XINMIN SECONDARY SCHOOL

新民中学

SEKOLAH MENENGAH XINMIN

Preliminary Examination 2012

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE PAPER 1

1127/01

Paper 1 Writing

15 August 2012

Secondary 4 Express/5 Normal Academic

Duration: 1 hour 45 minutes

Setter: Mrs Belinda Goh
Vetter: Mrs Amy Chan

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

Write your name, index number on all the work you hand in.
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 both **Section One** and **Section Two.**

At the end of the examination, fasten all your work in each section securely together.
Hand in Sections One and Two separately.
The number of marks is given in brackets [ ] at the beginning of each Section.

Total Marks	
Parent's Signature	

This question paper consists of 3 printed pages, including this cover page.

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Section One [30 marks]

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

At the head of your composition, write the number of the topic you have chosen.

1. "Academic excellence alone does not guarantee success today." Do you agree?

2. "Destiny is not the path given us, but the path we choose for ourselves." How far do you agree with this statement?

3. Write about some of your most positive life experiences and how they have transformed your approach to life.

4. What are some of the aspects of your secondary school life that you would cherish when you leave?

5. Siblings.

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Section Two [30 marks]

Begin your answer on a fresh sheet of paper.

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

You should read the information carefully and plan your answer before beginning to write.

You are the President of the Student Council. You have been approached by the Principal of your school to suggest a programme the school can adopt to equip students with the right values and develop their character.

These ideas surfaced during your Executive Committee brainstorming session:

"We could sponsor a child for a donation of $45 per month with World Vision. I read that the money will ensure that fundamental needs, such as access to clean water, basic healthcare, education, nutritious food and increased food security are met. The organisation will also help the community by empowering them to help themselves in the future as well. We will also get a chance to write to the sponsored child or even visit him."

"I suggest a service-learning project. My sister was involved in a service-learning project in her school and she was able to use the knowledge and skills she learnt in her subject to serve others. The project helped her open her eyes to the needs of the outside world and taught her to be more aware of the needs of others. But first, we need to identify which skills we can use and match them to an organisation who may need our skills."

"Why don't we just adopt an old folks' home for a year? That way, we can learn how to take care of the elderly and learn of the problems the elderly face in Singapore. Since it is a long term project, there is continuity and the time spent at the old folks' home will benefit both the residents and students."

Decide which one of these ideas you think is best for the purpose.

Write a letter to the Principal, giving reasons for your choice. Explain in detail why you think this will be the most successful to help develop the right values and character of the students. Include in your letter your suggestion on how the programme can be organised.

Set out your letter correctly in **clear, accurate English,** in a **persuasive tone** that will convince the Principal that your idea is the one the school should adopt.

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Xinmin Secondary School
S4E5N English Language Paper 1
Preliminary Examinations 2012

Section One [30 marks]

Students are expected to answer only one topic.

S/N	Topic	Setter's Remarks
1	Text type: Expository/Argumentative Essay **"Academic excellence alone does not guarantee success today." Do you agree?**	A strong introduction/hook/set context and provide thesis statement Consistent use of first-person, second-person and third-person pronouns to maintain the point of view appropriate to the contexts In addition to academic excellence, focus on at least 3 other points needed for success; some suggestions include: - Drive and confidence to venture out of one's comfort zone - Ambition or the desire for personal achievement - Ability to think out of the box - Ability to work well with others - Being at the right place and the right time Paragraphs that are well organised with topic sentence, elaboration, supporting details and a link to topic sentence [Hamburger/PEEL structure] Each paragraph should be limited to the discussion of one general idea that supports the thesis statement and evidential support [factual, anecdotal, statistical or logical details] Clear and logical transition words/phrases to allow reader to follow progression of writer's thoughts Counterargument & Refutation - To consider and explain differing view point and show how it does not align with thesis statement because the differing view point may either be due to the person being ill-informed or the view being out of date, etc Language - Consistent use of verb tenses - Consistent use of spelling, grammar and style conventions (e.g. British/American English, single/double quotations marks) Tone - Sufficiently formal as appropriate to an academic essay - No clichés and colloquialisms, unless there is good analytical or dramatic reasons for using

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		them - Personal Style/Voice - A consistent style that reflects candidate's individual voice - A variety of sentence structures used to avoid monotony - No sexist, stereotypical, or offensive language
2	Text type: Argumentative/ Discursive Essay **"Destiny is not the path given us, but the path we choose for ourselves." How far do you agree with this statement?**	A strong introduction/hook/set context; (Provide thesis statement in introduction if writing an argumentative essay) Consistent use of first-person, second-person and third-person pronouns to maintain the point of view appropriate to the contexts Paragraphs that are well organised with topic sentence, elaboration, supporting details and a link to topic sentence [Hamburger/PEEL structure] Each paragraph should be limited to the discussion of one general idea that supports the thesis statement and evidential support [factual, anecdotal, statistical or logical details] Clear and logical transition words/phrases to allow reader to follow progression of writer's thoughts Language - Consistent use of verb tenses - Consistent use of spelling, grammar and style conventions (e.g. British/American English, single/double quotations marks) Tone - Sufficiently formal as appropriate to an academic essay - No clichés and colloquialisms, unless there is good analytical or dramatic reasons for using them - Personal Style/Voice - A consistent style that reflects candidate's individual voice - A variety of sentence structures used to avoid monotony - No sexist, stereotypical, or offensive language
3	Text type: Personal Recount/Reflective Essay **Write about a some of your most positive life experiences and how they have transformed your approach to life.**	To be written from the 1st person point of view A strong introduction/hook Focus on at least two positive life experiences. Some suggested points: - reaching out to others who are neglected, ignored, oppressed, abused, or marginalised-

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		-those most in need - kindness of strangers - taking part in activities out of your comfort zone/that push your limits e.g. extreme sports/bicultural exchanges - being given second chances when all hope seems lost Elaboration of how these experiences have radically altered his/her approach to life. Conclusion - Include a comment to express personal opinion regarding the events described Language - Vivid, detailed description of the experiences - Use of first person pronouns - Apt use of time connectors - Use of verbs in simple past tense - Use a variety of sentences
4	Text type: Expository **What are some of the aspects of your secondary school life that you would cherish when you leave.**	To be written from the 1st person's point of view A strong introduction/hook Focus on at least two aspects of his/her secondary school life candidate will cherish when they leave Some suggested points: - CCA - Friends - Teacher/s - Camps - Programmes in school - Opportunities to go overseas for learning journeys Elaboration of why these aspects are close to his/her heart and cite examples to support Conclusion - Include a comment to express personal opinion regarding the aspects described Language - Vivid, detailed description of the aspects - Use of first person pronouns - Apt use of time connectors - Use of verbs in future tense - Use a variety of sentences
5	**Text type: Narrative/Personal Recount/Discursive/Argumentative** **Siblings.**	**Candidates may wish to explore the concept of siblingseither as a narrative/personal recount/discursive or philosophical essay.** **Personal Recount essays should be written in the 1st person whilst Narratives can either be written in the 1st or 3rd person point of view.** **Discursive or Argumentative should follow the requirements set out in Q1 & 2**

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Section Two [30 Marks]

Situational Writing - Writing a Formal Letter

For the language, mark out of a possible 20
For the 10 marks awarded for the 'Task Fulfilment', candidates need to fulfil the following:

- How well the candidate's response show understanding of the task
- Whether the format used is appropriate
- Whether all the required points have been dealt fully and in an organised manner
- Whether there is elaboration of details and the given information is well-used
- The situation needs to be clear to the candidates

Situation

Candidate is the President of the Student Leader Board. He/She has been tasked by the Principal of his/her school to suggest a programme the school can adopt to instil the right values and nurture the character of the students.

The three ideas that are put up for consideration include sponsoring a child through World Vision, embarking on a Service Learning Project or 'adopting' some old folks in an Old Folks' Home.

Candidate must decide which idea he/she thinks is the best for the purpose. He/She will write a letter to the Principal, giving reasons for his/her choice. He/she must explain in detail why and how his/her choice is the most successful in helping to instil good values and nurture the character of the student population. He/She must also include in the letter an explanation of how the programme is to be carried out.

Layout and convention of Formal Letter Format

Sender's Address

Date

Recipient's Name
Designation
Organisation
Address

Salutation [Dear: Mr/Mrs _____]

Subject

Introduction

Reasons for Choice

How programme will be implemented

Conclusion

Yours sincerely

Signature
Sender's Name

The tone used here should be formal, yet persuasive.

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INTRODUCTORY PARAGRAPH – INTRODUCE YOUR KIND SELF.

BACKGROUND OF THE PROGRAMME.

EXAMPLE 1

Good afternoon, Mdm Soh, (This is not a speech) I am Jessie Lim, President of the Student Council. I am writing this letter ~~**to you**~~ in response to your request to suggest **(propose)** a programme the school can adopt to equip **(inculcate values in)** students with the right values and develop their character. Three ideas surfaced during our Executive Committee brainstorming session and I would like to propose to you my ~~**chosen**~~ idea in hope that you would approve of it and gain your support. **(Fault : extensive use of 'and' conjunction, sentence structure – During our brainstorming sessions, our Exec Comm have decided to...)**

EXAMPLE 2

I am Jessie Lim, President of the Student Council, here to propose **(This is not a speech)** the Student Council school programme idea to equip with the right values and develop their character.

EXAMPLE 3

The Executive Committee of the Student Council has come up with a few ideas **(odd expression – proposed a few activities under the programme that)** for the programme that the school can adopt to allow **(to encourage/help)** students to learn the right values and develop their character. After serious consideration, I am proud to say **(it is indeed my pleasure)** that I have chosen adopting an old folk's home for a year as theis programme.

NB : The use of normalisation in the construction of sentences will suffice to meet the requirement of using formal language in this section of the paper e.g. It will indeed be beneficial to the students if... ,

PARAGRAPH 2 – YOUR JUSTIFICATION FOR YOUR CHOICE MUST BEGIN HERE.

POINT 1 ONLY – FULLY DEVELOPED AND ELABORATED WITH EXAMPLES WHERE POSSIBLE.

EXAMPLE 1

The ideas that surfaced...

EXAMPLE 2

By learning how to take care of the elderly, our students would, at the same time, learn how to be patient. As elderlys are restricted in mobility and require more time to do things, students would learn to be patient... students would have unwavering attentiveness towards the elderly. This would help to develop their focus and how meticulous and determined they are.

EXAMPLE 3

Additionally, the elderly are known to like sharing their life experiences with youngsters like us who are still wet behind the ears in life, the students can learn from the elderlys life experiences.

EXAMPLE 4

'to respect the elders', 'the elders are demanding and unreasonable' ...elderlys' elderlies

EXAMPLE 5

The continuity of this project also allows bonds between the elderly and our students to be forged so that it teaches the students the importance of forging close relationships with other people.

'forge friendship' 'establish relationships' 'strengthen relationships' 'build bonds' 'encourage bonding between'

'nowadays' vs 'these days'

PARAGRAPH 3

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POINT 2 ONLY – FULLY DEVELOPED AND ELABORATED WITH EXAMPLES WHERE POSSIBLE.

EXAMPLE 1

As to how **(DO NOT start a paragraph abruptly – there is no unity in paragraphing)** the programme can be organised, we can collaborate with an old folk's homes that is nearer **(located near us)** to us. Each level **(Subject is NOT each level but Students from…)** can spend six weeks...

PARAGRAPH 4

POINT 3 ONLY - FULLY DEVELOPED AND ELABORATED WITH EXAMPLES WHERE POSSIBLE.

PARAGRAPH 5

COMPARISON CAN BE MADE HERE. However, do not spend too much time trying to justify why you DID NOT choose the other two options. The question requires you to justify your choice. You are marked for the use of persuasive language.

CONCLUDING PARAGRAPH

EXAMPLE 1

Thus, we hope that Mr Wong can take our decision into consideration **(I sincerely hope that our proposed idea will…)** And boost our school spirit of diligent in service, steadfast in spirit in students to the fullest. **(inspire)** Thank you.

EXAMPLE 2

I hope that you would give great consideration to the choice I have made as it would be advantageous for students as they would pick up things skills in life **(they would learn life skills that will be important…)** that the school cannot teach them from this experience. Please do consider my decision so that we achieve the aim of cultivating good values and character in students. (develop character)

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XINMIN SECONDARY SCHOOL

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SEKOLAH MENENGAH XINMIN

Preliminary Examination 2012

CANDIDATE NAME

CLASS | | | | INDEX NUMBER | | |

ENGLISH LANGUAGE

1127/02

Paper 2 English Language

15 August 2012

Secondary 4 Express/ 5 Normal Academic

Duration: 1 hour 40 minutes

Setter: Ms Katherine Chew
Vetter: Mrs Amy Chan

Additional Materials: -

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

This insert contains Passage A and Passage B.

This document consists of **5** printed pages and **1** blank page.

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Read Passage A and Passage B and then answer the questions which are printed on the Question Paper.

Passage A

1 Close your eyes and picture Family Dinner. Mum is in an apron and pearls, Dad in a sweater and tie. The napkins are linen, the children are scrubbed, steam rises from the green-bean casserole and even the dog listens intently to what is being said. This is where the tribe comes to transmit wisdom, embed expectations, confess, conspire, forgive and repair.

2 There is something about a shared meal – not some holiday feast, not once in a while but regularly, reliably – that anchors a family even on nights when the food is fast and the talk cheap and everyone has someplace else they would rather be. And on those evenings when the mood is right and the family lingers, caught up in an idea or an argument explored in a shared safe place where no one is stupid or shy or ashamed, you get a glimpse of the power of this habit and why social scientists say such communion acts as a kind of vaccine, protecting children from all manner of harm.

3 In fact, it is the experts in adolescent development who become most emphatic about the value of family meals, for it is in the teenage years that this daily investment pays some of its biggest dividends. Studies show that the more often families eat together, the less likely children are to smoke, drink, do drugs, get depressed, develop eating disorders and consider suicide, and the more likely they are to do well in school, delay having sex, eat their vegetables, learn big words and know which fork to use. "If it were just about food, we would squirt it into their mouths with a tube," says Robin Fox, an anthropologist who teaches at Rutgers University, New Jersey. "A meal is about civilising children. It's about teaching them to be a member of their culture."

4 Studies at The National Centre on Addiction and Substance Abuse (CASA) at Columbia University found essentially that family dinners gets better with practice; the less often a family eats together, the worse the experience is likely to be, the less healthy the food and the more meagre the talk. Among those who eat together three or fewer times a week, 45% say the TV is on during meals (as opposed to 37% of all households), and nearly one-third say there is not much conversation. Such children are also more than twice as likely as those who have frequent family meals to say there is a great deal of tension among family members, and they are much less likely to think their parents are proud of them.

5 Since the 1980s, studies have gone as far as to show how a shared pot roast could contribute to kids' success and health. What the studies could not prove was what is cause and what is effect. Researchers speculate that maybe children who eat a lot of family meals have less unsupervised time and thus less chance to get into trouble. Families who make meals a priority also tend to spend more time on reading for pleasure and homework. A whole basket of values and habits, of which a common mealtime is only one, may work together to ground kids. But it is a bellwether, as baby boomers who will not listen to their instincts will often listen to the experts: the 2005 CASA study found that the number of adolescents eating with their family most nights has increased 23% since 1998.

6 Little humans often resist new tastes; they need some nudging away from the salt and fat and toward the fruits and fibre. A study in the Archives of Family Medicine found that more family meals tends to mean less soda and fried food and far more fruits and vegetables.

7 Beyond promoting balance and variety in kids' diets, meals together send the message that citizenship in a family entails certain standards beyond individual whims. This is where a family builds its identity and culture. Legends are passed down, jokes

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rendered, eventually, the wider world examined through the lens of a family's values. In addition, younger children pick up vocabulary and a sense of how conversation is structured. They hear how a problem is solved, learn to listen to other people's concerns and respect their tastes. "A meal is about sharing," says Doherty. "I see this trend where parents are preparing different meals for each child, and it takes away from that. The sharing is the compromise. Not everyone gets their ideal menu every night."

8 When parents say their older children are too busy or resistant to come to the table the way they did when they were 7, the dinner evangelists produce evidence to the contrary. The CASA study found that a majority of teens, who ate three or fewer meals a week with their families wished they did so more often. Parents sometimes seem a little too eager to be rejected by their teenage sons and daughters, suggests Miriam Weinstein, a freelance journalist who wrote The Surprising Power of Family Meals. She scolds parents who blame their children for undermining mealtime when the adults are co-conspirators.

9 The family-meal crusaders offer lots of advice to parents seeking to re-centre their household on the dinner table. Groups like Ready, Set, Relax!, based in Ridgewood, N.J., have dispensed hundreds of kits to towns from Kentucky to California, coaching communities on how to fight overscheduling and carve out family downtime. More schools are offering basic cooking instruction. It turns out that when children help prepare a meal, they are much more likely to eat it, and it's a useful skill that seems to build self-esteem. Research on family meals does not explore whether it makes a difference if dinner is with two parents or one or even whether the meal needs to be dinner. For families whose schedules make evenings together a challenge, breakfast or lunch may have the same value. So pull up some chairs. Lose the TV. Let the phone go unanswered. And see where the moment takes you.

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PASSAGE B

1 When David steps out of the front door he is blinded for a moment by the white, fizzing sunlight and reaches instinctively for his dad's hand.

2 It's the first really warm day of the year where an unexpected heat bridges the cusp between spring and summer. Father and son are on their way to the barbershop, something they have always done together.

3 Mr Samuels' barbershop is in a long room above the chip shop, reached by a steep flight of stairs. There is a groove worn in each step by the men who climb and descend in a regular stream. David follows his father, annoyed that he cannot make each step creak like his old man can.

4 David loves the barbershop - it's like nowhere else he goes. It smells of cigarettes and men and hair oil. Sometimes the smell of chips will climb the stairs along with a customer and when the door opens the waiting men lift their noses together. Black and white photographs of men with various out-of-fashion hairstyles hang above a picture rail at the end of the room, where two barber's chairs are bolted to the floor. In front of the chairs are deep sinks with a showerhead and long metal hose attached to the taps. Behind the sinks are mirrors and on either side of these, shelves overflowing with an mixture of plastic combs (some plunged into a glass bowl containing a blue liquid), shaving mugs, scissors, cut throat razors, hair brushes and, stacked neatly in a pyramid, 10 bright red tubs of Brylcreem.

5 When it is David's turn for a cut, Mr Samuels places a wooden board covered with a piece of oxblood red leather across the arms of the chair, so that the barber doesn't have to stoop to cut the boy's hair. David scrambles up onto the bench.

6 "The rate you're shooting up, you won't need this soon, you'll be sat in the chair," the barber says.

"Wow," says David, squirming round to look at his dad, forgetting that he can see him through the mirror. "Dad, Mr Samuels said I could be sitting in the chair soon, not just on the board!"

7 "So I hear," his father replies, not looking up from the paper. "I expect Mr Samuels will start charging me more for your hair then."

"At least double the price," said Mr Samuels, winking at David.

8 In the mirror, David sees a little head sticking out of a long nylon cape that Mr Samuels has swirled around him and folded into his collar with a wedge of cotton wool. Occasionally he steals glances at the barber as he works. He smells a mixture of stale sweat and aftershave as the barber's moves around him, combing and snipping, combing and snipping. David feels like he is in another world, noiseless except for the scuffing of the barber's shoes on the linoleum floor and the snap of his scissors. In the reflection from the window he could see through the window, a few small clouds moved slowly through the frame, moving to the sound of the scissors' click.

9 Sleepily, his eyes dropping to the front of the cape where his hair falls with the same softness as snow and he imagines sitting in the chair just like the men and older boys, the special bench left leaning against the wall in the corner.

10 When Mr Samuels has finished, David hops down from the seat, rubbing the itchy hair from his face. Looking down he sees his own thick, blonde hair scattered among the browns, greys and blacks of the men who have sat in the chair before him. For a moment he wants to reach down and gather up the broken blonde locks, to separate

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them from the others, but he does not have time.

11 The sun is still strong when they reach the pavement outside the shop, but it is less fiery now, already beginning to drop from its zenith.

12 "I tell you what, lad, let's get some fish and chips to take home, save your mum from cooking tea," says David's dad and turns up the street.

13 The youngster is excited and grabs his dad's hand. The thick-skinned fingers close gently around his and David is surprised to find, warming in his father's palm, a lock of his own hair.

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XINMIN SECONDARY SCHOOL

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SEKOLAH MENENGAH XINMIN

Preliminary Examination 2012

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1127/02

Paper 2 English Language

15 August 2012

Secondary 4 Express

Duration: 1 hour 40 minutes

Setter: Ms. Katherine Chew
Vetter: Mrs. Amy Chan

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

Write your name and index number on all sheets of paper 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.

Answer **all** questions.
Leave a space of **one** line between your answers to each part of a question, e.g. between **11(a)** and **11(b)**.
Leave a space of at least **three** lines after your completed answer to each **whole** question.

The insert contains the comprehension passages.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

At the end of the examination, fasten all your work securely together.
HAND IN THE SUMMARY ANSWER SEPARATELY.

The number of marks is given in brackets [ ] at the beginning of each Section.

Total Marks	/50
Parent's Signature	

This document consists of 3 printed pages and 1 blank.

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Read Passage A and Passage B in the insert and then answer **all** the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

From Passage A:

From paragraph 1:

1 Write down another word from the paragraph which refers to family. [1]

From paragraph 3:

2 Explain **in your own words** what the author meant by the phrase 'it is in the teenage years that this daily investment pays some of its biggest dividends'. [2]

From paragraph 4 :

3 Give **two** possible signs to illustrate that family dinners, from lack of practice, can be negative experiences. [2]

4 Why do you think children who have infrequent meals with the family are less likely to think their parents are proud of them? [1]

From paragraph 6:

5 What does the term 'Little humans' refer to? [1]

From paragraph 8:

6 Explain fully, how evidence produced by the dinner evangelists overturned the claim that older children are too busy or resistant to have family dinners. [2]

From Passage B:

From paragraph 1:

7 David 'reaches instinctively for his dad's hand'. Explain fully what you think made him do this. [2]

From paragraph 3:

8 Why do you think David was annoyed that he cannot make each step creak? [1]

From paragraph 4:

9 What made the waiting customers in the barbershop lift their noses together? [1]

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From paragraphs 5 – 7:

10 David is a young and excitable boy, thrilled by his visit to the barbershop. Write down two separate words that describe David's excitement. [2]

From paragraph 8:

11 'In the mirror, David sees a little head sticking out of a long nylon cape...' What did David see? [1]

12 Why did David have to steal glances at the barber? [1]

From paragraph 9:

13 Explain fully the significance of the special bench left leaning against the wall in the corner? [2]

From paragraphs 10 - 13:

14 Give **one** possible reason why David was surprised by the lock of his hair in his father's palm. [1]

From Passage A and Passage B:

15 For each of the following words give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

From Passage A:			**From Passage B:**		
1	emphatic	(line 13)	4	cusp	(line 3)
2	speculate	(line 33)	5	zenith	(line 48)
3	undermining	(line 61)			

[5]

From Passage A:

16 From Passage A:

Using your own words as far as possible, summarise the benefits of a shared meal with the family and ways to promote that practice.

USE ONLY THE MATERIAL IN PASSAGE A FROM PARAGRAPHS 2 TO 9.

Your summary, which must be in continuous writing (not note form), must not be longer than 150 words (not counting the words given to help you begin).

Begin your summary as follows:

Various studies have shown that family dinners are advantageous as...

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