

2023 S2 EYE P1 Section C: Continuous Writing [30m]

Suggested Answer Scheme

Possible Essay Outlines

Q1: Discuss the benefits and challenges of volunteerism in the life of a student.

Scope	1. Question Type: Discursive One Sided (Listing) Task words: i) <u>Benefits</u> ii) <u>Challenges</u> iii) <u>Life of a student</u> 2. Keywords and Question Requirements: • Benefits: Good things that they have gained from volunteering - List ways that volunteerism has positively impacted student's life • Challenges: Problems they might encounter - These issues that surface could be during their volunteer experience, before or after • Life of a student: Can be part of extracurricular activities, Values-in-Action Programme, self-initiated, volunteering with their family members • <u>Suggested outline</u> Paragraph 1: Introduction + Thesis Statement (cannot be a question) Paragraph 2: Point 1 (Benefit/Challenge) Paragraph 3: Point 2 (Benefit/Challenge) Paragraph 4: Point 3 (Challenge/Benefit) Paragraph 5: Conclusion OR Paragraph 1: Introduction + Thesis Statement (cannot be a question) Paragraph 2: Point 1 (Benefit) Paragraph 3: Point 2 (Benefit) Paragraph 4: Point 3 (Challenge) Paragraph 5: Point 4 (Challenge) Paragraph 6: Conclusion
Possible Point(s)	Benefits • Skills Development: Students can develop soft skills such as communication, problem-solving, teamwork, time-management etc • Development of empathy and compassion: exposes teenagers to diverse communities and people facing various challenges. This experience fosters empathy and compassion, helping them develop a greater understanding of others' needs and struggles. • Career exploration: can gain firsthand experience and insights into different professions and continue to pursue it if they see value in it

	Challenges • Difficulties in time-management: As students have many commitments, they may find it difficult to balance academic responsibilities, CCA, social life, time with family etc. Can lead to burnout or neglect other important aspects of a student's life • Emotionally taxing: Engaging in volunteer work that involves working with vulnerable populations or addressing sensitive issues can be emotionally taxing. Students might find it challenging to cope with the emotional aspects of their volunteer experiences. • Obligation: Students may not understand why they volunteer, especially if it is a school initiative. They could only be doing it for recognition or for points etc.
Markers' comments	

Q2: Write about a time when a family member's actions brought about a change in the relationships among your family members.

Scope	1. Question Type: Personal Recount Task words: • Family member's actions • Brought about a change in the relationships among your family members 2. Keywords and Question Requirements: • describe details of family member's actions • explain how this action led to a change in relationships among family members (e.g. between parents and children, amongst siblings etc.) • <u>Suggested outline</u> Paragraph 1: Introduction + Thesis Statement Paragraph 2-3: Description of the actions (Ws & H) Paragraphs 4: Details of the ways in which the relationships were changed, details of how members of the family were emotionally affected (could be positive or negative) Paragraph 5: Conclusion • Show not tell technique, varied stylistic devices such as repetition, emotive vocabulary, figurative & vivid language or even dialogue.
Possible Point(s)	• Family member's action was displayed during a family gathering/event • Something occurs during the gathering/event to catalyse the change in emotions (could be happy or sad, could have been an activity, or could have just been a conversation) • There is a shift in dynamics amongst people in the gathering/event (e.g. sharing of stories, unpacking of emotions, acknowledgment of past hurt/misunderstandings) • Aftermath: Impact of the activity/event/gathering lingers, family bonds strengthened (or even weakened, depending on whether this is a positive or negative change)
Markers'	

comments	
----------	--

Q3: “Teenagers use social media mainly for entertainment.” Discuss.

Scope	1. Question Type: Discursive Two Sided Task words: • Social Media: Common social media platforms for students: TikTok, Instagram, Reddit, YouTube • Mainly: For the most part, teenagers spend MOST of their time using social media for their fun • Entertainment: Social media gives them amusement, they do it for leisure/enjoyment/their own interest 2. Keywords and Question Requirements: • Students are required to describe how social media provides entertainment (e.g. through watching videos, looking at memes, playing online games etc.), • But students use social media to do other things too: Show how it fosters connection (communication/sharing of interests amongst peers is a form of entertainment), show how social media also teaches new skills (e.g. Cooking channels on YouTube) • <u>Suggested outline:</u> Paragraph 1: Introduction + Thesis Statement Paragraph 2: Point 1 (Agree that it's used for entertainment and the reason) Paragraph 3: Point 2 (Agree that it's used for entertainment and the 2nd reason) Paragraph 4: Point 3 (Disagree- it's used for other things besides entertainment) Paragraph 5: Point 4 (Disagree -- it's used for other things besides entertainment) Paragraph 6: Conclusion OR Paragraph 1: Introduction + Thesis Statement Paragraph 2: Point 1 (Agree/Disagree) Paragraph 3: Point 2 (Agree/Disagree) Paragraph 4: Point 3 (Disagree/Agree) Paragraph 5: Conclusion Notes from Mrs. Calais: Your essay can have 3 body paragraphs only. 4th body para is not a must. For each body paragraph, make sure you have a topic sentence in the first line with the main point. Then explanation followed by example/evidence. Always explain first before giving an example.
Possible Point(s)	For entertainment • Memes, funny videos, and engaging visual content. • Viral challenges and trends – involve teenagers in participating in the fun and quirky

	activities • Real-time interaction e.g. Streaming and live videos (e.g. YouTube, Twitch, Facebook allow users to stream gaming sessions, music performances, Q&A sessions etc) For things other than entertainment • Social interaction and communication - A primary tool for teenagers to connect with friends, family, and peers. E.g. Instagram, Snapchat, and Facebook to share updates, photos, and messages, maintaining relationships and staying connected even when physically apart. • Education – Teenagers can learn from educational accounts, YouTube tutorials (e.g. for Mathematics sums, for practical skills like fixing a leaky tap etc.) • Self-expression and identity – they curate their profiles to shape the way people view them
Markers' comments	

Q4: Describe an activity that you and your class participated in which made an impact on the school community. What have you learnt from this experience?

Scope	1. Question Type: Hybrid (Descriptive + Expository) Task words: • activity...with your class: specific to form class • an impact: positive outcome that affects, enhances or creates change • school community: affects the environment, people, culture within school context • learnt from this experience: the skills, values, attitude developed 2.Keywords and Question Requirements: • Students are required to describe how the class activity led to an outcome that affected the school community in a positive way • Students have to explain the lesson they have learnt in terms of skills, values, attitude as a result of participating in the activity • <u>Suggested outline:</u> Paragraph 1: Introduction + Thesis Statement Paragraph 2: Point 1 (Describe) Paragraph 3: Point 2 (Impact on school community) Paragraph 4: Point 3 (What you have learnt- at least two things you have learnt with explanation for each thing learnt) Paragraph 5: Conclusion OR Paragraph 1: Introduction +Thesis Statement Paragraph 2: Point 1 (Describe) Paragraph 3: Point 2 (1st Impact + What you have learnt related to it) Paragraph 4: Point 3 (2nd Impact + What you have learnt related to it) Paragraph 5: Conclusion
-------	--

Possible Point(s)	● activity...with your class: (possible) – Class Social Innovation (SI) project, Victoria Challenge class activity, cleaning up, recycling, art n craft etc. ● an impact: – making a positive outcome that affects school life eg, creating conducive study environment, beautifying compound, enhance cleanliness/habit of recycling, spread awareness of social causes/charity/donations, develop empathy, empowering student's voice, promoting spirit of excellence amongst students, increase morale ● school community: align with school culture and ethos (GPS slogan, school programmes, outreach), facilities (classrooms, compound), people (students, staff, operators, stakeholders). ● learnt from this experience: resilience, teamwork, inter-personal skills, value of empathy, professionalism, personal challenges, or attributes etc.
Markers' comments	