

Name: _____

Register Number: _____

Class: _____

Clementi Town Secondary School
Mid-Year Examination 2021
Secondary 4 Express / 5 Normal (Academic)



ENGLISH LANGUAGE
Paper 1 Writing

1128/01
5 May 2021
1 hour 50 minutes

ANSWER SCHEME
(Sections A, B & C)

Additional Materials: Insert, Question Booklet (Sections A&B), Question Booklet (Section C)

CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL
CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL
CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL
CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL
CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL CLEMENTI TOWN SECONDARY SCHOOL

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces at the top of this page.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE ON ANY BARCODES.

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.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about why the writer travels so much. 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.

✓

It was late afternoon and the sun was low in the sky. I had spent the	
entire day, and many days prior, scanning the horizon for signs in life.	1 <u>of (prep)</u>
My small boat bobs up and down in the water. Every now and then,	2 <u>bobbed (T)</u>
a wave crest slapped its fiberglass hull, creating a resounding clap and	3 <u>✓</u>
shooting the curtain of spray upward. The shimmering glare of reflected	4 <u>a (det)</u>
tropical light was overwhelming. I squinted or rubbed my eyes, because	5 <u>and (conj)</u>
a haze of brine and dissolved sunscreen have blurred my vision. When	6 <u>had (T)</u>
a faint puff of vapour shot under the air, I thought it was a mirage – a	7 <u>into / through / across (prep)</u>
result of fatigue and my compromised senses. However when I saw a	8 <u>✓</u>
second one, I knew there were only one thing it could be – the	9 <u>was (sva)</u>
exhalation of a surfacing whale. Excitingly I counted a third, then a	<u>Excitedly /</u>
fourth, a dozen... no, hundreds!	10 <u>Excited (wf)</u>

Adapted from: <https://maptia.com/tonywu/stories/a-gathering-of-giants>

Section B [30 marks]

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

You should look at the printout of an email in the Insert. Study the information carefully and plan your answer before beginning to write.

To encourage intergenerational bonding, your Co-Curricular Activity (CCA) group is collaborating with Fei Yue Community Services to organise an online Intergenerational Learning Programme at the start of Term 3. As a CCA student leader, you have been assigned by your teacher-in-charge to select two skills for your CCA group to teach the elderly. Your teacher has also asked you to give a speech to the group about the programme.

In your speech, you should:

- state the objectives of the programme
- propose two skills to teach the elderly
- explain why your CCA group is suitable to teach these two skills
- explain how the programme will benefit all participants

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

Write your speech in clear, accurate English. Your tone should be persuasive and enthusiastic to convince your CCA group to accept your suggestion.

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

Suggested Speech

Enthusiastic Persuasive	<u>Online Intergenerational Learning Programme 2021</u>
Greeting	Good day, fellow Bandsmen.
Introduction: Context of speech + Purpose of speech	You have probably heard about our inaugural online Intergenerational Learning Programme in Term 3. I'm all pumped up to share our plans for this programme with you! If you don't already know, we are collaborating with Fei Yue Community Services. As a CCA group, we will be teaching two skills to our senior citizens. I hope to persuade you to take part in this <u>very worthy cause</u> .
Bullet 1: State the objectives of the programme	We have two important objectives in mind for the Intergenerational Learning Programme. Firstly, we hope that the skills we teach the elderly will encourage them to bond with the younger generations who are technologically savvy. Secondly, we also hope the younger generations will take the lead to reach out to the senior folks in the process of delivering our online lessons to them. <u>This way, not only do we equip our senior citizens with some useful skills, but we also provide them with new knowledge which they can leverage as conversational topics to interact with their own grandchildren at home or with any youth</u>

	<u>they encounter.</u>
Bullet 2: Propose two skills to teach the elderly	With the objectives in mind, I looked at the profile of our Bandsmen and <u>strongly believe we are well-suited to teach our elderly citizens these two skills – Learning Calligraphy and Using Food Ordering Apps.</u>
Bullet 3: Explain why your CCA group is suitable to teach these two skills	For the first skill of learning calligraphy, <u>our Secondary Three to Five Bandsmen actually attended a calligraphy course two years ago and many of us have been making use of this skill to write words of encouragement to one another, so we are truly well-equipped to teach calligraphy!</u> We can design an engaging online lesson by giving our elderly participants opportunities to try out both traditional and modern calligraphy styles. As for the second skill of using food ordering apps, we can introduce our senior folks the more dependable food delivery apps and demonstrate how to utilise the apps to order mouth-watering meals! <u>Most of us know how to operate these apps and are experienced enough to teach others how to use them. Our Bandsmen are also some of the most patient and empathetic young people around – simply because I've witnessed how our sectional leaders and better players always provide step-by-step instructions to the juniors or the weaker ones in playing their instruments the proper way. These qualities we have will help our senior participants feel less vexed and more willing to learn the new technological tools.</u>
Bullet 4: Explain how the programme will benefit all participants	The Intergenerational Learning Programme will no doubt benefit both our Bandsmen and our elderly participants. For our Bandsmen, we not only get to recall and practise the skills learnt, but we also get to <u>cultivate desirable qualities like patience, empathy, perseverance and adaptability</u> while we interact with the senior folks. As for the senior participants, calligraphy will help keep their mind and hands active and engaged while the food ordering apps can provide them alternatives to getting their meals on days when they are too drained to cook or walk out to buy a meal. <u>More significantly, the programme provides both groups of participants the opportunity to communicate – teaching us how to listen to the needs of others and how to articulate our ideas with sincerity and sensitivity.</u>
Conclusion: Restate purpose + call to action/ persuasion	I hope that I've managed to convince you to participate in this very worthwhile cause. <u>We only need to fork out two hours for one afternoon in Week Two of Term Three. I'm most certain the two hours spent will be most enriching</u> – because we will be helping the senior people in our country to stay active and up-to-date with what is happening today.
Thank audience	Thank you and I look forward to your enthusiastic participation!

Section C [30 marks]

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

Questions 3–6

3. Write about a time when you visited a place in Singapore and you had an unexpectedly positive experience.

Students should think of a place in Singapore they visited on a single, specific occasion, and include descriptions of what they saw and did that made the visit a surprisingly positive one. The place visited should not be merely a trigger to the positive experience. It should also 'possess' some good things that the students never knew about but came to discover and appreciate during the visit.

4. Describe an event where you and your family did something different from your usual activities. Explain how it was different and why it was enjoyable.

Students should think of a single event where they carried out a never-done-before activity with their family. They should explain how this activity was different from the activities they usually do, and also provide convincing reasons for enjoying the activity.

5. 'Youth is meant to be enjoyed.' What is your opinion?

Students may advocate the statement by providing reasons for enjoying youth. They may also explore the not-so-enjoyable aspects of being a youth and argue how these aspects are beneficial although not necessarily enjoyable to youths.

6. 'Kindness is a universal language.' How true is this for you?

Students should explore the statement in the context of their own experiences. They may write about experiences that reflect the truth of the statement (that is, when they were recipients of a kind act from someone who did not quite speak their language – for example, a foreigner/ an elderly person who spoke no English or in the writer's mother tongue/ someone who could not speak/ etc). It might be harder for students to write about experiences to claim kindness is not a universal language. If they do, a possible experience could be, for instance, someone trying to help them but the language barrier was too enormous that it stopped the person from helping; or vice versa.

Marking Rubric: See O Level Continuous Writing Band Descriptors [30 marks]

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