



HUA YI SECONDARY SCHOOL

4E5N

Preliminary Examinations 2021

4E5N

English Language

1128/1

Paper 1 Writing

27 August 2021

1 hour 50 minutes

MARKING SCHEME

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[Turn Over]

Setter: Ms Marie Pang

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about flying taxis. 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 p.m.at.....

My mother is always sensibly dressed.✓.....

<p>GERMAN aviation startup Volocopter on Wednesday announced its <u>committed</u> to launch air taxi services in Singapore, following two years of "close collaboration" with the city. Volocopter's emission-free aircraft <u>take</u> off and lands vertically. Each autonomous electric drone can <u>carried</u> up to two passengers. <u>A</u> startup plans to launch air taxi services in the Republic within the next three years. Its air taxi's first route in the city-state will likely be a touristic route over the southern waters, offering <u>view</u> of the Marina Bay skyline. This could provide Singapore's tourism industry <u>for</u> a new attraction, Volocopter said. Volocopter's involvement in this new area of urban air mobility <u>gave</u> the Civil Aviation Authority of Singapore the opportunity to co-create regulations <u>or</u> technologies with the industry. This will also facilitate innovation to enable a future mode of transportation for Singapore.</p> <p><i>Copyright Acknowledgement:</i></p> <p>Adapted from https://www.businesstimes.com.sg/garage/german-startup-volocopter-to-launch-flying-taxis-in-singapore-within-three-years</p>	<p>1 commitment(WF)</p> <p>2 takes (sva)</p> <p>3 carry (tense)</p> <p>4 The (art)</p> <p>5 ✓</p> <p>6 views (s/plural)</p> <p>7 with (prep.)</p> <p>8 ✓</p> <p>9 gives (tense)</p> <p>10 and (conj)</p>
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Section B [30 marks]

Assessment Criteria for Task Fulfilment

Question Analysis for Situational Writing	
Task Fulfilment (10 marks)	
Purpose	To deliver a speech to encourage schoolmates to be a peer supporter.
Audience	Schoolmates
Context	You are a Peer Support Leader for your school and would like to promote ways for all students to be peer supporters by sharing two methods students can adopt.
Content	<p><u>Format for formal speech</u></p> <ul style="list-style-type: none"> Title of speech (centralised and underlined) <p><u>Introductory paragraph</u></p> <ul style="list-style-type: none"> Hook Greetings to [the Principal, teachers and] schoolmates Introduce oneself: Provide name Role: Peer support leader for the school Purpose of this speech <p><u>Body paragraphs</u></p> <ul style="list-style-type: none"> <i>which two methods shown in the information sheet that you have chosen</i> <i>explain how peer supporters can carry this out & explain how students seeking help will benefit from these methods</i> <p>Connect through games</p> <ul style="list-style-type: none"> Did you know about The Hangout? It is a comfortable space with beanbags and a foosball table for students to relax. When you notice that your friend may be stressed and overwhelmed, why not accompany them to The Hangout and play a board game? If your friend prefers a physical activity, playing basketball or doing a short jog together will help to relieve tension and pump up endorphins! The social interaction might allow them to ward off stress, and sharing laughter and fun can help to foster empathy and trust. Furthermore, just the knowledge that there is someone is there for them might help your friend drastically. <p>Listen to understand</p> <ul style="list-style-type: none"> I am sure all of us have been through a difficult time

	<p>before, and all we needed was a listening ear. To be a peer supporter, sometimes all we need to do is show concern and listen to whatever is on our friends' minds.</p> <ul style="list-style-type: none"> • We can acknowledge their worries, and if possible, share our own experiences so they know they are not alone. For your friend, sharing their problems and talking it out might allow them to gain new perspectives and develop insight. Sharing their problems might also take a weight off their shoulders and relieve tension. If the problems seems bigger than they can handle, reassure them that it is completely acceptable to seek help from professional sources. <p>Make a new friend</p> <ul style="list-style-type: none"> • You might know someone who does not have anyone to eat lunch with or finds it difficult to speak to people. Creating a culture of care in our school could also mean taking the first step to initiate a conversation or include someone new in a group activity. The next time you see someone who does not have a group yet, why not ask them to join you? You might make their day and cultivate an unexpected friendship! • For those who struggle with finding a group they are comfortable with, they may not verbalise it but feeling left out can be hurtful. By including them for lunch or talking to them about their interests, they can feel accepted and a sense of belonging. <ul style="list-style-type: none"> • <i>state why you think this will foster a culture of care in the school</i> <ul style="list-style-type: none"> • Peers play a very important role in providing social and emotional support to each other as they are usually the first to notice when something is wrong with their friend. An integral school value at Hua Yi Secondary is togetherness, but this can only be achieved if everyone plays their part to look out for each other. • I believe all of us are inherently wired to be kind, and we can build a culture of care through befriending someone or offering support to a friend! A little kindness goes a long way, and I would love to see each one of us take small steps to achieve this in Hua Yi Secondary. With everyone as peer supporters, I believe we can also celebrate our diversity and embrace all of us as unique beings in school. <p><u>Concluding paragraph</u></p> <ul style="list-style-type: none"> • Summary of points covered • Call to action: be a peer supporter! (e.g. You have the power to make someone feel heard. You have the power to make someone feel good about themselves. You have the power to be a peer supporter.) • Thank the audience
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Appropriate use of given information and visual stimulus	<ul style="list-style-type: none"> Students should elaborate on the ways to be a peer supporter, and the benefits that these actions will bring to the recipient.
Language (20 marks)	
Language	<ul style="list-style-type: none"> Tone and register must be suitable for a formal speech (persuasive and enthusiastic tone). There will be a variety of structures with generally successful complex sentences. There will be instances of suitable vocabulary. There will be a good sense of paragraphing demonstrating its use as a device for linking ideas and providing unity to the piece of writing. Spelling and punctuation will be largely accurate. There may be a sprinkling of grammatical errors, including some very occasional tense or verb formation slips, but this will not hinder conveying the intended meaning to the reader. Wholesale or extensive lifting would be penalised. Repetitive use of certain phrases would be penalised.

Section C [30 marks]

3. Describe a time you learnt something new and explain how it has shaped you.

- Key words: 'learnt something new' 'shaped you'
- Analysis of key words: Students should write about one thing that they have learnt in school or outside of school (skill/ value/ academic concept) and how this knowledge or lesson has impacted them in terms of shaping their world view or behavior.

Introduction

- Hook
- What you learnt (eg. coding)

Body Paragraphs

- Brief background about how you came to pick up the skill/value (e.g. was it something that they have never heard about/ always wanted to try but did not have the opportunity to etc.)
- What made the knowledge/skill/value a revelation (e.g. I never fully understood what coding was about, but after the introduction course, I realised the endless potential that coding had. It is what drives our computers, applications, games, machines and more.)
- How they have utilised the knowledge/skill/value since then (e.g. I have never been a particularly enthusiastic student, but my desire to find out more about programming drove me to actively find courses online and spend my spare time watching videos about coding on YouTube.)
- Thoughts and feelings – were there any challenges along the way? What did you learn? (e.g. I learnt to look at problems from a bigger picture and adapt to working through the frustrations of hitting brick walls to solve issues.)

Conclusion

- Summarise why the lesson was important

- How has this lesson shaped their perspective for the future (e.g. Knowing the potential job opportunities that lie ahead, I am determined to be proficient at coding as it will help me open more doors for a successful career.)

[Note: This question is open to interpretation and learning something new could be something concrete (e.g. learning a game/skill), gaining insight into relationships/ human psyche, or it could be about a new mentality. The description should use a wide range of vivid vocabulary, and students can include relevant details about the context and how they came to discover this. Good essays will be able to draw a clear link to their reflections of how this experience/knowledge has influenced them at that moment and in the future.]

4. Write about a time when you had a big misunderstanding with someone. What did you do about the situation?

- Key words: 'big misunderstanding' 'someone' 'what did you do'
- Analysis of key words: Students should write about one occasion where they had a huge misunderstanding with someone. The student should give details about the incident, which should be personal and impactful. What the students did after could be an action or inaction, but there should be reflections about how this choice affected them and what they learnt from this.

Introduction

- Setting (e.g. at a mall, coffee shop, school)
- Main characters (e.g. you, parent, friend)

Body Paragraphs

- What the misunderstanding was about (e.g. I saw your close group of friends hanging out in a mall without me. They were planning for my surprise birthday party but I thought they were deliberately leaving me out.)
- How you felt at that time (e.g. I felt betrayed/ I was appalled/ angry)
- Your response (e.g. I immediately confronted them and lashed out/ I wrote angry, cryptic messages on my social media page)
- What happened next (e.g. my friends tried to calm me down and told me their true intentions/ I refused to listen to their explanation and stormed off)
- What did you do after (e.g. I sheepishly apologised/ I felt my face burning with embarrassment from the outburst)
- Why the incident has remained in your mind so clearly (e.g. it was the not the first time that I had been left out from a group)

Conclusion

- How the misunderstanding affected you (e.g. Although we talked about it, there was some unspoken tension due to my outburst and I felt ashamed for my lack of trust.)
- How you felt after the whole incident and the lessons that you have learnt moving forward (e.g. On hindsight, I realised the misunderstanding was not simply about being left out, but it surfaced some trust issues that I had from my previous friendships. Moving forward, I learnt to always communicate my feelings and clarify the situation before letting my anger get the better of me.)

[Note: The misunderstanding should not be something trivial with little consequence. Students should focus on the misunderstanding and what led up to it and the outcome of the action. Good essays should have vivid descriptions about their feelings at the point in time and reflections after the incident.]

5. 'The best learning takes place outside the classroom.' What are your views?

- Key words: 'best' 'learning' 'outside the classroom'
- Analysis of key words: There should be a comparative element about the learning that takes place inside and outside the classroom. Students should have some balance to their argument and provide relevant examples of the type of learning that students can do within and outside the classroom.

Introduction

- Provide background information or an idea of what constitutes 'best learning' (e.g. The earth is a canvas for learning. Learning should not be limited to the classroom, and the best learning provides opportunity for growth and allows you to think more deeply about something)
- Provide a stand and two to three points on why the statement is true or not, which will be elaborated on in the body paragraphs.

Body Paragraphs

The best learning takes place outside the classroom

- Provides hands-on and authentic opportunities for learning:

By interacting with the environment around us, we are able to know more about problem-solving and decision-making (provide an example, a learning journey or an overseas exchange programme). In contrast, classroom learning focuses on memorisation on rote learning which strips away our creativity and cannot be applied easily to the real world.

- Room for self-discovery:

In the classroom, we are forced to study what is in the curriculum. However, outside the classroom, we are free to discover what we are truly passionate about. Without being graded for it, we have more room for making mistakes and learning from them. (e.g. cooking, playing an instrument etc.)

The best learning can still take place within the classroom

- Having a teacher/mentor to guide you within the classroom:

Within the classroom, you can also get a sense of accomplishment from understanding a challenging concept, or have a particularly impactful learning experience through the guidance of a teacher. It could be a life lessons imparted from a teacher, or how they have helped you make sense or meaning of the world.

- Capabilities of a virtual classroom:

During the Covid-19 pandemic, we may not have been able to go out and explore places, but that did not stop learning from taking place in the classroom. We were able to explore the Natural History museum in New York or cooking classes in Taiwan. We may have been in the classroom physically, but we were not constrained by it.

Conclusion

- Reiterate scope of the essay
- Final thoughts to summarise essay (e.g. One must not forget that learning begins before the schooling years and is a lifelong process after. Hence, learning is definitely not confined to the classroom, but that does not mean that the best learning cannot take place within the classroom. To me, learning is about having a growth mindset that allows any opportunity, regardless of location, to be a learning point.)

[Note: Students should give examples to substantiate their point about what is the best kind of learning. Students can include whether they agree or disagree with the statement, or have a balanced stand.]

6. Students are only able to make a small impact on changing the world. Do you agree? Give reasons for your views.

- Key words: 'students' 'small impact' 'changing the world'
- Analysis of key words: Students should take a stand and give case studies/relevant examples given to support their point. Students can give personal examples or big change makers and how they have shaped the world.

Introduction

- Provide background information or an idea of what 'changing the world' means (e.g. to some, changing the world might mean solving problems like global hunger but to others, changing the world could be something as simple as influencing the people around them to care for the environment)
- State stand with summarised reasons that would provide the scope of the essay

Body Paragraphs

Agree: students are only able to make a small impact on changing the world

Students have limited resources:

- Compared to Bill Gates who has spent millions to research for cures for diseases, students who have not started working yet have limited money to dedicate to changing the world.
- Students are still in school, and do not have time on their hands or sufficient experience and knowledge to make a huge difference to the world. Even if they have brilliant ideas, they most likely lack the expertise to know how to implement it and make it work.
- There are cases where students have made a huge impact such as Greta Thunberg, but these are the exception, not the norm. In order to change the world, global leaders and policy makers need to step in to effect change.

Disagree: students are able to make a huge impact on changing the world

- In the age of communication, especially with social media platforms, students have a platform to have their voices and stories heard. They are not limited by their age when they have a compelling cause they are fighting for. (Global examples: Malala Yusof, Greta Thunberg)
- One person might not be able to make a huge impact, but with virtual partnerships made possible through technology, students can work with people in their community or across the world to make a huge change. There is strength in numbers, and when students come together, they can indeed effect great change. (eg. Hong Kong protests)
- Students are able to make meaningful and effective change on the world just by making it better for a few people at a time. Making a huge impact on changing the world is not about solving global hunger or climate change, but when we give our time and resources to issues that we really care about, our actions can really change the world for good. Even with small changes each time, it can have a butterfly effect with the potential to improve lives for generations to come.

Conclusion

- Summarise points
- Include some insight (e.g. students can make a change in the world, but they need to be given more opportunities and platforms to do so/ they need to change their mindset about their limitations and focus on what they can do to make the world a better place.)

[Note: Students should take a stand, and give examples to substantiate their point about whether students are only able to make a small impact on changing the world. Students should also include a counter argument and a rebuttal. It can be written in first or third-person perspective.]

Assessment criteria for language

- There will be a variety of structures with generally successful complex sentences.
- There will be instances of apt and wide vocabulary.
- There will be a good sense of demonstrating its use as a device for linking ideas and providing unity to the piece of writing.
- Spelling and punctuation will be largely accurate.
- There may be a sprinkling of grammatical errors, including some very occasional tense or verb formation slips, but this will not hinder conveying the intended meaning to the reader.
- Response will be fully relevant, the register and tone consistently appropriate and the reader's interest will be aroused and sustained.