

Section A (10 marks)

Question 1

Carefully read the text below, consisting of 12 lines, about artificial intelligence. The first and 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 2pm.

.....at.....

My mother always wears sensible clothes.

.....✓.....

Artificial Intelligence (AI) is the branch of computer science that aims
to answer Turing's question – 'Could machines think?'. The expansive 1
goal of artificial intelligence had given rise to many questions and 2
debates, so much so that no singular definition of a field is universally 3
accepted. One category, Narrow AI, is all about us and is easily the 4
most successful realisation of artificial intelligence to date. With its 5
focus in performing specific tasks, Narrow AI has experienced 6
numerous breakthroughs in the last decade. We use Narrow AI in its 7
daily tasks, from Google Search to image recognition software. 8
Moreover, the Holy Grail for many AI researchers is Artificial General 9
Intelligence (AGI), develop a machine with general intelligence and, 10
like a human being, applying that intelligence to solve any problem.

ANSWER KEY

Artificial Intelligence (AI) is the branch of computer science that aims to answer Turing's question – ‘**Could** machines think?’. The expansive goal of artificial intelligence **had** given rise to many questions and debates, so much so that no singular definition of **a** field is universally accepted. One category, Narrow AI, is all **about** us and is easily the most successful realization of artificial intelligence to date. With its focus **in** performing specific tasks, Narrow AI has experienced numerous breakthroughs in the last decade. We use Narrow AI in **its** daily tasks, from Google Search to image recognition software. **Moreover**, the Holy Grail for many AI researchers is Artificial General Intelligence (AGI), **develop** a machine with general intelligence and, like a human being, applying that intelligence to solve any problem.

Adapted from <https://builtin.com/artificial-intelligence>

Section B [30 marks]**Question 2**

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

As part of your Secondary 4/5 VIA project this year, your class did an inquiry on the amount of waste your school is generating annually. Your Principal has taken an interest in these issues and has invited your class to submit your suggestions to improve the current situation. As the Class Chairperson of your class, you decided to submit a proposal to your Principal to address one of the concerns.

Write an email to the Principal, stating clearly:

- What the current problems are
- two solutions you propose to manage the concerns
- how you propose to carry out these solutions
- reasons why you chose these solutions

Write your e-mail in clear, accurate English and in a polite and persuasive tone, to convince your Principal that your proposed solutions would best support your school's needs.

You should use your own words as much as possible.

HOW TO DEAL WITH WASTE PROPERLY AND CORRECTLY



Managing waste properly and properly helps us save the earth. There has been a lot of garbage that has accumulated due to a lack of education and a lack of awareness among us to dispose of garbage properly and correctly.



USING EQUIPMENT THAT IS NOT USED ONCE AND THEN THROWN AWAY.

BRING YOUR OWN EQUIPMENT!

Bring your own water bottles and refill them at the water coolers. Avoid buying bottled water. Bring your own cutlery to reduce use of plastic.

REDUCE FOOD WASTE

Don't order more than what you can finish. Do your part: separate out food waste in the compost bin



TURN ORGANIC WASTE INTO FERTILIZER.

DONATE YOUR OLD TEXTBOOKS

Many textbooks in good condition are thrown away at the end of the school year. You can drop them off in the Library's 'USED BOOKS' box



RECYCLE YOUR RECYCLABLES IN THEIR RESPECTIVE BINS

REDUCE THE USE OF PLASTIC OR OTHER WASTE.

There are recycling bins located at the back of the canteen (near the bookshop)
Remember to rinse your bottles and cans before you put them into their respective bins!



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. Describe the sights and sounds of a school event you were part of.
4. 'White lies are necessary.' How true is this for you?
5. Some people think that competition is key in sports, while others feel it is better to do it for pleasure. Which do you prefer and why?
6. 'A mistake that makes you humble is better than an achievement that makes you arrogant.' Write about an occasion when you have found this to be true.

Section A

Text 1

Study the webpage below and answer Questions 1 – 3 in the Question Booklet.



**Outward Bound
Singapore**
Inspired Individuals, Transformed Communities.

You are in **OBS** ▾

[Home](#) [About Us](#) [Programmes](#) [Alumni](#) [Stories](#) [Career](#)



Photograph 1



Photograph 2

The 21-Day Outward Bound Singapore (OBS) Classic Challenge Course is a leadership development programme. It is a physically and mentally demanding programme, encompassing a wide variety of activities and challenges designed to help youth realise their true potential. Based on a multi-element and multi-expedition model, participants embark on several mandatory extended expeditions that keep them on the move. It brings them to unfamiliar zones, helping them to stretch beyond their comfort zones where they can explore, venture and learn.

The obligatory 3-month Post-course Service Project, takes place immediately after the 21-Day OBS Classic Challenge Course. It aims to provide youth with platforms and opportunities to carry out community initiatives. From conception to implementation of community projects, the youth are guided by an OBS staff or LSA Alumni as they gain a better understanding on the actual community needs, and provide feasible solutions to address these needs. It will also help the youth apply the lessons learnt during the 21-Day Classic Challenge Course.



Course Objectives

- Enhance personal confidence through self-awareness and harnessing strengths
- Build resilience through overcoming daily adversity
- Think creatively, innovatively and break out of the status quo mind-set
- Sharpen personal leadership skills to be a more effective, credible and inspiring leader

Eligibility & Graduation Criteria

Eligibility Criteria:

- 17-35 years old as of 31 December
- Excellent leadership and service track record
- Have experience and passion in improving the community
- Only Singaporeans and Permanent Residents are eligible

Note: Successful applicants will undergo a stringent selection process first before being awarded the full scholarship. They will then participate in the prestigious 21-Day OBS Classic Challenge Course, and fulfil the obligatory 3 months Post-course Service Project immediately after the course. LSA awardees who complete the graduation criteria below, will then graduate as a LSA Graduate and will be eligible for a host of youth developmental opportunities at NYC.

Graduation Criteria:

Completion of 21-Day OBS Classic Challenge Course
Demonstration of commitment and contribution to the Post-course Service Project

Section B

Text 2

The text below is a recount by a loyal servant named Nabi, of events that followed after his employer, Mr Wahdati, suffered a severe stroke. Read it carefully and answer questions 4 - 12 in the Question Paper Booklet.

- 1 It was one day early in the spring of 1955, that the lives of all of us in the household changed forever. I remember it was raining. Not the galling kind that draws frogs out to croak incessantly, but an indecisive drizzle that had come and gone all morning. I remember because the gardener, Zahid, was there, being his habitual lazy self, leaning on a rake and saying how he might call it a day on account of the nasty weather. I was about to retreat to my shack to get away from his drivel, when I heard Nila screaming my name from inside the main house. 5
- 2 It was two full weeks before we brought Mr Wahdati home. Chaos ensued. Family descended upon the house in hordes. I was brewing tea and cooking food almost around the clock to feed this uncle, that cousin, an elderly aunt. All day the front gates' bell rang and heels clicked on the marble floor of the living room and murmurs rippled in the hallway as people spilled into the house. Most of them I had rarely seen at the house, and I understood that they were clocking in an appearance more to pay respect to Mr Wahdati's matronly mother than to see the reclusive sick man with whom they had but a tenuous connection. She came too, of course, the mother. She burst into the house bearing a handkerchief in each hand to blot at her reddened eyes and dripping nose. She planted herself at his bedside and wept. Also, she wore black, which appalled me, as though her son was already dead. 15
- 3 And, in a way, he was. At least the old version of him. Half of his face was now a frozen mask. His legs were almost of no service. He had movement of the left arm, but the right was only bone and flaccid meat. He spoke with hoarse grunts and moans that no one could decipher. The doctor told us that Mr Wahdati felt emotions as he had before the stroke and he understood things well, but what he could not do, at least for the time being, was to act on what he felt and understood. 20
- 4 This was not entirely true, however. Indeed, after the first week or so he made his feelings quite clear about the visitors, his mother included. He was, even in such extreme sickness, a fundamentally solitary creature. He had no use for the excessive benevolence from people who hardly mattered, their woebegone looks, all the forlorn headshaking at the wretched spectacle he had become. When they entered his room, he waved his functional left hand in a shooing motion. When they spoke to him, he turned his cheek. If they sat at his side, he clutched a handful of bedsheet and grunted and pounded his fist against his hip until they left. 25
- 5 The eventual great visitor exodus¹ came as a relief to Nila. When people were packing the house wall to wall, Nila had retreated upstairs into Pari's bedroom with her, much to the disgust of the mother-in-law, who doubtlessly expected – and, really, who could blame her? – Nila to remain at her son's side, at least for the sake of appearances. Of course Nila cared nothing about appearances or what might be said about her. And plenty was. "What sort of wife is this?" I heard the mother-in-law exclaim more than once. She complained that Nila was heartless, that she had a gaping hole in her soul. Where was she now that her husband needed her? What sort of wife abandoned her loyal, loving husband? 30
- 6 Some of what the old woman said, of course, was accurate. Indeed, it was I who could be found most reliably at Mr Wahdati's bedside, I who gave him his pills and greeted those who entered the room. It was me whom the doctor spoke most often to, and therefore it was me, and not Nila, whom people asked about Mr Wahdati's condition. 40

¹ exodus – a mass departure of people

- 7 Mr Wahdati's dismissal of visitors relieved Nila of one discomfort but presented her with an even bigger one. By holing up in Pari's room and closing the door, she had kept herself at a remove not only from the disagreeable mother-in-law but also from the mess that her husband had become. Now the house was vacant, and she had to deal with spousal duties for which she was uniquely ill suited. 45

She couldn't do it.

And she didn't.

- 8 I am not saying she was cruel or callous. What I am saying is that I walked into Mr Wahdati's room one day and found Nila sobbing into his belly, a spoon still in her hand, as pureed lentil *daal* dripped from his chin onto the bib tied around his neck. 50
- 9 It was not long after that I was lugging a pair of suitcases down the stairs and handing them to the driver, who stowed them in the trunk of his idling car. I helped little Pari, who was wearing her favourite yellow coat, climb into the backseat. I met Nila as she came down the front steps with puffy eyes and smudged eyeliner. She had been in Mr Wahdati's room saying her goodbyes. I asked her how he was. 55
- 10 "Relieved, I think," she said, then added, "although that may be my wishful thinking." She closed the zipper to her purse and slung the strap over her shoulder. "Don't tell anyone where I'm going. It would be for the best."

I promised her that I would not.

60

Section C

Text 3

The article below is by a writer who is interested in discussing about how modern technology has affected our lives. Read it carefully and answer Questions 13 – 20 in the Question Paper Booklet.

- 1 Modern inventions have speeded up people's lives amazingly. Motor-cars cover a hundred miles in little more than an hour, aircraft cross the world inside a day, while computers operate at lightning speed. Indeed, this love of speed seems never-ending. Every year motor-cars are produced which go even faster and each new computer boasts of saving precious seconds in handling tasks. Then there is the speed with which we access information wherever we are. Pocket computers and mobile phones enable us to log on to news or contact our friends in seconds, even from some mountain top. 5
- 2 All this saves time, but at a price. When we lose or gain half a day in speeding across the world in an aeroplane, our bodies tell us so. We get the uncomfortable feeling known as jet-lag; our bodies feel that they have been left behind in another time zone. Again, sitting too long at computers results in painful wrists and fingers. Mobile phones also have their dangers, according to some scientists; too much use may transmit harmful radiation into our brains, a consequence we do not like to contemplate. 10
- 3 Our behaviour, also, has felt the impact of modern technology. People seem to be in a rush, and increasingly impatient. Automatic doors on lifts never open quickly enough for us and we tap our feet impatiently if our computers take an extra few seconds to access information on the Internet. Even some of our clothes reflect this impatience, for we need to acquire the right 'look' as quickly as possible. Who wants to wear denim jeans as stiff as tin when you can buy them pre-washed, pre-faded and maybe pre-patched at the knees? 15
- 4 The obsession with saving time results in many people trying to imitate computers in an effort to handle several tasks simultaneously – multi-tasking, as it is called. They talk to somebody on the telephone, listen to somebody else nearby, and look at a computer screen, all at the same time. Frequently, the efficiency of their work suffers. Speed of thinking, too, is often confused with intelligence itself. The student who takes pains to weigh up a question before answering will not be considered as smart as those who snap their fingers and glibly claim they know the answer. 20
- 5 However, what do we do with the time we have saved? Certainly not relax, or so it seems. We are so accustomed to constant activity that we find it difficult to sit and do nothing, or even just one thing at a time. Perhaps the days are long gone when we might listen quietly to a story on the radio, letting imagination take us into another world. 25
- 6 There was a time when some people's lives were devoted simply to the cultivation of the land or the care of cattle. No multi-tasking there; their lives proceeded at a much gentler pace, and in a familiar pattern. There is much that we might envy about a way of life like this. Yet before we do so, we must think of the hard tasks our ancestors faced: they farmed with bare hands, often lived close to hunger, and had to fashion tools from wood and stone. Modern machinery has freed people from that primitive existence. 30
- 7 Technology has also made work in factories far less tedious, with machines performing the dull, repetitive tasks previously carried out by human hands. The computer, too, has brought major advantages in printing processes. No longer has each individual letter of every word to be set by hand in wooden blocks, ready for the printing press to 'read'. Such is the speed of a computer printer that an author can put the finishing touches to a book and see it printed on the same day. The motor-car has been blamed for its polluting effects and its demands for more and more roads, but it has banished the time-consuming and uncomfortable journeys endured in horse-drawn vehicles. 35

- 8 Despite the hold that speed has on our lives, the attractions are beginning to dwindle. Countries have 40
abandoned thoughts of ultra-fast, supersonic passenger aeroplanes, and shaving the minutes off
journeys by road does not win the approval of society as a whole. Possibly the world's long fascination
with speed is finally ending.

Text 1: Adapted from <https://www.nyc.gov.sg/en/obs>

Text 2: Adapted from 'And the Mountains Echoed' by Khaled Hosseini

Text 3: Adapted from 2004 O EL Level Paper 2

Section A [5 marks]

Refer to Text 1 of the Insert for Questions 1 – 3.

- 1 (a) How do the top two photographs reinforce that the OBS participants will be brought to 'unfamiliar zones'?

(i) Photograph 1
 [1]

(ii) Photograph 2
 [1]

- 1 (b) Which **two** separate words from the first two paragraphs of the text indicate that participants of this programme have no choice with regard to the activities they want to take part in?

(i) (ii) [1]

- 2 Which one of the **Course Objectives** best supports the idea that participants would be able to 'stretch beyond their comfort zones'?

.....
 [1]

- 3 Refer to the **Eligibility & Graduation Criteria** section.

How do we know that OBS participants have more to look forward to after completing the leadership programme?

.....
 [1]

Section B [20 marks]

Refer to Text 2 of the Insert for Questions 4 – 12.

- 4 (a) *'Not the galling kind that draws frogs out to croak incessantly, but the indecisive drizzle that had come and gone all morning.'* (lines 2 – 3)

Identify an example of personification found above and explain how it is used effectively.

Example of personification: [1]

How it is used effectively:

..... [1]

- 4 (b) From Paragraph 1, in what way is the narrator's attitude towards the gardener similar to how he felt towards frogs?

.....

.....[1]

- 5 From lines 7 – 8, explain how the narrator was kept extremely busy after Mr Wahdati was discharged from the hospital. **Answer in your own words.**

.....

.....

.....

..... [2]

- 6 (a) What does 'clocking in an appearance' (line 11) suggest about the visitors?

.....

..... [1]

- 6 (b) What does this suggest about Mr Wahdati's mother?

.....

..... [1]

- 7 Explain how the language used effectively portrays the severity of the stroke that had affected Mr Wahdati. Support your answer with **three** details from Paragraph 3.

.....

.....

.....

.....

.....

.....

..... [3]

- 8 From paragraph 4, Mr Wahdati was described as a '*fundamentally solitary creature*' who did not appreciate sympathy '*from people who hardly mattered*'.

- (i) Identify **one word** from paragraph 2 that is similar in meaning to '*a fundamentally solitary creature*':

Word from paragraph 2:

- (ii) Identify a **phrase** from paragraph 2 that is similar in meaning to '*from people who hardly mattered*':

Phrase from paragraph 2: [1]

- 9 '*He had no use for the excessive benevolence from people who hardly mattered, their weebegone expressions, all the forlorn headshaking at the wretched spectacle he had become. When they entered his room, he waved his functional left hand in a shooing motion.*' (lines 23 – 25)

Identify the **phrases** from the lines given above that correspond with the following descriptions:

Description	Matching phrase from the given lines
a display of misfortune and misery	
possessing grievously distressed demeanours	

[2]

- 10 (a) How does the writer reinforce the criticism of Mr Wahdati's wife, Nila, in Paragraph 5?

.....

..... [1]

- 10 (b)** From paragraph 6, explain **in your own words** what the 'even bigger' (line 44) discomfort was for Nila.

.....
 [1]

- 11** Nila had the '*wishful thinking*' that Mr Wahdati would be 'relieved' (line 57). What do the words in *italics* mean?

.....
 [1]

- 12** The structure of the text reflects the main focus as the narrator recounts his employer's unfortunate stroke and how his wife Nila coped with the aftermath in the second half of the text. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box you do not need to use.

Main focus

abandoning ship	conquering fears	a solemn departure
facing the enemy	sharing the spotlight	cracking under pressure
		dodging attention

Flow chart

Paragraph 5: (i)

Paragraphs 7 - 8: (ii)

Paragraph 9: (iii)

Paragraph 10: (iv)

[4]

Section C [25 marks]

Refer to Text 3 of the Insert for Questions 13 - 20.

- 13** From paragraph 1, pick a **phrase** that indicates that advertisers exhibit some kind of pride when promoting their new products to the market.

..... [1]

- 14** What idea does the writer want to portray in the phrase 'even from some mountain top' (line 6)?

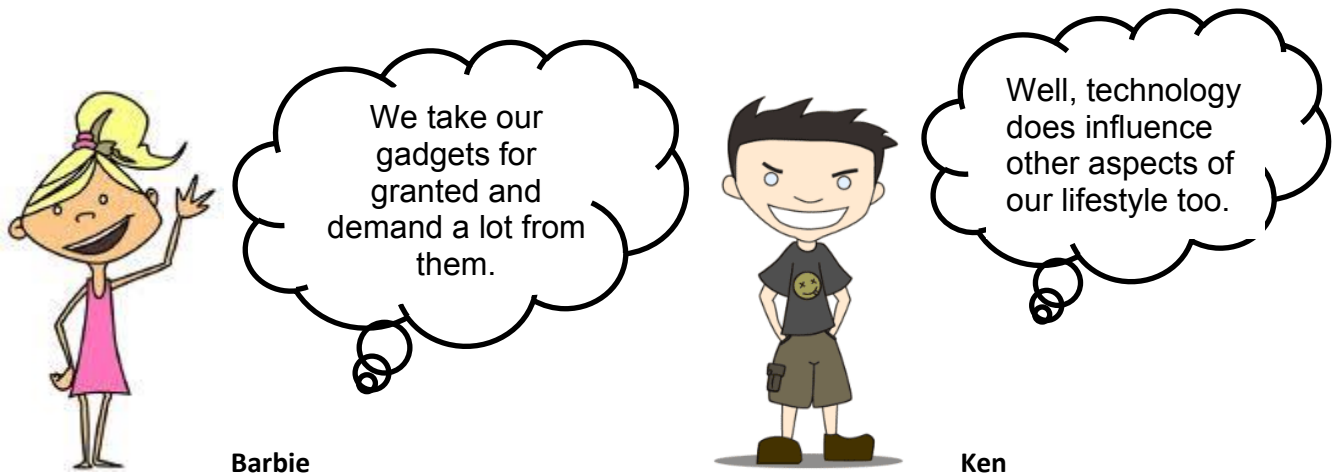
.....[1]

- 15** 'All this saves time, but at a price' (line 7). From paragraph 2, state the specific example of a **potential risk**, and the accompanying phrase that supports it.

Specific Example	
Supporting Phrase	

[2]

- 16** Here is a part of a conversation between two friends.



- (i) Identify an example from paragraph 3 that Barbie can give to support her view.

..... [1]

- (ii)** How would Ken explain his position, with reference to lines 18 to 20?

..... [1]

- 17** What criticism is the writer trying to make when he compares the two different groups of students in paragraph 4? **Answer in your own words.**

..... [2]

- 18** What do you think is the writer's intention of bringing in the aspects of cultivation and farming in paragraph 6?

..... [1]

- 19** 'shaving minutes off journeys' (line 41). With reference to the *italicised* phrase, what does this suggest about the time saved by motor vehicles?

..... [1]

- 20** Using your own words as far as possible, summarise the ways in which technology has brought disadvantages to people's working life and behaviour.

Use only information from paragraphs 2 to 4.

Your summary, which must be in continuous writing (not note form), must not be more than 80 words (excluding the words given to help you begin).

Modern technology has affected our lives by making us

[illegible]

