an article (**Text 2**) and answer Questions 1–4 in the Question Booklet (Section A).

**Text 1** is taken from a poster published on a website.



**Text 2** is an extract of an article published in a magazine.

No matter how you look at the data, climate change is definitely a factor here. An international community of science, backed by the UN, argues that climate change is playing an increasing role in driving species to extinction. It is thought to be the third biggest driver of biodiversity loss after changes in land and sea use and overexploitation of resources. Natural environments of many species continue to disappear as they are cleared to make way for agriculture, housing, roads, pipelines and the other symbols of industrial development.

## Section B

### Text 3

The text below is about a man who was building a career for himself.

Read the text carefully and answer Questions 5–13 in the Question Booklet (Section B).

- 1 Jose was a hard worker. They said that Jose was born with a ring of dirt around his neck, with dirt under his fingernails. They said his palms were already rough by the time he was three. They said by seven he was drinking coffee slowly, his mouth pressed together the way his mother sipped.
- 2 They said lots of things about Jose, but almost nothing of his parents. His mother stitched at a machine all day, and his father, with a decent job at the telephone company, climbed splintered, sun-sucked poles, fixed wires and looked around the city at tree level. 5
- 3 “What do you see up there?” Jose once asked his father.
- 4 “Work,” he answered. “I see years of work, son.” 10
- 5 “Life is hard,” his father repeated from the time Jose could first make out the meaning of words, stroking his calloused hands against his arm. His mother was an example to Jose. She would raise her hands, showing her fingers pierced from the sewing machines. She bled on her machine, bled because there was money to make, bled for the child to feed, bled for a roof to stay under. 15
- 6 One day when Jose returned home from junior high, his cousin Arnie was sitting on the lawn sucking on a stalk of grass. Jose knew that grass didn’t come from his lawn. His was cut and pampered, clean. Jose didn’t like his cousin. He thought Arnie was lazy and, worse, spoiled by the material comfort of being upper-middle class. His parents belonged to the higher ranks of the corporate world, had their own offices and showered him with clothes, shoes, CDs, vacations, almost anything he wanted. They never had to climb up a telephone pole to size up the future. 20
- 7 Arnie rose to his feet, and Jose saw that his cousin was wearing a new pair of high-tops. Arnie cheerfully proposed an idea, one what would make them lots of money. Jose looked at his cousin, not a muscle of curiosity twitching in his face. Still, Arnie explained that since he himself was so clever with words, and his best cousin in the whole world was good at working with his hands, that maybe they might start a company. Jose started humming to himself. Certainly, being tactful was not something Jose was good at. 25
- 8 Arnie brightly said, “Shoot, I’ll round up all kinds of jobs for you. You won’t have to do anything.” He stopped, then started again. “Except—you know—do the work.” 30
- 9 Jose shifted his gaze and walked towards the door.
- 10 “Listen, I’ll find the work, and then we can split it fifty-fifty.”
- 11 Jose sat on the edge of doorstep and started to lace up his boots. He knew that there were agencies that would find you work. They’re cheats, he thought, people who sit in fancy offices while taking huge cuts from his blood-stained labours. Arnie, with his palms up, begged Jose to be reasonable. Jose knew this was true. He had had to go door-to-door, and he did not want to beg for work. He assumed that it should automatically be his since he was a good worker, honest, and always on time. Jose decided to agree on a seventy-thirty split, given Arnie’s help was to be 35 40

offered. Arnie hollered, arguing that some people were meant to work and others to come up with brilliant ideas. He was one of the latter. Still, he agreed after Jose refused to negotiate.

- 12 In the next two weeks, Arnie found a series of jobs. Jose peeled off shingles from a rickety garage roof, carried rocks down a path to where a pond would go, and spray-painted lawn furniture. And while Arnie accompanied him, most of the time he did nothing. He did help occasionally. He always drove them around from one job site to another in Jose's rusty truck. He did shake the cans of enough spray paint and kick aside debris so that Jose didn't trip while going down the path carrying the rocks. But mostly he told Jose what he had missed or where the work could be improved. Jose was annoyed, as his work had always been immaculate. On some occasions, although rarely, Arnie's words had some truth in them. 45 50
- 13 But soon Jose learned to ignore his cousin, ignore his comments about his spray painting, or about the way he lugged rocks, two in each arm. He didn't say anything, either, when they got paid and Arnie rubbed his hands like a fly, muttering, "It's payday." Jose walked away from Arnie's jabbering. 55
- 14 Jose looked up at the brilliant blue sky and his gaze floated to a telephone pole, one his father might have climbed. If he had been there, his father would have seen that Jose was more than just a good worker, he was a chip off the old block. He climbed up and saw for himself what his father saw—miles and miles of houses, and a future blooming in his father's footsteps. 60

Adapted from 'Born Worker' by Gary Soto

## Section C [25 marks]

## Text 4

The article below discusses issues relating to the decaying of artworks.

Read the article carefully and answer Questions 14–20 in the Question Booklet (Section C).

- 1 There is a common misconception that museum artworks are timeless objects available to admire for generations to come. However, artworks suffer from what is known as “inherent vice”. Many artworks are objects of decay and they disintegrate over time, either due to the types of materials used in their composition or due to hidden defects that may not have been visible at first sight. For instance, artworks made using paper with an acidic content may rapidly deteriorate and become brittle, while marble sculptures may shatter along internal fault lines. “That’s how it is with such artworks. All we can do is analyse it, and if it’s gone, it’s gone,” says Bronwyn Ormsby, senior conservation scientist at the Tate Modern. 5
- 2 Damien Hirst’s iconic shark floating in a tank – entitled *The Physical Impossibility of Death in the Mind of Someone Living* – is a work that has put a spotlight on inherent vice. When he made it in 1991, Hirst found himself in a troublesome situation as he had forgotten to use the right kind of liquid to preserve the giant fish. The result was that the shark began to decompose quite quickly – the skin wrinkling and an unpleasant smell wafting from the tank. 10 15
- 3 Hirst’s first attempt to salvage the artwork involved skinning the shark, tanning its hide, then draping it around a shark-shaped fibreglass frame. Unfortunately, this made an object intended to evoke fear look more like a cheap prop at a Jaws convention. Eventually, he remade the sculpture from scratch with a fresh shark plus expert input from preservation experts at London’s Natural History Museum. 20
- 4 While Hirst had not predicted that his artwork would decay, other artists present challenges to museums by deliberately making work in tricky materials like soap, blood and faeces. For such artworks, the process of decay is a central aspect of the artist’s intention. By purposefully introducing decay, the artist appears to emphasise the impermanent nature of the artwork and the materials used to create it. 25
- 5 The inherent vice of artworks has posed a conundrum to museums as to how they should treat such artworks. One solution is for museums to use old photographs to make replicas of the decaying artwork. Other museums have decided to treat such artworks differently. In the 1960s, the Museum of Modern Art (MoMA) decided not to buy a Robert Rauschenberg sculpture due to worries about vermin – a fair concern for an artwork whose central element was a stuffed goat. For other works such as Dieter Roth’s *Basel on the Rhine*, which was made by painting chocolate on to a steel plate, MoMA has opted for what it calls “passive conservation” by keeping the piece under glass, and trapping bugs when they are spotted. By contrast, the Musée Cantonal des Beaux-Arts Lausanne in Switzerland is leaving its artworks by Roth to decay, even though it recognises that they will eventually join many other decaying artworks in the cultural afterlife. 30 35
- 6 Despite their best intentions, museums face criticism from various quarters. Some art critics have argued that the replicas created by some museums are no different from

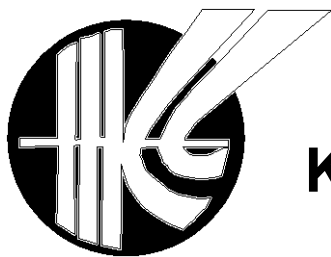


fakes – albeit fakes made by the institution that owns what's left of the original. 40  
 Museums that have taken steps to slow down the decay of an artwork in order to  
 preserve it have not been spared either, as some naysayers have accused them of  
 going against the original intentions of the artist. What these critics fail to recognise is  
 that museums face the unenviable task of walking the tightrope between conserving  
 an artwork and honouring an artist's intentions. 45

- 7 While museum experts fret, perhaps art lovers should just enjoy these works of  
 contemporary art, however they are made or displayed. After all, there is still innate  
 beauty in art that is produced using impermanent media. "If art production was driven  
 by durability alone, everything would be carved in granite," says Glenn Wharton, a  
 Professor of Art History. "What a boring world that would be." 50

*Adapted from: "Inherent vice: what to do with decaying masterpieces"*  
*by Norman Miller, BBC*

- End of insert -



**3 NA**  
Session 1

## KRANJI SECONDARY SCHOOL

### END-OF-YEAR EXAMINATION 2022

### ENGLISH LANGUAGE

#### Question Booklet – Sections A and B: Texts 1, 2 and 3

**Level** : Secondary Three

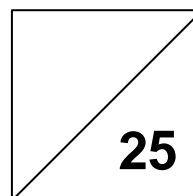
**Date** : 27 September 2021

**Stream** : Express

**Duration** : 1 hour 50 minutes

**Name** : \_\_\_\_\_ ( )

**Total Marks  
Obtained** :



**Class** : Secondary \_\_\_\_\_

#### READ THESE INSTRUCTIONS FIRST:

Write your name, index number and class in the spaces provided.  
Write in dark blue or black ballpoint pen.  
Do not use staples, paper clips, glue or correction fluid/tape or highlighters.

This Question Booklet contains the questions for **Sections A and B.**

Answer **all** questions.

Write your answers in the spaces provided in this 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.

The total number of marks for Sections A & B is **25**.

	Marks obtained
Section A	5
Section B	20
Total	25

**Section A and Section B set by: Mr J Praveen Kumar**

This Question Booklet consists of 5 printed pages, including the cover page.

*[Turn over*

### Section A [5 Marks]

Refer to the digital poster (**Text 1**) and the extract from an article (**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 the image in this digital poster.

☐ The end is near

☐ The clock is ticking

☐ Now or never

[1]

- 2 In Text 2, the author writes 'An international panel of scientists, backed by the UN, argues...'.  
Why does the author choose to include this piece of information?

.....  
.....

[1]

- 3 Identify the phrase in Text 2 which reflects the aim in Text 1 of emphasising a loss of natural habitat.

.....  
.....

[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 author in taking action

Text 1 / Text 2 / Both / Neither

**(b)** The tone is one of sarcasm

Text 1 / Text 2 / Both / Neither

[2]

**Section B [20 Marks]**

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

- 5** In Paragraph 1, Jose was described as a hard worker. Identify **two** pieces of evidence in the paragraph that support this description of Jose.

.....

.....

.....

.....

[2]

- 6** In Paragraph 5, Jose's father claimed that 'Life is hard'.

- (a)** With reference to Paragraph 4, explain what Jose's father meant by 'Life is hard'.

.....

.....

[1]

- (b)** Give one evidence from Paragraph 5 which shows to support the suffering of his parents.

.....

.....

[1]

- (c)** What motivated Jose's parents to endure the suffering?

.....

.....

.....

[1]

- 7** What does the repetition of the word 'bled' (lines 14-15) emphasise about Jose's mother?

.....

[1]

- 8 With reference to Paragraph 6, how was Arnie's family different from Jose's?

(i) ..... [1]

(ii) ..... [1]

- 9 What do the following words in italics from Paragraph 7 suggest about Jose's attitude towards Arnie?

Based on the following word / phrase in italics,	Jose ...
'Jose looked at his cousin, <i>not a muscle of curiosity twitching in his face.</i> ' (line 27)	
'Jose <i>started humming</i> to himself'	

[2]

- 10 What does 'it' in line 38 refer to?

..... [1]

- 11 Which of the following extracts from Paragraph 11 refer to what pushed Jose to work with Arnie? Tick **two** boxes only.

'...Arnie, with his palms up, begged Jose...'

☐

'...had to go door-to-door...'

☐

'...he did not want to beg for work.'

☐

'...taking huge cuts from his blood-stained labours.'

☐

'...decided to agree on a seventy-thirty split...'

☐

[2]

- 12** Some readers might say that Arnie wasn't completely useless when he accompanied Jose in his work. With reference to Paragraph 12, find evidence that supports this view.

Identify **three** quotes from Paragraph 12, and explain how each quote provides evidence for this view.

Quotes	How each quote supports the view that Arnie was not completely useless

[3]

- 13** 'Jose looked up at the brilliant blue sky and his gaze floated to a telephone pole, one his father might have climbed. If he had been there, his father would have seen that Jose was more than just a good worker, he was a chip off the old block. He climbed up and saw for himself what his father saw—miles and miles of houses, and a future blooming in his father's footsteps.' (lines 57-61)

Identify the words or phrases from the extract given above that correspond with the descriptions given below.

Descriptions	Matching words or phrases from the given extract
drifted	
long stretch	
vibrant colour	
close resemblance	

[4]

- End of Section A and Section B -

## Section C [25 marks]

### Text 4

The article below discusses issues relating to the decaying of artworks.

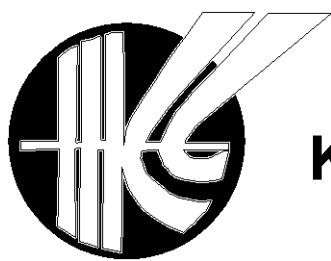
Read the article carefully and answer Questions 14–20 in the Question Paper.

- 1 There is a common misconception that museum artworks are timeless objects available to admire for generations to come. However, artworks suffer from what is known as “inherent vice”. Many artworks are objects of decay and they disintegrate over time, either due to the types of materials used in their composition or due to hidden defects that may not have been visible at first sight. For instance, artworks made using paper with an acidic content may rapidly deteriorate and become brittle, while marble sculptures may shatter along internal fault lines. “That’s how it is with such artworks. All we can do is analyse it, and if it’s gone, it’s gone,” says Bronwyn Ormsby, senior conservation scientist at the Tate Modern. 5
- 2 Damien Hirst’s iconic shark floating in a tank – entitled *The Physical Impossibility of Death in the Mind of Someone Living* – is a work that has put a spotlight on inherent vice. When he made it in 1991, Hirst found himself in a troublesome situation as he had forgotten to use the right kind of liquid to preserve the giant fish. The result was that the shark began to decompose quite quickly – the skin wrinkling and an unpleasant smell wafting from the tank. 10 15
- 3 Hirst’s first attempt to salvage the artwork involved skinning the shark, tanning its hide, then draping it around a shark-shaped fibreglass frame. Unfortunately, this made an object intended to evoke fear look more like a cheap prop at a Jaws convention. Eventually, he remade the sculpture from scratch with a fresh shark plus expert input from preservation experts at London’s Natural History Museum. 20
- 4 While Hirst had not predicted that his artwork would decay, other artists present challenges to museums by deliberately making work in tricky materials like soap, blood and faeces. For such artworks, the process of decay is a central aspect of the artist’s intention. By purposefully introducing decay, the artist appears to emphasise the impermanent nature of the artwork and the materials used to create it. 25
- 5 The inherent vice of artworks has posed a conundrum to museums as to how they should treat such artworks. One solution is for museums to use old photographs to make replicas of the decaying artwork. Other museums have decided to treat such artworks differently. In the 1960s, the Museum of Modern Art (MoMA) decided not to buy a Robert Rauschenberg sculpture due to worries about vermin – a fair concern for an artwork whose central element was a stuffed goat. For other works such as Dieter Roth’s *Base/ on the Rhine*, which was made by painting chocolate on to a steel plate, MoMA has opted for what it calls “passive conservation” by keeping the piece under glass, and trapping bugs when they are spotted. By contrast, the Musée Cantonal des Beaux-Arts Lausanne in Switzerland is leaving its artworks by Roth to decay, even though it recognises that they will eventually join many other decaying artworks in the cultural afterlife. 30 35

- 6 Despite their best intentions, museums face criticism from various quarters. Some art critics have argued that the replicas created by some museums are no different from fakes – albeit fakes made by the institution that owns what’s left of the original. Museums that have taken steps to slow down the decay of an artwork in order to preserve it have not been spared either, as some naysayers have accused them of going against the original intentions of the artist. What these critics fail to recognise is that museums face the unenviable task of walking the tightrope between conserving an artwork and honouring an artist’s intentions. 40 45
- 7 While museum experts fret, perhaps art lovers should just enjoy these works of contemporary art, however they are made or displayed. After all, there is still innate beauty in art that is produced using impermanent media. “If art production was driven by durability alone, everything would be carved in granite,” says Glenn Wharton, a Professor of Art History. “What a boring world that would be.” 50

*Adapted from: “Inherent vice: what to do with decaying masterpieces”  
by Norman Miller, BBC*





**Sec 3 NA**  
Session 1

# KRANJI SECONDARY SCHOOL

## END-OF-YEAR EXAMINATION 2022

### ENGLISH LANGUAGE

#### Paper 2

#### Question Booklet – Section C: Text 4

**Level** : Secondary Three

**Date** : 27 Sep 2022

**Course** : NA

**Duration** : 1 hr 50 min (full P2)

**Name** : \_\_\_\_\_ ( )

**Marks  
Obtained :  
(Section C)**

**Class** : Secondary \_\_\_\_\_

**25**

#### READ THESE INSTRUCTIONS FIRST:

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

Write in dark blue or black ballpoint pen.

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

This Question Booklet contains the questions for **Section C**.

Answer **all** questions.

Write your answers in the spaces provided in this 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.

The total number of marks for Section C is **25**.

Section C	Marks obtained
<b>Short Questions</b>	<b>10</b>
<b>Summary Writing</b>	<b>15</b>
<b>Total for Section C</b>	<b>25</b>

**Set by: Mr Joshua Ang**

This Question Booklet consists of 4 printed pages, including the cover page.

[Turn over

**Section C [25 marks]**

Refer to Text 4 on pages 6 and 7 of the Insert for Questions 14–20.

- 14** Read the text and match the paragraphs with the appropriate 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 .....F.....

Paragraph 2 .....

Paragraph 4 .....

Paragraph 5 .....

Paragraph 6 .....

Paragraph 7 .....

- A** Intentional decaying of artworks
- B** Weaknesses of decaying artworks
- C** Unintentional decaying of artworks
- D** Appreciation of decaying artworks
- E** Evaluation of the approaches towards decaying artworks
- F** Reasons why artworks may decay
- G** Approaches towards decaying artworks

- 15** Senior conservation scientist Bronwyn Ormsby says, “That’s how it is with such artworks. All we can do is analyse it, and if it’s gone, it’s gone.” (lines 7–9).

What does this statement suggest about Ormsby’s attitude towards the disintegration of the artworks?

.....

..... [1]

- 16** From Paragraph 2, explain why Hirst “found himself in a troublesome situation” for his artwork.

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

- 17** What does the phrase “cheap prop at a Jaws convention” (line 18) suggest about Hirst’s first attempt to salvage his artwork?

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

- 18** From Paragraph 6, why do museums face an “unenviable task” in their treatment of decaying artworks?

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

- 19** From Paragraph 7, state why art lovers should continue to enjoy works of art, regardless of how they are made or displayed.

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

- 20** Using your own words as far as possible, summarise how museums and artists have responded to the problem of inherent vice in art, as well as the concerns with these responses.

**Use only information from paragraphs 3 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 to begin).

A way to respond to inherent vice in art is .....

No. of words:

[15]

No. of words:

[15]