

**ST. ANDREW'S SECONDARY SCHOOL
MARKER'S REPORT**

Subject:	English	Examination:	Prelim	Level/Stream:	Sec 4E/5N
Setter:	Sujatha	Marker:	TYH/LSF	Year:	2023

General Comments

Paper 1 Section B: Situational Writing

WRITING TIPS: USING 'PAC'

For situational writing, students are required to use the visual text as a stimulus and write a text that suits the purpose, audience and context of the situation given in the question.

To effectively do that, you must put yourself in the shoes of the person you are writing to. Ask yourself:

- What is the **PURPOSE** of writing this text? What is the goal that you want to achieve? What reaction or response do you want from the reader?
- Who is the **AUDIENCE** of this text? Who are you writing to? Is it a friend, family member, teacher, school principal or someone you do not know?
- In what **CONTEXT** are you writing this text? What is the situation presented to you in the question? What are the circumstances affecting you and the reader at this point of time?

"PAC" determines the register and tone that you should be using in your writing. "Register" refers to the style of language suitable for a particular situation and "tone" refers to the expression of the writer's attitudes and feelings. Read the question carefully and think about the purpose, audience and context of the text, as well as the register and tone it requires.

Question Analysis

Criteria	Points
Identity (I)	Class Chairman
Purpose (P)	To present ideas you have gathered for graduation and explain how each suggestion will contribute to the significance (special and memorable) of the occasion.
Audience (A)	Principal
Context (C)	Since it is a graduation event, as a Class Chairman, you want to play your part in making the graduation event a special and memorable one.
Tone (T)	Polite and enthusiastic tone
Format (F)	Formal letter

Criteria	Points
Language	● Use of conjunctions and connectors to show sequence, reason, contrast or consequences. ● Rule of 3 ● Parallel sentence structure, ● Use of modals to show formality and politeness e.g. Perhaps, you would like to.../ it would be good if you could.../Perhaps you could consider... ● It is written in clear, accurate English. ● The "register" (i.e. the level of language) is formal. For example, there should not be short forms such as "didn't" and no colloquial language such as "guy" or "stuff". ● No dialogues ● No contractions (e.g. can't)
Requirements	Students need to include the following: 1) Which two options you have chosen to mark this event. 2) How each suggestion would benefit the graduating students 3) How the school could organize and execute these ideas

Exemplar of a Formal Letter by Cheng An

Structure		Remarks
Format of formal letter: Designation, address, date, title, and other details are written as precisely as possible.	Tan Chong An Class Chairman (4 Empathy) Blk 82 Jalan Nilai #14-58 Singapore 435082 2 August 2023	Name and Title here so no need to repeat in intro para Be sure to use an appropriate date Audience

<u>Subject</u>	Mr Lee Han Hwa Principal St Andrew's Secondary School. 15 Francis Thomas Drive Singapore 359342 Dear Mr Lee, <u>Proposal of Innovative Suggestions for the Graduation Event</u>	Don't fook around with address Specify purpose of letter here
TF1 TF2	After discussing with my classmates, I am confident these two ideas will make the upcoming graduation event a memorable one: photo booth and doodle message boards. Firstly, the photo booth – in allowing Saints to capture one of the best moments of their life – will enable them to cherish the last few moments they have with each other. We will all have a whale of our time bringing our inner childishness out as we creatively pose for the photographs. Furthermore, a picture speaks a thousand words. Although we will part ways after graduation, most of our hearts remain in the school. The photographs will allow our boys to reminisce their amazing school life and help reinforce the idea of "Once a Saint always a Saint" in years to come.	Be brief. State the ideas plus reasons. Establish context Clear topic sentence Use of em-dash (complex punctuation) Use of sentence variety
TF3	To set up the photo booth, I propose we tap on the expertise of Saints Media to help capture the joyful faces on that day. As the proud ex-Chairman of Saints Media, I can assure you that they have the state-of-the-art equipment to ensure the photographs are of the highest quality. Next, we could also invite Saints Drama to provide us with the props. Through the complementing roles of Saints Media and Saints Drama, the graduands will be satisfied with their captured moments.	Apt information added to elaborate
TF1	Secondly, the doodle message boards will give us graduands the golden opportunity to put our thoughts in words. We can spread our gratitude and words of encouragement for each other and our teachers. In this way, we can truly bring out the spirit of thanksgiving, a core value of our school. Moving on, with the necessary art equipment,	Correct use of ordinal adverb

TF3	the boards will come alive. We just need to procure vinyl decals and chalk from the Art department. Lastly, it is best that the boards be placed on stage so as to capture everyone's attention.	
Summarise the ideas Thank the audience	In conclusion, with the elements of fun and nostalgia, the photo booths and doodle message boards will aptly make the graduation event unique and memorable. I hope that you will consider these suggestions favourably. Thank you for giving me the opportunity to provide suggestions for the upcoming graduation event. Yours sincerely, [signature] Tan Chong An	Need a signature

Body text – 352 words [Perfect]

Common Errors

Task requirement:

- 1) **Length.** A formal letter cannot be too long. Keep the information succinct.
- 2) **Do not lift** chunks of information from the stimulus. Either rephrase or re-order the information.
- 3) Work on your **handwriting** and presentation skills- it was a painful experience trying to decipher your work.
- 4) Many boys did not elaborate on **why and how** the chosen idea makes it special and memorable for the graduation event. They merely state that taking photographs together will make it memorable and special. Some boys also wrote inappropriate elaborations such as the other boys might vandalize the photo booths.
- 5) Some boys also did not mention how the school could organize and execute these ideas. They need to work on the venue, the helpers such as the photographers or students from Saints Media to help in photo taking and other relevant details.
- 6) Some boys did not know how to write the proper addresses and some even used other names for the Principal of St Andrew's Secondary School
- 7) A big number of boys did not use a subject line and were wasting words explaining why they're writing the letter.

Language:

- 1) **Sentence Structures**
Many sentences were either fragmented or run-ons without appropriate punctuation. They also need to vary their sentence structure such as the use of rule of three or parallel structure sentences.
- 2) **Avoid comma splice** – too many commas used in a sentence. A sentence should not have more than two main points. Replace the comma with a full-stop, a semi-colon or a conjunction.
- 3) **Avoid using an exclamation mark**
An exclamation mark suggests that the speaker is shouting. In a formal letter, you cannot shout at your Principal, especially.

4) Watch your tone

Some students used words/phrases ['a lot', 'stuff'] that made the tone less formal. Some also used contractions when they should not. Some were using too many questions in their proposal letter that it sounded like they were writing a speech instead.

5) Use of Ordinal Adverbs ('Firstly', 'Secondly' etc...)

This is often misused. There must be an order or sequence in the points that are expressed. They cannot be used merely to number the paragraphs.

- Use Connectors purposefully,
Connectors such as 'therefore', 'as', 'because', 'hence', thus should only be used if the ideas expressed have a **cause and effect**.
- "On the one hand", "on the other hand" should only be used to introduce statements that describe two different or opposite ideas, people, etc.
- Conjunctive adverbs such as 'accordingly', 'also', 'besides', 'consequently', 'finally', 'however', 'indeed', 'instead', 'likewise', 'meanwhile', 'moreover', 'nevertheless', 'next', 'otherwise', 'still', 'therefore', 'then' should be used after a semicolon or full-stop.

Positive aspects:

Most students understood the requirements of the question. They showed a clear sense of audience and were able to address the task.

Additional Comments

Avoid lifting of content from visual stimulus.

Avoid writing lengthy pieces of work. Some of the pointers could have been combined.

Videos that you could watch:

1. How to Use Commas in English Writing: <https://www.youtube.com/watch?v=keZpj7PjNEo>
2. Writing in English - Comma Splices & 4 easy ways to fix them: <https://www.youtube.com/watch?v=SGqGWMoRJC0>
3. Persuasive Language Part 1 | Persuasive Writing: <https://youtu.be/bEM3pDMJsAc>
4. Persuasive Language Part 2 | Persuasive Writing: <https://www.youtube.com/watch?v=CEbKmH8fAsc>
5. Speak like a leader | Simon Lancaster | TEDxVerona: <https://ideas.ted.com/tap-into-the-power-to-persuade-by-using-these-6-techniques-of-clear-and-compelling-speech/>
(approx. 18 min, warning of vulgarities used for dramatic effect at the end of the video)

Follow-Up Action

More practice given to students in improving on elaboration techniques and using the key words in the visual stimulus to work on their elaboration. They also need to work on the tone and register of the letter as some boys wrote a speech.

Practice on identifying keywords from question and replacing them with own words.

More drilling in punctuation and grammar and the use of complex punctuation.

Drawing the relevance and extracting information from visual stimulus when writing

