

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

Carefully read the text below, consisting of 12 lines about the use of DNA to solve crimes. 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.

.....✓.....

Recently, Parliament passed a draft law that allows police to collect DNA by people under arrest. More crimes will be added to a list for which DNA can be collected from suspects, thus improve the police's ability to solve crimes. The current practice of restricting DNA collection have resulted in a smaller pool of DNA database. The DNA information can be used for criminal investigations, forensic compare with other DNA information, and for criminal proceedings. Although, other Members of Parliament raised his concerns regarding this matter. One of the pressing concerns would be that as a law involves the surrender of private information, the high levels of security and access must be assured by the Government.

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Adapted from: <https://www.channelnewsasia.com/singapore/police-dna-crime-privacy-security-2933231>

Section B [30 marks]

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

You should look at the printout of a webpage on page 2 of the Insert, study the information carefully and plan your answer before beginning to write.

Question 2

Your Year Head would like to organise a post-exam activity by engaging the Secondary Three students in a host of workshops. He has asked for suggestions on workshops where there are opportunities to practise various lifeskills beyond the school context. You have done your research and would like to share your suggestions. Your Year Head has asked you to give a speech to the Secondary Three cohort to share your findings.

In your speech, you should:

- give a date and time for the activity
- suggest any three activities that the cohort might enjoy
- explain how the skills attained in the activities could be applied beyond the classroom
- say why you think this post-exam activity would be a good way to end the school year.

Write your speech in a clear, accurate English and in a persuasive, enthusiastic tone to convince your cohort that this would be a fruitful session.

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

You should use your own words as much as possible.

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Section C [30 marks]

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

Questions 3 – 6

- 3 In what ways can youth show care and concern for the environment?
- 4 Write a story about a mistake that you have made which had dire consequences on other people. What have you learnt from the experience?
- 5 'Winning is the main goal in competitive sports.' Do you agree?
- 6 First impressions are unreliable. What are your views?

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

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www.search.com/post-exam-activity-recommendations

Are you looking for inspiration for your class to end off the year? You have come to the right website! Scroll the site to discover some ideas for your end-of-year activity!



Escape Room

Form a team of 4 to 5 people. Work with your team to solve riddles and find clues in order to 'escape'.

Art Attack!

Choose an art medium, ranging from watercolour to clay. Create your own artwork or make practical items that you can use daily. Your masterpiece is only limited by your imagination!



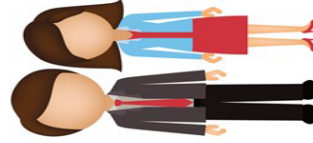
Masterchef Galore!

Learn the basics of cooking from renowned local chefs! You will learn to prepare simple yet delicious meals that will whet your appetite for sure.



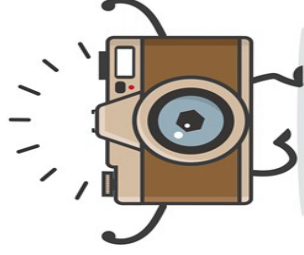
Dress to Impress

First impression counts! Learn to send a message about you through the way you dress. Learn to dress right for the occasion. Find your personal style and seek advice from Image Consultants.



Capture that Moment

Want to create that picture perfect photo you see on social media? Learn about the basics of taking good pictures. As they say, a picture speaks a thousand words!



I Have A Dream!

Inspired by the quote of Martin Luther King, this one-day course aims to enhance your confidence in public speaking. Learn about appropriate body language and correct choice of words to put your message across.



Section A

Text 1

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

The screenshot shows the Singapore Red Cross website. At the top, there's a navigation bar with links: About Us, Our Services, Red Cross Youth, Media Centre, and Publications. Below this is a secondary navigation bar with links: Give Blood, Get Involved, Get Assistance, Get Trained, News & Stories, and a prominent red 'Donate Now!' button. The main banner features a group of volunteers giving thumbs up, with the text 'GET INVOLVED' and 'Join the biggest humanitarian network that brings people together to aid the vulnerable.' A 'JOIN US!' button is also present. On the left, a sidebar lists 'Be a Member or Volunteer' with sub-links: Red Cross Youth, Red Cross Junior, Careers, Career Opportunities, and Internship Opportunities. The main content area includes social media icons (Facebook, Twitter, Google+) and two buttons: 'Click here for volunteering enquiries' and 'Click here to register as a volunteer'.

365 days a year, Singapore Red Cross works with dedicated volunteers, donors, partners and employees to provide critical services to thousands of beneficiaries in need of help. They force behind our local and international efforts, our volunteers make a difference to those in need – the elderly, the disabled, children & youth, and others who fall through the cracks of society.

You can be the one to make a difference to these communities by volunteering with us!



General Volunteers

From administration, befriending, sales, logistics and event support, you can play an important role in ensuring our operations run smoothly.



Skilled Volunteers

Have a valid driver's license? Certified in first aid? Keen eye for photography? The Red Cross has a range of specialised volunteer roles that can benefit from your help.



Professional

Our diverse work for the community requires various types of competencies, and your professional expertise can make a real impact.

Taken from <https://www.redcross.sg/get-involved/be-a-member-or-volunteer.html>

Section B

Text 2

The text below is about a family trapped at the top of a raging waterfall. They pinned their hopes of rescue on a plan with little chance of succeeding. Read it carefully and answer Questions 5-15 in the Question Paper Booklet.

- 1 Curtis Whitson knew the waterfall was coming. He'd rafted down the Arroyo Seco, a river in central California, before. He figured he would hop out of his raft into the shallow water, abseil down the rocks on either side of the falls, and continue on his way, as he had on a previous trip.

- 2 But this year was different. Heavy snow and spring rains had turned the usually manageable falls into something fierce. And instead of his usual companion, he had his girlfriend, Krystal, and 13-year-old son, Hunter with him. As the trio approached the falls in the late afternoon of the third day of their camping trip, Whitson could tell from the increasing roar of water in the narrow canyon that they were in serious trouble. There was no way they'd be able to abseil down the rocks as planned. 5 10

- 3 "The water was just gushing through there with tremendous force," recalls Whitson, 45. 15

- 4 They could wade to the shore, but would anyone find them there? They had no mobile phone service, and they hadn't seen a single person in the past three days. And Whitson knew they'd be sharing the ground with snakes and mountain lions. 20

- 5 As he pondered what to do, Whitson hit on a bit of luck – he heard voices coming from the other side of the falls. He yelled, but the sound of the rushing water drowned him out. 25

- 6 *We have to get these people a message,* Whitson thought. 30

- 7 He grabbed a stick and pulled out his pocketknife to carve 'Help' on it. Then he tied a rope to it so the people would know it wasn't just any stick. He tried tossing it over the falls, but it floated away in the wrong direction. 35

- 8 "We've got to do something!" Whitson yelled to his son. "Have we got anything else?" 40

- 9 Then he spotted his green plastic water bottle. Whitson grabbed it and carved 'Help!' on it. Krystal also reminded him that he had a pen and paper, which she'd brought to play games with, in his backpack. 45

- 10 Whitson knew it was a long shot. But he scrawled '6-15-19 We are stuck here @ the waterfall. Get help please' and shoved the note into the bottle. 50

- 11 This time, his throw over the waterfall was perfect. 55

“All right, that’s all we can do,” Whitson told Hunter.

- It took 30 minutes to navigate back upstream to the beach where they’d had lunch. They made a fire and laid out a tarp - a large piece of heavy waterproof cloth used as a covering. With no reasonable expectation that their message in a bottle would find its way to anyone, they spelled out SOS in white rocks, which they set out on the blue tarp. As the evening wore on, they placed a headlamp with a flashing light on a ledge so that the SOS could be seen from overhead.
- 9 By about 10.30pm, they decided they probably weren’t going to get rescued that night, so they pulled out their sleeping beds. Before turning in, Krystal stoked the fire to keep the mountain lions away.
- 10

- Then, just after midnight, they heard a helicopter hovering above them. Whitson turned to his son and started shaking him.
- 11

“They’re here!” he said.

Whitson ran over to the headlamp and started flashing it at the helicopter. The three of them were waving and shouting when they heard the magic words: “This is Search and Rescue. You have been found.”

Taken from A Message in a Bottle by Jen McCaffery

Section C

Text 3

The text below is about dealing with regrets. Read it carefully and answer Questions 16-20 in the Question Paper Booklet.

- 1 Have you ever felt like life would be better if you had taken a different path? If only you had pursued that job, ended that relationship sooner or moved to a new city, everything would be perfect.
- 2 It's human nature to linger on feelings of regret. Left unchecked, these emotions can become overwhelming sources of stress and anxiety. But even painful emotions like regret can be powerful sources of inspiration. It's possible to use those "If only I ..." thoughts as a lever to help you move ahead. 5
- 3 Researchers have found that obsessing over regrets has a negative impact on mood and sleep, can increase impulsivity, and can be a risk factor for binge eating and misusing alcohol. 10
- 4 People can lead healthy, happy and meaningful lives by learning evidence-based strategies to manage their emotions. When people feel stuck in endless 'what ifs', it's possible to recalibrate.
- 5 Many of us try to push pain away. But research has shown that suppressing our emotions can diminish our capacity for joy and potentially manifest as physical pain. A 2014 study found that drowning in regret can compromise our ability to make wise decisions, and focusing on those negative emotions "undermined performance" on simple tasks. So instead of ignoring your regrets, acknowledge the experience. Start by slowing down and noticing your thoughts and sensations. Relax your face and hands, and think about accepting how you feel now without worrying you'll feel this way forever. Researchers also found that when people find a silver lining in their regret, they are able to think more clearly. 15 20
- 6 It's important to learn how to stop a regret spiral from happening, since thinking endlessly about it all guarantees you'll feel worse. You should develop a set of concrete actions that will engage you when you can feel yourself about to fall into a regret spiral. The goal is to stop this type of thinking before it consumes your energy. You could list your favourite authors in alphabetical order. When your mind is focused on a project, it's less likely to get derailed. These activities aren't meant to be a permanent solution. The goal is to regulate your emotions for a few minutes before approaching your situation with a little more clarity. 25
- 7 Researchers at University of California, Berkeley, asked 400 students to write about their biggest regrets and found that self-compassion, and not beating ourselves up 'spurs positive adjustments in the face of regrets'. This "self-compassion led to great personal improvement, in part, through heightened acceptance," the researcher wrote, adding that "forgiveness stems from situating one's shortcomings or failures – such as a regret experience – as a part of the common human experience." 30

Kintsugi which means ‘golden joinery’, is a Japanese technique of repairing broken pottery derived from Buddhist philosophy. The reparation process highlights an item’s imperfections, which are considered part of its history. Repairing pottery this way can add to its beauty – traditional kintsugi often uses gold or silver to fix cracks. Make a list of regrets, large and small, then brainstorm exactly how to take steps to remedy whatever is haunting you. The ultimate cure for anticipating regret isn’t feeling lousy or overthinking. It’s thoughtfully pursuing solutions, and using the wisdom gained through self-reflection to act. 40

Adapted from Break Free From Regret by Jennifer Taitz

Section A [5 marks]

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

- 1 In what way does the main picture aim to attract readers to join their cause?

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 [1]

- 2 How does the webpage suggest that the organisation is doing important work for the community?

.....
 [1]

- 3 With reference to the text under ‘**Be a Member or Volunteer**’, write down **two** phrases, of not more than four words each, which describe the people the Singapore Red Cross wants to help.

(i)

 (ii)
 [2]

- 4 How is the webpage effective in making the reader feel involved?

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 [1]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-15.

- 5** In Paragraph 1, why do you think Whitson knew the waterfall was coming?

.....
 [1]

- 6** In Paragraph 2, Whitson realised that the conditions were unlike the past. Explain how the language used in this paragraph shows the difficulties Whitson and his companions faced.

Support your ideas with **two** details from Paragraph 2.

.....

 [2]

- 7** Referring to Paragraph 3, explain **in your own words** the two problems Whitson and his companions would face at the shore.

.....

.....

..... [2]

- 8** 'He yelled, but the sound of the rushing water drowned him out.' (line 16). Explain why the people on the other side could not hear him.

.....

.....

..... [2]

- 9** Referring to Paragraphs 5 and 6, give **two** pieces of evidence which suggest that Whitson was a resourceful person.

.....

.....

..... [2]

- 10** 'Whitson knew it was a long shot.' (line 25) What does 'it' refer to?

.....

..... [1]

- 11** What does the phrase 'All right, that's all we can do' (line 28) suggest about Whitson's attitude towards his efforts to get rescued?

.....

..... [1]

- 12** State **two** other actions Whitson and his companions did in Paragraph 8 to increase their chances of being rescued.

(i)

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(ii)

..... [2]

13 In Paragraph 9, what did Krystal do to protect the group?

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 [1]

14 How did Whitson show his excitement when they heard the helicopter?

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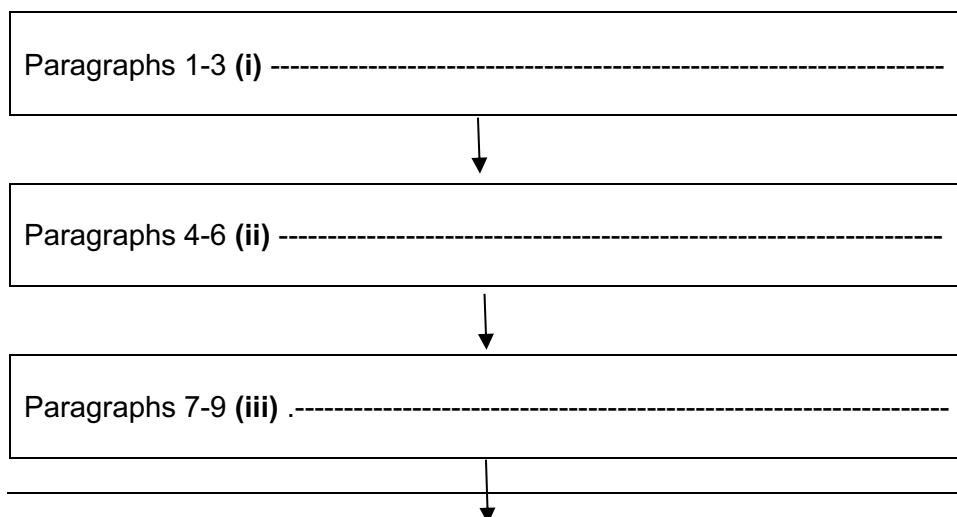
 [2]

15 The structure of the text reflects Whitson's feelings during the ordeal.
 Complete the flow chart by choosing one phrase from the box to summarise the
 main feeling described in each part of the text. There are some extra phrases in
 the box that you do not need to use.

Whitson's feeling

impending doom	sense of awe	rush of anxiety
feeling of resignation	feeling of confusion	sense of relief
	glimmer of hope	

Flow chart



Paragraphs 10-11 (iv) -----

[4]

Section C [20 marks]

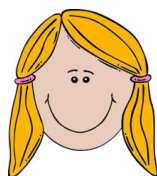
Refer to Text 3 on pages 5-6 of the Insert for Questions 16-20.

16 Referring to Paragraph 2, what would happen if we ignore our feelings of regret?

.....

[1]

17 Here is part of a conversation between two students Denice and Dylan, who have read the article.



Denice

It is really harmful if people were to keep thinking about their regrets.

It is still possible to lead purposeful lives.



Dylan

(i) Provide two pieces of evidence from Paragraph 3 that supports Denice's view.

.....

[2]

(ii) How would Dylan support his position with reference to Paragraph 4?

.....

.....

.....

[2]

18 'Many of us try to push pain away' (line 14). Explain **in your own words** what happens when we do that.

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.....

[2]

19 In Paragraph 8, Kintsugi is used as a comparison to how we view regrets in our lives. Using the table below, explain how the comparison is made.

Kintsugi	How we view regrets in our lives
item's imperfections/ cracks	
repairing pottery/ reparation process	
add to its beauty	

[3]

20 Using **your own words as far as possible**, summarise how negative emotions can be managed.

Use only information from paragraphs 5 to 8.

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).

One of the ways we can manage negative emotions is

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- End of Paper -