

NATIONAL JUNIOR COLLEGE
Senior High 2 Preliminary Examination
Higher 1

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| Name | |
| PM Class | |

General Paper

Paper 1

8807/01**20 Aug 2021**

INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains the questions for Paper 1.

This document consists of **2** printed pages.

3

Answer **one** question.

Answers should be between 500 and 800 words in length.

- 1 'Young people today lack resilience.' To what extent is this a fair viewpoint?
- 2 'We should focus more on our similarities than our differences.' To what extent do you agree?
- 3 'In today's digitalised world, technology completely defines who we are.' Discuss.
- 4 'People are not preparing sufficiently for old age.' To what extent do you think this is true in your society?
- 5 'Politicians should be viewed with suspicion.' To what extent do you agree?
- 6 'Fashion merely serves superficial purposes.' Is this a fair comment?
- 7 'Our current lifestyles are environmentally unsustainable.' How far is this true?
- 8 Consider the view that literature is more meaningful when it reflects life.
- 9 'Graciousness is a lost virtue.' How true is this of your society?
- 10 Examine the view that the strengths of social media are also its weaknesses.
- 11 Is winning always desirable?
- 12 'It is persuasion, not intimidation, that changes the world for the better.' Discuss.

NATIONAL JUNIOR COLLEGE
Senior High 2 Preliminary Examination
Higher 1

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| Name | |
| PM Class | |

General Paper

Paper 2

8807/02**20 Aug 2021**

INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains the passage for Paper 2.

This document consists of 3 printed pages.

Passage 1. *George Monbiot argues that people settle for careers that leave them dissatisfied.*

- 1 To seek enlightenment, intellectual or spiritual; to do good; to love and be loved; to create and to teach: these are the highest purposes of humankind. If there is meaning in life, it lies here. Those who graduate from the leading universities have more opportunity than most to find such purpose. So why do so many end up in pointless and destructive jobs? Finance, management consultancy, advertising, public relations, lobbying: these and other useless occupations consume thousands of the brightest students. To take such jobs at graduation, as many will in the next few weeks, is to amputate life close to its base. 5
- 2 I watched it happen to my peers. People who had spent the preceding years laying out exultant visions of a better world, of the grand creative projects they planned, of adventure and discovery, were suddenly sucked into the mouths of corporations dangling money like angler fish. At first they said they would do it for a year or two, 'until I pay off my debts.' Soon afterwards they added: '...and my mortgage.' Then it became, 'I just want to make enough not to worry anymore.' A few years later, 'I'm doing it for my family.' Now, in middle age, they reply, 'That was just a student fantasy.' 10
- 3 Why did they not escape, when they perceived that they were being dragged away from their dreams? I have come to see the obscene hours some new recruits must work – sometimes 15 or 16 a day – as a form of reorientation, of brainwashing. You are deprived of the time, sleep and energy you need to see past the place into which you have been plunged. You lose your bearings, your attachments to the world you inhabited before, and become immersed in the culture that surrounds you. Two years of this and many are lost for life. 20
- 4 Recruitment begins with love bombing of the kind that cults use. They sponsor sports teams and debating societies, throw parties, offer meals and drinks, send handwritten letters, use student ambassadors to offer friendship and support. They persuade undergraduates that even if they do not see themselves as consultants or bankers (few do), these jobs are stepping stones to the careers they really want. They make the initial application easy, and respond immediately and enthusiastically to signs of interest. They offer security and recognition when people are most uncertain and fearful about their future. And there is the flash of the king's shilling: the paid internships, the golden hellos, the promise of stupendous salaries within a couple of years. Entrapment is a refined science. 25
- 5 We have but one life. However much money we make, we cannot buy it back. As far as self-direction, autonomy and social utility are concerned, many of those who enter these industries and never re-emerge might as well have dropped dead at graduation. They lost it all with one false step, taken at a unique moment of freedom. 30
- 6 Elsewhere, at this vulnerable, mutable, pivotal moment, undergraduates must rely on their own wavering resolve to resist peer pressure, the herd instinct, the allure of money, flattery, prestige and security. Students, rebel against these soul-suckers! Follow your dreams, however hard it may be, however uncertain success might seem. 35

Passage 2. Barry Schwartz examines how work can be satisfying.

- 1 There is the prevailing view that so few people in the world get satisfaction from their work. Many of us believe that only certain kinds of jobs permit people to find meaning, engagement, discretion, autonomy, and opportunities to learn and grow. If we take this view, satisfying work is just going to be the province of the few. For everyone else, work will be about the paycheck. It is just the way things are. Us and them. 5
- 2 Alternatively, we could take the view that what stands in the way of satisfying work is the incredible efficiency associated with routinised, assembly-line type work that was responsible for the explosive economic growth we have witnessed since the beginning of the industrial revolution. Unsatisfying work is just the price people pay for a society in which affordable cars, cell phones and computers are the norm. So either satisfying work is not for everybody, or unsatisfying work is the price we pay for material prosperity, or both. Both views seem to explain why we should not idealise the notion of satisfying work. But both views are wrong. 10
- 3 Peter Warr, a professor of work psychology, points out that to be satisfied with our work, we typically need a belief in the purpose of what we do. People who see their work as a 'job' enjoy little discretion and experience minimal engagement or meaning. People with jobs see work as a necessity of life. They work for pay, would switch jobs if given the chance to earn more money, cannot wait to retire, and would not encourage their friends or children to follow in their footsteps. People who see their work as a 'career' generally enjoy more discretion and are more engaged. They may even enjoy what they do, but their focus is on advancement. They see themselves as following a trajectory that leads to promotion, higher salary, and better work. 15 20
- 4 It is people who see their work as a 'calling' who find it most satisfying. For them, work is one of the most important parts of life, and they are pleased to be doing it. Work is a vital part of their identity; they believe their work makes the world a better place, and they would encourage their friends and children to do this kind of work. Essentially, differences in the way people approach their work are explained by the attitudes they bring to their work – the characteristics of who they are, not what the work is. 25
- 5 Few of us can find such a noble calling in what we do, but work does not need to have global impact to carry enormous meaning and satisfaction. The best waiters, plumbers, or hairdressers are proud of their ability to understand, talk to, and manage people. These people have realised the big difference their seemingly simple jobs have on others' quality of life. 'It is important to hear my client,' said one stylist. 'The consultation is the most important moment of the haircut.' 'Do not assume you know what they want,' said another stylist, 'because they may not even know what they want.' Stylists who love their work love its technical complexity and room for creativity. Another stylist observed that 'this is a business that is unlike most; there's something very nurturing about it. It is one of the few places in our society where you have permission to touch people. It is intimate. We humans have a need for connection.' 30 35
- 6 The lesson here is that virtually any job has the potential to offer people satisfaction. Jobs can be organised to include variety, complexity, skill development and growth. They can be organised to provide the people who do them with a measure of autonomy. And perhaps most importantly, they can be made meaningful by connecting them to the welfare of others. It helps if the work itself is challenging, varied and engaging. It helps if the work gives you the chance to use your skills and develop more skills. It helps if you have discretion over how you do your job. It helps if you feel that you are part of a group, with fellow workers you respect. Most importantly, it helps if the work is aimed at a valuable goal, and gives the work you do meaning and purpose. And this last characteristic – a sense of higher purpose – is indispensable. 40 45

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NATIONAL JUNIOR COLLEGE
Senior High 2 Preliminary Examination
Higher 1

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| Name | |
| PM Class | |

General Paper

Paper 2

8807/02

20 Aug 2021

Candidates answer on the Question Paper

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name and PM Class on all the work you hand in.

Write in dark blue or black pen.

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

Answer **all** questions.

The Insert contains the passage for comprehension.

Note that up to **15** marks out of **50** will be awarded for your use of language.

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

| For Examiner's Use | |
|--------------------|-------|
| Question No. | Marks |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| Content | / 35 |
| Language | / 15 |
| Total | / 50 |

This document consists of 7 printed pages.

Read the passage in the Insert and then answer **all** the questions. Note that up to fifteen marks will be given for the quality and accuracy of your use of English throughout this Paper.

For
Examiner's
Use

NOTE: When a question asks for an answer **IN YOUR OWN WORDS AS FAR AS POSSIBLE** and you select the appropriate material from the passage for your answer, you must still use your own words to express it. Little credit can be given to answers which only copy words or phrases from the passage.

From Passage 1

1 What does the author mean by saying that taking on such jobs is to 'amputate life close to its base' (line 7)? **Use your own words as far as possible.**

.....
.....
.....
.....[2]

2 From paragraph 2, what has changed about the attitudes of the author's peers towards their life? **Use your own words as far as possible.**

.....
.....
.....
.....[2]

3 How does the author support his claim that the recruits' long working hours are 'a form of reorientation, of brainwashing' (line 17)? **Use your own words as far as possible.**

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.....
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.....[2]

For
Examiner's
Use

4 According to the author, how do companies demonstrate 'the flash of the king's shilling' (line 27)? **Use your own words as far as possible.**

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.....
.....
.....[2]

5 What is the author implying about recruitment practices by saying that 'Entrapment is a refined science.' (line 29)?

.....
.....
.....
.....[2]

6 From paragraph 5, explain **two** ways in which the author uses language to criticise the people who 'enter these industries' (line 31).

.....
.....
.....
.....[2]

7 Why does the author choose to directly address students in the last paragraph?

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

From Passage 2

*For
Examiner's
Use*

8 What is one benefit and one disadvantage of 'routinised, assembly-line type work' (line 7)? **Use your own words as far as possible.**

.....
.....
.....
.....[2]

9 In paragraph 3, what two distinctions does the author draw between people who see their work as a job and people who see their work as a career? **Use your own words as far as possible.**

.....
.....
.....
.....[2]

10 Using material from paragraphs 5 and 6, summarise what the author has to say about the factors that make work satisfying.

For
Examiner's
Use

Write your summary in no more than 120 words, not counting the opening words which are printed below. **Use your own words as far as possible.**

Work can be satisfying when it.....

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.....[8]

2021 SH2 H1 General Paper Preliminary Examination
Paper 2 Answer Scheme

From Passage 1

1. What does Monbiot mean by saying that ‘to take such jobs... is to amputate life close to its base’ (line 7)? **Use your own words as far as possible** [2]

| | From the passage | Suggested response | Marks |
|---|--|---|------------------|
| 1 | <p>Some of the most... in... and... ... consume thousands of the brightest students. at graduation, as many will in the next few weeks, is to amputate life ...</p> | <p>1. [<i>What the jobs are</i>] The writer means accepting jobs that are (deemed by Monbiot as) worthless/futile/ meaningless/ harmful / non-beneficial</p> <p>2. [<i>What these jobs do</i>] cuts off / severs / removes / eliminates / greatly handicaps / cripples / devastates graduates’ growth / development / future OR lose graduates’ purpose of living</p> <p><i>DNA: “end one’s life” (too literal) / “lose potential”</i></p> <p>3. before it even begins / early on in their lives / when life has only just begun</p> | 1 point = 1 mark |

2. From paragraph 2, what has changed about the attitudes of the author’s peers towards their life? **Use your own words as far as possible.** [2]

| | From the passage | Suggested response | Marks |
|---|--|--|--------------|
| 1 | <p>People who had spent the preceding years laying out exultant visions of a better world, of the grand creative projects they planned, of adventure and discovery, were At first they said they would do it for a year or two, “until I pay off my debts.” Soon afterwards they added: “... and my mortgage.” Then it became, “I just want to make enough not to worry anymore”. A few years later, “I’m doing it for my family”. Now, in</p> | <p>[<i>Inference of attitude</i>]</p> <p>1a) Previously, before starting work, these people exhibited attitudes of idealism.</p> <p>1b) Subsequently, their attitudes became that of realism/ pragmatism/ materialism.</p> <p><i>DNA: enthusiasm / hopefulness / optimism / resignation (without qualifier or context) (eg. great optimism that became pragmatism or optimism with accompanying context will get the mark)</i></p> | 1a + 1b = 1m |
| 2 | | [<i>Context</i>] | 2a + 2b = |

| | | |
|--|---|----|
| <p>middle age, they reply, "That was just a student fantasy." <i>Examiner's note: the team agrees that the elaboration above reflects self-justification of their selling out. However, in considering textual evidence like "suddenly sucked" - suggesting that they could be caught off guard - alongside Para 3's opening rhetorical qns, we are also willing to accept student responses that interpret the attitude here as that of resignation (define as the acceptable of sth undesirable but inevitable)</i></p> | <p>2a) Initially, they envisioned/ imagined great/ triumphant/ wonderful projections/ ideas of improved communities OR They imagined magnificent, innovative projects/ ideas/ initiatives in pursuit of excitement and revelation.</p> <p>2b) But eventually / unexpectedly they became tempted to join (greedy) companies by their offers of good salaries.</p> | 1m |
|--|---|----|

3. How does the author support his claim that the recruits' long working hours are 'a form of reorientation, of brainwashing' (line 17)? Use your own words as far as possible. [2]

| | From the passage | Suggested response | Marks |
|---|---|--|------------------------------|
| 1 | <p>[Cause] You are deprived of the time, sleep and energy you need</p> | <p>He supports his claim by explaining/ illustrating that...</p> <p>recruits' long working hours deny them / take away from them / cut them off from personal space / leisure, rest, and vigour.</p> <p>Accept 2 out of 3 factors - eg "do not get enough rest and recuperation"</p> | 1m |
| 2 | <p>to see past the place into which you have been placed</p> <p>OR</p> <p>You lose your bearings, your attachments to the world you inhabited before, and become immersed in the culture that surrounds you</p> | <p><u>As a result, / Consequently,</u></p> <p>a. they lose / cease to have awareness of how the rest of the world operates and become completely lost / caught up in their workplace community / traditions</p> <p>OR</p> <p>c. they become disconnected from reality d. they are completely lost / caught up in their workplace community / traditions</p> <p>DNA: disorientation (lifts the quote)</p> | a + b or c + d = 1m |

4. According to the author, how do companies demonstrate 'the flash of the king's shilling' (line 27)? Use your own words as far as possible. [2]

| | From the passage | Suggested response | Marks |
|---|---|--|----------------------|
| 1 | The paid internships | Companies demonstrate this by providing short-term/trial job/fellowships/ work attachments with wages / that are remunerated / salaried / compensated monetarily <i>The word "offer" is accepted; not a lift</i> <i>DNA: "contract"</i> | 1 pt = 1m |
| 2 | The golden hellos, | using sizable/substantial monetary incentives to attract potential employee/ recruits / using an attractive welcome package | Any 2 pts = 2m |
| 3 | The promise of stupendous within a couple of years. | They also pledge to provide / make assurances / guarantees of massive/immense/remarkable/ phenomenal/ extremely impressive/ staggering in a short span of time/ in the near future. <i>Accept: "give the hope of/ "the expectation of" / "provide/offer/guarantee the chance"</i> <i>DNA "possibility"/ "probability"/ "chance" / "opportunity" without a qualifier that conveys likelihood.</i> <i>DNA "financially successful"/ "impressive"</i> | |

5. What is the author implying about recruitment practices by saying that 'Entrapment is a refined science.' (line 29)? [2]

| | From the passage | Suggested response | Marks |
|---|---|--|-------|
| 1 | Entrapment is a refined science. | <i>By using the word "entrapment",</i> The author implies that recruitment practices trick/ deceive/ ensnare/ lure people into the kind of jobs they think they are signing up for. <i>Accept: "these practices are insidious"</i> <i>Lift: "trap"</i> | 1 |

| | | |
|---|---|---|
| 2 | <p><i>By using the phrase "a refined science",</i></p> <p>The author is implying that recruitment practices are carefully/ specifically/ systematically/ strategically/ methodically constructed/ calibrated / finetuned/ improved in order to capitalise / exploit/ target jobseekers' insecurities/ weaknesses/ desires.</p> | 1 |
|---|---|---|

6. From paragraph 5, explain **two** ways in which the author uses language to criticise the people who 'enter these industries' (line 31). [2]

| | From the passage | Suggested response | Marks |
|---|--|---|-------|
| 1 | <p>[context] We have but one life. However much money we make, we cannot buy it back. As far as self-direction, autonomy and social utility are concerned, many of those who enter these industries and never re-emerge might as well have dropped dead at graduation</p> | <p>The author uses...</p> <p>Exaggerative language / Emotionally charged language / hyperbole / figurative language / metaphorical expression / parallels to suggest that they have ceased to live</p> <p>DNA: 'metaphor'</p> | 1 |
| 2 | <p>lost it all with one false step, taken at a unique moment of freedom</p> | <p>and absolute / extreme / exaggerative language / overstatements to suggest that they are vanquished/ have entirely forgone the important qualities of life</p> <p>Accept: 'sarcasm', 'juxtaposition'</p> <p>DNA responses that feature/ diagnose tone as it is not a feature of language; it is the effect of the use of language.</p> <p>DNA the use of 'taken at a unique moment of freedom' - it isn't a criticism</p> | 1 |

7. Why does the author choose to directly address students in the last paragraph? [1]

| | From the passage | Suggested response | Marks |
|---|---|--|--------------------|
| 1 | Students, rebel against these soul-suckers! Follow your dreams , however hard it may be, however uncertain success might seem. | It is because the author wants to... 1. (authorial intention) call to action / to instruct / appeal / encourage them OR alert / warn / caution them 2. (context on the dissatisfactions/trappings of modern jobs) to continue pursuing their aspirations OR not to sell themselves out to companies.../ so that they would not fall into same trap that consumed previous batches/ <i>DNA: 'wrong path', lifts</i> | Pts 1+2 = 1m |
| 2 | | 3. (inference on author's choice of target demographic; why students/ undergraduates & not another demographic - identify particular characteristic of students) - because they can still respond to the issue / not too late, with students there is still hope in addressing the issue) Students still have the ability to make their choices about employment/ Students can still respond to the situation/ Students are the target audience and only at that stage can they... | |

From Passage 2

8. What is one benefit and one disadvantage of 'routinised, assembly-line type work' (line 7)? Use your own words as far as possible. [2]

| | From the passage | Suggested response | Marks |
|---|--|---|-------|
| 1 | what stands in the way of satisfying work is the incredible efficiency associated with routinised, assembly-line type work that was responsible for the explosive economic growth we have witnessed since the beginning of the industrial | One benefit is the... astounding / remarkable / unbelievable / inconceivable productivity <i>DNA: high level , unprecedented</i> OR | 1 |

| | | | |
|---|--|--|---|
| | <p>revolution. Unsatisfying work is just the price people pay for a society in which affordable cars, cable television, cell phones and computers are the norm.</p> | <p>exponential / rapid / immense / tremendous / very great financial progress</p> <p>Accept: Economic</p> <p>street level answer: 'very great', 'very fast'</p> | |
| 2 | | <p>a. (Paraphrase of "unsatisfying work") One disadvantage would be engaging in work that does not lead to fulfilment/ gratification // is unrewarding / is not meaningful / does not bring joy / contentment / is not enjoyable / pleasurable?</p> <p>OR</p> <p>b. (Interpretation/ Inference of "routinised, assembly-line type work")</p> <p>Work is dull / mundane / uninteresting / boring / tiresome</p> <p>Accept lift for 'work'</p> | 1 |

9. In paragraph 3, what **two** distinctions does the author draw between people who see their work as a job and people who see their work as a career? Use your own words as far as possible. [2]

| From the passage | Suggested response | Marks |
|--|--|--|
| <p>People who see their work as a "job": enjoy little discretion and [redacted].</p> <p>People with jobs [redacted]. They work for pay, [redacted] to earn more money. [redacted] they cannot wait to retire.</p> <p>People who see their work as a "career" generally enjoy more discretion and [redacted]. They may even enjoy [redacted].</p> | <p>(1) DISCRETION</p> <p>a. People who see their work as a job do not have much leeway / flexibility with how to go about their work</p> <p>b. whereas those who see it as a career have greater influence / agency / say in the matter</p> <p>(2) ENGAGEMENT</p> <p>a. The first group [redacted]</p> | <p>1m per point</p> <p>(ie any 2 out of 3)</p> |

what they do, but their focus is on advancement. They see themselves as following a trajectory which leads to promotion, higher salary, and better work.

DNA: "may even" indicates that the point on enjoyment is not one of the author's main ideas (& is not clearly a part of the distinctions made)

DNA: "would not encourage their friends or children to follow in their footsteps." This does not have a clear point of comparison.

b. while their "career" counterparts

(3) NECESSITY / WANT TO RETIRE V
ADVANCEMENT / TRAJECTORY

a. Also, the first group of people only work because they have no choice / long for a future without work / look forward to not being having to work / do not have ambitions / work purely for money

b. while the "career" people look forward to progressing into different roles / receives remuneration and more interesting job scope

- distinction = set apart, contrast. does not necessitate direct opposites

10. Using material from paragraphs 4 to 6, summarise what the author has to say about the factors that make work satisfying.

Write your summary in **no more than 120 words**, not counting the opening words which are printed below. **Use your own words as far as possible.**

Work can be satisfying when it... _____ [8]

| | | |
|---|---|--|
| 1 | <p>people who see their work as a "calling (line 21) ... such a noble calling in what we do (line 27)</p> | <p>is regarded as a vocation/profession/career/job that is worth dedicating themselves to / purposeful OR something that is a meaningful/worthy/significant pursuit / adds purpose to life</p> <p><i>DNA: wholesale lifting of the phrase "meaning and purpose" (line 44-45), priority ≠ calling</i></p> |
| 2 | <p>Work is a vital <u>part of their identity</u> (line 22 to 23) ... the characteristics of <u>who they are</u> (line 25 to 26)</p> | <p>It defines who people are / is a distinguishing quality / what makes someone an individual, unique / it forms an important part of people's personhood / is a crucial component of who people are</p> <p><i>note: importance should not merely be 'to life' but to identity</i></p> |
| 3 | <p>they believe their work makes the world a better place (line 23) These people have realised the big difference their seemingly simple jobs have on others' quality of life (line 29 to 30) by connecting them to the welfare of others (line 40)</p> | <p>They are convinced/consider/trust/regard their work can improve the world/ improve the lives of people/make a positive impact on others' well-being/ happiness / standard of living</p> <p><i>Understanding of central concept to be reflected; not required to closely reflect the context of the specific quote.</i></p> |
| 4 | <p>Essentially, (line 24)</p> | <p>Basically / fundamentally,</p> <p><i>Note: this point is included as it is an adverb that adds meaning to the following idea; here it reinforces and emphasises meaning (Principle of positive marking)</i></p> |

| | | |
|----|---|--|
| 5 | differences in the way people approach their work are explained by the attitudes they bring to their work – the characteristics of who they are , not what the work is. (line 24-26) | ... their frame of mind/mindset / outlook/disposition shapes how they view work as satisfying |
| 6 | ... but work does not need to have global impact to carry enormous meaning and satisfaction (line 27-28) OR their seemingly simple jobs (line 30) | even if it does not have worldwide/ international influence // OR (satisfying) work can be ordinary/ local/ small-scale <i>(with reference to Pt 1's line 27.)</i> |
| 7 | The best waiters, plumbers, or hairdressers are proud of (line 28 to 29) | They are confident/well-pleased/gratified with |
| 8 | their ability to understand, talk to, and manage people (line 29) | their interpersonal/ personal relation skills/ competency/ proficiency. <i>(note: accept if students paraphrase 2/3 ideas accurately if they itemise/list)</i> |
| 9 | The consultation is the most important moment (line 31) | Work can be satisfying when it has the paramount/primary/most essential/critical opportunity for engagement between the client/customer/consumer and service provider |
| 10 | Stylists who love their work love its technical complexity (line 33) [Repeated] complexity (line 38) is challenging (line 41) | Those who are passionate about their work appreciate the expertise/mastery/ competence/proficiency/craftsmanship // opportunities to overcome difficulties / obstacles / adversities <i>note: degree necessary (eg DNA slightly difficult)</i> |
| 11 | and room for creativity (line 33 to 34) | potential for originality/artistry/ingenuity /expressiveness/enterprise |

| | | |
|----|---|--|
| 12 | there's something very nurturing about it. (line 34 to 35) | and the extremely effective/special feature for the cultivation of the relationship / care for others |
| 13 | It is one of the few places in our society where you have permission to touch people. It is intimate . We humans have a need for connection (line 35 to 36) <i>(point is on social connection; answer should infer that physical interaction is part of the overarching idea of connection)</i> | <i>(Literal understanding - requires close reflection of context)</i> There are exceptions where the work grants/ offers agreement/approval/consent given by the customer/client/consumer for physical contact . <i>(Inferred understanding from EG)</i> Satisfying work is derived from establishing a sense of closeness / gaining others' trust / developing a personal bond |
| 14 | ...virtually any job has the potential to offer people satisfaction. Jobs can be organised (line 37-38) | Jobs/Work can be structured/managed/programmed/planned, |
| 15 | It helps if the work itself (line 40-41) | and work can also be satisfying if it inherently/ innately |
| 16 | to include variety (line 38) | comprises range/variation/diversity/different approaches |
| 17 | They can be organised to provide the people who do them with a measure of autonomy . (line 38 to 39) | to give the employees/stakeholders a good degree of self-directed engagement/empowerment freedom/liberty to act on their own interests and values |
| 18 | It helps if the work gives you the chance to use your skills and (line 41 to 42) OR is challenging, varied and engaging (line 41) | If it provides the individual - the opportunity to apply/employ his/her expertise/competencies and |
| 19 | skill development and growth (line 38) develop more skills (line 42) | - advance/thrive/progress/hone their expertise/competencies/abilities |

| | | |
|----|--|---|
| 20 | It helps if you have discretion over how you do your job (line 42 to 43) | - the discernment/option to approach/manage/execute the work |
| 21 | It helps if you feel that you are part of a group, with fellow workers you respect (line 43) | - experience a good sense of teamwork/comradeship/camaraderie/affinity with colleagues whom you have high regard |
| 22 | Most importantly, (line 43 to 44) | Most fundamentally / significantly / crucially/ It must be noted that <i>Note: this point is included as it is an adverb that adds meaning to the following idea</i> |
| 23 | ...it helps if the work is aimed at a valuable goal , and gives the work you do meaning and purpose . And this last characteristic – a sense of higher purpose – (line 44-45) | it has a worthy target / noble purpose / calling <i>DNA: paraphrases based on personal value instead of the objective/global value, eg. desirable</i> |
| 24 | is indispensable . (line 45) | which is essential / is a requisite / something we cannot do without |

Mark Allocation for Summary

| Points | Marks |
|--------------|-------|
| 15 and above | 8 |
| 13-14 | 7 |
| 11-12 | 6 |
| 9-10 | 5 |
| 7-8 | 4 |
| 5-6 | 3 |
| 3-4 | 2 |
| 1-2 | 1 |

From both passages

11. George Monbiot argues that people settle for dissatisfying work while Barry Schwartz examines how work can be satisfying.

How far do you agree or disagree with the views expressed in the two passages? Illustrate your answer with examples of how you and your society regard work. [10]