

**Analysis of Sample Script A**

No.	Student's response	Attitude	Positive/negative; Target of Evaluation
1.	Both writers talk about the 'pancake people' phenomenon,		
2.	but take <b>opposing</b> angles on it.	<b>Judgement</b>	+ or - <b>writers</b>
3.	I am <b>more inclined to agree</b> with Carr [R]	<b>Affect</b>	+ <b>Carr</b>
4.	even though both writers make <b>good</b> points,	<b>Judgement</b>	+ <b>writers</b>
5.	as the Internet and the collectiveness of the people <b>cannot replace the sacred human thought.</b> [EX]	<b>Appreciation</b>	- <b>the Internet</b>
6.	Rushkoff <b>likens</b> the Renaissance to the pancake phenomenon,	<b>Judgement</b>	+ or - <b>Rushkoff</b>
7.	which I find to be <b>incongruous.</b>	<b>Judgement</b>	- <b>Rushkoff</b>
8.	The Renaissance is a <b>beautiful</b> period	<b>Appreciation</b>	+ <b>Renaissance</b>
9.	which <b>revolutionised individuality</b>	<b>Appreciation</b>	+ <b>Renaissance</b>
10.	and emphasised on <b>the power of self-expression</b> in the form of the arts.	<b>Appreciation</b>	+ <b>Renaissance</b>
11.	The pancake phenomenon seems to emphasise more on the collectiveness of the people,	Possible <b>Appreciation</b> since self-expression is taken as positive	- <b>pancake phenomenon</b>
12.	of sharing information		
13.	<b>rather than to form our own interpretations of it.</b> [EV]	<b>Appreciation</b>	- <b>pancake phenomenon</b>
14.	<b>While Rushkoff may argue</b> that we can develop our own understanding of texts,	Possible <b>Judgement</b> since student seems to be giving Rushkoff some credit for making such an argument but one that is weaker when compared to Carr's "counter"	- <b>Rushkoff</b>
15.	Carr (1) <b>counters</b> with the point that websites present their own interpretations of it, complete with (2) <b>distracting</b> icons and buttons.	(1) <b>Judgement</b> (2) <b>Appreciation</b>	(1) + <b>Carr</b> (2) - <b>websites</b>

16.	The information presented on the Internet <b><u>is not always reliable.</u></b>	<b><u>Appreciation</u></b>	- <b><u>the Internet</u></b>
17.	so a reproduction can never be as good as the real thing.		
18.	To form our own thoughts,		
19.	we have to <b><u>immerse ourselves in things that provoke thought,</u></b> such as paintings or literature.	<b><u>Appreciation</u></b>	+ <b><u>paintings and literature</u></b>
20.	As Decartes, the <b><u>great</u></b> philosopher said,	<b><u>Judgement</u></b>	+ <b><u>Decartes</u></b>
21.	“you are what you think”,		
22.	so <b><u>we have to form our own thoughts</u></b>	<b><u>Judgement</u></b>	+ <b><u>people</u></b>
23.	and <b><u>not be satisfied</u></b> with others’,	<b><u>Appreciation</u></b>	+ <b><u>independent thought</u></b>
24.	<b><u>or we will lose our own identity.</u></b>	<b><u>Appreciation</u></b>	+ <b><u>independent thought</u></b>
25.	Rushkoff also emphasises that collectivism has its <b><u>benefits.</u></b> [R]	<b><u>Appreciation</u></b>	+ <b><u>collectivism</u></b>
26.	This <b><u>cannot be denied</u></b>	<b><u>Judgement</u></b> (affirming truth in the perspective that Rushkoff takes)	+ <b><u>Rushkoff</u></b>
27.	as the Internet has <b><u>allowed us to share information</u></b> with each other.	<b><u>Appreciation</u></b>	+ <b><u>the Internet</u></b>
28.	Modern examples are email and weblogs, [EX]		
29.	where we can <b><u>create our own works</u></b>	<b><u>Appreciation</u></b>	+ <b><u>the Internet</u></b>
30.	or <b><u>share information with others.</u></b> [EX]	<b><u>Appreciation</u></b>	+ <b><u>the Internet</u></b>
31.	Being a user of the Internet, [R] I <b><u>cannot live without</u></b> the convenience it brings	<b><u>Appreciation</u></b>	+ <b><u>the Internet</u></b>
32.	and how it <b><u>keeps me connected</u></b> to the world.	<b><u>Appreciation</u></b>	+ <b><u>the Internet</u></b>
33.	However, I also know the importance of (1) <b><u>individuality</u></b> and (2) <b><u>self-advancement.</u></b>	(1) <b><u>Appreciation</u></b> (2) <b><u>Appreciation</u></b>	+ <b><u>the Internet</u></b> + <b><u>the Internet</u></b>
34.	The Internet <b><u>should not be our only source of information,</u></b>	<b><u>Appreciation</u></b>	- <b><u>the Internet</u></b>
35.	or our knowledge will become <b><u>incredibly limited.</u></b> [EV]	<b><u>Appreciation</u></b>	- <b><u>the Internet</u></b>
36.	From my experiences, most web-pages share similar references		

37.	and thus have similar information.		
38.	Thus, it is <b><u>always better</u></b> to search for our own information, through books, especially.	<b><u>Appreciation</u></b>	+ <b><u>books</u></b>
39.	The <b><u>original works of great writers are best absorbed in their original form.</u></b>	<b><u>Appreciation</u></b>	+ <b><u>books</u></b>
40.	Carr's main argument is that the convenience of the Internet emphasizes on speed instead of contemplation. [R]		
41.	This is <b><u>true</u></b> ,	<b><u>Judgement</u></b>	+ <b><u>Carr</u></b>
42.	<b><u>especially</u></b> as that is how society works as well.	<b><u>Judgement</u></b> (Graduation)	+ <b><u>Carr</u></b>
43.	Society emphasizes on speed and efficiency		
44.	and the ones who cannot keep up are left behind.		
45.	In Singapore, the main example will have to be the education system.		
46.	In the examination scheme, hard work throughout the years of education depends on a few hours.		
47.	The content you write on the paper need not be the best,		
48.	just the best you can do within the specified time.		
49.	Elaborate answers are <b><u>not needed</u></b>	<b><u>Appreciation</u></b>	- <b><u>elaborate answers</u></b>
50.	as they <b><u>take up the time that can be better spent</u></b> skimming the surface and meeting the requirements of more questions	<b><u>Appreciation</u></b>	- <b><u>elaborate answers</u></b>
51.	so as to get <b><u>more marks within the shortest amount of time.</u></b>	<b><u>Appreciation</u></b>	- <b><u>elaborate answers</u></b>
52.	The <b><u>reality</u></b> is that the fastest person wins,	<b><u>Appreciation</u></b>	+ <b><u>society</u></b>
53.	so <b><u>it is only natural</u></b> that computer speeds get faster and faster, as do modern speeds. [EV]	<b><u>Appreciation</u></b>	+ <b><u>progress</u></b>
54.	They are <b><u>merely</u></b> trying to keep up with the needs of society.	<b><u>Judgement</u></b>	+ <b><u>people</u></b>
55.	This is where the pancake phenomenon actually <b><u>benefits</u></b> us	<b><u>Appreciation</u></b>	+ <b><u>pancake phenomenon</u></b>
56.	as we need the <b><u>most information in the shortest amount of time.</u></b> [EV]	<b><u>Appreciation</u></b>	+ <b><u>pancake phenomenon</u></b>
57.	I also (1) <b><u>agree</u></b> with Carr on the	(1) <b><u>Affect</u></b>	(1) + <b><u>Carr</u></b>

	point that we (2) <b>lose</b> the ability to think for ourselves. [R]	(2) <b>Appreciation</b>	(2) - <b>pancake phenomenon</b>
58.	The Singapore education system is <b>very structured</b> ,	<b>Appreciation</b>	- <b>Singapore education system</b>
59.	and we have a <b>fixed</b> syllabus to digest	<b>Appreciation</b> (lack of flexibility)	- <b>Singapore education system</b>
60.	so that we may <b>regurgitate</b> them in the examinations.	<b>Appreciation</b>	- <b>Singapore education system</b>
61.	Singaporeans are <b>not known for our creativity</b> . [EX]	<b>Judgement</b>	- <b>Singaporeans</b>
62.	Ashley Isham, <b>renowned</b> fashion designer, moved to London	<b>Appreciation</b>	+ <b>Ashley Isham</b>
63.	because his teacher in a Singapore school <b>refused</b> to let him cut a skirt in a different way.	<b>Judgement</b>	- <b>teacher</b>
64.	Maybe if we are (1) <b>less influenced</b> by the Internet and its (2) <b>homogeneous</b> information,	(1) <b>Judgement</b> (2) <b>Appreciation</b>	(1) - <b>Singaporeans</b> (2) - <b>the Internet</b>
65.	we will start to <b>appreciate more 'real'</b> elements of life.	<b>Judgement</b> (Singaporeans are not able to appreciate)	- <b>Singaporeans</b>
66.	We can slow down		
67.	and start to realize that <b>forming our own thoughts is not a waste of time</b>	<b>Appreciation</b>	+ <b>independent thought</b>
68.	and can be <b>rewarding</b> .	<b>Appreciation</b>	+ <b>Singaporeans</b> (only if Singaporeans are able to appreciate)
69.	Overall, I feel that the pancake phenomenon does us <b>more harm than good</b> .	<b>Appreciation</b>	- <b>pancake phenomenon</b>
70.	Even though pancakes may strike us as something <b>good and tasty</b> ,	<b>Appreciation</b> (metaphorical)	+ <b>pancake phenomenon</b>
71.	they are <b>flat, homogeneous and plain</b> .	<b>Appreciation</b> (metaphorical)	- <b>pancake phenomenon</b>
72.	Some toppings in the form of the artistic <b>may be able to make us better people</b> .	<b>Appreciation</b> (metaphorical)	+ <b>people</b>

Examiner's comments:

- Some relevant ideas but more direct references to youths could have been made
- Goes off tangent
- Weak linkages
- Requirements not met

Marks obtained: 3/8

**Analysis of Sample Script B**

No.	Student's response	Attitude	Positive/negative; Target of Evaluation
1.	The pancake phenomenon has been <b><u>largely harmful</u></b> to the youths of today. [R/FS]	<b><u>Appreciation</u></b>	- <b><u>pancake phenomenon</u></b>
2.	Nicholas Carr <b><u>asserts</u></b>	<b><u>Judgement</u></b>	- or + <b><u>Nicholas Carr</u></b>
3.	that the pancake phenomenon has led to an (1) <b><u>increasing dependence</u></b> on the Internet and the (2) <b><u>subsumation</u></b> of other technologies, and the printing press. [R]	(1) <b><u>Judgement</u></b> (2) <b><u>Appreciation</u></b>	(1) - <b><u>people</u></b> (2) - <b><u>pancake phenomenon</u></b>
4.	This is <b><u>largely true</u></b> in the sense	<b><u>Appreciation</u></b> if the comment is made in relation to the pancake phenomenon but possibly (implicit) <b><u>Judgement</u></b> if this statement to reflect the truth of what Carr has said about the pancake phenomenon	- <b><u>pancake phenomenon</u></b> (Appreciation) or + <b><u>Carr</u></b> (Judgement)
5.	that the (1) <b><u>overdependence</u></b> of the Internet, especially by teenagers today has led to the (2) <b><u>subsequent alienation</u></b> of other means to attain information	(1) <b><u>Judgement</u></b> (2) <b><u>Appreciation</u></b>	(1) - <b><u>people</u></b> (2) - <b><u>pancake phenomenon</u></b>
6.	and a paradigm shift in society that might be <b><u>more broadly harmful than beneficial</u></b> . [EV/EX]	<b><u>Appreciation</u></b>	- <b><u>pancake phenomenon</u></b>
7.	Rushkoff (1) <b><u>emphasises the positive effects</u></b> on society that are (2) <b><u>valid</u></b>	(1) <b><u>Appreciation</u></b> (2) <b><u>Appreciation</u></b> if student is valuing the truth of these positive effects of the pancake	(1) + <b><u>pancake phenomenon</u></b> (2) + <b><u>pancake phenomenon</u></b> or + <b><u>Rushkoff</u></b>

		phenomenon but <b>Judgement</b> if student is commenting on Rushkoff's ability to make valid assessments	
8.	but bring about <b>ill-effects</b> especially on the youth of today.	<b>Appreciation</b>	- <b>pancake phenomenon</b>
9.	Douglas Rushkoff states that		
10.	'what creates the pancake phenomenon is our <b>access to other people.</b> ' [R]	<b>Appreciation</b>	+ or - <b>access</b> (access can be viewed as either positive or negative)
11.	This is the key characteristic of the pancake phenomenon- [EV]		
12.	the (1) <b>loss</b> of the individual information to anyone who chooses to do so and the (2) <b>sheer powerlessness</b> of a particular individual. [EX]	(1) <b>Appreciation</b> (2) <b>Appreciation</b>	(1) - <b>pancake phenomenon</b> (2) - <b>pancake phenomenon</b>
13.	This is <b>broadly harmful</b> to the youth of today. [R]	<b>Appreciation</b>	- <b>pancake phenomenon</b>
14.	Teenagers, (1) <b>barely adults</b> , are allowed to take part in this (2) <b>free</b> access of information about other people,	(1) <b>Judgement</b> (referring to the inability and lack of maturity to make adult judgements) (2) <b>Appreciation</b>	(1) - <b>teenagers</b> (2) - <b>access</b> (taken as negative because it overwhelms and distracts the teenager)
15.	allowing them to (1) <b>run risks</b> of (2) <b>falling prey</b> to cybercrime. [EX]	(1) <b>Appreciation</b> (2) <b>Appreciation</b>	(1) - <b>access</b> (2) - <b>access</b>
16.	The <b>prevalence</b> of networking websites like Friendster, and more recently, Facebook, of which the majority are teenagers, illustrates the pancake phenomenon through 'our network-enabled communities'. [EV]	<b>Appreciation</b>	+ or - <b>networking websites</b>
17.	This indeed does <b>reduce the inconvenience</b> of having to attain information that might be work-related or otherwise. [EV]	<b>Appreciation</b>	+ <b>networking websites</b>
18.	Teenagers who are part of various networking communities, however, are <b>not as experienced</b> in life	<b>Judgement</b>	- <b>teenagers</b>

19.	because they are <b>young</b>	<b>Judgement</b> (young here connotes ignorance)	- <b>teenagers</b>
20.	and while these communities might allow them to make new friends, there are also more avenues by which youths can <b>fall prey</b> to crime, [EV/EX]	<b>Appreciation</b>	- <b>networking communities</b>
21.	illustrating how the pancake phenomenon is <b>more broadly harmful than beneficial.</b>	<b>Appreciation</b>	- <b>pancake phenomenon</b>
22.	Nicholas Carr <b>asserts</b>	<b>Judgement</b>	- or + <b>Carr</b>
23.	that the pancake phenomenon has <b>resulted in an overdependence</b> on the Internet for information,	<b>Appreciation</b>	- <b>pancake phenomenon</b> (emphasised by causal relation in the use of the word "resulted")
24.	and the <b>loss</b> of quiet spaces,	<b>Appreciation</b>	- <b>pancake phenomenon</b>
25.	<b>sacrificing</b> 'something important not only in our selves but in our culture.'	<b>Appreciation</b>	- <b>pancake phenomenon</b>
26.	This (1) <b>overreliance</b> on the Internet for everything can be deemed (2) <b>detrimental</b> to teenagers today.	(1) <b>Appreciation</b> (2) <b>Appreciation</b>	(1) - <b>pancake phenomenon</b> (2) - <b>pancake phenomenon</b>
27.	The Internet, with information websites such as Wikipedia, is the main source to which <b>youths can turn to when they need help</b> , be it with their schoolwork or otherwise. [EX]	<b>Appreciation</b>	+ <b>the Internet</b>
28.	Take away the Internet and teenagers will be at a <b>loss</b> of what to do when a problem arises. [EV/EX]	<b>Judgement</b> (inability of teenagers to make decisions independently)	- <b>teenagers</b>
29.	The Internet as an alternative source for books is also a <b>disadvantage</b> [EV]	<b>Appreciation</b>	- <b>the Internet</b>
30.	because information on the Internet might be <b>false and wholly inaccurate.</b>	<b>Appreciation</b>	- <b>the Internet</b>
31.	Teenagers do not view what is on the Internet with a <b>discerning</b> eye;	<b>Judgement</b> (lack of discernment)	- <b>teenagers</b>

32.	<b><u>rather, they take the information on the Internet as the gospel truth.</u></b> [EV]	<b><u>Judgement</u></b>	- <b><u>teenagers</u></b>
33.	Books are a source to gain <b><u>credible</u></b> information as compared to the Internet.	<b><u>Appreciation</u></b>	+ <b><u>books</u></b>
34.	The Internet, with its many (1) <b><u>distractions</u></b> , (2) <b><u>do not offer youths quiet time to think and contemplate.</u></b>	(1) <b><u>Appreciation</u></b> (2) <b><u>Appreciation</u></b> (realised by the lack of positive activities)	(1) - <b><u>the Internet</u></b> (2) - <b><u>the Internet</u></b>
35.	something that is (1) <b><u>essential</u></b> for these people on the (2) <b><u>brink of adulthood.</u></b> [EV]	(1) <b><u>Appreciation</u></b> (a lack of that which is necessary) (2) <b><u>Judgement</u></b>	(1) - <b><u>the Internet</u></b> (2) + or - <b><u>teenagers</u></b>

Examiner's comments:

- Quality of evaluation and depth
- Concisely expressed
- Good examples/ breadth
- Sensitive to the issues faced by teenagers

Marks obtained: 6/8

[R] *Relevance*

[EV] *Evaluation*

[EX] *Explanation*