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Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2021
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/01**

Paper 1 Writing **26 August 2021**

Setter: Ms Valerie Ong **1 hour 50 minutes**

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READ THESE INSTRUCTIONS FIRST

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

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

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Section B

Read the poster below and use the information to answer the question on page 3 of the Question Booklet.

WOK THE TALK

A CHARITY ORGANISATION THAT WALKS THE TALK

Join us as a volunteer today!

Background: The COVID-19 pandemic has caused widespread disruption to vulnerable groups, such as seniors, and the less-privileged. Many of these people face difficulties affording or accessing food and necessities. Many also are unsure of who to turn to for help.

Our Mission: As a group of restauranteurs, we wish to help – by helping to put food in their fridge or being able to earn enough to put food on their table.



How can YOU help?

HELPING SENIORS WITH THE GROCERIES

Support seniors by:

- Making a list of groceries they need based on their needs
- Going groceries shopping on their behalf
- Delivering the groceries to their homes
- Unpacking, labelling and stocking their shelves with the groceries
- Clearing away expired goods from their cupboards

HELPING HAWKERS TO JUMP ON THE I.T. BANDWAGON

- Pick out three hawker stalls at ABC Brickworks Hawker Centre you wish to help.
- Help them create an online presence on food delivery apps or on social media platforms.
- Take photographs of their products and/or services they provide
- Write a short description of the food/service
- Teach them how to update the app or social media platforms.

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Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2021
Secondary 4 Express/ 5 Normal Academic

ENGLISH LANGUAGE **1128/01**

Paper 1 Writing **26 August 2021**

Setter: Ms Valerie Ong **1 hour 50 minutes**

Additional Materials: Insert

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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 ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet
The Insert contains the text for **Section B**.

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

For Examiner's Use	
Section A	
Section B	
Section C	
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This document consists of **12** printed pages including the cover page and **1** Insert.

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the impact of a pandemic. 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 2 pm. **at**

My mother always wears sensible clothes. ✓

Much has already been said about how the Covid-19 pandemic has destabilised

economies and industries around the world, and left an even greater impact on **1** .....

our everyday lives. Over a year on, for many in financial services, these **2** .....

message has starting to sink in. The old ways of doing things will soon be a **3** .....

distant memory. In its place, a new world for wealth has emerged, where many **4** .....

of us are now working differently, live differently and certainly spending money **5** .....

differently compared to the 'good old days'. Take the rate of savings for instance, **6** .....

which is typically already very high in Asian cultures. Over the passed year, with **7** .....

most travel and hospitality venues closed but severe restrictions on overseas **8** .....

travel, this had led to an exponentially higher rise of 'accidental savers'. Thus it **9** .....

seems that being unable to travelled has produced good news – that we have **10** .....

saved more over the last two years!

Adapted from Emerging from a Post-Pandemic World.

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Section B [30 marks]

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

Question 2

You should look at the poster in the Insert, study the information carefully and plan your answer before beginning to write.

You have seen the poster by the charity organisation – Wok the Talk - asking for volunteers to help in their cause. As the President of the Values-in-Action Club, you hope to promote compassion and service through this initiative, and have decided to rally the school to ask for their help and participation in this project.

In your speech to your school mates, you must include the following points:

- background information about the organisation
- which one of the two ways you want the school to help in
- reasons for your choice
- possible challenges volunteers might face

Write your speech in clear and accurate English and in an enthusiastic and passionate manner, to convince the school to support this organisation.

You may add any other detail that might be of interest.
You should use your own words as much as possible.

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Section C [30 marks]

Begin your answer on a fresh page.

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

Questions 3–6

3 In life, few people remain 'Friends Forever'. What are your views?

4 Write about an occasion you remember from your younger days. Why is this memory particularly vivid to you?

5 Describe how your family celebrates an important event. What do you treasure about the time spent together?

6 Taking risks is an essential part of growing up. What are your views?

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

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Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2021
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension 26 August 2021

Setter: Mr Andrew Seah 1 hour 50 minutes

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READ THESE INSTRUCTIONS FIRST

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

This document consists of **6** printed pages.

[Turn over]

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Section A

Text 1

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

Holidays Camp Singapore - Kids

kidscampsingapore.com



About Us

Want to keep your children actively engaged over the school holidays? We want to offer to your children a safe and fun environment, with strong values such as sharing, simplicity and respect of others.

We have a fantastic range of activities around sports and arts, to keep your children entertained from 9am to 3pm.

For kids from 3.5 to 18 years old; located in Fort Canning Park, Sentosa and East Coast.

Our Unique Selling Points:

- A Montessori Methodology
- Camps available at various locations around the island
- Live Videos for the families
- Different camp durations to suit your schedule

Click Here to Register

Why you would want your kids to join

When your kids join our camps, they get to learn new things, make new friends and enjoy fun activities. This is our motto at KidsCamp Singapore. They'll get home buzzing with excitement and you can be sure they'll want to get up early and head straight back the next day! We offer a shirt with the kid's name if he/she stays for a week.

Parent Feedback:

"The camp facilitators were really qualified and caring. They knew how to encourage the kids and at the same time, were firm in ensuring that all the rules and regulations were adhered to. I would not hesitate to sign my children up again for the camps. The only thing is that the places are limited and if we do not sign up early, the places will be snapped up!"

- Jenny, parent of a four-year-old girl and a nine-year-old boy

Adapted from www.kidscampsingapore.com

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Section B

Text 2

The text below recounts the writer's experience returning to his hometown to see his sick grandmother. Read it carefully and answer Questions 5–12 in the Question Paper Booklet.

1 In October, my sister, Maya, called from Hawaii, saying the doctors did not think my grandmother, Toots, the person who brought me up, would last much longer, perhaps no more than a week. And so, twelve days before I was elected to become the 44th President of the United States, I made a thirty-six hour trip to Honolulu to say goodbye. Taking the chair beside the bed, I held my grandmother's dry, bony hand in mine. Her body wasted away and her breathing laboured. Every so often, she would be shaken by a violent, metallic cough that sounded like a grinding of gears. A few times, she murmured softly. But I still recognised that same old Toots I know. I thought back to a conversation I had with her when I was in high school, around the time that her chronic back problems began making it difficult for her to walk for long stretches. 'The thing about getting old,' Toot had told me, 'is that you're the same person inside.' I remember her eyes studying me through her thick bifocals, as if to make sure I was paying attention. 'You're trapped in this cursed contraption that starts falling apart. But it's still you. You understand?'

2 I did now.

3 As I sat beside Toots, I wondered what dreams she might be having. I wondered if she had been able to look back and take stock. My guess was that she would consider that too much of an indulgence. But I wanted to think that she did look back; that she had revelled in the memory of a sunlit day in her youth when she experienced a bit of good fortune and the world revealed itself to be big and full of promise.

4 As if the whole situation was not overwhelming enough, Maya then came into the room with a couple of shoeboxes of old photographs and letters. "I thought you might want to take some back with you," she said. I picked up a few photos from the coffee table. My grandparents and my eight-year-old mother, laughing in a grassy field at Yosemite. Me at age four or five, riding on Gramps's shoulders as waves splashed around us. The four of us with Maya, still a toddler, smiling in front of a Christmas tree. For the next hour or so, I sat talking to Maya about her work and her family, all the while stroking Toot's hand. But eventually, the room felt too crowded with memories – colliding, merging, refracting, like images in a kaleidoscope – and I told Maya I wanted to take a quick walk outside.

5 After consulting with my advisor, Gibbs, and my Secret Service team, it was agreed that the dozens of journalists downstairs with their TV trucks would not be informed, and I took the elevator to the basement level and went out through the basement carpark exit, turning left down the narrow street that ran behind my grandparents' apartment building.

6 The street had barely changed in the thirty-five years. I passed the rear of a small Shinto temple and community centre, then rows of wooden homes broken up by the occasional three-story concrete apartment building. I had bounced my first basketball down this street, dribbling the length of the uneven sidewalk on my way to and from the courts at the nearby elementary school. I had run down this street to buy her cigarettes, motivated by her promise that I could buy a candy bar with the change if I was back in ten minutes. Later, when I was fifteen, I would walk this same street home from a shift at my first job, scooping ice cream at the Baskin-Robbins around the corner, Toots laughing heartily when I grumbled to her about my pathetic hourly salary. Another time. Another Life. Modest and without consequence to the rest of the world. But one that had given me love. Once Toots was gone, there would be no one left who remembered that life, or remembered me in it.

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7 I heard a stampede of feet behind me; the journalists had somehow gotten wind of my unscheduled excursion and were gathering on the sidewalk across the street, cameramen jostling to set up their shots, reporters with microphones looking at me awkwardly, clearly conflicted about shouting a question. I knew they needed to do their jobs. I had barely travelled four blocks. I gave them a wave and turned around to go back to the apartment. I realised there was no point in going further. What I was looking for was no longer there. 45

Adapted from 'A Promised Land' by Barack Obama

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Section C

Text 3

The article below explores the possibility of introducing a four-day workweek. Read it carefully and answer Questions 13–17 in the Question Paper Booklet.

1 The 89 people who work at Buffer, a tech company that makes social-media management tools, are used to having a radical employer. All employees work remotely; their only office closed down six years ago – way before the pandemic forced companies to mandate this. And as a perk, Buffer pays for any books employees want to buy for themselves. So perhaps it is unsurprising that last year, when the pandemic obliterated countless workers' work-life balance and mental health, Buffer responded in a way that few other companies did: It gave employees an extra day off each week, without reducing pay – an experiment that's still running a year later.

2 At a moment when the future of work is being decided, what worked for this small company might be much less unconventional than the rest of the world's workforce has been led to believe.

3 There is no one straightforward explanation for why it is still being postponed. One reason might be that working hours have fallen to the point that pushing them down further would not bring such a large payoff – it is less vital to move from 40 hours to 30 hours than it was to move from 60 to 50. Another might be that, once salaried workers started receiving benefits such as pensions and health insurance through their jobs, hiring an additional worker became more expensive, so employers were incentivised to squeeze more hours out of their existing staff rather than bringing on someone else. And perhaps the workweek would have continued to shrink if the influence of workers' unions had not waned worldwide.

4 A somewhat fuzzier explanation is that our fundamental aspirations changed. Before the early 20th century, work and wealth had a destination – that was a richer, fuller human life. But today, work is for more work, and wealth is for more wealth, for ever and ever. People treated work like a god to be worshipped. It was also noted that advertising and consumerism blossomed around this same time, which set people on a course of working more in order to buy more.

5 Many proponents of the four-day week make a business case for it. But the real case for the four-day workweek is not that it would benefit businesses. It is that it would benefit people. For workers, it rocks. It cannot, on its own, give everyone enough time and money, or fix miserable jobs. But it leads to a substantial improvement in quality of life. One of the biggest factors in people's level of work-family satisfaction is the pure number of work hours they have. Cutting it will be huge – it would re-balance things for working families. Having an extra day off also changes the mood of the weekend. Saturday usually feels like a recovery day, and then people would try to jam two or three days of a weekend into one Sunday and be exhausted on Monday. A shorter week gives the rest of your life a little bit more of a chance.

6 For many people I spoke with, the extra day off became a 'quiet day' to reflect and rest. Others use the additional time to get ahead on laundry, grocery shopping, and other chores and errands, so their Saturday and Sunday can be more restful. Having more weekend time also means having more time to spend with people you care about. When you talk to people about how they spend that extra day, people do not say they spent it by getting drunk. They spend it with their families, they spend it going to the doctor, taking up hobbies – incredibly wholesome things.

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7 The support for a four-day-workweek campaign is usually overwhelmingly positive: Only 4 percent of most people surveyed felt negatively about a national push to move to a shorter week. However, the top argument against it was not about practicality. Instead, the most common concern was that a four-day week will not help some kinds of workers. Indeed, at the moment, the shorter workweek seems unreachable for the people who need it most – low-wage shift workers, working single parents, hourly workers. Instead, it appears to be most attainable for a group of disproportionately privileged, highly paid, well-educated workers upon whom the labour market already showers enviable work perks. If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.

Adapted from 'Kill the Five-Day Workweek' by Joe Pinsker for The Atlantic

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Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2021
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension 26 August 2021

Setter: Mr Andrew Seah 1 hour 50 minutes

Candidates answer on the Question Booklet
Additional Materials: Insert

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READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

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

Section A	
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Parent's Signature:	

This document consists of **9** printed pages, **1** blank page and **1** insert.

[Turn over

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Section A [5 marks]

For Examiner's Use

Text 1

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

1 Who is the webpage aimed at?

.....

.....[1]

2 Look at the photograph on the right of the 'Kids Camp Singapore' logo. With reference to the information under the sub-heading **Why you would want your kids to join**, which aspect of the camp does the photograph illustrate?

.....

.....[1]

3 Refer to the section under 'Our Unique Selling Points'. Which of these selling points would appeal to a parent who values convenience?

(i) .....

.....[1]

(ii) .....

.....[1]

4 Look at the box **Parent Feedback**. Which sentence in Jenny's comment would encourage an undecided parent to sign up immediately?

.....

.....[1]

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Section B [20 marks]

For Examiner's Use

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–12.

5 At the beginning of the text, the writer made a trip back to his hometown to visit his sick grandmother. Explain how the language used in Paragraph 1 highlights the frail condition of his grandmother.

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

.....

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.....[3]

6 **(a)** At the end of Paragraph 1, what is the tone of Toots's comment in lines 12–13?

.....

.....[1]

(b) The writer creates a contrast by following Toots's comment in lines 12–13 with a short three-word sentence, 'I did now.' (line 14)

What is the effect of this contrast?

.....

.....[1]

7 'My guess was that she would consider that too much of an indulgence.' (lines 16–17)

What does this sentence suggest about the sort of person Toots was?

.....

.....[1]

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For Examiner's Use

8 **(a)** Suggest **one** reason why the writer felt that the room was 'too crowded with memories' (line 27).

.....

.....[1]

(b) Find **one** word earlier in the paragraph that captures a similar emotion as 'too crowded with memories' (line 27).

.....[1]

(c) The writer compared the emotion in the room to 'images in a kaleidoscope' (line 28). In what way is this comparison particularly effective?

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.....[2]

9 In paragraph 6, the writer walked along a familiar street. Find **two** separate expressions that show the lack of uniformity on that street.

(i) .....[1]

(ii) .....[1]

10 'Once Toots was gone, there would be no one left who remembered *that life*, or remembered me in it.' (lines 42–43)

What does the writer remember about '*that life*'? Answer **in your own words.**

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.....[2]

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For Examiner's Use

11 In paragraph 7, the reporters looked at the writer 'awkwardly' (line 46) and they were 'clearly conflicted' (lines 46–47) about shouting a question. Suggest a reason why the reporters:

(i) looked at the writer awkwardly.

.....

.....[1]

(ii) were conflicted about shouting a question.

.....

.....[1]

12 The structure of the text reflects the different stages of the writer's experience visiting his grandmother. Complete the flow chart by choosing one phrase from the box to summarise the stage of the experience described in each part of the text. There are some extra phrases in the box that you do not need to use.

Stages of the writer's experience

accepting the reality of life	concerns about security	disregard for personal space
familiar surroundings	a meaningful lesson	recognising that life goes on
reminiscing the past		

Flow chart

paragraphs 1–2: **(i)** .....

↓

paragraphs 3–4: **(ii)** .....

↓

paragraphs 5–6: **(iii)** .....

↓

paragraph 7: **(iv)** .....

[4]

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Section C [25 marks]

For Examiner's Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13–17.

13 In paragraph 1, Buffer is shown to be a company that does things very differently from other companies.

(a) Which **one** word in Paragraph 1 tells us that Buffer is a company that is very different from other companies?

.....[1]

(b) Find another word in the next paragraph that has a similar idea.

.....[1]

(c) Buffer's company policies are listed below. Why do these policies make them different from other companies?

Buffer's Company Policies	Why do these policies make them different from other companies?
All employees work remotely	....
Implemented a four-day workweek	....

[2]

14 Paragraph 4 explains how people's attitude towards work and wealth changed from before the early 20th century to today. What are the people's attitudes towards work and wealth during these two periods in time? **Answer in your own words.**

(i) Before the early 20th century: .....

..... [1]

(ii) Today: .....

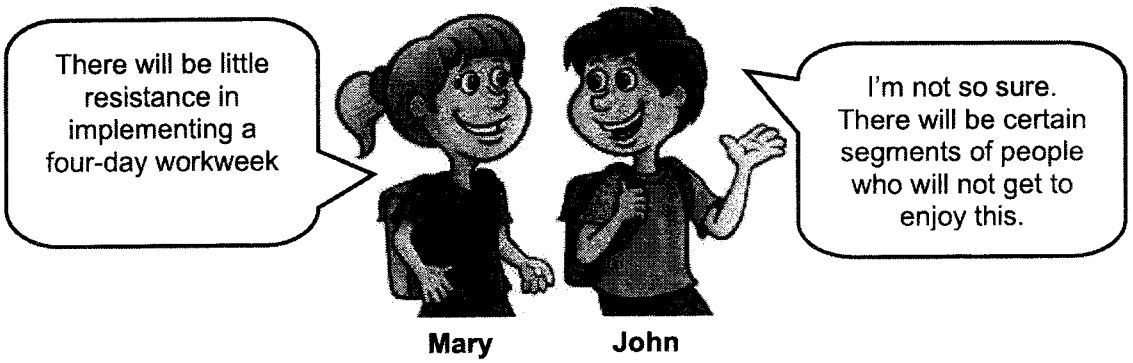
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For Examiner's Use

15 Here is a part of a conversation between two students, Mary and John, who have read the article.



(i) With reference to Paragraph 7, how would Mary explain her view?

.....

.....[1]

(ii) Identify **two** examples from Paragraph 7 that John can use to support his view

.....

.....[2]

16 Paragraph 7 ends with the sentence 'If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.'

Explain how the implementation of a four-day work week will 'widen existing inequalities' (line 51) between low wage and highly paid workers.

.....

.....[1]

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17 **Using your own words as far as possible**, summarise the issues hindering the introduction of a four-day workweek and the possible benefits of it.

For Examiner's Use

Use only information from paragraphs 3 to 6.

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).

The first issue preventing us from implementing a shorter workweek is .....

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ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2021
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/01**

Paper 1 Writing **26 August 2021**

Setter: Ms Valerie Ong

ANSWER SCHEME

ST ANTHONY'S CANOSSIAN SECONDARY SCHOOL ST ANTHONY'S CANOSSIAN SECONDARY SCHOOL ST ANTHONY'S CANOSSIAN SECONDARY SCHO
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ANSWER SCHEME

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the impact of a pandemic. 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 2 pm. ..... **at** .....

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

Much has already been said about how the Covid-19 pandemic has destabilised		
economies and industries around the world, and left an even greater impact on	1	
our everyday lives. Over a year on, for many in financial services, these	2	this (det)
message has starting to sink in. The old ways of doing things will soon be a	3	started (tense)
distant memory. In its place, a new world for wealth has emerged, where many	4	of (prep)
of us are now working differently, live differently and certainly spending money	5	living (WF)
differently compared to the 'good old days'. Take the rate of savings for instance,	6	
which is typically already very high in Asian cultures. Over the passed year, with	7	past ()
most travel and hospitality venues closed but severe restrictions on overseas	8	and (conj)
travel, this had led to an exponentially higher rise of 'accidental savers'. Thus it	9	has (tense)
seems that being unable to travelled has produced good news – that we have	10	travel (to inf)
saved more over the last two years!		

Adapted from Emerging into a New world of wealth post-pandemic.

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Name		Index Number		Class	

ST. ANTHONY'S CANOSSIAN SECONDARY SCHOOL
Preliminary Examination 2021
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension 2021

Setter: Mr Andrew Seah 1 hour 50 minutes

ANSWER SCHEME

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ANSWER SCHEME

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	Section A [5 marks]
Text 1 **Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.**	
1	Who is the webpage aimed at? **The webpage is aimed at parents who people who want to keep their children actively engaged over the school holidays [1].** *Note to examiner:* *Not accepted: just 'parents'.* *Candidates must provide sufficient details about parents who want to keep their children occupied during the school holidays (clue from the first sentence).*
2	Look at the photograph on the right of the 'Kids Camp Singapore' logo. With reference to the information under the sub-heading **Why you would want your kids to join**, which aspect of the camp does the photograph illustrate? **The children will get to enjoy fun activities** **OR The children will make new friends. (Any one correct answer) [1]**
3	Refer to the section under 'Our Unique Selling Points'. Which of these selling points would appeal to a parent who values convenience? **(i) 'Camps available at various locations around the island' [1]** **(ii) 'Different camp durations to suit your schedule' [1]**
4	Look at the box **Parent Feedback**. Which sentence in Jenny's comment would encourage an undecided parent to sign up immediately? **The sentence is 'The only thing is that the places are limited and if we do not sign up early, the places will be snapped up!' [1]**

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	Section B [20 marks]
Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-12.	
5	At the beginning of the text, the writer made a trip back to his hometown to visit his sick grandmother. Explain how the language used in Paragraph 1 highlights the frail condition of his grandmother. Support your answer with **three** details from Paragraph 1. • **'dry, bony hand' showed us how thin/gaunt the writer's grandmother is.** • **'body wasted away' suggests that her body has been consumed/overwhelmed by the illness.** • **'laboured breathing' / 'softly murmured' suggests that she is very weak / lacks strength.** • **'sounded like a grinding of gears' suggest that her body is failing, just like how a machine that is failing would sound. [3]** *Note to examiner:* *Any three answers for 3 marks. Candidates must show they recognise the different variations of frail (thin/overwhelmed by disease/weak/failing) in the 3 quotations they picked.*
6	**(a)** At the end of Paragraph 1, what is the tone of Toots's comment in lines 12–13? **It is a frustrated / annoyed / agitated tone. [1]** *Note to examiner:* *X angry X upset X disappointed X helpless X serious X stern* *Even though she used a strong word (cursed), candidates must recognise the context when the comment was made (Toots was a lot younger at that time, but was starting to feel the effects of ageing). She was not extremely upset but just starting to get frustrated by the onset of ageing.* **(b)** The writer creates a contrast by following Toots's comment in lines 12–13 with a short three-word sentence, 'I did now.' (line 14) What is the effect of this contrast? **It is to emphasise/highlight the point that he finally realised/understood what his grandmother meant. [1]** *Note to examiner:* *'Emphasise' and 'finally' are key ideas that must be conveyed. Candidates must recognise that the short sentence was meant to be impactful in highlighting that the writer now really understood and saw with his own eyes what the grandmother was talking about all those years ago.*

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7	'My guess was that she would consider that too much of an indulgence.' (lines 16–17) What does this sentence suggest about the sort of person Toots was? **The sentence suggests that Toots was not an idealistic person / not a sentimental person / a practical / pragmatic / sensible / realistic person/ does not dwell on the past. [1]** *Note to examiner: X Simple X Humble X Has Self-Control* *Candidates must infer from the word 'indulgence' and use it as a clue to answer what kind of a person Toots was if she most probably would not allow herself to indulge in nostalgia/reminiscing the past.*
8	**(a)** Suggest **one** reason why the writer felt that the room was 'too crowded with memories' (line 27). **The photographs he was viewing reminded him of his childhood / of his grandmother's younger days.** **OR** **He was in the room with his grandmother and sister / people from his childhood and this brought back memories for him. (Any one answer) [1]** **(b)** Find **one** word earlier in the paragraph that captures a similar emotion as 'too crowded with memories' (line 27). **The word is 'overwhelming'. [1]** **(c)** The writer compared the emotion in the room to 'images in a kaleidoscope' (line 28). In what way is this comparison particularly effective? **The images in a kaleidoscope are colourful / full of different colours (and patterns) [1], just like the different memories flooding into his mind at that time. [1]** *Note to examiner:* *For (c), candidates must describe the variety/array of colours in a kaleidoscope, and then compare that with the variety/array of memories in the room at that moment.*
9	In paragraph 6, the writer walked along a familiar street. Find **two** separate expressions that show the lack of uniformity on that street. **(i) The expression is '(rows of wooden houses) broken up (by the occasional three-story concrete apartment)'. [1]** **(ii) The expression is 'uneven sidewalk'. [1]** **➔ If answer contains '...length of sidewalk..." X (Excess Denied)** **➔ Students must quote from the text directly. No rephrasing.**

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10	'Once Toots was gone, there would be no one left who remembered *that life*, or remembered me in it.' (lines 42–43) What does the writer remember about '*that life*'? Answer **in your own words**. **The writer remembered that life as** **-simple/humble** **-carefree** **-but full of affection / tenderness** **➔ Any 2 of the 3 answers is accepted** *Note to examiner:* *Candidates must paraphrase* 'Modest and without consequence to the rest of the world. But one that had given me love.
11	In paragraph 7, the reporters looked at the writer 'awkwardly' (line 46) and they were 'clearly conflicted' (lines 46–47) about shouting a question. Suggest a reason why the reporters: **(i)** looked at the writer awkwardly. **The reporters knew that even though he did not want them to follow him, they still followed him anyway. [1]** **(ii)** were conflicted about shouting a question. **The reporters needed to do their jobs by asking the writer questions, but they also recognised the need to respect his privacy at that difficult time. [1]** *Note to examiner:* *Candidates must recognise that when someone feels 'awkward' or 'conflicted', there is an aspect of tension between two opposing reactions. Candidates must then highlight the tension that the reporters have at that point in time according to the context of the story and the situation the writer was in.*

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12 The structure of the text reflects the different stages of the writer's experience visiting his grandmother. Complete the flow chart by choosing one phrase from the box to summarise the stage of the experience described in each part of the text. There are some extra phrases in the box that you do not need to use.

Stages of the writer's experience

accepting the reality of life	concerns about security	disregard for personal space
familiar surroundings	a meaningful lesson	recognising that life goes on
reminiscing the past		

Flow chart

paragraphs 1–2: **(i) accepting the reality of life**

↓

paragraphs 3–4: **(ii) reminiscing the past**

↓

paragraphs 5–6: **(iii) familiar surroundings**

↓

paragraph 7: **(iv) recognising that life goes on**

➔ Words must be replicated from the box. A number of students left out the 's' in surroundings.

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Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 13–17

13 In paragraph 1, Buffer is shown to be a company that does things very differently from other companies.

(a) Which **one** word in Paragraph 1 tells us that Buffer is a company that is very different from other companies?

The word is 'radical'. [1]

(b) Find another word in the next paragraph that has a similar idea.

The word is 'unconventional. [1]

(c) Buffer's company policies are listed below. Why do these policies make them different from other companies?

Buffer's Company Policies	Why do these policies make them different from other companies?
All employees work remotely	**Other companies only recently mandated this because of the pandemic / Buffer implemented this six years ago, way before the pandemic started.**
Implemented a four-day workweek	**Other companies obliterated countless workers' work-life balance and mental health / the made their workers lose work-life balance and affected their mental health.**

[2]

Note to examiner:
Candidates must show how Buffer was 'ahead of the curve'/more advanced than others in implementing these worker-centric policies.

14 Paragraph 4 explains how people's attitude towards work and wealth changed from before the early 20th century to today. What are the people's attitudes towards work and wealth during these two periods in time? **Answer in your own words.**

(i) Before the early 20th century: **Work and wealth had an endpoint / objective OR The purpose with work and wealth was to attain a more meaningful and fulfilling life. [1]**

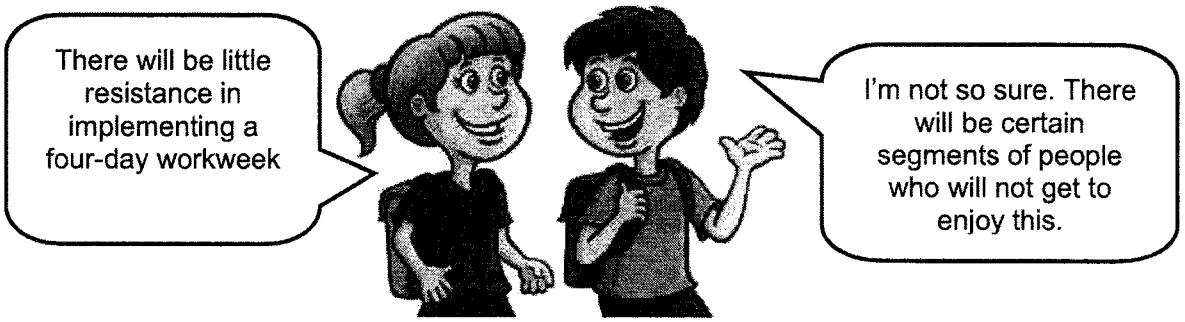
(ii) Today: **People were obsessed with doing more work and earning more money OR People treated work as an obsession. [1]**

Note to examiner:
Candidates must paraphrase: Before the early 20th century, work and wealth had a destination – that was a richer, fuller human life. But today, he told me, work was for more work, and wealth was for more wealth, for ever and ever. People treated work like a god to be worshipped.

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15 Here is a part of a conversation between two students, Mary and John, who have read the article.



(i) With reference to Paragraph 7, how would Mary explain her view?

Mary can say that <u>there is overwhelming support for a four-day workweek</u> / <u>only 4 percent of most people surveyed felt negatively about a national push to move to a shorter week</u>. [1]

(ii) Identify **two** examples from Paragraph 7 that John can use to support his view

<u>Low-wage shift workers / working single parents / hourly workers</u> (any two for 2 marks) [2]

Note to examiner:
For (i), candidates must answer to the question. They cannot simply quote the information.

16 Paragraph 7 ends with the sentence 'If a four-day week gains popularity, there is a real risk that it would widen existing inequalities.'

Explain how the implementation of a four-day work week will 'widen existing inequalities' (line 51) between low wage and highly paid workers.

High wage workers <u>already</u> get paid a lot more than low wage workers, <u>and now will get even more benefits</u>.

OR
The inequality will further widen because now the highly paid workers get <u>yet another benefit</u> / even more benefits that the low wage workers cannot enjoy/ The low wage worker will earn one day less wages. [1]

Note to examiner:
Candidates must clearly express that apart from many other perks that professionals enjoy, the benefit of a shorter workweek is yet another perk that they enjoy but low wage workers cannot have.

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17 **Using your own words as far as possible**, summarise the issues hindering the introduction of a four-day workweek and the possible benefits of it.

Use only information from paragraphs 3 to 6.

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).

The first issue preventing us from implementing a shorter workweek is…

No	From the Passage	Own Words
1	working hours have fallen to the point that pushing them down further wouldn't bring such a large payoff	*that any further reduction in work days will not have huge benefits.*
2	hiring an additional worker became more expensive, so employers were incentivised to squeeze more hours out of their existing staff rather than bringing on someone else	*Secondly, with the increased cost of workers, companies would require the current employees to work harder.*
3	workweek would have continued to shrink if the influence of workers' unions had not waned worldwide	*Furthermore, workers' unions have less clout these days*
4	our fundamental aspirations changed	*and our life goals have evolved.*
5	advertising and consumerism blossomed around this same time, which set people on a course of working more in order to buy more	*Finally, people also work harder to attain higher purchasing power.*
6	But it leads to a substantial improvement in quality of life	*The benefits of a four-day workweek include a large improvement in quality of life*
7	a 'quiet day' to reflect and rest	*more time to take a break*
8	get ahead on laundry, grocery shopping, and other chores and errands	*complete housework*
9	having more time to spend with people you care about	*and to be with loved ones.*
10	Re-balance for working families	*Adjust things for working families*
11	Change the mood of the weekend	*Alter the weekend mood*

The first issue preventing us from implementing a shorter workweek is that any further reduction in work days will not have huge benefits. Secondly, with the increased cost of workers, companies would require the current employees to work harder. Furthermore, workers' unions have less clout these days and our life goals have evolved. Finally, people also work harder to attain higher purchasing power. The benefits of a four-day workweek include a large improvement in quality of life, more time to take a break, complete housework and to be with loved ones.

(80 words)

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