

Secondary 2 EYE Paper 1 2024- Section C

Section C: Continuous Writing [30m]

Suggested Essay Outlines

I. Question 3

Write about a time when you formed a friendship with someone unexpected and explain how this has influenced your life.

II. Scope

A. Question Type

- Hybrid: Personal recount + exposition
- Task words: **‘Write about a time’** and **‘explain’**

B. Key Words and Question Requirements

- **a time** – a single, specific occasion
- **formed a friendship with someone unexpected** – unplanned friendship
- **explain how this influenced your life** – explain the outcome of the friendship changed/impacted /created a meaningful outcome on your life
- Describe the context or situation in which you met this unexpected person.
- Explain why this friendship was unexpected (e.g., different backgrounds, circumstances, or initial impressions).
- Describe how the friendship developed.
- Reflect on how this friendship influenced you – consider any changes in perspective / learning something new / encourage personal growth

III. Essay Structure

Paragraph 1: Introduction

Paragraphs 2-3: Background information why you would not have expected to form a friendship with this particular person + How the friendship was formed /What you did together

Paragraphs 4-5: Reflection on how the impact of the friendship has influenced your life

Paragraphs 6: Conclusion

IV. Possible Points

- Showed kindness to a friend which was not reciprocated / ended up with the friend being nasty as a response
- Helped a friend but ended up sacrificing something of their own (time, comfort, money)
- Helped a friend but got into trouble with someone else

Marker's Comments:

- 35 students attempted this question!

- Some students did not focus on the keyword 'unexpected' and spent too much time narrating on many events that built up the friendship. As a result, the second part of the question (influence on your life) was briefly attempted and lacked depth.
- Better scripts were able to bring in interesting characters (e.g enemy, fellow competitor, bully, elderly figure) with appropriate descriptions (show-not-tell).

I. **Question 4**

Describe your ideal day in school and explain what makes the day perfect.

II. **Scope**

A. **Question Type**

- Hybrid (descriptive-reflective)
- Task words: **Describe, explain**

B. **Key Words and Question Requirements**

- **ideal day** – a day that is imagined to be perfect
- **in school** – context must be within physical (compound itself) or experiential (school-related activities) aspect of school life
- **what makes the day perfect** – the reasons / significance of the elements that make the school day great
- Describe an ideal school day in either 1) sequential order of events, or 2) 3 things that make a school day good
- Use descriptive techniques for the above – five senses, literary devices, sentence variety, emotive vocabulary
- Describe emotions in the midst of experiencing these ideal aspects of school
- Reflect on why these experiences make a school day perfect and their impact on you (can use describe-interpret-outcome structure)

III. **Essay Structure**

Paragraph 1: Introduction

Paragraphs 2 - 4: Activities /elements that make a school day ideal

Paragraph 5: Reflection

Paragraph 6: Conclusion

IV. **Possible Points**

- Morning routines and atmosphere (assembly / classroom programmes, interactions)
- Lessons (engaging, hands-on, gaining knowledge, discussions)
- Breaks and social interactions (conversations, games, outdoor activities)
- Co-curricular activities (platform to channel passion and talents, acquiring skills)
- Programmes (camps, workshops, post-exam activities, excursions, overseas trips)
- Relationships (friends, teachers)

Marker's comments:

- only 7 brave souls attempted this question
- Some confusion in tenses - do ensure consistency in tenses throughout the essay!
- most students chose to write this in sequential order - focusing on various aspects (favourite lesson, favourite food...). Use of descriptive phrases and emotive language is evident. Do ensure that there is a balance of points for the body paragraphs. At times, points may overlap/ there may be an over-emphasis on certain points which affects other points (brief and lack elaboration)

Question 5

Young people can change the world for the better. What are your views?

II. Scope

A. Question Type

- Discursive (D2)
- Task words: **what are your views**. Views means more than one which refers to more than one view and that is why it is a D2 essay.

B. Key Words and Question Requirements

- **Young people** – youths / students / young working adults
- **Change the world for the better** – make the world different / improve - how

III. Essay Structure

Paragraph 1: Introduction+Thesis statement (last sentence in the intro) Youths can change the world for the better

Paragraph 2: First reason why young people can change the world for the better+ explanation

Paragraph 3: Second reason why young people can change the world for the better + explanation

Paragraph 4: However, one reason why young people cannot change the world for the better + explanation

Paragraph 5: Conclusion

OR

Paragraph 1: Introduction+Thesis statement (last sentence in the intro) Youths can change the world for the better

Paragraph 2: First reason why young people can change the world for the better+ explanation

Paragraph 3: Second reason why young people can change the world for the better + explanation

Paragraph 4: However, one reason why young people cannot change the world for the better + explanation

Paragraph 5: Conclusion

IV. Possible Points

Youths can change the world for the better:

- **Raise Awareness:** Use social media platforms to spread awareness about important issues like climate change, mental health, or social causes.
- **Organise Campaigns:** Start or join campaigns that focus on causes such as environmental protection or education.
- **Volunteer** at local institutions, food banks, or tutoring programmes to directly impact the community.
- **Global Initiatives:** Participate in international volunteer programs, such as building schools, assisting in disaster relief, or teaching in underprivileged areas.
- **Adopt and promote sustainable practices** like recycling, reducing plastic use, conserving energy, and supporting ethical brands.
- **Start or participate in community gardening projects** that promote local food production and sustainability.

Youths cannot change the world for the better:

- **Youths are self centred and not concerned about social issues** + explanation
- **Youths are too young and cannot fully grasp the complexities of the issue** + explanation

Marker's Comments:

- Very popular question. 74 students attempted this question.
- Stronger scripts - able to give good topic sentences and support with evidence
- Weaker scripts - Topic sentences are often missing. Too many body paragraphs (4,5 or even 6?!) which often overlap. Attempts to use examples to answer the question but main points are not clear.
- examples/evidence are largely personal anecdotes/experiences. suggest to work on other types of evidence - general observations and statistics.

I. Question 6

The teenagers of today are happy. What are your views?

II. Scope

A. Question Type

- Discursive (D2)
- Task words: **What are your views?**

B. Key Words and Question Requirements

- **teenagers** – 10 – 19 years old
- **today** – current time
- **happy** – satisfied, showing contentment
- There should be two reasons why teenagers are happy and one reason why teenagers are not happy and vice versa
- Give the reason for each body paragraph (in your topic sentence) and explain first before providing an example to support the reason

III. Essay Structure

Paragraph 1: Introduction + Thesis Statement (last sentence in the paragraph and cannot be

a question)

Paragraph 2: First reason why teenagers are happy + explanation

Paragraph 3: Second reason why teenagers are happy + explanation

Paragraph 4: However, one reason why teenagers are not happy + explanation

Paragraph 5: Conclusion

OR

Paragraph 1: Introduction + Thesis Statement (last sentence in the paragraph and cannot be

a question)

Paragraph 2: First reason why teenagers are happy + explanation

Paragraph 3: Second reason why teenagers are happy + explanation

Paragraph 4: One reason why teenagers are not happy + explanation

Paragraph 5: Conclusion

IV. Possible Points

Why teenagers are happy

- **Connectivity:** Social media and digital communication allow teenagers to stay connected with friends and family, making it easier to maintain relationships and feel supported.
- **Entertainment:** Streaming services, gaming, and online content provide endless entertainment options, offering an escape and a source of joy.
- **Creative Outlets:** Teenagers today have more platforms than ever to express themselves through art, music, writing, and other forms of creativity, often finding joy in sharing their work with others.
- **Personal Identity:** There is increasing acceptance of diverse identities and lifestyles, allowing teenagers to explore and embrace who they are without as much fear of judgment.
- **Purpose and Engagement:** Many teenagers find happiness in being part of social causes that matter to them, from environmental activism to social justice. Feeling like they can make a difference brings a sense of purpose and fulfillment.
- **Community Building:** Through activism and volunteering, teens build strong communities with like-minded individuals, fostering a sense of belonging.
- **Diverse Learning:** Access to a wide range of educational resources online allows teenagers to explore subjects they are passionate about, enhancing their learning experience and satisfaction.

Why teenagers are not happy

- **Comparison Culture:** Social media often promotes unrealistic standards of beauty, success, and lifestyle. Constant exposure to curated images of others' lives can lead to feelings of inadequacy and low self-esteem.
- **Cyberbullying:** The anonymity and reach of online platforms can lead to bullying and harassment, causing significant emotional distress.
- **High Expectations:** Many teenagers face intense pressure to excel academically, secure high grades, and plan for a successful future. This can lead to overwhelming stress and anxiety.
- **Body Image Issues:** Societal and media influences often promote unrealistic body standards, leading to body dissatisfaction and eating disorders among teenagers.
- **Exploring Identity:** The process of discovering and accepting one's identity, including personal values, can be challenging and confusing.

Marker's Comments:

- Also another popular question, attempted by 51 students.
- Examples are largely supported by personal experiences, which is discouraged and can be rather repetitive (points often overlap). Do consider varying the types of examples. General observations - what do you see around you (e.g Victorians, secondary school students?)
- Students need to work on identifying important keywords in the question