

Name: _____

Register Number: _____

Class: _____

Clementi Town Secondary School
Preliminary Examination 2021
Secondary 4 Express / 5 Normal (Academic)



[ANSWER SCHEME DO NOT PRINT]

ENGLISH LANGUAGE
Paper 1 Writing
QUESTION BOOKLET
(Section C)

1128/01
XX Sep 2021
1 hour 50 minutes

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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 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 a lost opportunity brought about greater gains.
4. Describe a fictional character whom you admire. Explain what is relatable and admirable about this character.
5. A person's age is not an indication of maturity. What is your opinion?
6. "Just because something is common sense does not mean it is common practice."
How true is this for you?

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

Marking rubrics – follow O Level Continuous Writing rubrics (30m)

Q3. Students should demonstrate the ability to either recount an occasion in the first person, or write a third person narrative story using various narrative techniques to capture the reader's attention. At the very least, proper organisation (chronological order) would help reader to follow the series of events in the story from providing context of how an opportunity was lost, and how that lead to the greater gains. Better writers will use other organisation structures such as the use of flashbacks, and will include a coda that brings across the reflection and learning from this experience. Possible writing ideas include missing out on a coveted internship opportunity that lead to another better offer, or missing out on a chance to watch a concert performance but later getting the chance to go backstage and meet the performers in person. However, students should not write about avoiding disaster as a result of missing the opportunity (e.g. did not get on board a plane and avoiding death due to plane crash). Students who only write about one aspect and not the other (i.e. focus only on the lost opportunity and did not explain the greater gains adequately) will not be able to fulfil the requirements of the question.

Q4. This question requires students to describe a fictional character whom they admire. They can choose any fictional character from books that they have read, or shows or movies that they have watched. They should provide context about where this character came about, describe the traits of this character in vivid details, and explain why they admire this character. Students could talk about how the character overcame challenges, or uphold certain values that they relate with. Good writing should reflect a good command of vocabulary and idiomatic expressions that help to bring the character alive in the reader's mind. It is important students do not just describe the character and fail to provide a clear explanation of why they find the character admirable and relatable.

Q5. This question requires students to evaluate whether a person's maturity is related to a person's age. Students can tap on their own personal experiences and observations to present the various points in their writing. A good response will be well-organised using paragraphs and topic sentences to clearly introduce different points to the reader, and well supported with explanations and elaboration. In the conclusion, the student should provide an opinion whether using age as an indicator of maturity is relevant or appropriate in current society. Weaker responses will tend to repeat the question phrase and lack personal response.

Q6. To address this topic, students need to clearly articulate their definition of "common sense", and whether they feel this is enacted in the people around them. Students need to express their stand clearly, and support their stand with personal anecdotes and examples that are widely-known and

reported in the news (e.g. people refusing to wear face masks during the COVID-19 pandemic). In the conclusion, students can suggest how “common sense” can be better instilled in people (e.g. through education and public outreach efforts) if they agree with the statement, or how we should be more tolerant and reach out to the minority who do not display “common sense” instead of shaming them (online vigilantism, doxing). Weaker responses will tend to repeat the question phrase and lack personal response.