

QCE52C Assignment 3

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TG number: 03

1. MARKS AWARDED

	<u>Band</u>	<u>Mark</u>
Task Fulfilment	3	6
Language	2	15
Total:		21/30*

**N(A) Level: Grade 2 (70% - 74%)*

2. MAJOR STRENGTH(S)

*Suggested corrections are indicated by **green** text in square brackets [].*

Task fulfilment

1. Student demonstrates awareness of the task's purpose, intended audience and context. For instance, the student uses the pronoun "we" on behalf of the Community Service Club, indicating awareness of purpose and context. The use of tentative language, including "I hope you would consider our recommendation", suggests understanding of audience (a teacher and older adult).

2. Student's organisational structure and format is generally appropriate. However, errors include underlining "To" but not "From", omitting "Club" after "Community Service" and the writer's designation e.g. "President, Community Service Club".

Language

3. Student demonstrates a good sense of paragraphing, using it to link ideas and provide unity within the text. The script has four clear paragraphs:

1. Introduction
2. Values-in-Action (VIA) activity's potential for moral/values education
3. Suitability of selected VIA activity
4. Suggested follow-up activities

4. Student's vocabulary conveys intended meaning with some precision. For example, the second paragraph on the VIA activity's potential for moral/values education includes precise vocabulary such as "resilient", "exercises initiative" and "takes calculated risks". The use of "exercises" as a verb and "calculated" as an adjective for "risks" is nuanced and conveys the proposed activity's potential for leadership development.

However, there are errors in common figures of speech including “dwell in it” and “help ... with their future” (paragraph three). These reflect a similar misunderstanding of prepositions (see below) but are marked as vocabulary errors as they are common expressions. Furthermore, the use of these expressions does not meaningfully increase the student’s language precision. The student also overuses the modal “would” (See **Annex B**).

5. Student’s spelling and punctuation is largely accurate. Student is also confident in using full stops to separate sentences. Any spelling errors tend to be due to Subject-Verb Agreement (SVA) errors and are marked as such (see below).

6. Student makes some grammatical errors, but these do not confuse the reader. The errors tend to cluster around SVA, including:

- “... to three possible project[s]”
- Mass nouns: “stationeries” and “elderlies” [“stationery” and “elderly”]
- “They would also become confident [leaders] who has [have] ...”
- “The student leaders would also become [~~an~~] active contributor[s] who is [are] ...”

Tense errors include the use of present perfect tense:

- “The community service club and I are appreciative that we are [have been] given ...”

Preposition errors include:

- “In the Values-in-Action activity ...”
- “At the Project#weCARE ...”

In both cases, the use of “during” or “through” to express relationships between two parts of the sentence (activities and the values one learns) is more appropriate.

3. MAJOR WEAKNESSES

Task fulfilment:

1. While most required points are addressed (particularly #1 and #2), the amplification for #3 is sketchy. There is also occasional evidence of misunderstanding or a lack of clarity for point #3 in paragraph four.

Student could more comprehensively address point #3 on follow-up activities to “reinforce the competencies or values learnt”. The student has suggested two follow-up activities, “donate stationeries (sic) and books” and to “cook food for the elderlies (sic)”. However, substantiation and framing is required to demonstrate how these activities reinforce the competencies and values learnt (see below for suggestions).

2. The stimulus is not always logically used to support personal opinion. The student could better understand the car-washing drive’s details in paragraph three. For example, the statement, “When they are rejected, they would have to learn to not dwell in it”, suggests a confusion between “ushers” and “promoters” – where ushers are more likely to be tasked with managing traffic flow rather than raising awareness.

Furthermore, the student could make fuller use of the stimulus, having omitted activities that could help substantiate the script. For instance, the stimulus mentions duties including soaping, washing and drying, which could be used to amplify points about hard work and leading by example in paragraph three.

Language

3. Student's (generally accurate) sentence structures are repetitive. For instance, the student over relies upon compound sentences using the coordinating conjunction 'and':

- "We have looked over and researched potential projects ... and we have ..."
- "The club members and I have discussed and voted ... and we have decided ..."
- "The student leaders would have a greater understanding ... and [~~that~~] he would be able to ..."

The student also overuses complex sentences with the subordinating conjunction "when" (See **Annex B**). Moreover, the student's attempts to write complex sentences are not always successful due to a gap in understanding regarding subordinating conjunctions.

- "By having to usher cars and convince their owners' ... the students would have to develop confidence in themselves to convince the drivers."

Using the incorrect subordinating conjunction ("by having to") confuses cause and effect relationships. An alternative might be "in order to", as students must "develop confidence" *before* they are able to "usher cars". A related error is seen in "They would also be able [learn] to work well with others as this project requires teamwork".

Lastly, there is inconsistency in tense when the clauses of the complex sentences are too long:

- "They *would be able* to think ... as well as being able to communicate with others".

4. The student's tone is usually appropriate, although there are slips in register which arise from using less precise language:

- "Student leaders can do ..."
- "We could get students to ..."
- "When something happens at the site like it is raining at that area ..."

4. MAIN WEAKNESS FOR IMMEDIATE REMEDIATION

Student should focus on **task fulfilment** by **logically using the given stimulus to support personal opinion** (Weakness #2). The student's command of language is relatively strong, falling within the upper half of the Band 2 range. Improvement to Band 1 requires *both* competency with a variety of sentence structures *and* a considerable improvement from some precise vocabulary to one with instances of being "apt and wide".

However, the student is already competent in a baseline, literal understanding of the stimulus and making basic inferences, as seen in the student's competent task fulfilment for required points #1 and #2. Hence, the student's next goal should be to carefully read and utilise the stimulus' nuances for required points #2 and #3. The student also may not have fully read

and understood the task, since the script omitted the rationale for point #3 on reinforcing the competencies or values learnt. The student could also have run out of time given the brevity of the fourth paragraph. In both cases, strategic use of the stimulus material would help reduce the time required for the student to brainstorm completely original content.

Addressing student's general weaknesses (as consistent with the class profile), including paying greater attention to the stimulus' details including the nuanced meaning of words and scrutinising the stimulus' intentional use of vocabulary for impact and effect, would improve the **overall logic and strength of stimulus use** and the quality of **amplification** (see **Annex C** for more detailed suggestions). Overall, a **more consistently attentive use of the stimulus** could help the student achieve a Band 2 grading for "Content" (earning up to 6.5% more marks to reach Grade 1 overall).

(Word count: 1200)

ANNEX A: MARKING CRITERIA FULFILMENT

Task fulfilment:

Band 1 (9-10 marks)

1. Clear awareness of the purpose of the task and of the intended audience and context.
2. Organisational structure and format entirely appropriate.
3. All required points well amplified although not necessarily equally so.
4. Given information and visual stimulus used accurately and relevantly to justify personal opinion and interpretation.

Band 2 (7 – 8 marks)

1. An awareness of the purpose of the task and of the intended audience and context.
2. Organisational structure and format appropriate.
3. All or most of the required points addressed with some amplification.
4. Given information and visual stimulus used relevantly to support personal opinion.

Band 3 (5 – 6 marks)

1. Some awareness of the purpose of the task and of the intended audience and context.
2. Organisational structure and format generally appropriate.
3. All or most of the required points addressed but amplification may be sketchy. There may be occasional evidence of misunderstanding or a lack of clarity.
4. Given information and visual stimulus may not always be logically used to support personal opinion.

Band 4 (3 – 4 marks)

1. Only partial awareness of the purpose of the task and there may be some confusion as to the intended audience and context.
2. Organisational structure and format likely to be inappropriate or confused.
3. Some of the required points addressed but there is likely to be evidence of some misunderstanding and a distinct lack of clarity.
4. Given information and visual stimulus may be used irrelevantly.

Language:

Band 1 (17 - 20 marks)

1. Simple structures will be accurate. There will be a variety of structures with generally successful complex sentences.
2. There will be instances of apt and wide vocabulary .
3. 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.
4. Spelling and punctuation will be largely accurate. The candidate will be confident in the use of full stops to separate sentences.
5. 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.

6. Tone and register entirely appropriate

Band 2 (13 - 16 marks)

1. Structures will be generally accurate and will show some variety with some successful complex sentences.
2. Vocabulary will convey intended meaning with some precision.
3. Paragraphs will be used appropriately and will show some sense of linking and unity.
4. Spelling and punctuation will be generally accurate. Full stops will nearly always be used to separate sentences.
5. There may be some grammatical errors, including a few tense or verb formation errors, but this will not confuse the reader.
6. Tone and register appropriate.

Band 3 (9 - 12 marks)

1. Structures will be generally accurate though they may be repetitive with occasional errors. There will be some attempt to write more complex sentences but these may not always be successful.
2. Vocabulary will be simple but will convey intended meaning.
3. Paragraphs will probably be used but may lack linking and unity.
4. Spelling of simple vocabulary and elementary punctuation will be largely accurate. Full stops will be used to separate sentences but their use may not be fully secure.
5. There will be a noticeable incidence of grammatical errors, including some serious tense and verb formation errors, but this will not obscure meaning.
6. Tone usually appropriate, although there may be slips of register.

Band 4 (5 - 8 marks)

1. Structures will be simple with frequent errors and perhaps break down if more complex structures are attempted.
2. Vocabulary will be simple and will usually convey intended meaning. There may be examples of misunderstanding or misuse.
3. Paragraphs may be absent or may be inappropriate.
4. Spelling of simple vocabulary will usually be accurate, but serious error is likely in more complex words.
5. Punctuation, particularly of sentence separation, is likely to be weak and uncertain.
6. There will be frequent grammatical errors including persistent errors in tense and verb forms which may sometimes blur but will not obscure meaning.
7. There may be some awareness of the appropriate register and tone but this is unlikely to be sustained for long.

ANNEX B: REPETITIVE VOCABULARY AND SENTENCE STRUCTURES

Examples of student's repetitive use of the modal "would":

In the Values-in-Action activity, the student leaders would be able to learn many positive values and morals. They would also become confident who has a strong sense of right and wrong. They would also be able to adapt to any situation and stay resilient when faced with challenges. The student leaders would have a greater understanding on what they are capable of and that he would be able to give judgement with a neutral mindset. They would be able to think independently and critically, as well as being able to communicate with others clearly and confidently. The student leaders would also become an active contributor who is able to work effectively in a group, is innovative, exercises initiative, takes calculated risks and strives for excellence.

Examples of repetitive complex sentences using the subordinating conjunction "when":

- "They would also be able to adapt to any situation and stay resilient when faced with challenges."
- "When they are rejected, they would have to learn to not dwell in it and instead look for other potential customers."
- "When something happens at the site like it is raining at that area, they would have to adapt to the situation and think of a logical solution."

ANNEX C: DETAILED SUGGESTIONS FOR REMEDIATION

The following pointers could be shared during an individual or small group consultation if student requires extra guidance on how to pay attention to details and read between the lines.

The script would have been even better if the student paid more attention to details in the stimulus, including the nuanced meaning of words. Referring to the student's slight misunderstanding of "ushering" in paragraph three, the student could have made a clearer distinction between an "usher" and, for instance, a "promoter". The student could then have focused on the nuances of "ushering" and the need to guide drivers to different washing stations. The student might have written about how this role would require student leaders to clearly understand the flow of the event and have a big-picture view of its overall progress, which present valuable leadership opportunities. Such attention would improve the script's logical use of the stimulus to support personal opinion.

The student could also focus on "reading between the lines" and scrutinising the intentional use of vocabulary for impact and effect when reading the stimulus. For example, by recognising the connotations of the words "soaping", "washing" and "drying", the student may have noticed that these are physically-intensive activities. On one hand, the student could have elaborated that student leaders may learn the value of hard work and of team work, which would have helped improve the script's task fulfilment.

On the other hand, the student could also have noticed that other projects in the stimulus might be even more suitable for developing 21st century competencies, such as YOLDEN Moments with the Elderly. By inferring that the opportunities offer *direct* contact with the beneficiaries, the student would have been able to argue that this project offered better opportunities for developing relationship management, social awareness and responsible decision-making. Greater attention to vocabulary can influence the strategic use of material to improve task fulfilment.

Such "reading between the lines" would also benefit the script's scoring in another related criterion under "Content": the quality of amplification. The student has already perceptively noted that a car washing event can be repurposed to suit different beneficiaries. It would have been even better if the student had noticed that the project involves youths (as seen in the involvement of Outward Bound Singapore participants and the Youth Corps logo). Hence, the student could have improved the script's amplification by suggesting that the student leaders could collaborate with the project's leaders to run a parallel or offshoot event. This would have better framed and improved the student's existing amplification.

The student could also have noted that the event offered leadership opportunities through its other objective to "raise awareness among the general public". The student could have improved amplification of follow-up opportunities considerably by raising other publicity efforts – such as inviting a Children's Cancer Foundation spokesperson to address the school during morning assembly.

In sum, greater attention to the given stimulus and going beyond and exploring beyond one's initial questions would benefit not only the student's productive strengths for situational writing, but is likely tied to the student's performance in other receptive and comprehension tasks.