

NAME		INDEX NO.		CLASS	
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**NORTHLAND SECONDARY SCHOOL
PRELIMINARY EXAMINATION
Secondary 4 Express / 5 Normal Academic**

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

27 August 2021

Candidates answer in the Question Paper.

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

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

Write your answers in the spaces provided in the Question Paper.

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

The total marks for this paper is **70**.

Setter: Mr Kenneth Chye

Vetter: Miss Shermaine Shee

This document consists of **15** printed pages and 1 blank page.

[Turn over

Section A [10 marks]**Question 1**

Carefully read the text below, consisting of 12 lines, about a woman's thoughts about social media. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 12 pm.

at

My mother always wears sensible clothes.

✓

Like many of my generation, Facebook and Instagram are repositories of our memories. I have been an avid user of both since my university days or have 1.....
come to view them as my life's logs of sorts. This is when I do online- 2.....
journaling and maintain e-photo albums. In recent years, I have find a lot of 3.....
learning value, too, from reading my friends' posts on parenting struggles, 4.....
their photo logs and even video ideas! Despite, each night, as I lay in bed 5.....
scrolling through my News Feed with tons of videos of impressed kids and 6.....
amazing parent-led activities, I would found myself questioning my ability as a 7.....
mother and if I were nurturing my kids well. I have to confessed that there is a 8.....
little part of me that is the self-doubter. It hides during the day when my 9.....
positive, confident self is in full view. However it exists as it does for many 10.....
people. I had never really been bothered by this aspect of myself.

<https://www.schoolbag.edu.sg/story/parenting-in-an-instagram-generation>

Learners who Share, Citizens who Care, Leaders who Dare

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Learners who Share, Citizens who Care, Leaders who Dare

[Turn over

Section B [30 marks]

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

Question 2

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

Your school is planning to have a new Co-Curricular Activity (CCA). The school believes that CCA is a premier platform for character development and is an integral part of a well-rounded education. They help inculcate values in students which will prepare them for the future. There are currently some students who are not attending their present CCAs and the school wants them to be engaged in a new one. You are the President of the Students' Council. After consultation with the students in the school, you are to present one of the CCAs shown in the flyer as the students' choice.

Write a speech that you would present to the Principal and teachers to

- thank her for giving you the opportunity to present the speech
- state clearly the CCA the students have chosen
- explain why it is the most interesting and meaningful CCA that would interest the students
- explain how the CCA would be set up.

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

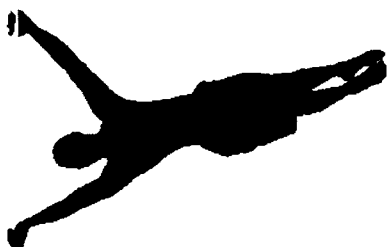
Write your script in clear, accurate English and in a convincing and persuasive tone, urging your Principal to accept the students' choice.

You should use your own words as much as possible.

There is going to be a new Co-Curricular Activity (CCA) in School!

The school is planning to have a new co-curricular activity and we would like to hear from you!

Northland Calisthenics Club



Calisthenics are exercises that do not rely on anything but a person's own body weight. These exercises are performed with differing levels of intensity and rhythm.

Would you like to learn how further develop your core muscles, control your diet and share knowledge with other fellow fitness buffs?

Beef up in The Calisthenics Club!

Science has shown that musical training improves long-term memory and leads to better brain development.

Do you want to learn new musical instruments like the drums, guitar or bass?

Do you want to practise and work as a team towards a public performance in school?

Rock on and be part of the Music Club!

Northland Music Club



Citizens Care Club



Is your passion in helping others?

Do you want to make a difference in people's lives?

The Citizens' Care Club provides company for the elderly to make their day and also provides tuition to younger children to engage them.

Be a Citizen who Cares in the Citizens Care Club!

Whatever your choice is, We would like to hear from you!

Learners who Share, Citizens who Care, Leaders who Dare

[Turn over

A series of horizontal dotted lines for writing.

Learners who Share, Citizens who Care, Leaders who Dare

A series of horizontal dotted lines for writing.

Learners who Share, Citizens who Care, Leaders who Dare

Section C [30 marks]

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

Questions 3-6

- 3. Describe the things that you do to help you relieve your stress. Explain why you find them beneficial?
- 4. What changes would you like to see take place in the next five years in your country?
- 5. 'It is important for families to spend some quality time together despite their hectic lives.' Do you agree with this view?
- 6. 'Hard work pays off.' Write about some of the occasions when you have found this to be true.

Please write your chosen question number (3, 4, 5 or 6) here:

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Learners who Share, Citizens who Care, Leaders who Dare

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Learners who Share, Citizens who Care, Leaders who Dare

[Turn over

Area with horizontal dotted lines for writing.

Learners who Share, Citizens who Care, Leaders who Dare

[Turn over

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NORTHLAND SECONDARY SCHOOL
PRELIMINARY EXAMINATION
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

27 August 2021

Candidates answer in the Question Paper

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Paper.

The number of marks is given in the brackets [] at the end of each question or part question.

The total marks for this paper is **50**.

Setter: Mr Kenneth Chye

Vetter: Miss Shermaine Shee

This document consists of **13** printed pages and 1 blank page.

[Turn over

Section A [5 marks]

Text 1

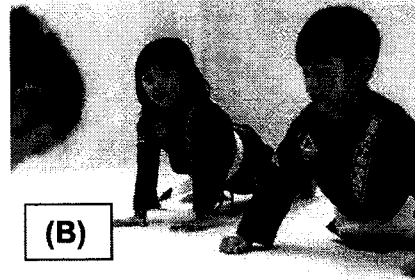


Do you have what it takes?

*Brazilian Jiu-Jitsu. Come on down
and grapple with us now!*

Brazilian Jiu-Jitsu (BJJ) is a grappling-based Martial Art which does not involve striking (punching and kicking) – instead it uses joint-manipulation techniques (submissions) to put opponents in a position too difficult to escape from, or uncomfortable enough to surrender or to “tap out”. Besides learning traditional BJJ submissions, BJJ also teaches takedown techniques from Judo and Wrestling.

Roger Gracie Singapore is a BJJ school-centered around the BJJ lifestyle, conveniently situated in the trendy Yishun neighbourhood.



Our classes

With a variety of BJJ classes, **Roger Gracie Singapore** has something for every experience level – from our basic to intermediate classes, all levels and no-gi, and also, kids classes too. Besides offering quality Jiu-Jitsu programmes, we also aim to build a community of friends who train hard and play hard together in a safe and comfortable environment.

Our lessons and facilities

We now have lessons as early as 6am in the morning for the early birds as well as for the late owls (up to midnight). Please check the schedule [here](#).

Our training facility also comprises a Workout Area with gym equipment carefully selected to level up your BJJ game, and a Lounge area for our members to hang out at before or after training.



Thank you Roger Gracie! I have a fantastic time learning BJJ as well as making great friends. The instructors are also nice and share their knowledge about BJJ with us! Keep it up Roger Gracie!

- Choi Songhoon, member since 2019

Call us at 9235 3535 or drop us
an email at
iheartRGS@yahoo.com.sg

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Refer to the poster (Text 1) on page 2 for Questions 1-5

1. The poster begins with the heading *Do you have what it takes?* What effect is this intended on the reader?

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

2. Look at the two photographs above the subheading, **Our classes**. What feature of each photo is being described in the section of **Our classes**?

(i) Photograph A
(ii) Photograph B [1]

3. Refer to the sub-heading **Our lessons and facilities** and the information presented under it. Give **one** reason why the information presented will appeal to potential members.

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

4. Why does the poster provide a testimony of one of its members?

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

5. Which sentence gives the main purpose of the poster?

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

Section B [20 marks]**Text 2**

The text below is about a man who is obsessed with his social media profile. Read it carefully and answer Questions 6 – 16.

- 1 The thermostat was always set at an incredibly low temperature, but its effect was compounded that day by the rain that had fallen without stopping since the morning. He felt his senses dulled by the cold and he was very tired. He couldn't understand it. What had gone wrong? Again. After hours of concentrated effort, wads of cash and countless counselling sessions, things were exactly the same as they had been this time last year. He had sacrificed so much – received so little. Waves of self-pity and self-contempt crashed upon him and soon his face and chest were drenched. How could it be?! It was perfect – he had been sure it would work this year and yet it hadn't. What were they looking for? His mails had gone unanswered; telephoning was out of the question. 5
10
- 2 He went through his profile again. He had described himself with humorous self-deprecation. He had confessed himself to be a libertarian and an agnostic. And it was true. He had looked up the meaning of the words – and they were exactly what he was. He had to be. It was what everyone was these days. If you weren't one of them – you stood absolutely no chance. In activities and interest, he had positioned himself carefully – he played tennis and football, avidly followed politics – you could have quizzed him on the latest scandals across the globe and he would have answered them as nonchalantly as he updated his status. He liked travelling. His Google Earth Map showed he had been to 54% of the world and was very interested in lateral thinking – he had figured out that it was a midget who took the elevator every day. The lateral thinking bit was particularly ingenuous – or so he had thought. 15
20
- 3 Books – they had been a little tricky. But if you followed the right forums, got the right feeds, it was quite easy. He had cleverly chosen a collection of humour, classic literature, history and philosophy. Of course *The Fountainhead* was there. That was a no-brainer. Anyone who was anyone had read it. It was the intellectual's bible. He had liked it actually – it had struck a chord with him – he was sure only a few could identify with the book the way he had. So they really couldn't fault him for authenticity. The movies – Ah! Those had been his trump card. He had been a movie buff since he could remember. He had displayed a rare taste – all time epics, marvellous directors jostled for space with forgotten masterpieces. This was his differentiation. 25
30
- 4 Of course, there were all the other regular features. He had been voted most likeable by 790 friends, been sent thousands of gifts, had taken most of the quizzes and scored highly on them (General knowledge was one of the things he prided himself on most – he even got a 100/100 for the "how many celebrity children do you know" quiz). He was most likely to be a Mars explorer, most likely to help a three-legged puppy and most likely to be able to detect the difference between Chateau Margaux and Chateau Haut-Brion by just sniffing them. These were only the most notable "Most Likely..." of course – there were hundreds of others. He had far surpassed the minimum requirements in all categories. His picture had been carefully chosen – his mom had sifted painstakingly through all of them and picked the best one. He had then used his favourite image editing software to make a few subtle changes – the rules were strict and the picture had 35
40

Learners who Share, Citizens who Care, Leaders who Dare

to be at least 75% authentic. 45

5 After all this work, he had sent his complete profile to KYBY (Know Yourself, Be Yourself), the best company for vetting profiles. They had gone from a start-up to a billion dollar company in half a year. These guys were geniuses. They simply did not miss. It cost him \$2000, but it had seemed worth it at that time. "What could have gone wrong?" he murmured aloud. "What could have gone wrong?", 50 he was increasingly perplexed. "What could have gone wrong?", he asked once again looking at the letter, which lay open on the desk.

6 Dear Jack,

Thank you for your interest in the Facebook "Do you have the best profile" Awards. We regret to inform you that your entry has not been deemed worthy of 55 entering the second round. We hope you will work harder and return next year.

Wishing you all the best,

The Facebook Team.

P.S. We would like to encourage you to add the cool new Button Application. Each time you update your status you get one button. It is round, has four holes 60 in it and comes in red, blue and green. When you have 233 buttons, you get an unlimited amount of string. Each time you change status to "Where is my needle?", you get one needle. We'll not spoil the surprise any further for you. It has received great reviews - please do try it out.

7 Sounded interesting. Perhaps he would check it out tomorrow. It was late. He had 65 not slept for three days in giddy anticipation of this letter. And here it was. He put it back in the envelope. The monitor's light was too bright. He switched it off. He stood and stretched. He felt free. The wait was over. He had been taking sleeping pills he got off the net to help him sleep – two a night. They had not worked obviously. 70

8 They are still not working.

Adapted from Abhishek Mehrotra, A Night At Home, <http://www.qlrs.com/story.asp?id=628>

- 6. At the beginning of the text, the author started with the condition of the room. Explain how the language used in Paragraph 1 indicates the temperature of the room.

Support your idea with three details from Paragraph 1.

.....

.....

.....

.....

.....

.....

.....

.....

[3]

- 7. What did the writer want to emphasise by mentioning, "hours of concentrated effort, wads of cash" (lines 4-5)?

.....

.....

[1]

- 8. In Paragraph 2, what does "It was what everyone was these days" tell you about the man's profile?

.....

.....

[1]

- 9. In Paragraph 3, what does the word 'no-brainer' refer to?

.....

.....

[1]

- 10. From Paragraph 3, which two phrases tell you that the character felt that the book resonates with his life?

.....

.....

[2]

Learners who Share, Citizens who Care, Leaders who Dare

11. What did the character mean when he mentioned that movies 'was his differentiation' (line 32)?

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

[1]

12. From Paragraph 4, which word in the paragraph reinforced the fact that a lot of effort was taken to choose the character's profile picture?

.....
.....

[1]

13. In Paragraph 5, give two ways in which the character in the story shows that he was unsure what was happening.

i)

.....

ii)

.....

[2]

14. In Paragraph 7, the writer mentioned that the character waited in 'giddy anticipation'.

What is unusual and effective about the phrase, 'giddy anticipation'?

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

[2]

15. In Paragraph 8, the story ended with "They are still not working." What effect does the writer want to create?

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

[2]

16. The structure of the text reflects the thoughts of the character.

Complete the flow chart by choosing one word from the box to summarise the thought in each paragraph. There are some extra words you do not need to use.

The character's thoughts

relieved	thrilled	disdain
overjoyed	meticulous	
confused	fearful	

Flow Chart

Paragraph 1	(i)
Paragraphs 2-4	(ii)
Paragraphs 4-5	(iii)
Paragraph 6	(iv)

[4]

Section C [25 marks]**Text 3**

The text below is about students who are afraid to fail. Read it carefully and answer Questions 17–24.

- 1 A famous aphorism has it that "success represents the 1 per cent of your work which results from the 99 per cent that is called failure". That statement bears repeating today. This is because our young appear to have a strong fear of failure. According to the latest study by the Programme for International Student Assessment (PISA), 15-year-olds in Singapore were ranked second globally in reading, mathematics and science, but more than 70 per cent of the participating Singapore students expressed a fear of failure, compared with a global average of 50 per cent. Some Singaporean students also lamented that the education landscape is stressful, especially when failure in some milestone examinations can affect one's future. While these observations may be valid, in truth systemic and cultural changes take time to effect. In the meantime, we could perhaps explore how to help students alleviate their fear of failure. 5 10
- 2 American psychologist John William Atkinson characterised fear of failure as a disposition to avoid failure, prompted by the ensuing experiences of shame and humiliation. Researchers found links between fear of failure, parental shaming and a child's susceptibility to shame. Perceived failure is not confined to those struggling with their studies. High performers who set unrealistic personal goals often experience a deep sense of abandon and frustration if they fall short of their own expectations. They view this as a "failure" even though their actual performance is well above average. Individuals who have higher fear of failure tend to experience greater shame than those with lower fear. What we tell a child who failed influences his likelihood of experiencing shame and fear of failure. Remarks such as "stupid" and "why can't you be as smart as so and so..." will inevitably be detrimental. 15 20
- 3 Influential psychiatry professor Donald Nathanson identified four strategies that failure-fearful individuals adopt to cope with shame - withdrawal from the activity, negative emotions, denial of failure and blaming others. Although these coping strategies may provide a temporary reprieve from shame, they are ineffective since they do not address the core of the problem. Researchers Jeff Elison and Julie Partridge suggested to deal with the source of shame and giving due consideration to the possibility of addressing it. Thus, individuals with an adaptive shame-coping style not only acknowledge their failure experiences, but also actively explore the reasons for their failures and search for ways to do things better or differently. These individuals view failure positively, as a learning experience, rather than a cataclysm or something to avoid at all cost. As Henry Ford said, "Failure is simply the opportunity to begin again, this time more intelligently". 25 30 35
- 4 Experiences of failure are often accompanied by feelings of low self-worth and diminished confidence. When confronted with their children's poor performance, some parents overreact to the extent that their kids begin to feel utterly worthless and despondent. Psychologist Carl Rogers advocated that each person has within himself vast resources needed for personal development, but this cannot take place without the unconditional positive regard of those who are significant to him. Parents could focus on nurturing in their children the spirit of resilience and a die-hard attitude that would enable them to bounce back every time they 40 45

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[Turn over

fail. Children need to understand that although failure might be unpleasant and undesirable, it is part and parcel of life.

- 5 Some researchers liken the relationship between an individual's fear of failure and outlook on the future to the chicken-and-egg conundrum. Fear of failure may drive individuals to engage in self-handicapping behaviour, such as absenteeism on the day of a test, in an attempt to protect their self-worth. However, task avoidance does little to improve performance, hence the likelihood that the individual will sink lower in achievement and confidence levels, and become even more fearful and risk averse. 50
- 6 One might ask, "How can I help my child overcome his fear of failure?" One can take the first step by redefining failure, by taking a positive stance towards it. Highly successful people often choose to describe it in affirmative terms. Albert Einstein called it "success in progress". Second, psychologists recommend taking a mastery orientation, focusing on learning, skills acquisition, effort investment and self-improvement, rather than a performance orientation focusing on competition and comparison. Finally, there is no better role model for young people than our very own Joseph Schooling, who, after losing to his teammates at the SEA Games, still graciously and sportingly embraced and congratulated the winners. When asked by the media whether he was disappointed, he acknowledged his disappointment and shortfall, and then immediately focused on the lesson learnt, "No one likes to lose. But this is a good reality check... I've got a lot of work to do." We wish our young people would know that too. 55 60 65

Adapted from Caroline Koh, <https://www.straitstimes.com/opinion/a-better-way-to-deal-with-failure-than-shame-and-blame>

17. According to Paragraph 1, why is the saying "success represents the 1 per cent of your work which results from the 99 per cent that is called failure" worth repeating?

.....
 [1]

18. In Paragraph 1, what does the word "alleviate" tell you about failure?

.....
 [1]

19. According to Paragraph 2, why do people want to avoid failure?

.....
 [1]

Learners who Share, Citizens who Care, Leaders who Dare

20. According to Paragraph 2, why do some high performers feel upset and frustrated? **Answer in your own words.**

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

[2]

21. In Paragraph 3, which word tells you that students regard failure as a disaster?

.....
.....

[1]

22. Here is a part of a conversation between two students, Jay and Gloria, who have read the article.



i) Identify **two** examples from Paragraph 3 that Gloria can give to support her view.

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

[2]

ii) How would Jay explain his position with reference to Paragraph 3?

.....
.....

[1]

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Learners who Share, Citizens who Care, Leaders who Dare

Answer Scheme – Preliminary Examination 2021 EL 4E5N Paper 1

Like many of my generation, Facebook and Instagram are repositories of our memories. I have been an avid user of both since my university days **or** have 1 and
 come to view them as my life's logs of sorts. This **when** do online- 2 where
 journaling and maintain e-photo albums. In recent years, I have **find** lot of 3 found
 learning value, too, from reading my friends' posts on parenting struggles, 4 ✓
 their photo logs and even video ideas. **Despite**, each night, as I lay in bed 5 However
 scrolling through my News Feed with tons of videos **of impressed kids** and 6 impressi-
 amazing parent-led activities, I **would found** myself questioning my ability as a 7 find
 mother and if I were nurturing my kids well. I have **to confessed** that there is a 8 confess
 little part of me that **the** self-doubter. It hides during the day when my 9 a
 positive, confident self is in full view. However it exists as it does for many 10 ✓
 people. I had never really been bothered by this aspect of myself.

<https://www.schoolbag.edu.sg/story/i-was-offered-my-12th-choice-at-poly>

Types of mistake

1. conjunction	2. wh- word	3. past participle	4. -	5. Linking words
6. word form	7. tenses	8. tenses	9. article	10. -

Learners who Share, Citizens who Care, Leaders who Dare

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NAME	ANSWER SCHEME	INDEX NO.		CLASS	
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NORTHLAND SECONDARY SCHOOL
PRELIMINARY EXAMINATION
Secondary 4 Express / 5 Normal Academic

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

August 2021

Candidates answer in the Question Paper

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Paper.

The number of marks is given in the brackets [] at the end of each question or part question.

The total marks for this paper is **50**.

Setter: Mr Kenneth Chye

Vetter: Miss Shermaine Shee

This document consists of **13** printed pages and 1 blank page.

[Turn over

Section A [5 marks]

1. • **The heading is trying to involve the reader by using the pronoun 'you'. (1 mark)**
• **It is trying to challenge the reader to pick up Brazilian Jiu-Jitsu. (1 mark)** [1]
2. (i) Photograph A **a community of friends**
(ii) Photograph B **kids classes** [1]
3. • **Potential members will know what the opening hours of the gym are.**
• **They will also know what facilities are available**
(1 mark each) [2]
4. **The testimony is meant to lend credibility to the gym.** [1]
5. **"Come on down and grapple with us now!"** [1]

Section B [20 marks]

6. • **'incredibly low temperature' tells me that the room was very cold as the air-conditioner's temperature was set low.**
• **'compounded that day by the rain' tells me that the outside environment made the temperature even cooler because it was raining the whole day.**
• **'his senses dulled by the cold' tells me that the temperature was so low that his senses were numbed.**
(1 mark each) [3]
7. **He wanted to emphasise that he had spent a lot of time and money on his profile.** [1]
8. **He wanted to make it trendy / fashionable.**
(1 mark each) [1]
9. **Reading The Fountainhead.** [1]
10. **'had struck a chord with him' and 'could identify with the book' (1 mark each)** [2]
11. **He felt that his knowledge on movies would make him stand out compared to the rest.** [1]
12. **'painstakingly'** [1]
13. i) **He was perplexed.**
ii) **He repeated "What could have gone wrong" three times.** [2]

14. • It is unusual because you will not feel dizzy from having too much expectations.
• It is effective in emphasising that he was eagerly waiting for the letter.
(1 mark each) [2]
15. • He wanted to emphasise how the disappointment has affected him.
• And the medication did not work on him. [2]
16. **Flow Chart**
- | | | |
|----------------|-----------------|-----|
| Paragraphs 1 | (i) disdain | [4] |
| Paragraphs 2-4 | (ii) meticulous | |
| Paragraph 5 | (iii) confused | |
| Paragraphs 6 | (iv) relieved | |

Section C [25 marks]

17. This is because students appear to have a strong fear of failure [1]
18. It is painful. [1]
19. They feel embarrassed. (shame/humiliated – not accepted) [1]
20. High performers who set unrealistic personal goals often experience a deep sense of abandon and frustration if they fall short of their own expectations.
High performers have high standards (1m) for themselves and when they fail (1m), they feel exasperated. [2]
21. 'cataclysm" [1]
- 22.
- i) • They withdraw from the activity,
• Have negative emotions,
• Deny that they failed and
• blame others. (Any two) [2]
- ii) These coping strategies are ineffective since they do not address the core of the problem. [1]
23. • He lost in a recent race but still congratulated those who have won.
• He took failure in his own stride. (any one) [1]

Learners who Share, Citizens who Care, Leaders who Dare

[Turn over

24. *There are several consequences to failure. Children who have failed may...*

	From passage	Paraphrased
1.	Have feelings of low self-worth	Feel lousy
2.	and diminished confidence.	And lower self-esteem.
3.	Some researchers liken the relationship between an individual's fear of failure and outlook on the future to the chicken-and-egg conundrum.	The connection between one's attitude in the future and phobia towards not making the mark is closely connected. / affect one's attitude in the future.
4.	Fear of failure may drive individuals to engage in self-handicapping behaviour, such as absenteeism on the day of a test, in an attempt to protect their self-worth.	People may shun from the particular activity,
5.	However, task avoidance does little to improve performance, hence the likelihood that the individual will sink lower in achievement and confidence levels, and become even more fearful and risk averse.	Which may cause the individual to further lose his self-esteem / be more afraid of failure.
6.	each person has within himself vast resources needed for personal development, but this cannot take place without the unconditional positive regard of those who are significant to him.	Parents can view their children highly.
7.	Parents could focus on nurturing in their children the spirit of resilience	Parents can work on cultivating grit.
8.	a die-hard attitude that would enable them to bounce back every time they fall.	A never-say die attitude.
9.	Children need to understand that although failure might be unpleasant and undesirable, it is part and parcel of life.	Parents must give their child the room to fail.
10.	One can take the first step by redefining failure, by taking a positive stance towards it.	Parents can help to develop that.
11.	Highly successful people often choose to describe it in affirmative terms.	Successful individuals embrace failure positively
12.	focusing on learning, skills acquisition, effort investment and self-improvement rather than a performance orientation focusing on competition and comparison	Parents must not make children feel that failure is the end but it is a learning point for the child.

There are several consequences to failure. Children who have failed may

feel lousy and suffer lower self-esteem. The connection between one's future attitude and phobia towards not making the mark is related. People may shun from the activity, which may cause the individual to further lose his self-esteem. Everyone needs positive reinforcement from those around him. Parents can work on cultivating grit and a never-say die attitude. Children need to know that failure is normal and one should be more optimistic about it. Successful individuals embrace failure positively and treat it more as a lesson.

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[Turn over