

H1 General Paper  
8807 / Paper 1



**NANYANG JUNIOR COLLEGE**

JC2 PRELIMINARY EXAMINATION 2022

**GENERAL PAPER**

**8807/1**

**PAPER 1**

29 August 2022

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, class and GP Tutor's name on your answer scripts.

Answer **ONE** question from Paper 1.

**INFORMATION FOR CANDIDATES**

In Paper 1, all questions carry equal marks.

[Note that 20 marks out of 50 will be awarded for the use of language.]

This question paper consists of **2** printed pages.

Answer **one** question from this paper.

Answers should be between 500 and 800 words in length.

1. 'We should read as much as we watch.' Do you agree?
2. How far is it possible to live an environmentally sustainable lifestyle in today's world?
3. 'Sharing a single global culture is better than having countless different cultures.' Do you agree?
4. 'Despite all the scientific advancements that we have made, we have not created a better world for mankind.' Do you agree?
5. In an age of rapid technological advancement, traditional businesses would be out of business. Discuss.
6. 'The government should be allowed to use any method it deems necessary when it comes to protecting the country from harm.' Discuss.
7. Is singlehood still undesirable today?
8. 'Stand up for your rights.' Is this sound advice?
9. 'We are too serious for our own good.' Is this true in your society?
10. To what extent should disputes between two countries be settled without the help of other countries?
11. To what extent is a shared history desirable in your society?
12. To what extent can education solve the widening income gap in your society?



**NANYANG JUNIOR COLLEGE**  
**JC2 PRELIMINARY EXAMINATION 2022**

**GENERAL PAPER**

**8807/2**

PAPER 2:

Monday 29 August 2022

INSERT

**1 hour 30 minutes**

**READ THIS INSTRUCTION FIRST**

*This insert contains the passages for Paper 2.*

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This document consists of **3** printed pages and **1** blank page.

**Passage 1: Nick Chater argues that it would not be practical to live in a world without rules.**

- 1 Our relationship with rules seems to be unique to humans. Many animals behave in highly ritualistic ways — for example, the bizarre and complex courtship dances of different species of bird of paradise — but these patterns are wired into their genes, not social rules invented by past generations of birds. And while humans establish and maintain rules by punishing rule violations, chimpanzees — our closest relatives — do not. Chimps may retaliate when their food is stolen but, crucially, they do not punish food stealing in general. It is humans who have forged this unique ability to create and agree on rules, both written and unwritten. 5
- 2 We all feel the oppressive presence of rules. Public spaces, organisations, dinner parties, and even relationships and casual conversations are rife with regulations and red tape that seemingly are there to dictate our every move. We rail against rules being an affront to our freedom and argue that they are 'there to be broken'. However, it is not really rules, norms and customs in general that are the problem — but the unjustified ones. The tricky and important bit, perhaps, is establishing the difference between the two. 10
- 3 A lot of the norms of everyday life perform precisely the same function as the rules of games — telling us what 'moves' we can, and cannot, make. The conventions of 'pleases' and 'thank yous' that seem so irksome to young children are indeed arbitrary — but the fact that we have some such conventions, and perhaps critically that we agree what they are, is part of what makes our social interactions run smoothly. And rules about driving on the left or the right, stopping at red lights, queueing, not littering, picking up our dog's deposits and so on fall into the same category. They are the building blocks of a harmonious society. 15 20
- 4 Of course, there has long been an appetite among some people for a less formalised society, a society without government, a world where individual freedom takes precedence: an anarchy. The trouble with anarchy, though, is that it is inherently short-lived — humans spontaneously generate new rules governing behaviour, communication and economic exchange, and they do so as rapidly as old rules are dismantled. A few decades ago, the generic pronoun in written language was widely assumed to be male: he/him/his. That rule has, quite rightly, largely been overturned. Yet it has also been replaced — not by an absence of rules, but by a different and broader set of rules governing our use of pronouns. 25
- 5 The Nobel Prize winner, Elinor Ostrom, observed the same phenomenon of spontaneous rule construction when people had to collectively manage common resources such as land, fisheries or water for irrigation. She found that people collectively construct rules about, say, how many cattle a person can graze, where, and when; who gets how much water, and what should be done when the resource is limited; who monitors whom, and which rules resolve disputes. These rules are not just invented by rulers and imposed from the top down — instead, they often arise, unbidden, from the needs of mutually agreeable social and economic interactions. 30 35
- 6 The urge to overturn stifling, unjust or simply downright pointless rules is entirely justified. But without some rules — and some tendency for us to stick to them — society would slide rapidly into pandemonium. Indeed, many social scientists would see our tendency to create, stick to, and enforce rules as the very foundation of social and economic life, where we are able to learn the hugely complex systems of social norms without asking too many questions — we simply absorb 'the way we do things round here'. Indeed, our ability to latch onto and enforce arbitrary rules is crucial to our success as a species. 40

**Passage 2: Anubhuti Matta discusses the reasons for breaking rules.**

- 1 A popular saying goes, 'Rules are meant to be broken.' But ... why? Actually, rules are made to be broken because if everyone travels within the bounds of given rules, no horizons will ever be expanded. We, as a society, have the task of constantly challenging the rules and making sure we step outside of them when we mean no harm and act in the advantage of our fellow man. That does not mean we should break the rules for the mere goal of breaking them. We should only break rules to better society. 5
- 2 But often, that is not the case. We break the same rules that are created for the betterment of society, or for our safety and well-being. We do not wear seatbelts while driving. We spit and litter in public places. We defile public property and jump queues. We eat and use phones in places we are not supposed to — the list of rules we break on a daily basis is endless. If rules are meant to organise our lives, and make things uniform and easier to control, why do we end up breaking them? 10
- 3 For starters, people break rules because it is rewarding in two ways. A cheater's high comes first. Often, cheaters and rule-breakers do not feel guilty and remorseful. Rather, rule-breakers feel smarter and more capable, along with being in an unexpectedly good mood after breaking a rule. They feel a sense of having circumvented some tedious law that the middling or mediocre follow by some unthinking, sheep-like instinct. The second reward is that in breaking a rule, rule-breakers feel a sense of freedom, appealing, particularly, to those suffering constricting circumstances. It is no wonder many children parented in an authoritarian manner engage in petty acts of anarchy — damaging public property or being a public nuisance — in a bid to throw off the shackles of enforced orderliness. 15 20
- 4 Often, however, rule-breaking has less to do with people's characters and more the situations people find themselves in. In these, not a lot of conscious awareness goes into when or how far we push ethical boundaries; many a time, rule-breaking occurs in an instant of self-protection, laziness or impulse. We might break the rules under some conditions but not in others. Morality cannot be determined by the frequency and extent of rule-breaking. 25
- 5 Rule-breaking is also often associated with perceptions of power. In a behavioural experiment, researchers had respondents come to a laboratory to interact with two people exhibiting different behaviours. The first person arrived on time and acted politely. The second person arrived late, threw down his bag on a table and put up his feet. On seeing this, the respondents thought the second person had either an influential position, or was from a family of privilege. Clearly, those who violated norms of civilized behaviour are assumed to have the capacity to act as they please. Rule-breaking may have another 'positive' association — that of solidarity — in some situations. Some break rules for the sake of supporting their own tribe, even if the rule-breaking comes at the expense of society as a whole. If a group cheats on tests or a research team fabricates its results, then the individual is likely to support them in their lie or cover it up at the least. 30 35
- 6 All in all, regardless of why we break them, rules are made for a reason, created to suit a specific situation — which means that not all of them will apply every time, in every scenario, and thus, not all of them are meant to be followed. When we break rules, we are questioning a certain mindset. What comes after breaking a rule is important — to adapt or create new rules. Updating an old rule will only help the rule-breaker — and everyone else. 40



H1 General Paper  
8807 / Paper 2



## NANYANG JUNIOR COLLEGE

JC2 PRELIMINARY EXAMINATION 2022

Candidate Name: \_\_\_\_\_ Class: \_\_\_\_\_ GP Tutor: \_\_\_\_\_

**GENERAL PAPER**  
PAPER 2:

**8807/2**  
Monday 29 August 2022

**1 hour 30 minutes**

Candidates answer on the Question Paper.  
No Additional materials are required.

### ANSWER BOOKLET

### INSTRUCTIONS TO CANDIDATES

Write your Name, class and GP tutor's name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.  
The Insert contains the passage for the comprehension.  
Note that 15 marks out of 50 will be awarded for your use of language.

At the end of the examination, fasten all your work securely together.  
The number of marks is given in brackets [ ] at the end of each question or part question.

| For Examiner's Use |            |
|--------------------|------------|
| SAQs               | /17        |
| Summary            | /8         |
| AQ                 | /10        |
| Language           | /15        |
| <b>TOTAL</b>       | <b>/50</b> |

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This document consists of 7 printed pages and 1 blank page.

H1 General Paper  
8807 / Paper 2

**PAPER 2 (50 Marks)**

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.

*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. In paragraph 1, the author claims that 'our relationship with rules seems to be unique to humans' (line 1). How does the example of the different species of bird of paradise illustrate his assertion? **Use your own words as far as possible.**

For  
Examiner's  
use

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..... [2]

- 2. Explain how the author uses language in paragraph 2 to convey 'the oppressive presence of rules' (line 8).

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..... [3]

- 3. How do rules act as 'the building blocks of a harmonious society' (line 20)? **Use your own words as far as possible.**

.....

.....

.....

..... [2]



H1 General Paper  
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*For  
Examiner's  
use*

- 4. Why does the author use the word 'inherently' in line 23? **Use your own words as far as possible.**

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

- 5. In paragraph 5, how does the author support his assertion that rules are constructed spontaneously? **Use your own words as far as possible.**

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

- 6. What does the phrase 'simply absorb' (line 40) suggest about the way humans treat rules? **Use your own words as far as possible.**

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

**From Passage 2**

- 7. In paragraph 1, what advantages does the author see in breaking rules? **Use your own words as far as possible.**

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

- 8. What is the author's purpose of using the pronoun 'we' repeatedly in paragraph 2?

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

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9. Why has the author written 'positive' in inverted commas (line 33)?

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

*For  
Examiner's  
use*

10. Identify **two** ways in which the final sentence (lines 40-41) is an effective conclusion to the author's argument.

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









**From Passage**

1. In paragraph 1, the author claims that 'our relationship with rules seems to be unique to humans.' (line 1) How does the example of the different species of bird of paradise illustrate his assertion? **Use your own words as far as possible.** [2m]

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From the Passage</b><br/>                 Our relationship with rules seems to be unique to humans. Many animals behave in <b>highly ritualistic</b> ways — for example, the bizarre and complex courtship dances of <b>different species of bird of paradise</b> — but these patterns are <b>wired into their genes, not social rules invented</b> by past generations of birds.</p> | <p><b>Suggested Answer</b><br/>                 The author illustrated the point that rules are likely to apply only to human beings and not other animals by using the example of the mating dances of birds of paradise to illustrate</p> <ul style="list-style-type: none"> <li>(a) that though animals may behave in <b>very fixed/structured ways</b>,</li> <li>(b) these are natural/instinctive/biological responses (1m)</li> <li>(c) instead of a <u>deliberate/intentional adherence</u> to an agreed behaviour by their ancestors/previous generations, <b>which is something that humans do.</b> (accept lift of 'rules' and 'generations') (1m)</li> </ul> <p><b>Note: (c) should have some allusion that it is something that applies to humans.</b><br/> <b>'past' cannot be lifted.</b></p> |
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52. Explain how the author uses language in paragraph 2 to convey 'the oppressive presence of rules' (line 8). [3m]

| From the Passage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Suggested Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>We all feel the oppressive presence of rules. Public spaces, organisations, dinner parties, even relationships and casual conversations are rife with regulations and red tape that seemingly are there to dictate our every move. We rail against rules being an affront to our freedom and argue that they are 'there to be broken'. However, it is not really rules, norms and customs in general that are the problem — but the unjustified ones. The tricky and important bit, perhaps, is establishing the difference between the two.</p> | <p>Use of Vocab:</p> <p>(a) The author uses 'rife' to show that (pertaining to quantity) there is a large/huge number of rules to abide by, <u>showing that rules are pervasive/omnipresent/extremely widespread.</u> (1m)</p> <p>(b) The author uses 'even' to show that rules apply in both formal/informal settings / all settings/unexpected settings like informal ones, <u>hence it is stifling being controlled by rules.</u> (1m)</p> <p>(c) The phrase 'red tape' suggests the <u>rigidity of rules/inflexibility of rules.</u> (1m)</p> <p>(d) 'dictate' suggests <u>control/determination of our actions by rules.</u> (1m)</p> <p>(e) 'affront to our freedom' suggests <u>infringement of the liberty of individuals.</u> (1m)</p> <p>Note: correct word identified with wrong explanation = 0m<br/>correct explanation with no word(s) identified = 0m</p> <p>Any 3 answers</p> |



3. How do rules act as 'the building blocks of a harmonious society' (line 20)? Use your own words as far as possible. [2m]

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From the Passage</b></p> <p>A lot of the norms of everyday life perform precisely the same function as the rules of games — telling us what 'moves' we can, and cannot, make. The conventions of 'pleases' and 'thank yous' that seem so irksome to young children are indeed arbitrary — but the fact that we have some such conventions, and perhaps critically that we agree what they are, is part of what makes our social interactions run smoothly. And rules about driving on the left or the right, stopping at red lights, queueing, not littering, picking up our dog's deposits and so on fall into the same category. They are the building blocks of a harmonious society.</p> | <p><b>Suggested Answer</b></p> <p>(a) Everyone in a community accepts the same/common guidelines for our behaviour (1m) (Cause/Process)</p> <p>(b) allowing our social relationships to be amicable / allowing for everyone to get along without conflict/unhappiness. (1m) (Effect/Outcome)</p> |
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14. Why does the author use the word 'inherently' in line 23? Use your own words as far as possible. [1m]

| From the Passage                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Of course, there has long been an appetite among some people for a less formalised society, a society without government, a world where individual freedom takes precedence: an anarchy. The trouble with anarchy, though, is that it is <b>inherently short-lived</b> – humans spontaneously generate new rules governing behaviour, communication and economic exchange, and they do so as rapidly as old rules are dismantled.</p> | <p>The author wants to emphasise/show that <b>anarchy is by its nature/at its core unsustainable/unlikely to last very long /likely to change soon/unstable/short-term</b></p> <p>as humans will create fresh rules (to guide our actions) on their own. [Reason for why it is inherently unstable]</p> <p><b>*For this answer, the following components should be present: the nature of anarchy (innately unsustainable) + reason (humans create rules by themselves)</b></p> <p>OR</p> <p>The author wants to show that <b>anarchy is a undesirable/problematic</b> because it is <u>by its nature unsustainable</u>. [Big Picture Answer]</p> |

5. In paragraph 5, how does the author support his assertion that rules are constructed spontaneously? Use your own words as far as possible. [2m]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>From the Passage</b><br/>         The Nobel Prize winner, Elinor Ostrom, observed the same phenomenon of <b>spontaneous rule construction</b> when people had to collectively manage common resources such as land, fisheries or water for irrigation. She found that people collectively construct rules about, say, how many cattle a person can graze, where, and when; who gets how much water, and what should be done when the resource is limited; who monitors whom, and which rules resolve disputes. These rules are not just invented by rulers and imposed from the top down — instead, they often arise, unbidden, from the needs of mutually agreeable social and economic interactions.</p> | <p><b>Suggested Answer</b><br/>         (a) [Technique/Method] The author cited the <b>study/research/observation</b> by the Nobel Prize winner Elinor Ostrom<br/>         OR<br/>         by a highly acclaimed/respected academic / expert in the field<br/> <b>*If student notes that it is the example of <u>the community</u>, rather than <u>the study</u>, it would also be accepted as (a).</b><br/>         (b) they are created as and when/when necessary (addresses 'spontaneity') to meet the essential requirements of the community.<br/>         Note: 'unbidden' must not be lifted.<br/>         If (a) alone (must be specific and accurate) = 1m<br/>         No (a) whatsoever, (b) = 0m<br/>         (a)+(b) = 2m<br/>         Answer must have Technique (a) + Content that addresses 'spontaneity'.</p> |
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154 16. What does the phrase 'simply absorb' (line 40) suggest about the way humans treat rules? Use your own words as far as possible. [1m]

|                                                                                                                                                                                                                |                                                                                                                                                                                                                                                              |
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| <p><b>From Passage</b><br/>                 ...where we are able to learn the hugely complex systems of social norms without asking too many questions – we simply absorb the way we do things round here'</p> | <p><b>Inferred</b><br/>                 It suggests that humans follow/adopt rules without much critical thinking/mindlessly/without thought</p> <p><i>Note: action ('to follow') + basis of action (answer must reflect deference, ignorance) (BOD)</i></p> |
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7. In Paragraph 1, what advantages does the author see in breaking rules? Use your own words as far as possible. [2m]

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From Passage</b><br/>                 because if everyone travels within the bounds of given rules, no horizons will ever be expanded.<br/>                 We should only break rules to better society.</p> | <p><b>Paraphrased</b><br/>                 The author sees the advantages as</p> <p>(a) helping to widen mankind's/people's knowledge/perspectives/world view/ of things around them [1]</p> <p><b>AND</b></p> <p>(b) facilitating the progress of society/community/country/nation/mankind/humanity/human race [1]</p> <p><i>Note: (a) and (b) are separately credited.</i></p> |
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58. What is the author's purpose of using the pronoun 'we' repeatedly in paragraph 2? [1m]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From Passage</b><br/>                 But often, that is not the case. <b>We</b> break the same rules that are created for the betterment of society. The same rules that are created for our safety and well-being. <b>We</b> do not wear seatbelts while driving. <b>We</b> spit and litter in public places. <b>We</b> defile public property and jump queues. <b>We</b> eat and use phones in places we are not supposed to — the list of rules <b>we</b> break on a daily basis is endless. If rules are meant to organise our lives, make things uniform and easier to control, why do <b>we</b> end up breaking them?</p> | <p><b>Inferred</b><br/>                 The repeated use of the pronoun 'we' is intended <b>to emphasise the point that [purpose of repetition] all of us/everyone in society are equally guilty of engaging in these acts of rule-breaking [context of 'we']</b><br/>                 [Purpose] + [context] = 1m<br/>                 *Any answer that talks about how author wants readers to think/reflect on their own rule-breaking will not be accepted. There is not enough information in the passage to suggest that the author wants us to do that</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

9. Why has the author written 'positive' in inverted commas (line 33)? [1m]

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From the Passage</b><br/>                 Rule-breaking may have another 'positive' association — it may be perceived as a form of solidarity — in some situations. People break rules for the sake of supporting their own tribe too — even if the rule-breaking comes at the expense of society as a whole.</p> | <p><b>Suggested Answer</b><br/> <b>[Function]</b> He wants to show that he disagrees that rule-breaking has an entirely good connotation<br/> <b>[Reason/Context]</b> because while breaking rules can bring about unity, it will also cause negative repercussions on the community.<br/>                 *Both function and reason/context should be given.<br/>                 *Reason/Context must include dual nature of the outcome of breaking rules + context ('solidarity' or any suitable paraphrasing 'to help family/friends/clan/own community')</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

10. Identify two ways in which the final sentence (lines 40-41) is an effective conclusion to the author's argument. [2m]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From the Passage</b></p> <p>All in all, regardless of why we break them, rules are made for a reason, created to suit a specific situation — which means that not all of them will apply every time, in every scenario, and thus, not all of them are meant to be followed. When we break rules, we are questioning a certain mindset. What comes after breaking a rule is important — to adapt or create new rules. <b>Updating an old rule will only help the rule-breaker — and everyone else.</b></p> <p>From Para 1: We should only break rules to <b>better society</b>. (lines 5-6)</p> | <p><b>Suggested Answer</b></p> <p><u>Accepted Functions (A)</u></p> <ol style="list-style-type: none"> <li>1) summarises author's main argument</li> <li>2) to link back to start of passage/as a callback</li> <li>3) to remind readers/reiterate/to drive home the stand/main argument...</li> <li>4) to convince readers to accept ...</li> <li>5) to encourage breaking of rules/ to give advice</li> </ol> <p><u>Unaccepted Functions</u></p> <ol style="list-style-type: none"> <li>a) to call for action</li> <li>b) to provide new perspective</li> <li>c) to ask reader to ponder/reflect/think about</li> </ol> <p><u>Contexts (B)</u></p> <ol style="list-style-type: none"> <li>i) that rule-breaking benefits everyone</li> <li>ii) rule-breaking has a caveat: done only in the interests of society</li> </ol> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> |
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11. Using material from paragraphs 3-5 of Passage 2, summarise what the author has to say about why people break rules.

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. [8]

People break rules because...

|   | From the Passage                                                                 | Paraphrase                                                                                                                                                                                         |
|---|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | A cheater's high comes first.(line 13)                                           | it gives them a sense of euphoria/an adrenaline rush/extremely great about themselves at the start (intensity)<br><br><i>*many students paraphrased 'it is rewarding in two ways' (not needed)</i> |
| 2 | Often, cheaters and rule-breakers do not feel guilty                             | and for most of the time, they are not conscience-stricken/they do not feel that they have done something wrong/they feel that their actions are acceptable/correct                                |
| 3 | and remorseful (line 14)                                                         | <i>*This point is about feeling that what they've done is wrong and ashamed/regretful/sorry/penitent/repentant</i>                                                                                 |
| 4 | Rather, rule-breakers feel smarter (line 15)                                     | Instead, people who break rules believe/think/consider/fancy themselves to be more intelligent/cleverer/wiser (comparative element has to be present)                                              |
| 5 | and more capable (line 15)                                                       | and more competent/accomplished/adept at some things (comparative element has to be present; at least in 4)                                                                                        |
| 6 | along with being in an unexpectedly good mood after breaking a rule (line 15-16) | Additionally, they would be unusually happy/delighted/pleased after breaking rules.<br><br><i>*surprise must be present to get the Point.<br/>*mood' can be lifted</i>                             |
| 7 | They feel a sense of having circumvented some tedious law (line 16)              | They would feel as if they had avoided/evaded/sidestepped/bypassed some annoying/banal/dreary/burdensome/tiresome requirement/regulation                                                           |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>3 parts:<br/> <i>(i) act of defiance</i><br/> <i>(ii) ref to nature of law</i><br/> <i>(iii) paraphrase 'law' (optional but must be 'correct' in meaning)</i><br/> <i>So (i) and (ii) must be correct to be even considered for credit</i></p> <p>*'law' can be accepted</p> <p>that the <b>common/ordinary folk/people</b> adhere to/observe <b>mindlessly/in a compliant manner</b></p> <p><i>(i) type of people</i><br/> <i>(ii) the idea that they follow</i><br/> <i>(iii) the manner in which they do so - mindless</i></p> <p>*'follow' can be lifted<br/>         *'instinct' can be lifted</p>                                                                                                                                                                                                                                                                                                                           |
| <p>8</p>  | <p>that the <b>middling or mediocre</b> follow by some <b>unthinking, sheep-like</b> instinct. (line 16)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>9</p>  | <p>rule-breakers feel a sense of <b>freedom</b> (lines 17-18)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>10</p> | <p><b>appealing, particularly</b>, to those suffering <b>constricting</b> circumstances (lines 18-19)</p> <p><i>(i) appealing</i><br/> <i>(ii) particularly</i><br/> <i>(iii) suffering (optional)</i><br/> <i>(iv) constricting circumstances</i></p> <p>*'circumstances' can be lifted.<br/>         *<b>either (i) or (ii)</b> must be present, together with (iv) to be considered for credit; because the sentence which is (9) and (10) is that rule-breakers feel free, <u>especially those</u> (implicit is that they like the idea of freedom) who live in limiting situations.</p> <p>And they do so to <b>attempt/try to liberate/emancipate/release themselves from obligatory/mandatory/involuntary discipline/appropriate good manners/behaviour/etiquette</b></p> <p><i>(i) in a bid (optional)</i><br/> <i>(ii) throw off shackles</i><br/> <i>(iii) enforced orderliness (about social behaviour/etiquette)</i></p> |
| <p>11</p> | <p>[Point inferred from example]<br/>         ..in a <b>bid to throw off the shackles of enforced orderliness</b> (lines 20-21)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



|    |                                                                                                                                                            |                                                                                                                                                                                                                                                         |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                            | * <b>(ii) and (iii) necessary to be considered for credit</b>                                                                                                                                                                                           |
| 12 | <b>Often...rule-breaking also has less to do with people's characters (line 22)</b>                                                                        | <b>Frequently, breaking rules is not so much about the nature/personality of the person</b>                                                                                                                                                             |
| 13 | <b>and more the situations people find themselves in (lines 22-23)</b>                                                                                     | *'often' is optional to be paraphrased but the <b>plight/circumstances</b> he is in.                                                                                                                                                                    |
| 14 | <b>not a lot of conscious awareness goes into when or how far we push ethical boundaries (line 23-24)</b>                                                  | <b>we are not fully mindful of when and the extent we act morally/honourably</b>                                                                                                                                                                        |
| 15 | <b>many a time, rule-breaking occurs in an instant of self-protection, (line 24)</b>                                                                       | *'idea of 'ethics' or moral yardstick must be present; cannot simply be summed as 'we are not mindful about breaking rules'<br><b>Usually, we break rules to safeguard/secure our well-being,</b>                                                       |
| 16 | <b>laziness (line 25)</b>                                                                                                                                  | *'self can be lifted<br>due to <b>indolence/unwillingness to work</b>                                                                                                                                                                                   |
| 17 | <b>or impulse (line 25)</b>                                                                                                                                | <b>or a sudden inclination/urge.</b>                                                                                                                                                                                                                    |
| 18 | <b>We might break the rules under some conditions but not in others. (line 25)</b>                                                                         | *sense is one that is <b>lack of control coupled with lack of thought</b><br>We break rules <b>only during certain situations.</b>                                                                                                                      |
| 19 | <b>Rule-breaking is also often associated with perceptions of power. (line 27)</b>                                                                         | *'some' can be lifted<br><b>Breaking rules is linked to ideas/notions/beliefs about authority/superiority</b><br><i>(i) associated</i><br><i>(ii) perceptions (essential to this point, it is a viewpoint rather than a fact)</i><br><i>(iii) power</i> |
| 20 | <b>[Point inferred from example]<br/>On seeing this, the respondents thought the second person had either an <b>influential position</b> (lines 30-31)</b> | <b>and is thought to be done by someone who has considerable clout/power/status/authority</b><br>*focus is on the person himself                                                                                                                        |

|    |                                                                                                                      |                                                                                                                                                                                                                                                                                                        |
|----|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | or was from a family of privilege (line 31)                                                                          | <p>or who comes from an advantaged background/origin</p> <p>*focus is on the person's background</p> <p>**family' can be lifted as long as there is a 'privileged' characteristic attached to it.</p>                                                                                                  |
| 22 | those who violated norms of civilized behaviour are assumed to have the capacity to act as they please (lines 31-32) | <p>People who do not act in accordance with society's expectations are believed to be able to do whatever they want.</p> <p>(i) violated norms of civilized behaviour (this is a specific kind of rules - 'social rules')</p> <p>(ii) assumed</p> <p>(iii) have the capacity to act as they please</p> |
| 23 | (Rule-breaking may have another 'positive' association —) that of solidarity (line 33)                               | <p>*All three parts need to be represented.</p> <p>Breaking rules also (seems to?) bring(s) about <b>unity/teamwork/togetherness</b></p>                                                                                                                                                               |
| 24 | Some break rules for the sake of supporting their own tribe (lines 34-35)                                            | <p>some people do so to aid/assist/stand by their/show encouragement to the group/circle they belong to/friends and family.</p> <p>*tribe' cannot be lifted.</p>                                                                                                                                       |
| 25 | <u>even if the rule-breaking comes at the expense of society as a whole.</u> (line. 34-35)                           | <p><u>Even though it may be detrimental to an entire community when rules are broken,</u></p> <p>*(25) can only be awarded if (24) is present.</p> <p>*writer is pointing out that (25) is additional information supporting (24).</p>                                                                 |

| POINTS | MARKS |
|--------|-------|
| 1-2    | 1     |
| 3-4    | 2     |
| 5-6    | 3     |

|                       |          |
|-----------------------|----------|
| 7-8                   | 4        |
| 9-10                  | 5        |
| 11-12                 | 6        |
| 13-14                 | 7        |
| <b>15 &amp; ABOVE</b> | <b>8</b> |

