

JC1 END-OF-YEAR EXAMINATION 2023
Answer Scheme

From Paragraph 1

1) What are the purposes of the author's opening statement? (2m)

From Passage	Suggested Answer
Most of us have never competed in the Olympic Games, but we know what it is like to work under pressure.	<p>a) The author wants to introduce the topic of the passage about stress/ provoke the reader to think about the topic of stress / include the reader [function] by/in conveying his point that everyone is aware of the difficulty / familiar with the feeling of working under stress. [context]</p> <p>b) The author wants to engage/grab the reader's attention [function] by referring to a <i>well-known/major/familiar competition</i>, the Olympic Games, <i>a high-pressure situation</i>. [context] OR The author wants to engage the reader/grab the attention of the reader [function] by introducing the topic on stress with the example of the <i>stressful international/well-known competition – the Olympic Games</i>. [context]</p> <p>c) The author uses the inclusive pronoun 'we' to emphasise [function] that the reader will agree that the difficulty of working under stress is a common experience/is an experience that everyone is aware of. [context]</p> <p><i>Any two of the above for 2m</i></p>

- 2) Why did Simone Biles' decision at the 2021 Olympic Games result in the changing of the conversation on prioritising our mental health? (lines 9-10) (2m)

From Passage	Suggested Answer
<p>Prioritising our mental health is unfortunately not normalised, especially at the highest levels. However, that conversation is changing. When four-time gold medal gymnast, Simone Biles, dropped out of the competition at the 2021 Olympic Games after experiencing immense stress, her actions showed the world what it looks like to speak up, take action and take care of your mental and physical health. Perhaps most of all, Biles showed what it looks like to know yourself and to really understand how your own performance works.</p>	<p>When a top athlete who was expected to perform under high pressure* refused to compete for the sake of her mental well-being [significance of Biles as the example] [1],</p> <p><i>*BOD if students do not mention the aspect of 'expectations'</i></p> <p>it (her decision) allowed everyone else to start (change) talking about (conversation) how they should take care of their mental health too/the importance of mental health. [context of the change*] [1]</p> <p><i>*answer must reflect understanding of the 'change' involved, i.e. to use words like 'start'</i></p> <p><i>**Reason (first part) is crucial to the answering of this Qn.</i></p>

- 3) In paragraph 3, what **three differences** does the author point out between what we are often told and what we should be told? [3m]

From Passage	Suggested Answer
<p>We tell people that in order to excel in their careers, they have to learn to deal with pressure— and that the way they handle it would make or break their career. We never talk about whether the pressure would make or break them.</p>	<p>We are often told that being able to manage/withstand pressure is key to the success (A1) of our careers but we should also be told that pressure could also handicap us/ damage us mentally.(A2)</p>
<p>People are taught and coached to succeed. Far fewer have been taught how to fail and bounce back.</p>	<p>We often teach people how to achieve their goals (B1) but we should also be taught how to manage/overcome setbacks/defeat.(B2)</p>
<p>In the process of prioritising success, we are told that we only need to push ourselves physically in order to perform. But the connection between mind and body has been proven. So, why are we not talking more about the mind-performance connection?</p>	<p>We are often told that achievement is solely a matter of physical stamina/endurance/physical drive (C1), but we should also be told that we also need to be mentally strong in order to achieve success / that there is an established link between our ability to succeed/achieve and our mental wellbeing.(C2)</p>

- 4) What does the author's use of the word 'incredibly' in line 26 suggest about employers' view on workplace well-being and productivity during the Industrial Revolution? [1m]

From Passage	Suggested Answer
Incredibly , when work hours went down and pay rates went up, efficiency and productivity skyrocketed.	<i>(incredibly: hard to believe)</i> During the Industrial Revolution, most employers did not think/ found it hard to believe that workplace well-being would increase productivity.

- 5) What does the word 'ultimately' imply about the attempts to enhance worker well-being? (line 30)? [1m]

From Passage	Suggested Answer
The insight about worker well-being and productivity has led to innovations like employer-sponsored health insurance but has been slow to translate into holistic well-being for employees . Ultimately , Ford's employees were 'just workers', with their performance measured as units produced, their work safety, happiness and fulfillment something left uninvestigated . And, 100 years later, we still treat higher-level performance as something elite, attained and maintained through endurance, toughness, and sheer force of will. Yet we know that human beings are more than just their talent, skills, knowledge, abilities, and strength. They feel stress. They feel doubt and fear. They get distracted and frustrated. They get excited, hopeful and inspired. It affects how they show up and what they do.	A) The author is implying that despite the attempts to enhance workers' well-being, it was not genuine / not truly effective [implication] B) as in the end , employers did not discern/care about/find out about whether they were truly satisfied and protected in the workplace [context] OR as in the end , employers were not really concerned about their intangible well-being/emotional wellbeing [context]

6) Why has the author written 'just workers' in inverted commas (line 30)? [1m]

From Passage	Suggested Answer
<p>The insight about worker well-being and productivity has led to innovations like employer-sponsored health insurance but has been slow to translate into holistic well-being for employees. Ultimately, Ford's employees were 'just workers', with their performance measured as units produced, their work safety, happiness and fulfillment something left uninvestigated. And, 100 years later, we still treat higher-level performance as something elite, attained and maintained through endurance, toughness, and sheer force of will. Yet we know that human beings are more than just their talent, skills, knowledge, abilities, and strength. They feel stress. They feel doubt and fear. They get distracted and frustrated. They get excited, hopeful and inspired. It affects how they show up and what they do.</p>	<p>A)The author disagrees [function] with how the workers were merely seen as tools/a means to increase production</p> <p>B) as their value/worth should not be quantified in terms of the amount of goods they produced. [context]</p>

7) In paragraph 6, what similarity does the author see between trees and Olympic athletes? (1m)

From Passage	Suggested Answer
<p>Performance and well-being are not mutually exclusive, and they do not exist in spite of one another. Trees do not bear fruit without water and sunshine. Olympic athletes do not perform without rest and care. Biles was the one on the world stage, but her experience resonated with so many. The pressures that people feel to excel and perform are eroding their ability to actually do so. If we want to empower people to be their best and most productive selves, we have to see them as our most valuable resource — and one worth taking care of.</p>	<p>Both trees and athletes require their basic / essential needs to be taken care of [needs] before they can flourish/thrive [outcome].</p> <p><i>1m or zero</i></p> <p><i>Just as trees need hydration and UV rays to produce fruit, so do athletes need sleep and concern to win medals = 0m. To be consistent with MYE, the answer must be written in a way that applies to both entities (trees and athletes)</i></p>

- 9) Passage 1 states that ‘the pressures that people feel to excel and perform are eroding their ability to actually do so.’ (lines 40-41)

Identify **one** specific idea from Passage 3 which can be used to **undermine this statement**. Justify your answer. (2m)

Passage 1	Passage 3	Answer
<p>The pressures that people feel to excel and perform are eroding their ability to actually do so. If we want to empower people to be their best, most productive selves, we have to see them as our most valuable resource — and one worth taking care of.</p>	<p>...’pressure is the <u>mother of performance</u>.”</p> <p>OR</p> <p>While having to work in a pressure-cooker all the time can certainly take its toll and become counter-productive over time, “<u>brief periods of high-pressure can meaningfully help us further hone our skills, perform better, and achieve breakthrough performance</u>.”</p>	<p>(a: Identification of idea) Passage 3 points out that pressure produces/spurs/gives rise to achievement, (b: Justification) thereby showing that what Passage 1 says about how the pressure one feels to achieve outstanding results may impede our performance/prevent us from actually achieving is not true all the time/not always true.</p> <p>(a: Identification of idea) Passage 3 points out that short/temporary bouts of high pressure are actually good/useful for developing our abilities and spurring achievement, (b: Justification) thereby showing that what Passage 1 says about how the pressure one feels to achieve outstanding results may impede our performance/prevent us from actually achieving is not true all the time/not always true.</p> <p>(blue part can be less detailed; i.e pressure prevents success. The green idea must be thorough as 1m is awarded for it)</p>

10) Passage 2 states that 'A life with zero stress is not a life worth living' (lines 24-25).

Identify **one** specific idea from Passage 3 which can be used to support this statement. Justify your answer. (2m)

Passage 2	Passage 3	Answer
<p>If you are struggling to see the positives in a situation that is giving you knots in your stomach, remember, some stress is desirable and even necessary, because that is how we demonstrate agency, that we are active in the world. Without challenge comes boredom. A life with zero stress is not a life worth living.</p>	<p>Pressure helps us engage with life more meaningfully. Pressure gives us the opportunity to experience the joys and pitfalls of life more fully and to savour them more completely.</p> <p>OR</p> <p>Pressure is the privilege to try ever-harder, to win (and lose) bigger, and to experience the full range of feelings that life has to offer us for the brief time we are here.</p>	<p>(a: Identification of idea) Passage 3 posits that pressure allows us to undergo the ups and downs of life/diverse emotions throughout our lifetime.</p> <p>(b: Justification) This reinforces the idea/ provides an explanation for the idea in Passage 1 of how it is stress that gives life meaning/value/that a life without stress would not have meaning/value, since it is the ups and downs that give our life meaning.</p> <p>3 elements: Stress Ups and downs Meaning to life</p>

8) Summarize how we may manage stress, and the benefits of doing so

Point	Answer	
1	<p>From paragraph 1:</p> <p>STRESS, IF MANAGED WELL, CAN DO IMMENSE GOOD:</p> <p><i>Cannot lift:</i></p> <p><i>Managed</i></p> <p><i>Immense</i></p> <p><i>good</i></p>	<p>if we <u>cope</u> well with stress / deal with the effects of stress well, it can be beneficial for us</p> <p>OR</p> <p>stress can be harmful (must state qualifier), but <u>we can turn it</u> into a beneficial motivator/force/impetus</p>
2	<p>From paragraph 2:</p> <p>EMOTION REGULATION:</p> <p>rather than being at the beck and call of our emotions, we apply different strategies to experience favourable outcomes</p> <p><i>Cannot lift:</i></p> <p><i>Beck and call</i></p> <p><i>Strategies</i></p> <p><i>'Different strategies' (but 'different' on its own is ok to be lifted)</i></p> <p><i>'Favourable outcomes' (but 'outcomes' on its own is ok to be lifted)</i></p>	<p><u>instead of</u> (must acknowledge regulation) allowing stress to trigger negative feelings/ control our mood, we can engage in activities/use different methods to <u>control our response</u> to stress</p> <p>OR</p> <p>instead of allowing stress to overcome/overwhelm us with negative feelings, we can engage in positive activities to control our response to stress</p> <p><i>*credit can be awarded as long as there is an idea of using 'different strategies to experience favourable outcomes'</i></p>
3	<p>mindfulness, reframing, avoiding certain situations</p> <p><i>Cannot lift:</i></p>	<p>self-awareness, re-defining or staying away/steering clear from some situations</p> <p>(at least 1 out of 3)</p>

	<p>Mindfulness</p> <p>Reframing</p> <p>'Certain situations' (but can lift either one)</p> <p>Can lift:</p> <p>'Perspective' (from line 5)</p>	
4	<p>anything else that helps ELEVATE MOOD</p> <p>OR</p> <p><i>exercise. healthy diet, getting enough rest</i></p> <p>Cannot lift:</p> <p>'Elevate mood' (but ok to lift 'mood' on its own)</p> <p>Exercise</p> <p>Diet</p> <p>rest</p>	<p>methods that make us feel good / improve our state of mind</p> <p>OR</p> <p><i>at least 2 out of 3 paraphrased correctly</i></p>
5	<p>From paragraph 3:</p> <p>EMOTIONAL ACCEPTANCE:</p> <p><i>leave them alone....not try to modify emotions ...rather than trying to over-manage them</i></p> <p>Cannot lift:</p>	<p>Instead of fighting/resisting/neutralizing the negative feelings brought by stress,</p>

	<p>'Emotional acceptance' (but 'emotions' can be lifted)</p> <p>Modify</p> <p>Over-manage</p>	
6	<p>...GET USED TO OUR EMOTIONS, learn to live with them and be more receptive to them</p> <p>Cannot lift:</p> <p>Get used to</p> <p>Live with</p> <p>accept</p>	<p>we could (also) become more accustomed to /we could also reconcile ourselves to / be at one / come to terms with them</p>
7	<p>GET USED TO CHALLENGING SITUATIONS:</p> <p>Cannot lift:</p> <p>Get used to</p> <p>challenging</p>	<p>we could then be able to take tough/difficult situations in stride / be accustomed to tough/difficult situations</p>
8	<p>BECOME MORE RESILIENT:</p> <p>Cannot lift:</p> <p>resilient</p>	<p>in order to become tougher/hardier /develop a stronger character</p>
9	<p>PREVENT... TIPPING... EUSTRESS TO DISTRESS:</p>	<p>that will always take stress positively (and not negatively).</p>

	<p>Cannot lift:</p> <p><i>Tipping the balance</i></p> <p><i>Eustress</i></p> <p><i>distress</i></p>	
10	<p>From paragraph 4:</p> <p>EUSTRESS IS CRUCIAL FOR OUR SURVIVAL:</p> <p>Cannot lift:</p> <p><i>Eustress</i></p> <p><i>Crucial</i></p> <p><i>survival</i></p>	<p>our lives depend on us seeing that stress is a good thing.</p>
11	<p><u>Examples we can give credit for:</u></p> <p>ELEVATE PERFORMANCE:</p> <p>Cannot lift:</p> <p><i>Elevate</i></p> <p><i>performance</i></p>	<p>achieve better results from our efforts</p>
12	<p>ALERTNESS:</p> <p>Cannot lift:</p> <p><i>alert</i></p>	<p>heightens our awareness</p>
13	<p>ADAPT[ABILITY]:</p> <p>Cannot lift:</p> <p><i>adapt</i></p>	<p>helps us to cope with/react well to/adjust ourselves to face future uncertainties</p>

		<i>*idea of 'change' or 'uncertainties' should be somewhat clear in the paraphrase (e.g. unexpected issues)</i>
14	<p>From paragraph 5</p> <p>HOW WE DEMONSTRATE AGENCY:</p> <p><i>Cannot lift:</i></p> <p><i>Demonstrate</i></p> <p><i>Agency</i></p> <p><i>'That we are active in the world'</i></p>	<p>dealing with stress makes us choose how we want to live / allows us to showcase our control over our lives/fate</p>
15	<p>WITHOUT CHALLENGE COMES BOREDOM:</p> <p><i>Cannot lift:</i></p> <p><i>Challenge</i></p> <p><i>boredom</i></p>	<p>Otherwise, our lives are dull</p>
16	<p>... NOT A LIFE WORTH LIVING:</p> <p><i>Cannot lift:</i></p> <p><i>worth</i></p>	<p>and meaningless/pointless</p>