

NOTES

DATE:



SEPTEMBER HOLIDAY REVISION

SEC 3 ENGLISH

Instructions:

Please complete your
Mock Exam Paper
under timed conditions
and bring it for class.



O-LEVEL SITUATIONAL WRITING FORMAT

Informal Email

To: Jasonishere@gmail.com
From: Lisalim@gmail.com
Date: 26 July 2024
Subject: Holiday in Bali

Dear Jason,

CONTENT

Best regards / Lots of love
Lisa

Formal Email

To: enquiries@sPCA.org.sg
From: Lisalim@gmail.com
Date: 22 January 2024
Subject: Proposal for collaboration with River South Secondary School

Dear Sir / Madam,

CONTENT

Yours faithfully (recipient is someone you do not know personally)
Yours sincerely (recipient is someone you know and are addressing by name)
Lisa Lim

Informal Letter

Lisa Lim
Block 222 Jurong West Street 2
#05-12
Singapore 237463

29 April 2024

Dear Ally,

CONTENT

Yours sincerely
Lisa [signature]

Formal Letter (Recipient from External Organisation)

Janice Lee
President of Service-Learning Club
River Vale Secondary School
321 Jurong West Street 4
Singapore 123456

27 June 2024

Mrs Lily Lim
Head of Community Engagement
SPCA
50 Sungei Tengah Road
Singapore 127395

Dear Mrs Lim / Sir / Madam,

Collaboration for Post Exam Activity

CONTENT

Yours faithfully (recipient is someone you do not know personally)
Yours sincerely (recipient is someone you know and are addressing by name)
Janice [signature]

Formal Letter (Recipient from Internal Organisation)

Janice Lee
President of Service-Learning Club

6 June 2024

Mr Lee
Principal
River Vale Secondary School

Dear Mr Lee,

Annual Donation Drive

CONTENT

Yours faithfully (recipient is someone you do not know personally)
Yours sincerely (recipient is someone you know and are addressing by name)
Janice [signature]

Proposal (Recipient from Internal Organisation)

To: Mr Andrew Gray
Teacher-in-charge of Service-Learning Club

12 March 2024

From: Janice Lee
President of Service-Learning Club

Proposal for Vendors for the Annual Donation Drive

CONTENT

Yours sincerely,
Janice [signature]

Report (Recipient from Internal Organisation)

To: Mr Andrew Gray
Teacher-in-charge of Service-Learning Club

From: Janice Lee
President of Service-Learning Club

Report on Annual Donation Drive Experience

CONTENT

Janice [signature]

12 March 2024

[No signing off phrase]

Proposal / Report (Recipient from External Organisation)

Block 222 Jurong West Street 2
#05-12
Singapore 237463

17 February 2024

The Principal
River Vale Secondary School
321 Jurong West Street 4
Singapore 123456

Dear Sir / Madam,

Appeal for witness

CONTENT

Yours faithfully,
Signature
Janice Lee

Speech

Ways to encourage recycling in school [Title of speech]

Good morning / afternoon, Principal, Vice-principal, teachers and friends
[opening statement changes depending on intended audience]

CONTENT

Thank you.

Newsletter / Article

Top countries to visit in the Summer [Title of article]

CONTENT

Written by: Janice Lee



Home | About Us | Events | Library Ideas | Contact

Libraries in schools may serve many purposes and the design of the library has to reflect the needs of its users. Here are some ideas for your library!



Computer Corner

Students need computers for research or to record what they have learnt from books. Having a printer and photocopier nearby will be handy for the young scholars too!



Discussion Rooms

Some like a quiet environment. Others use the library to discuss homework and projects. Why not create separate rooms for individual and group study so everyone will feel at home?



Library Cafe

Food is banned in most libraries so hungry people have no choice but to leave. A cafe in the library is a convenience for those who can't study without snacks or drinks nearby!



Read and Relax

To encourage people to read, make sure they are comfortable doing so! Sofas, cushions and beanbags create an inviting place for leisurely reading. Bookworms are sure to be hooked!

SITUATIONAL WRITING

Compulsory Writing Section [30 marks]

You are advised to write between 300 and 400 words for this section.

You should look at the printout on page 5, read the information carefully and plan your answer before you begin to write.

Your school library is currently undergoing renovation to make it a conducive place for students to learn. As the President of the Student Council, you have been asked to make some suggestions to make the library more attractive and useful for students. While researching online, you came across a website that features ideas for school libraries. Choose two of the ideas presented in the website and write a proposal to your Principal to explain why they will appeal to the students in your school.

You must include the following details, stating clearly:

- What students currently feel about the library
- Which two ideas you have chosen and why
- One other way not from the website which can promote reading among the students

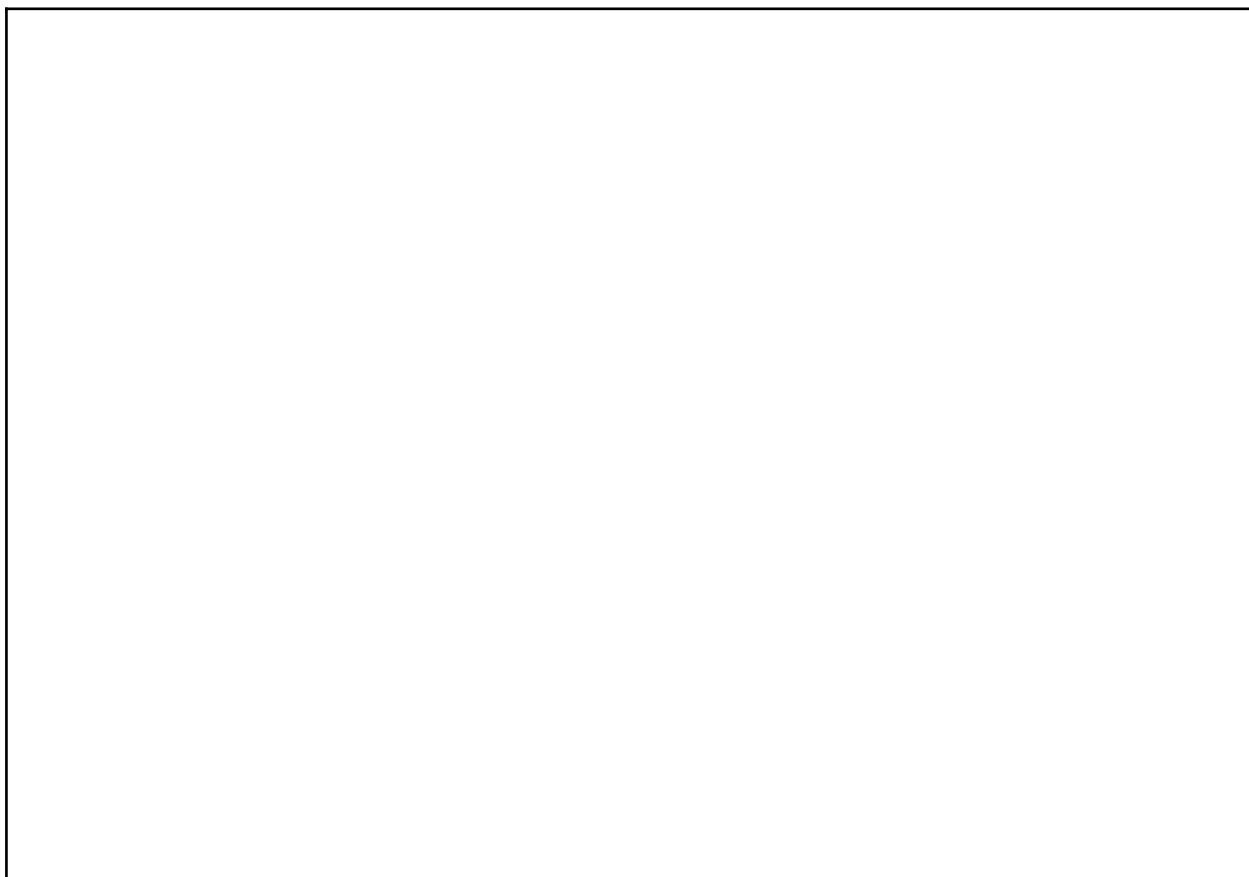
Write your proposal in clear, accurate English and in a formal, polite tone to convince your Principal to accept your suggestions.

You should use your own words as much as possible. Do not lift materials directly from the text provided.

Identify PACT (Purpose, Audience, Context, Tone)

AVATAR CREATION

Identifying and Understanding the stakeholders

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to write notes, create diagrams, or provide details related to identifying and understanding stakeholders.

BRAINSTORMING

Think about the possible pros and cons of each facility

Computer Corner	
Discussion Rooms	
Library Cafe	
Read and Relax	

STRUCTURE & TASK FULFILMENTS

Introduction:
Task Fulfilment 1: What students currently feel
Task Fulfilment 2: Two chosen ideas + Reason
Task Fulfilment 3: Another way to promote reading among students
Conclusion:

IDENTIFYING ESSAYS

1. _____

- 1st person point of view
- Writing about a life experience (What was learnt from those experiences? How has one changed?)

Write about a time you did something you regret. What did you learn?

2. _____

- 3rd person point of view
- Dramatic Elements

Write a story that includes the sentence, "The truth finally dawned on me"

3. _____

- 1st / 3rd point of view
- Detailed description of place, person or experience
- Sensorial description
- Rich figurative language

Describe the sights and sounds of a shopping mall. Remember to describe the people too.

4. _____

- Take a stand
- Central argument
- Persuasive Essay
- Thesis format:

o _____

Exams should be abolished. Do you agree?

5. _____

- Present own view about particular issues/subject (listing base essay)
- No central argument
- Thesis format:

o _____

What are some of the challenges youths face?

6. _____

- Does not forcefully argue for one view
- Present competing views on given topic
- Balanced Essay
- Thesis format:

- o _____

Parents are the best teachers. Discuss.

7. _____

- Mix of 2 or more essay genres

Some people like to stand out from the crowd while others just want to be a part of it. Which do you prefer and why? [Argumentative + Personal Reflective]

PERSONAL REFLECTIVE STRUCTURE

"It was the proudest moment." Write about a time when you felt like this.

Introduction:	
Paragraph 2:	Paragraph 3:
Paragraph 4:	Paragraph 5:
Conclusion:	

NARRATIVE STRUCTURE

Write a story based on this topic: Living in captivity

Introduction:	
Paragraph 2:	Paragraph 3:
Paragraph 4:	Paragraph 5:
Conclusion:	

DESCRIPTIVE STRUCTURE

Describe the sights and sounds of your journey to school.

Introduction:	
Paragraph 2:	Paragraph 3:
Paragraph 4:	Paragraph 5:
Conclusion:	

ARGUMENTATIVE STRUCTURE

It is better to make mistakes when you are young. Do you agree?

Introduction:

Supporting Point 1:

Supporting Point 2:

Counter-Argument:

Rebuttal:

Conclusion:

EXPOSITORY STRUCTURE

If you need to introduce a place of interest in Singapore to a foreign friend, what would it be? Why?

Introduction:	
Paragraph 2:	Paragraph 3:
Paragraph 4:	Paragraph 5:
Conclusion:	

DISCURSIVE STRUCTURE

Discuss the benefits and drawbacks of Co-Curricular Activities (CCAs) in schools.

Introduction:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Conclusion:

Visual Text Question Types

Question	Details to note	Answer Format
Purpose	<ul style="list-style-type: none"> - Purpose: The required action needed <p>Keywords to use in answer:</p> <ul style="list-style-type: none"> - Raise awareness - Encourage - Promote - Educate - Persuade/Convince - Inform - Warn 	The intended purpose of the poster is to...
Target Audience	<ul style="list-style-type: none"> - Focus on the message of the stimulus and who the intended audience is - Be specific with who the audience is, do not use “general public” <p>Keywords to describe intended demographics:</p> <ul style="list-style-type: none"> - Age (toddlers/young children/teenagers/adults/elderly) - Gender - Occupation - Interest - Population (parents with young children/singles) 	The target audience is...
Effect	<ul style="list-style-type: none"> - What the target audience would do after viewing the stimulus <p>Keywords to use in answer:</p> <ul style="list-style-type: none"> - Purchase - Donate - Participate - Stop - Support - Sign up 	The intended effect is to get the target audience to...
Image + Effect	<ul style="list-style-type: none"> - Focus on the details in the background and foreground such as: <ul style="list-style-type: none"> o Location o Context o Characters (actions/expressions) o Human model (age/actions/expressions) 	The image shows...

Main Message + Effect	<ul style="list-style-type: none"> - What are the trigger actions or trigger emotions from the target audience 	The main message states that... to get the target audience to...
Image + Message + Effect	<ul style="list-style-type: none"> - What does it depict? - How does the graphic reinforce the main message? - What is the impact? <p>Steps to describe:</p> <ol style="list-style-type: none"> 1) Describe graphic details 2) Link details to main message 3) Explain how the details reinforces the message 	The image shows... and this represents... in the main message. The combination of the image and the main message highlights...
Effect of specific phrase in the visual text	<ul style="list-style-type: none"> - Identify target audience - State the intended action/emotions from the target audience when they read the specific phrase 	The phrase "...” would attract [state target audience] to [state actions of target audience]

Section A: Visual Text

Study the online poster (Text 1) and the website article (Text 2) and answer Questions 1-4 in the Question paper.

Text 1 is taken from an online poster featured on csa.gov.sg

UNSECURED DEVICES LEAVE YOU VULNERABLE AGAINST
UNSEEN CRIMINALS

Congratulations! You have won a \$100 grocery voucher. Claim now:
<http://bestsupermarket.sg> 11:08

► Add the ScamShield app to detect scam SMSes and block scam calls.
Install anti-virus apps to prevent malware.

Get more cyber tips at go.gov.sg/unseenenemy



Text 2 is taken from a website article from channelnewsasia.com

Digital fraud attacks are on the rise, with Singapore receiving 32 million such attacks last year. Cyber criminals use bots to steal personal data, hence the most important thing to do is change passwords frequently. Another way to thwart such attempts is to use different email accounts for different tasks. For example, one account should be used strictly for critical functions such as banking services, whilst another should be set up for non-important logins such as social media, online shopping or gaming. However, Prof Wong said there also is a need to move towards a password-less system. “The thefts and fraud use stolen credentials, such as passwords. So instead of memorising passwords, we could use other forms of authentication, for example, biometrics, digital tokens, etc,” he said.

Visual Text

Refer to the online poster (Text 1) and the website article (Text 2) and answer the questions in accurate English.

1 Look at Text 1. Tick (✓) the most effective title for the online poster. [1]

Deceptive Offers Online

Stay Secure Online, Essential Apps to download

Vulnerable Devices, Get Protected from Online Threats

Notes: _____

2 In Text 1, the poster has the phrase 'Unseen Criminals'. Explain how the illustration supports the main message. [1]

.....
.....

Notes: _____

3 How is the intended purpose of Text 1 different from Text 2? [1]

.....
.....

Notes: _____

4 Look at Texts 1 and 2 and statements (a) and (b) below. [2]

Decided whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

(a) The tone is informative

Text 1 / Text 2 / **Both** / Neither

Notes: _____

(b) There is an intended call to action from the readers

Text 1 / Text 2 / Both / Neither

Notes: _____

Text 3 and 4 Question Types

Question	Details to note	Answer Format
Quote + Explain	<ul style="list-style-type: none"> - Focus on details in passage - Copy answer in quotation marks - Explain its significance according to question requirement 	Firstly, “...” this shows that... Secondly, “...” this implies that... Lastly, “...” this highlights that...
Selecting answers from given table	<ul style="list-style-type: none"> - Try to figure out the definition of given words - Find a sentence in passage that support the words you choose - Be careful of transference errors 	
Expression + Effectiveness		... effectively highlights...
Irony (unusual + effectiveness)	<ul style="list-style-type: none"> - State what is the normal circumstance (the normal expectation) - State what is unusual (from the passage) - Explain effectiveness 	Usually... However, in the passage... It effectively highlights...
Literary device	<ul style="list-style-type: none"> - Understand the common literary devices: <ul style="list-style-type: none"> o Simile o Metaphor o Personification o Irony 	The literary device is...
Attitude of Author	Keywords to use: <ul style="list-style-type: none"> - Disapproving - Sympathetic - Critical - Sarcastic - Mocking - Approving 	The author’s attitude is...
Author’s suggestion	<ul style="list-style-type: none"> - Explain action/feeling intended by author 	The author intended to...

Giving examples to support view	<ul style="list-style-type: none"> - Select and lift accurately 	The two examples are... / The example is
Vocabulary	<ul style="list-style-type: none"> - Picking a word/phrase that has the same meaning <p>* Phrases = usually not more than 7 words</p>	The word/phrase is...
Punctuation <i>“what do you think the writer intended by using ellipsis?”</i>	<p>Possible intention:</p> <ul style="list-style-type: none"> - Create suspense - Create tension - Pique reader’s curiosity 	The writer intended to...
Sentence usage <i>“Intended effect by using a series of short sentences?”</i>	<p>Possible intention:</p> <ul style="list-style-type: none"> - Create suspense - Create tension - Create emphasis/highlight specific information (sentence contains repeated words too) 	The writer wanted to...
In your own words	<p>Ways to paraphrase:</p> <ul style="list-style-type: none"> - Substitute with a word of the same meaning (came up -> approached) - Grouping (plates and dishes -> crockery) - Substitute with short phrase (incompetent -> could not complete the work well) 	
Paradox	<ul style="list-style-type: none"> - A statement or situation that contains two contradictory facts or characteristics 	<p>[Info #1] contradicts [Info #2] because [explain why both statements cannot happen at the same time].</p> <p>Therefore, when [Info #1] and [Info #2] happens at the same time it is a paradox.</p>

Section B: Text 3

The text below is about a boy who was travelling to a new orphanage. Read it carefully and answer Questions 5-15 in the Question Booklet.

- 1 The train station at Pebbleton, dark and sooty though it was, glistened in the mist. Electric lamps above the platform cast their light upon a thousand reflecting surfaces: the puddles along the tracks, the streaked windows of the station house and the umbrellas hoisted over huddled indistinct figures on the platform. To a person of a whimsical mind, the scene might resemble something from a magical story. 5
- 2 There was, in fact, such a person watching from the window of the approaching train, a boy of whimsical mind to be sure, and the fairy-tale qualities of the scene occurred to him at once. However, foremost in his mind was the awareness that Pebbleton station was his stop at the end of his train journey, the beginning of a new unknown.
- 3 He turned to his chaperone, a plump old woman who was peering out of the grimy window. 10
- 4 "Shall I tell you what I'm thinking, Mrs Ferrier?"
- 5 The old woman turned from the window, appraised him for a moment and exclaimed, "Heavens no, Nicholas! That would take hours, and we have only moments. There, we've stopped."
- 6 Mrs Ferrier and Nicholas were the only passengers to disembark. Several were boarding, however, and they crowded the aisles most inconveniently as they struggled to close their umbrellas. By the time the old woman and her charge managed to descend the steps, the platform was empty, save for one man in a sombre grey suit and hat, standing rigidly beneath his umbrella. At the sight of them, he strode forward to shield Mrs Ferrier with it. He was so tall that when he stood over Nicholas his face appeared mostly as a sharp, jutting chin and cavernous nostrils. He introduced himself as Mr Collum, the director of Pebbleton Orphanage. 15 20
- 7 Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.
- 8 "May I just have a brief word with you, Mr Collum?" asked Mrs Ferrier. "A private word?"

- 9 "Of course," said Mr Collum, who had yet to look directly at Nicholas, but did seem aware of him, for he held up a finger to indicate that the boy should stay put. He drew Mrs Ferrier over to the ticket counter, where they stood with their backs to the room and spoke in hushed voices. 25
- 10 Nicholas strained his ears but could not make out a word of their conversation. Naturally he wanted to know what they were saying about him. However, the clamour of the departing train was so overwhelming that Nicholas could not have heard them even if they had shouted. The windows rattled; the plank floors trembled. Then, a ghostly reflection appeared in the window behind his own and Nicholas turned around to discover Mrs Ferrier looking down on him with grave finality. 30
- 11 For what would be the last time, the old woman and the young boy regarded each other. He had wondered what sort of expression Mrs Ferrier would put on for their parting, and now that the moment was at hand, he found it to be rather what he had expected: polite, businesslike and almost comically serious. She was serious for his sake, he knew, in case he was afraid or sad. She was not much attached to Nicholas, perhaps because of his habitual impertinence, but Mrs Ferrier believed there was a way of doing things and so she always made an effort. 35 40
- 12 She need not have bothered, at least not for Nicholas's sake. He was anything but sad. The last orphanage had been the worst yet, and he was glad to leave it. In fact, his time there had been so awful that before his departure he had clandestinely deposited sardines in many a tormentor's pillowcase and skipped out of the door in glee. No, he was far from sad and he was not afraid either. The new orphanage could hardly be worse than the last place, and there was always the chance it would be better. 45

Section B [20 marks]

Refer to Text 3 and answer Questions 5-15.

- 5 From paragraph 1, write down two expressions that make the scene resemble something from a magical story. [2]

.....
.....

Notes: _____

- 6 Why do you think reaching Pebbleton station was ‘the beginning of a new unknown’ (line 9) for Nicholas? [1]

He has never been to Pebbleton before so the area was unknown to him / He was starting life in a new orphanage/place and do not know how it would be like

Notes: _____

- 7 Identify a word in paragraph 6 that means the same as [2]

(i) dark and dull: **sombre**

(ii) huge: **cavernous**

Notes: _____

- 8 (a) ‘Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.’ (lines 22-23). What does this suggest about the adults’ attitude towards Nicholas? [1]

.....
.....

Notes: _____

[1]

- (b) Pick out a phrase in paragraph 9 that conveys the same idea.

‘had yet to look directly at Nicholas’

Notes: _____

- 9 In paragraph 9, how did the adults ensure that Nicholas could not hear what they were saying? [1]

They stood with their backs to the room and spoke in hushed voices

Notes: _____

- 10 Why would Nicholas not have been able to hear what the adults were saying even if they had shouted? Explain in your own words. [2]

The noise from the train that was leaving was overpowering

Notes: _____

11 'He had wondered what sort of expression Mrs Ferrier would put on for their parting' (lines 35-36). What does this suggest about Nicholas's view of Mrs Ferrier? [1]

.....
.....

Notes: _____

12 The writer described Mrs Ferrier's expression to be "comically serious" (line 38). Explain why this is an effective description. [2]

.....
.....

Notes: _____

13 What does 'habitual impertinence' (line 39) suggest about Nicholas's behaviour towards Mrs Ferrier? [1]

.....
.....

Notes: _____

14 In paragraph 12, what made Nicholas happy to leave the last orphanage he was in? Provide evidence to support your answer. [2]

He was bullied in the last orphanage / He had an awful experience there / It was awful / The last orphanage had been the worst / He was treated badly there. The evidence is that he 'deposited sardines in many a tormentor's pillowcase' / he was tormented by the children at the last orphanage

Notes: _____

- 15 The structure of the text reflects the main feelings of Nicholas as he reacts to the events [4] happening around him.

Complete the flowchart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words that you do not need to use.

Feelings:

Hopeful	Disappointed	Neglected
Curious	Reflective	Anxious
Exhilarated		

Flow Chart

Paragraph 1-4	(i).....
Paragraph 5-9	(ii).....
Paragraph 10-11	(iii).....
Paragraph 12	(iv).....

Notes: _____

Section C: Text 4

The text below is about the relationship between humans and nature. Read it carefully and answer Questions 16-21 in the Question Booklet.

- 1 Humans cannot live without nature. Therefore, we should respect nature and treat it with consideration. The earth has enabled us to stay alive. It has given us air to breathe, food to eat, clothes to wear, places to live, the warmth of the daytime and the peace of night, and it has absorbed our waste. In a sense, the earth has been our provider, and yet, has been at the mercy of us – a strange irony. 5
- 2 Can we save this earth? What we must save first is not the earth; it is our hearts and minds that have forgotten how precious the natural environment really is. We are losing our beautiful natural environment because we failed to appreciate it, following only our desires for material comfort, blind to the negative consequences of our choices of lifestyles.
- 3 In our ignorance, the earth seemed to us that it could never be polluted. Today, we know better and have no further excuse for polluting it. We must realise how wrong we have been. We must admit that we have forgotten to respect and appreciate nature. 10
- 4 How can we appreciate nature? The answer is simple. We should begin by admiring nature. Pausing for a moment to let ourselves be impressed by the beauty of the trees and flowers is one way. Realising how delicious our food is and all the natural processes that went into making it is another. When we admire things, we feel refreshed. To retain this feeling, we must practise morality. 15
- 5 Morality includes respecting nature as it is. When we live conscious of our indebtedness to and dependence upon nature, our mode of living turns into an appreciation of nature. If we live in this way, we would never waste resources nor discard poisons into the natural environment. 20
- 6 The Japanese of old planted two saplings whenever they cut down one tree. They knew that giving nothing in return to nature was foolish and sinful. Fishermen and hunters limited what they took so that there would always be adequate fish and game in future seasons.
- 7 Our efforts to purify the polluted earth by higher levels of technology are certainly significant. However, it is even more important that we put our hearts in tune with nature. We should listen to the cries of the earth. Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began. The beauty of nature, the complexities in the way each organism is created and the mysteries of the death and birth of life we humans cannot help but feel humbled when we reflect upon the power and grandeur of any aspect of nature. 30

- 8 If we appreciate nature, we will naturally act on this appreciation. We shall no longer discard trash without thinking of its effects on the environment. We shall choose to consume less and be willing to spend more for products that protect nature rather than for those that ultimately injure it. We shall bear hotter or colder conditions, walk more and drive less, rise with the sun and avoid using electricity needlessly. We shall become aware that each time we hit an electric switch we are affecting the fate of the environment, and that each time we buy a commodity we are sending a message to manufacturers, packagers, and distributors about the kinds of materials we are willing to dump upon nature. In turn, nature will compensate for our appreciation. Nature will respond to the decisions of the human heart, as we act them out in our lives of consumption or conservation. 35 40
- 9 If the six billion people living on the earth can realise this, our lives of thoughtful appreciation for nature will surely restore the earth close to its former beautiful balance

Section C [25 marks]

Refer to Text 4 and answer Questions 16-21.

16 Why does the writer use the phrase ‘a strange irony’ (line 5) [2]

.....
.....

Notes: _____

17 (a) From paragraph 2, ‘our hearts and minds that have forgotten how precious the natural environment really is’ (lines 6-7). What does this suggest about the writer’s view of mankind? [1]

.....
.....

Notes: _____

(b) What evidence can you find from paragraph 2 that supports your view of this attitude? [2]

‘Following only our desires for material comfort’ and ‘blind to the long-range consequences of our choices of lifestyles’

Notes: _____

18 ‘Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began.’ (lines 27-28). Which word in paragraph 9 gives the same sense of ‘harmony’? [1]

The word is ‘Balance’

Notes: _____

19 Pick out a phrase from paragraph 7 which means the same as ‘one with the world’. [1]

The phrase is ‘In tune with nature’

Notes: _____

20 Here is a part of a conversation between two friends, who have read the article.



(a) From paragraph 7, provide an example of mankind’s advancements to support Jacob’s views. [1]

Mankind is able to use technology to purify the polluted earth.

Notes: _____

(b) Explain how Julie could justify her position with respect to paragraph 7. [2]

Nature is polluted as it involves the complex creation of organisms and the mysteries of birth and death

Notes: _____

21 Using your own words as far as possible, summarise what humans would do if they care for nature.

Use only information from Paragraph 8.

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).

When we care for nature, we.....

.....

.....

.....

.....

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.....

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.....

.....

.....

No. of words:_____ [15]

Content	/ 8
Language	/ 7
Total	/ 15

Assessment criteria and Band Descriptions in Situational Writing

Assessment Criteria for Task Fulfilment

- Addressing the required points
- Showing awareness of the purpose, audience and context
- Using the given information and stimulus

Band 5 (9-10 marks)

- All points are thoroughly addressed and elaborated in detail
- Purpose, audience and context fully and clearly addressed
- Ideas consistently supported by given information and stimulus

Band 4 (7-8 marks)

- All points addressed but not extensively developed in detail
- Purpose, audience and context clearly addressed
- Ideas generally supported by provided information and stimulus

Band 3 (5-6 marks)

- Most points addressed with some development
- Purpose, audience and context addressed
- Some attempts to use provided information and stimulus to support ideas

Band 2 (3-4 marks)

- Some points addressed but not developed
- Purpose, audience and context partially addressed
- Some reference to provided information and stimulus

Band 1 (1-2 marks)

- Not all of the required points addressed
- Purpose, audience and context occasionally addressed
- Occasional reference to information and stimulus

Band 0 (0 marks)

- No creditable response
- Response is totally incomprehensible
- All of the required points not addressed
- Information and stimulus used irrelevantly

Assessment Criteria for Language

- Organisation of ideas
- Clarity of expression
- Accuracy of language

Band 5 (17-20 marks)

- Ideas presented coherently and cohesively throughout response
- Varied use of sentence structures
- Vocabulary, grammar, punctuation and spelling used accurately
- Tone appropriate

Band 4 (13-16 marks)

- Coherent presentation of ideas with some cohesion between paragraphs
- Some variation in sentence structures
- Vocabulary, grammar, punctuation and spelling used mostly accurately
- Tone usually appropriate

Band 3 (9-12 marks)

- Most ideas coherently presented with some cohesion within paragraphs
- Limited variety in sentence structures
- Vocabulary, grammar, punctuation and spelling often used accurately
- Tone uneven

Band 2 (5-8 marks)

- Ideas established weakly and lacking cohesion
- Sentence structure simple and repetitive
- Frequent errors in accuracy of vocabulary, grammar, punctuation and spelling
- Tone inappropriate

Band 1 (1-4 marks)

- Difficulty deciphering ideas and no sense of cohesion
- Major linguistic and sentence structure errors
- A few examples of correct use of vocabulary, grammar, punctuation and spelling

Band 0 (0 marks)

- Not able to decipher written piece

Assessment criteria and Band Descriptions in 1184 O-Level English

Assessment Criteria for Content

- Addressing the task

Band 5 (9-10 marks) <ul style="list-style-type: none">• All aspects of the task are fully addressed and developed in detail
Band 4 (7-8 marks) <ul style="list-style-type: none">• All aspects of task are addressed with some development
Band 3 (5-6 marks) <ul style="list-style-type: none">• Some aspects of the task are addressed with some development
Band 2 (3-4 marks) <ul style="list-style-type: none">• Some aspects of the task are addressed
Band 1 (1-2 marks) <ul style="list-style-type: none">• Some attempts to address the task
Band 0 (0 marks) <ul style="list-style-type: none">• No creditable response

Assessment Criteria for Language

- Organisation of ideas
- Clarity of expression
- Accuracy of language

Band 5 (17-20 marks) <ul style="list-style-type: none">• Coherent and cohesive presentation of ideas across the whole of the response• Effective use of ambitious vocabulary and grammar structures• Complex vocabulary, grammar, punctuation and spelling used accurately
Band 4 (13-16 marks) <ul style="list-style-type: none">• Coherent presentation of ideas with some cohesion between paragraphs• Vocabulary and grammar structures sufficiently varied to convey shades of meaning• Vocabulary, grammar, punctuation and spelling used mostly accurately
Band 3 (9-12 marks) <ul style="list-style-type: none">• Most ideas coherently presented with some cohesion within paragraphs• Vocabulary and grammar structures sufficiently varied to convey intended meaning• Vocabulary, grammar, punctuation and spelling often used accurately

Band 2 (5-8 marks)

- Some ideas coherently presented with attempts at achieving cohesion
- Mostly simple vocabulary and grammar structures used; meaning is usually clear
- Vocabulary, grammar, punctuation and spelling used with varying degrees of accuracy

Band 1 (1-4 marks)

- Ideas presented in isolation
- Simple vocabulary and grammar structures used
- A few examples of correct use of vocabulary, grammar, punctuation and spelling

Band 0 (0 marks)

- No credible response



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Bukit Timah	Saturday	12PM-2PM
Jurong East	Saturday	4PM - 6PM

Pure Physics

Kovan	Monday	5PM-7PM
Marine Parade	Tuesday	5PM - 7PM
Tampines	Thursday	7.30PM - 9.30PM
Jurong East	Saturday	11AM - 1PM
Bukit Timah	Saturday	2PM-4PM

Pure Biology

Tampines	Tuesday	5PM - 7PM
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Combined Science Chemistry & Physics

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Bukit Timah	Wednesday	4PM-6PM
Tampines	Friday	5PM - 7PM
Marine Parade	Friday	5PM-7PM
Jurong East	Saturday	2PM - 4PM

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Bukit Timah	Saturday	11AM - 1PM
Kovan	Sunday	10AM-12PM
Jurong East	Sunday	2PM - 4PM

E-Math

Kovan	Tuesday	7PM-9PM
Tampines	Thursday	7.30PM - 9.30PM
Kovan	Saturday	12PM-2PM
Bukit Timah	Saturday	4PM - 6PM
Jurong East	Sunday	4PM - 6PM

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Sec 3 IP Chemistry

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Bukit Timah	Thursday	7.30PM-9.30PM
Bukit Timah	Saturday	3PM-5PM

Sec 3 IP Physics

Bukit Timah	Monday	7.30PM-9.30PM
Bukit Timah	Wednesday	7.30PM-9.30PM
Bukit Timah	Saturday	5PM-7PM