

Name:	Index No:	Class:
-------	-----------	--------

**HUA YI SECONDARY SCHOOL****4E/5N**

Preliminary Examination 2021

4E/5N**English Language****1128/1**

Paper 1 Writing

27 August 2021

INSERT

1 hour 50 minutes

Additional Materials: Answer Paper

READ THESE INSTRUCTIONS FIRST**This insert contains Section A.**

Write your answers in the spaces provided.

This document consists of 2 printed pages.

© HYSS 2021

No part of this document may be reproduced in any form or transmitted in any form or by any means without the prior permission of Hua Yi Secondary School.

[Turn Over]

Setter: Ms Marie Pang

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about air 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.✓.....

German aviation startup Volocopter on Wednesday announced its	
committed to launch air taxi services in Singapore, following two years of	1
"close collaboration" with the city. Volocopter's emission-free aircraft take off	2
and lands vertically. Each autonomous electric drone can carried up to two	3
passengers. A startup plans to launch air taxi services in the Republic within	4
the next three years. Its air taxi's first route in the city-state will likely be a	5
touristic route over the southern waters, offering view of the Marina Bay	6
skyline. This could provide Singapore's tourism industry for a new attraction,	7
Volocopter said. Volocopter's involvement in this new area of urban air	8
mobility gave the Civil Aviation Authority of Singapore the opportunity to co-	9
create regulations or technologies with the industry. This will also facilitate	10
innovation to enable a future mode of transportation for Singapore.	

Copyright Acknowledgement:

Text © Adapted from <https://www.businesstimes.com.sg/garage/german-startup-volocopter-to-launch-flying-taxis-in-singapore-within-three-years>

Name:	Index Number:	Class:
-------	---------------	--------



HUA YI SECONDARY SCHOOL

4E/5N

Preliminary Examination 2021

4E/5N

English Language

1128/1

Paper 1 Writing

27 August 2021

Additional Materials: Answer Paper

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your Name, Class and Index Number on all the work you have done.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section B** and one question from **Section C**.

For **Section B** and **Section C** write your answers in the separate Answer Paper provided.

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

This document consists of **4** printed pages including the cover page.

© HYSS 2021

No part of this document may be reproduced in any form or transmitted in any form or by any means without the prior permission of Hua Yi Secondary School.

[Turn Over]

Setter: Ms Marie Pang

Section B [30 marks]

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

Question 2

You should look at the information sheet on page 3, study the information carefully and plan your answer before beginning to write.

You have been selected as a Peer Support Leader for your school. You have seen an information sheet about how students can support one another and you think it is a good way to foster a culture of care in the school. Choose two of the three suggested ways that inform students how they can support one another.

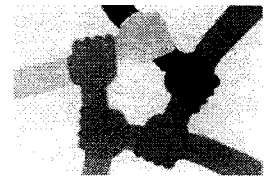
Write a speech about these methods and encourage your schoolmates to be a peer supporter. In your speech, you must include the following details:

- say which two methods shown in the information sheet you have chosen
- explain how the peer supporters can carry this out
- explain how students seeking help will benefit from these methods
- state why you think this will foster a culture of care in the school.

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

Write your speech in clear, accurate English. Your tone should be enthusiastic and persuasive.

WAYS TO BE A PEER SUPPORTER



Let's build a culture of care in schools

Connect through games

If you know someone who is feeling stressed, encourage them to take a break and join you in a physical activity or a board game. Your presence can help them feel more comfortable, and games can help to relieve stress and build positive relationships.



Listen to understand

We have all been in the situation where advice is the last thing we need to hear. Instead, recognise our peers' struggles and invite them to share more. They are then aware that they are not alone and they can seek additional help which they may require.



Make a new friend

If there is a new student in class, make an extra effort to welcome them! If you see someone who is sitting alone while everyone is with their friends, why not extend a friendly invitation for them to join you? Reaching out to someone may also allow you to build a meaningful connection with someone new.



Peer support changes lives.



Section C [30 marks]

Begin your answer on a fresh page.

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

Questions 3-6

Please write your chosen question number on your answer paper.

3. Describe a time you learnt something new and explain how it has shaped you.
4. Write about a time when you had a big misunderstanding with someone. What did you do about the situation?
5. 'The best learning takes place outside the classroom.' What are your views?
6. Students are only able to make a small impact on changing the world. Do you agree?

Name:	Index No:	Class:
-------	-----------	--------



HUA YI SECONDARY SCHOOL

4E/5N

Preliminary Examination 2021

4E/5N

ENGLISH LANGUAGE

1128/2

Paper 2 Comprehension

27 August 2021

Insert

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 6 printed pages including the cover page.

© HYSS 2021

No part of this document may be reproduced in any form or transmitted in any form or by any means without the prior permission of Hua Yi Secondary School.


[Turn Over]

Setters: Mrs Pan-Ong Fei Eng, Mdm Quek Si Min, Mdm Syahirah, Ms Wendy Ng

Section A

Text 1

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



Gardens, Parks & Nature | Activities | Learning | Biodiversity | Gardening | Services | Partner Us | Who We Are | Noticeboard |

Home > Learning > Programmes for Schools

Every Child a Seed


Benefits of Greenery

Youth@SGNature

Programmes for Schools

- Biodiversity Week for Schools
- **Every Child a Seed**
 - Online Resources
 - Photo Gallery
- Responsible Pet Ownership
- Pre-school Educational Resources
- Greening Schools for Biodiversity
- Kids for Nature PAL Outdoor Education

The programme seeks to provide children with an opportunity to grow their very own plant. This gives them a chance to go through and appreciate the challenges of the planting process, and experience the joy of seeing their plants grow.



Luke Raphael Peh from St. Anthony's Primary School was initially disappointed when he thought his Roselle seeds were not sprouting. Despite this, he persevered and eventually, one of his seeds germinated and grew into a healthy plant.

Providing Plant Starter Kits

Through this programme, every Primary 3 student in Singapore will be provided with a plant starter kit, consisting of a pot, potting mix and some seeds. The three types of seeds which will be given out are Kang Kong, Sunflower and Roselle.

The Garden City Fund

Every Child a Seed is supported by the Garden City Fund, a registered charity that hopes to cultivate a sense of ownership and love for the environment among the public, and to encourage the community to play its part in preserving Singapore's legacy as a lush and vibrant City in a Garden. Through this programme, we hope to convey to our pupils that every Singaporean plays a part in shaping our City in a Garden.

Section B

Text 2

This text below describes a Malay man's experience at the barber. Read it carefully and answer Questions 5 – 16 in the Question Paper.

- 1 We made a makeshift barbershop in front of our bunk, along the corridor. I was seated bare-bodied on a folding chair, directly under a fluorescent lamp. No mirrors placed in front and behind me to replicate my image towards diminishing eternity. No rectangle of cloth pegged at the back of my neck. No electric shearers caressing my head, its serrated nib so close to my scalp I could feel my skull vibrating drowsily. And none of those after-cut treats: the chill of rosewater lathered along my mandible by a shaving brush, the razor blade scratching against my sideburn follicles in that most satisfying manner: along the grain. 5
- 2 "Boss, how do you want it?" Sudin asked. Sudin was a storeman, I was a sergeant. We had both been punished for the weekend; him, for losing one of the brushes from his rifle-cleaning kit, and myself, for forgetting to sign my booking in. 10
- 3 I noticed something as Sudin snipped my hair and itchy tufts fell on my bare shoulders. I had an urge to talk. My memories of haircuts, when I was a child, and teenager, was one of humiliation. I visited a Malay barbershop near my old home in Tampines, one called Bugs Bunny but also had pictures of Woody Woodpecker on the glass doors. One might think that the environment would have been one that was child-friendly. After sitting down on a cushioned plank placed across armrests, I would then be asked in which style I wanted my hair to be cut. This was when terror would strike me, unfailingly. Because the question would be delivered in Malay, and I couldn't answer in Malay. I was scoring quite distinguished Mother Tongue grades in school, but when it came to banter, I found myself rummaging through a mental dictionary. Furthermore, it was a dictionary submerged in water, soaked to the spine, its pages wrinkled and warped. The very act of diving to retrieve such a wreck involved breathlessness and the deceleration experienced when one enters another medium. What words to choose without sounding stilted or straying to silence in mid-sentence? 15
20
25
- 4 In retrospect though, I think it was my fear of not getting the inflections right that paralysed me, more so than a lexical poverty. Maybe I knew the words to use, how to string them together, but had no idea how to achieve that unreachable diction that would disguise the fact that these very words had been frantically translated from English.
- 5 So I would answer in English: cut the sides short, don't cut so much at the top, leave a slope at the back. There was one time, though, when the barber frowned and asked sarcastically, "You don't know how to speak Malay, is it?" I remember blushing when those words pierced me, my ears turning red, wishing the barber was not so close as to notice such obvious signs of shame. That was the longest haircut of my life; staring into the mirror, I saw a boy who did not belong. 30
35
- 6 Haircuts became rituals of retreat. The snips of scissors and hum of electric shearers carried out dialogues around my head, and all the while I was submerging myself in a private silence, a stone dropped in a dark well, shrinking like my own reflection endlessly multiplied by the front and back mirrors. The closer the blades got to my scalp, the further I withdrew into my mind's sanctum. 40

- 7 So back again to last night, where I had Sudin hovering around me, snipping away. Another barbershop, another chance at redemption. As all the dead weight fell around me, accumulating in a black halo at my feet, I spoke about falling in love again, about the directions one takes in one's life, how sometimes detours can take you full circle.
- 8 I spoke first in Malay, and then unconsciously switched to English. It did not matter. I was being understood. 45

Section C

Text 3

This text below is about how Generation Z is altering the face of entrepreneurship. Read it carefully and answer Questions 17 – 23 in the Question Paper.

- 1 They are still at school. However, Generation Z is already powering its way into the world of work. Motivated, creative, and - crucially - tech-savvy, the world's two billion under-17-year-olds are sparking a wave of entrepreneurialism. They are the first batch of 'digital natives'; most of them are younger than Google, which launched in 1996. The poster girls and boys of the generation include Nick D'Aloisio, 18, who taught himself coding at 12, created the news app Summly at 15, and sold it to Yahoo for \$30 million last year. They are leading a change of tide, with youngsters born into a recession. Therefore, they are desperate to 'make something of themselves'. 5
- 2 New research suggests today's teens are focussing on their big move - rather than whiling away time on social networks. More than 75 per cent of Generation Z aim to turn their hobby into a full-time job compared to 50 per cent of the generation before, according to a survey by recruitment agency Intern Sushi. Popular culture is saturated with youngsters - from Romeo Beckham, modelling at the age of 10, to Lorde, who at 17 has won two Grammy awards and landed a commission to produce the soundtrack to the next Hunger Games film. 10
- 3 With social entrepreneurship now one of the most popular career choices, the figures also revealed a quarter of 16-to-19-year-olds are currently volunteering. Leaders in this field include 17-year-old Malala Yousafzai, who was shot by the Taliban and survived to become an activist. Another is Logan Laplante, 13, who has shaken up debate in the education sector by promoting his concept of 'hack schooling'; breaking from the structure of organised education. His first talk has amassed more than five million views online, and sparked numerous responses from leading figures in the schooling world. It is a shift in priorities that appears to have been sparked by the wave of unemployment and the rise of tuition fees. 15 20
- 4 Ina Miskavets, senior consumer and lifestyles analyst at research firm Mintel said: 'Having come of age in an era of rising self-employment and new ideas driven by rapid advancements in technology, children and teens are beginning to aspire to one day owning their own businesses. Due to the powerful impact of social media and the Internet and their adept abilities at navigating it, Generation Z has managed to gain more powerful results than generations before.' 25
- 5 However, there are fears this tribe of youngsters, in their bid to succeed, are spreading their focus too thin. Ika Erwina, a retail and technology analyst for Mintel, said: 'These digital natives are interconnected and tend to divide attention across multiple platforms and channels, prompting impatient behaviours, quick-fix mentality, and instant gratification. Their loyalty is likely to mirror this trend, spreading thinly across brands, and easily switched.' 30
- 6 The entry of Generation Z in the labour force encourages organisations to develop mentorship programmes for Generation Z. As far as we know, mentorship has been one and will remain one of the significant pillars of successful entrepreneurship. This fact has not changed with Generation Z, but they are certainly not getting their mentorship in the regular ways we got ours. Communities within social media have become the go-to for Generation Z entrepreneurs 35

to get their counsel and mentorship. Mutual interest communities have always existed, but Generation Z has taken it a notch up. The benefits of these communities to this generation are that they can swap ideas and seek more experienced members' opinions. They have elevated collaboration over competition, a key that seems to be propelling them towards immense success beyond Millennials. 40

Copyright Acknowledgements:

- Text 1 © Adapted from <https://www.nparks.gov.sg/learning/programmes-for-schools/every-child-a-seed>
- Text 2 © Adapted from Alfian's Sa'at's The Barbershop. <https://brooklynrail.org/2018/04/fiction/4-stories-from-Malay-Sketches>
- Text 3 © Adapted from <https://www.dailymail.co.uk/news/article-2721877/Younger-Google-tech-savvy-ready-world-How-entrepreneurs-Generation-Z-aged-18-making-money-lifetime.html>
- © Adapted from <https://www.entrepreneur.com/article/358930>

Name:	Index Number:	Class:
-------	---------------	--------



HUA YI SECONDARY SCHOOL

4E/5N

Preliminary Examination 2021

4E/5N

ENGLISH LANGUAGE

1128/2

Paper 2 Comprehension

27 August 2021

Candidates answer on the Question Paper provided.

1 hour 50 minutes

Additional material: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, Class and Index Number on all the work you have done.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided in the Question Paper.
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.

Examiner's Use	
Section A	
Section B	
Section C	
Total	

This document consists of **8** printed pages including the cover page.

© HYSS 2021

No part of this document may be reproduced in any form or transmitted in any form or by any means without the prior permission of Hua Yi Secondary School.

[Turn Over]

Setters: Mrs Pan-Ong Fei Eng, Mdm Quek Si Min, Mdm Syahirah, Ms Wendy Ng

Section A [5 marks]

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

1 Who is the whole webpage aimed at?

.....
[1]

2 Refer to the information under the heading 'Every Child a Seed' and Luke's story in the webpage. Which two opportunities of the programme do the photographs show?

(i)

(ii) [2]

3 The webpage begins with the heading 'Every Child a Seed'. Why is this comparison between a child and a seed effective?

.....
[1]

4 Which sentence gives us the main message of the webpage?

.....
[1]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5 –16.

5 From Paragraph 1, what evidence shows that the barbershop is a makeshift one?

.....
.....[1]

6 In Paragraph 1, identify the words or phrases which match with an experience at a barbershop.

Experience at barbershop	Words or phrase from passage
toothed pointed end	
stroking gently	
clipped	

[3]

7 What **two** things from Paragraph 2 show that the writer was of a higher rank than Sudin?

(i)
(ii)[2]

8 Explain how the language used in Paragraph 3 emphasises the writer's fear of speaking in Malay. Support your ideas with **three** details from the paragraph.

.....
.....
.....
.....
.....
.....
.....
.....[3]

9 Identify **any** piece of evidence from Paragraph 3 that gave the writer the impression the barbershop was 'child-friendly' (line 16).

.....
.....[1]

10 In Paragraph 3, which word suggests that the writer was tongue-tied?

.....
.....[1]

11 'it was a dictionary submerged in water, soaked to the spine, its pages wrinkled and warped' (lines 21-22).

What impression is the writer trying to make about his efforts with the use of this metaphor?

.....
.....[1]

12 Give **one** piece of evidence from Paragraph 4 to show that the writer struggled when speaking in Malay.

.....
.....[1]

13 In Paragraph 5, which phrase suggests that the writer is not comfortable in his identity?

.....
.....[1]

14 Explain **in your own words** what the writer means when he says 'Haircuts became *rituals of retreat*' (line 36).

.....
.....[1]

- 15 'As all the *dead weight* fell around me, accumulating in a black halo at my feet...' (lines 42-43).
 Apart from his hair that has been cut, what else is the writer referring to when he used the term 'dead weight'?

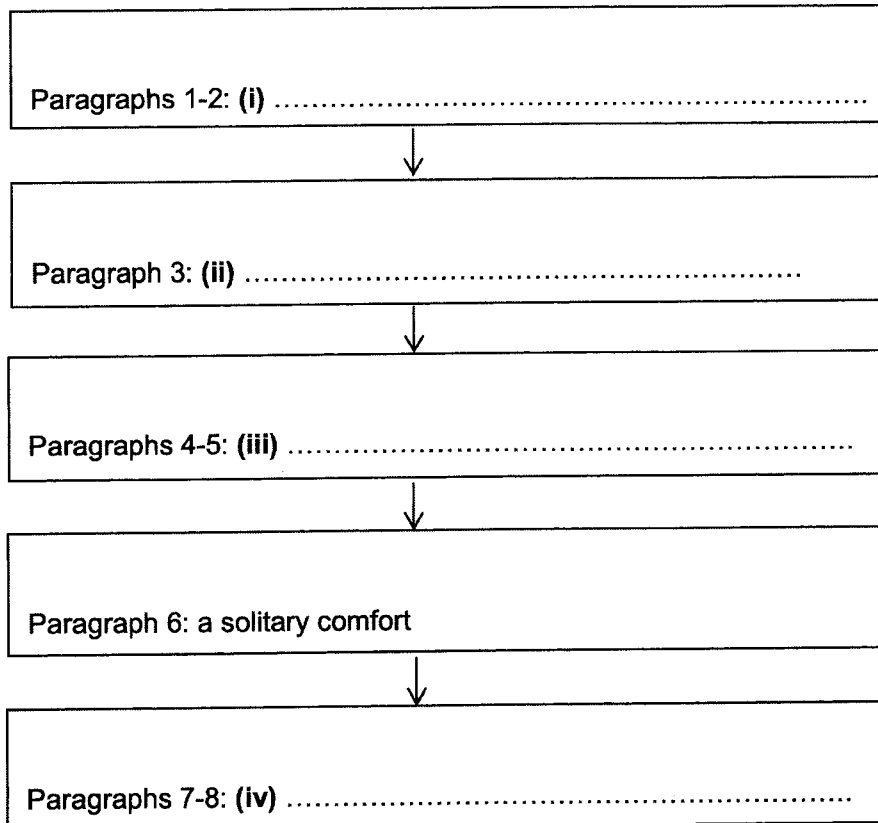
.....
[1]

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

The soldier's experiences

a satisfying experience	an uncommon experience
a familiar journey	a nostalgic feeling
a time of reflection	an unpleasant memory
a feeling of acceptance	

Flow chart



[4]

Section C [25 marks]

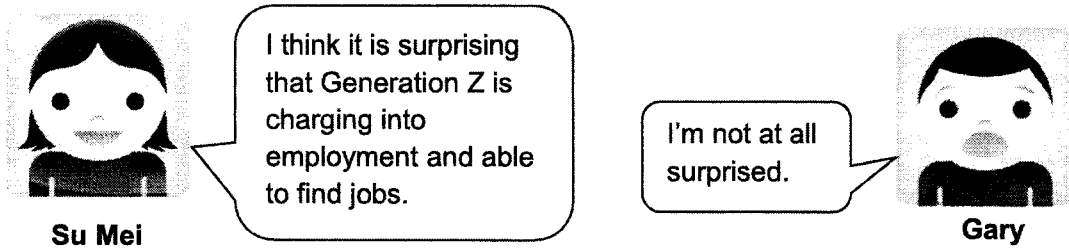
Refer to Text 3 to answer Questions 17 – 23.

- 17 In Paragraph 1, which phrase suggests that Generation Z represents these qualities – motivated, creative, and tech-savvy?

.....

.....[1]

- 18 Here is part of a conversation between two students, Su Mei and Gary, who have read the article.



Su Mei I think it is surprising that Generation Z is charging into employment and able to find jobs.

I'm not at all surprised. **Gary**

- (a) With reference to Paragraph 1, give **two** reasons to support why Su Mei is surprised that Generation Z is charging into employment.

.....

.....

.....[2]

- (b) Explain **in your own words** a detail from Paragraph 1 which Gary can use to justify his opinion.

.....

.....[1]

- 19 What does 'popular culture is saturated with powerful youngsters' (line 15) suggest about the attitude of youngsters towards popular culture?

.....

.....[1]

20 From Paragraph 2, give the **two** examples of popular culture that appeal to Generation Z.

.....
.....[2]

21 In Paragraph 3, the writer says that Logan Laplante's first talk on the concept of 'hack schooling' has amassed more than five million views online.

Give **two** reasons why his talk has garnered a massive response online.

(i)
(ii)[2]

22 In Paragraph 4, the writer describes Generation Z as a generation that aspires to one day owning their own businesses.

Identify **one** word in the same paragraph which also means 'owning their own businesses'.

.....
.....[1]

23 **Using your own words as far as possible**, summarise the characteristics of Generation Z and mentorship they receive to be successful.

Use information only from Paragraphs 5 and 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.

Born in a digital age, youngsters of Generation Z are ...

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

No. of words: [15]



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

This document consists of **9** printed pages including the cover page.

© HYSS 2021

No part of this document may be reproduced in any form or transmitted in any form or by any means without the prior permission of Hua Yi Secondary School.

[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>1 commitment(WF) 2 takes (sva) 3 carry (tense) 4 The (art) 5 ✓ 6 views (s/plural) 7 with (prep.) 8 ✓ 9 gives (tense) 10 and (conj)</p>
<p><i>Copyright Acknowledgement:</i> Adapted from https://www.businesstimes.com.sg/garage/german-startup-volocopter-to-launch-flying-taxis-in-singapore-within-three-years</p>	

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
--	---

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.

Name:	Index Number:	Class:
-------	---------------	--------

HUA YI SECONDARY SCHOOL

4E/5N

Preliminary Examination 2021

4E/5N

ENGLISH LANGUAGE

1128/2

Paper 2 Comprehension

27 August 2021

1 hour 50 minutes

Marking Scheme (Updated 13 Sep)

This document consists of **8** printed pages including the cover page.

© HYSS 2021

No part of this document may be reproduced in any form or transmitted in any form or by any means without the prior permission of Hua Yi Secondary School.

[Turn Over]

Setters: Mrs Pan-Ong Fei Eng, Mdm Quek Si Min, Mdm Syahirah, Ms Wendy Ng

Section A [5 marks]

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

1 Who is the whole webpage aimed at?

It is aimed at primary school students/children/ teachers who want to grow their own plant. [1]

OR

It is aimed at schools who want their students to grow their own plant. [1]

Do not accept 'parents', 'Singaporean students'.

2 Refer to the information under the heading 'Every Child a Seed' and Luke's story in the webpage. Which two opportunities of the programme do the photographs show?

(i) It is to appreciate the challenges of the planting process [1]

(ii) It is to experience the joy of seeing their plants grow [1]

3 The webpage begins with the heading 'Every Child a Seed'. Why is this comparison between a child and a seed effective?

It is to emphasise that children are like seeds and can be nurtured/ developed from young. [1]

4 Which sentence gives us the main message of the webpage?

The sentence is 'Through this programme, we hope to convey to our pupils that every Singaporean plays a part in shaping our City in a Garden.' [1]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5 –16.

- 5 From Paragraph 1, what evidence shows that the barbershop is a makeshift one?

It was set up in front of the writer's bunk, along the corridor. [1]

Accept: Ans with quotation marks but ans must contain exact words.

- 6 In Paragraph 1, identify the words or phrases which match with an experience at a barbershop.

Experience at barbershop	Words or phrase from passage
toothed pointed end	serrated nib [1]
stroking gently	caressing [1]
clipped	pegged [1]

[3]

- 7 What **two** things from Paragraph 2 show that the writer was of a higher rank than Sudin?

- (i) **Sudin called him 'Boss' [1]**

Accept: Ans with no quotation marks and small letter 'b'

- (ii) **Sudin was a storeman while the writer was a sergeant. [1]**

Do not accept: Sudin was a storeman while I was a sergeant. (not accepted because of wrong pronoun "I" used)

- 8 Explain how the language used in Paragraph 3 emphasises the writer's fear of speaking in Malay. Support your ideas with **three** details from the paragraph.

- **'This was when terror would strike me, (unfallingly)' suggests that the writer felt horrified/ terrified/ mortified (every time/always) that the barber will ask him in Malay. [1]**
- **'(but when it came to banter, I found myself) rummaging through a mental dictionary' highlights that he is searching frantically for Malay words (to use in conversations). [1]**

For the second detail:

Do not accept: 'trying to think of'

- **'to retrieve such a wreck involved breathlessness (and the deceleration experienced when one enters another medium)' emphasises his extreme anxiety in being forced to speak in Malay (and he had to slow down when he spoke in Malay) [1]**

For the third detail:

Do not accept 'suffocation, freeze up';

Accept 'hyperventilate', 'shortness of breath', 'out of breath'

- 9 Identify **any** piece of evidence from Paragraph 3 that gave the writer the impression the barbershop was 'child-friendly' (line 16).

The shop was called Bugs Bunny. / It had pictures of Woody Woodpecker on the glass doors. [1]

- 10 In Paragraph 3, which word suggests that the writer was tongue-tied?

The word is 'stilted'. [1]

- 11 'it was a dictionary submerged in water, soaked to the spine, its pages wrinkled and warped' (lines 21-22).

What impression is the writer trying to make about his **efforts** with the use of this metaphor?

It is to emphasise that his actions were futile/ worthless/ pointless/ ineffective. [1]

Accept: near impossible, useless, in vain, wasted, hopeless

Do not accept: could not answer in Malay, trying very hard

- 12 Give **one** piece of evidence from Paragraph 4 to show that the writer struggled when speaking in Malay.

He was afraid of getting the inflections wrong. / He was afraid that it was obvious that he had translated his words from English. [1]

The correct ans should have only one piece of evidence.

Accept ans with quotation marks.

Accept 'no idea how to achieve that unreachable diction.'

- 13 In Paragraph 5, which phrase suggests that the writer is not comfortable in his identity?

It is 'I saw a boy who did not belong.' / It is 'did not belong'. [1]

- 14 Explain in **your own words** what the writer means when he says 'Haircuts became *rituals of retreat*' (line 36).

He has become used to/ grown accustomed to withdrawing into himself/ into his own thoughts when he has haircuts. [1]

The correct ans must contain the idea of doing it regularly, e.g. every time he went to the barber..., a habit of reflecting...

- 15 'As all the *dead weight* fell around me, accumulating in a black halo at my feet...' (lines 42-43).

Apart from his hair that has been cut, what else is the writer referring to when he used the term 'dead weight'?

He is referring to the burden/ baggage of being afraid of speaking in Malay/ speaking in Malay when he has a haircut. [1]

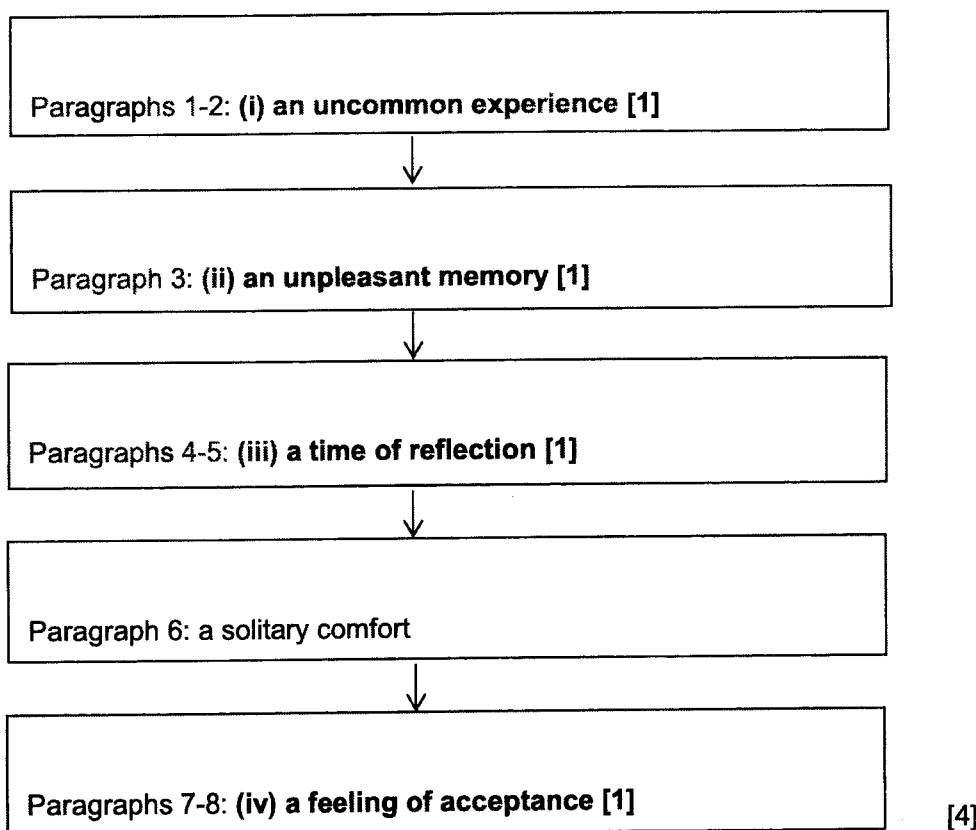
Do not accept: pressure, weight

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

The soldier's experiences

a satisfying experience	an uncommon experience
a familiar journey	a nostalgic feeling
a time of reflection	an unpleasant memory
a feeling of acceptance	

Flow chart



Note: To remind students to follow options closely – do not write in capital letters for the first letters

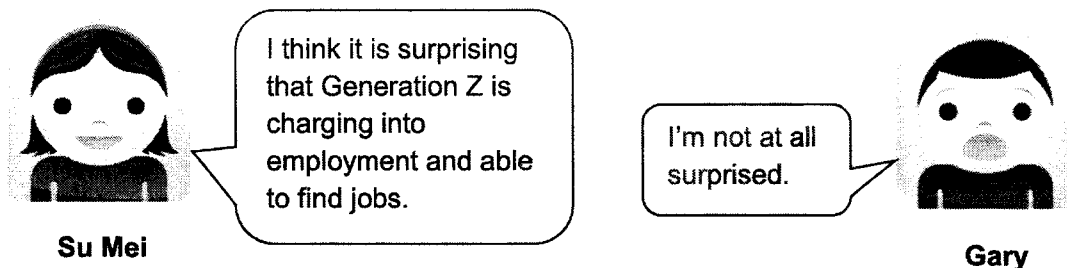
Section C [25 marks]

Refer to Text 3 to answer Questions 17 – 23.

- 17 In Paragraph 1, which phrase suggests that Generation Z represents these qualities – motivated, creative, and tech-savvy?

The phrase is 'poster girls and boys'. [1]

- 18 Here is part of a conversation between two students, Su Mei and Gary, who have read the article.



- (a) With reference to Paragraph 1, give **two** reasons to support why Su Mei is surprised that Generation Z is charging into employment.

The first reason is that Generation Z is still schooling [1] and the second reason is that Generation Z is born into a period of recession. [1]

Do not accept: younger than Google, leading a change of tide

- (b) Explain in **your own words** a detail from Paragraph 1 which Gary can use to justify his opinion.

Generation Z is ready to do anything to be successful (through their own efforts). [1]

From text: Youngsters born into a recession desperate to 'make something of themselves'.

Accept: eager to prove themselves, drive to succeed, motivated, determined to achieve their goals

- 19 What does 'popular culture is saturated with youngsters' (line 12) suggest about the attitude of youngsters towards popular culture?

Young people find popular culture appealing. [1]

Accept: fascinating, attractive, captivating

Do not accept: well-received, interested, keen, engrossed

Do not accept: Young people find popular culture interesting and attractive. (incorrect + correct ans)

- 20 From Paragraph 2, give the **two** examples of popular culture that appeal to Generation Z.

(Any two examples)

They are

- modelling [1] /

- recording a song for a film/ creating a soundtrack [1] /

- (Full examples from the text given "The two examples are Romeo Beckham who modelled at the age of 10 and Lorde who at the age of 17 has won two Grammy awards (and landed a commission to produce the soundtrack to the next Hunger Games film.") [1]

Accept: modelling at a very young age

Do not accept: modelling at the age of ten, artist, singer ('artist' and 'singer' not accepted as there is no evidence in the text to indicate that the Grammy awards are for singing.)

- 21 In Paragraph 3, the writer says that Logan Laplante's first talk on the concept of 'hack schooling' has amassed more than five million views online.

Give **two** reasons why his talk has garnered a massive response online.

(Any two reasons)

(i) **It is because of the wave of unemployment.** [1]

(ii) **It is due to the rise of tuition fees.** [1]

(iii) **It is because his concept breaks away from the structure of organised education.** [1]

Do not accept: shaken up debate in the education sector (not accepted as this line is a mere rephrase of the qns "garnered a massive response")

If two correct answers are written in the same line, award only mark for the first correct reason in that line.

- 22 In Paragraph 4, the writer describes Generation Z as a generation that aspires to one day owning their own businesses.

Identify **one** word in the same paragraph which also means 'owning their own businesses'.

The word is 'self-employment'. [1]

- 23 **Using your own words as far as possible**, summarise the characteristics of Generation Z and mentorship they receive to be successful.

Use information only from Paragraphs 5 and 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.

Born in a digital age, youngsters of Generation Z are ...

S/N	Line No.	From Text	Paraphrased
Characteristics of Generation Z			
1	31	interconnected	connected with one another/ interdependent
2	31	tend to divide attention across multiple platforms and channels	have their attention on too many things/ engage in too many things/ try to do too many things X networks
3	32	prompting impatient behaviours	giving rise to restless actions X reckless / impulsive
4	32	quick-fix mentality	easy/ fast way of thinking
5	32	instant gratification	immediate satisfaction X rewards
Note: To get content marks for points 3, 4, 5, content point 2 must be written because in the text, it states "These digital natives are interconnected and tend to divide attention across multiple platforms and channel, prompting impatient behaviours, quick-fix mentality, instant gratification."			
6	32-33	Their loyalty is likely to mirror this trend, (spreading thinly across brands)	Their loyalty reflects/ represents this tendency/ behaviour, spreading thinly (across brands) and can be simply exchanged.
7	33	easily switched	 fickle
8	41-42	They have elevated collaboration over competition	Instead of competing with one another, they seek to join forces/ work jointly with others
Mentorship received			
9	38-39	Communities within social media have become the go-to for Gen Z entrepreneurs to get their counsel and mentorship	Gen Z entrepreneurs turn to like-minded people on social media for advice/ guidance
10	40-41	they can swap ideas	they exchange opinions
11	41	seek more experienced members' opinions	consult the views of more knowledgeable members professionals

