

Candidate Name:	Civics Class:
Registration Number:	Tutor's Code:

SH2 Preliminary Examination

GENERAL PAPER

8807/01

Paper 1

22 August 2016

1 hour 30 minutes

Additional Materials: Answer Paper

READ THESE INSTRUCTIONS FIRST

Write your full name, registration number, civics class and tutor's code 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 **one** question.

Note that up to **20** marks out of **50** will be awarded for your use of language.

At the end of the examination, fasten all your work securely together.

All questions in this paper carry equal marks.

PAPER 1

Answer **one** question.

Answers should be between 500 and 800 words in length.

- 1 'In today's world, style is more important than substance.' What is your view?
- 2 Consider the view that small countries cannot exert any real influence in world affairs.
- 3 Should scientific research using animals ever be permitted?
- 4 'The liveability of a city depends on how well its arts scene is developed.' Is this true of your society?
- 5 'It is increasingly easy for women to make their mark on the world today.' Do you agree?
- 6 'Good governance is simply about meeting the demands of the people.' What do you think?
- 7 'Humanity is fighting a losing battle against environmental degradation.' Discuss.
- 8 Is it really possible for your society to achieve inclusiveness?
- 9 'Only the rich can afford to be ill.' To what extent is this true?
- 10 'There is not enough international cooperation to solve the problem of migration.' How far do you agree?
- 11 'Contemporary films are usually entertaining but rarely meaningful.' Do you agree?
- 12 'Greed has always been Man's greatest sin.' What is your view?

Candidate Name:	Civics Class:
Registration Number:	Tutor's Code:

SH2 Preliminary Examination

GENERAL PAPER

PAPER 2

Answer Booklet

8807/02

22 August 2016

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your full name, registration number, civics class and tutor's code 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 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	
Question No.	Marks
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Content	/ 35
Language	/ 15
Total	/ 50

This paper consists of 6 printed pages, including this cover page.

**SH2 GP PRELIMS PAPER TWO
ANSWER SCHEME**

From Passage 1

1. Explain why the author thinks that the youth of today are “horrible” (line 1). **Use your own words as far as possible.** [2]

Lift	Suggested Answer
young people who want only 1. to consume and waste,	It is because the young are solely concerned 1. with excessive expenditure...
2. opine and abuse,	2. ... and tend to find fault with others/things.
3. as if the world was made only for them and	3. They are self-centred/entitled/ spoilt/ selfish,
4. as if nothing was worth contemplating or pausing over.	4. without regard for being reflective/ thoughtful
Mark allocation: 3-4 points = 2m 1-2 points = 1m	

2. Explain the author's use of the word "even" in the phrase "not even one" (line 3). [1]

Lift	Suggested Answer
Is there no one in Britain under 30 – not even one – who genuinely wants to work and listen and think and grow?	1. [Purpose – implies extremity/ severity] He uses it to emphasise/ reinforce / highlight the great extent of his belief that... 2. [Context – interpretation of "not even one"] not a single young person will care about contributing meaningfully to society/ developing themselves

3. Using your own words as far as possible, explain the irony which the author describes in lines 7 to 9. [2]

Lift	Suggested Answer
<p>... the more shallow the experience of youth becomes,</p> <p>the more insistently does it seem to dominate the culture and the general life of the nation.</p>	<p>1. One would expect that as young people become more superficial, the less impact they would have on the larger society/culture. <i>No need to paraphrase 'experience of youth'</i></p> <p>2. However, the reality is that this superficiality has a greater influence over the way the whole country conducts itself. <i>Accept 'prevalent'/'widespread'/'common'</i> <i>Do <u>not</u> accept 'popular'/'commonplace'</i></p>
<p>Both parts of the answer needed to get 2 marks. Either 2 or 0 marks.</p>	

4. What are **two** ways in which the author illustrates his idea that we are “living in a country that increasingly forgets how to honour and serve the dignity of age” (lines 12-13)? [2]

Lift	Suggested Answer
<p>“That is no country for old men,” wrote Yeats in one of his poems, and he might have been speaking of Britain now.</p> <p>Many elderly people in this country are being starved in their nursing homes – mistreated, exposed to neglect and poor nutrition.</p> <p>While all the pointless whistles and bells of youth are sounded every day,</p>	<p>1a) The author draws reference to Yeats’ poem that expresses the opinion that</p> <p>1b) the elderly have no place in the youth-oriented culture.</p> <p>2a) Another way in which the author illustrates his idea is by referring to Britain/Britain’s nursing homes, where a large population of</p> <p>2b) the aged do not have sufficient food/ are deprived of food, are abused/experience abandonment and lack of nourishment <i>‘Treatment’ is a lift.</i></p> <p>3a) He also employs figurative language to show OR He also uses the technique of contrast (to show that) <i>Do not accept ‘opinion’ for this part</i></p> <p>3b) that our society engages in a constant, meaningless celebration of the attributes of youth/ there is an overwhelming focus on the unnecessary trivialities of youth while we ignore the-elderly// we subject the elderly to abuse but we pay attention to the useless opinions and voices of the youth</p>
<p>Mark allocation: 1a+1b (or 2a+2b or 3a+3b) = 1 mark. If <u>at least</u> two ways are identified, and not explained = 1 mark</p>	

5. What is the author's purpose in using parentheses in paragraph 3? [2]

Lift	Suggested Answer
<p>We watch their cinema (because that is the <u>only one</u> that the film industry will fund); we listen to their music (because it <u>dominates</u> our environment); we watch their television (because <u>most</u> of the channels are devoted to it); and we spend most of our lives meeting their needs and their "rights".</p>	<p>1. [Purpose] The author uses parentheses to highlight/emphasise</p> <p>2. [Context] the reasons why our society has become youth-oriented.</p> <p>Do not credit for Point 2 if the answer specifies only the elderly who succumb – the collective pronoun 'we' is general and all-encompassing.</p>

6. Why does the author use the word “somewhat” in line 24? [1]

Lift	Suggested Answer
Look at the BBC, that somewhat excellent beacon , which was accused yesterday of “disenfranchising” elderly licence payers by following a tacit new rule that their voices should be kept off the air.	1. [Purpose] The author uses the word “somewhat” to express his reservations of 2. [Context – degree of meaning implied by ‘excellent’, together with the beacon as metaphor that offers direction] the BBC as an exemplary institution// outstanding <i>Do not accept ‘good’, ‘established’</i>
Students need to have both parts to be awarded 1 mark – the interpretation of the word “somewhat” and for the context, a paraphrase of the phrase “excellent beacon”.	

7. What is the author's attitude towards young people in the closing statement of the last paragraph? [1]

Lift	Suggested Answer
<p>I wonder how many of these self-intoxicated little horrors will have taken their granny a cup of tea by the end of the week.</p> <p>* Note the intensity of the diction here.</p>	<p>1a. The author is cynical in his attitude towards young people</p> <p>Accept: derisive/ disdainful/ contemptuous</p> <p>1b. whom he believes will not care for the elderly/ will not take the time to show concern for the elderly.</p>
<p>Mark allocation: 1a+1b= 1 mark</p>	

From Passage 2

8. From lines 1 to 4, what similarity does the author see between reality and dystopian teenage fiction? Use your own words as far as possible. [1]

Lift	Suggested Answer
<p>In the world of "The Hunger Games" youngsters are forced to fight to the death for the amusement of their white-haired rulers. Today's teenage fiction is relentlessly dystopian, but the gap between fantasy and reality is often narrower than you might think. The older generation may not resort to outright murder but, they hold their juniors down in important ways.</p>	<p>In both settings, the seniors restrict/curtail/limit/ inhibit the potential/freedom // impede the progress of young people.</p>

9. According to the author, in what ways are young people considered the “luckiest” (line 6)?
Use your own words as far as possible. [3]

Lift	Suggested Answer
<p>In many ways, they are the luckiest group of young adults ever to have existed.</p> <p>1. They are richer than any previous generation, and live in a world without smallpox or Mao Zedong.</p> <p>2. They are the best-educated generation ever.</p> <p>3. If they are female or gay, they enjoy greater freedom in more countries than their predecessors would have thought possible.</p> <p>4. They can look forward to improvements in technology that will enable many of them to live well past 100.</p>	<p>No generation has ever been as lucky/fortunate/ as favoured because they</p> <p>1. enjoy wealth/ affluence, good health/ free from epidemics OR diseases / free from political oppression. <i>Any TWO of three to get this point.</i></p> <p>2. They have had greatest access/ opportunity to the highest levels of schooling/ well-informed/ most literate <i>'Education' is a lift.</i> <i>Accept 'knowledgeable'/ 'learned'</i> <i>Do not accept trained/cultured/ smart/ enlightened.</i></p> <p>3. Everywhere, they experience unprecedented/ more equality/ more rights/ more liberty/ lack of discrimination for women and homosexuals, as never before/ compared to the previous generation. <i>Do not accept 'autonomy'</i></p> <p>4. They are hopeful/ able to anticipate progress in technological/ medical advancements which allow them to enjoy a longer lifespan. <i>Accept 'medical innovations'</i> <i>Do not accept 'modern gadgets' – too vague / 'scientific innovations' – science is not the same as technology</i></p>
<p>Mark allocation: 4 points = 3m 2-3 points = 2m 1 point = 1m</p>	

10. Summary

Using material from paragraphs 3-5, summarise how the young are being held back and what can be done to help them.

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.**

According to the author, the young are being held back by ...

No.	Lifted	Suggested Answer
1	... policies favouring the old over the young. (line 14)	... initiatives/regulation that give preferential treatment to the elderly
2	In many countries, labour laws require firms to offer copious benefits (line 14 - 15) <i>Convey degree of meaning</i>	Globally/internationally, manpower regulations expect companies to provide extensive perks to employees which...
3	and make it hard to lay workers off . (line 15)	...prevents the retrenchment of workers/makes it difficult to fire them .
4	That suits those with jobs, who tend to be older ... (line 15 -16)	Such regulations favour the old/allow those who are older to retain their jobs ,
5	... but it makes firms reluctant to hire new staff . The losers are the young. (line 16 - 17)	... but companies are unwilling/resistant to recruit a younger/new workforce .
6	In most regions they are at least twice as likely as their elders to be unemployed . (line 18) <i>Convey degree of meaning</i>	This doubles/increases the probability of the young not being able to get a job .
7	Housing, too, is often rigged against the young . (line 19) OR Homeowners dominate the bodies that decide whether new houses may be built . They often say no, ... (line 19-20)	Housing policies tend to be/are frequently manipulate to disadvantage the young . OR Institutions regulating housing development are controlled/dictated by homeowners who object to new housing developments// homeowners have the clout to object to new housing developments <i>Reject: "decision against building...is dependent on current resident owners" and "homeowners reject/oppose/restrict the construction of new houses" – too mild</i>
8	so as not to spoil the view and reduce the value of their own property . (Inferential) (line 20-21)	due to selfish reasons and to ensure their houses remain competitive in the market <i>For this point to be awarded, student must condense the 2 points</i>

9	Over-regulation has doubled the cost of a typical home in Britain. (line 21)	Excessive housing measures an increase in mass market housing price
10	... worse in many of the big cities around the world where young people most want to live . (line 22)	This problem is even more severe/ intensified/ exacerbated in large cities/ urban areas that young people desire. <i>Accept lift for 'cities'</i>
11	Rents and home prices in such places have far outpaced incomes . (line 23) <i>Convey degree of meaning</i>	Their salaries can hardly match (the rate of) price increase.
12	However ... many governments discourage not only cross-border migration (line 25)	However, many governments impede/ dissuade transboundary migration
13	... also the domestic sort. (line 26)	and intra-boundary migration
14	Young people are often footloose (line 24) these barriers to free movement especially harm the young, because they most want to move . (line 26)	This affects young people, as they are chiefly the group who desire to take flight/ travel .
15	Young people are often footloose. This makes them more productive... (line 24) People putting down their hoes and finding better jobs in the big smoke (line 26)	They are also prevented from realising their potential (inferred)// They are prevented from seeking greater employment opportunities/ prospects . (Notion of a brighter future)
16	But many governments favour the old: an ever greater share of public spending goes on pensions and health care for them. (line 29 - 30)	As governments spend more on the old, an even larger/ more dominant portion of the budget/ expenditure is allocated to benefit the elderly . <i>NB: Do not credit if students paraphrase "many governments favour the old" - repetition of Point 1</i>
17	This is partly the natural result of societies ageing ... (line 31)	This is the outcome/ consequence of an increase of elderly people in countries
18 but it is also because the elderly ensure that policies work in their favour . (line 31-32)	... and the result of them exercising their power to influence government initiatives for their gain .

19	The young could do <u>more</u> to stand up for themselves. (line 32)	Young people should try <u>harder</u> / to defend their rights.
20	... not enough for the young to sign online petitions. (line 32-33)	Young people should do more than use social media/virtual platforms to promote their cause/ fight against the status quo <i>Accept "online"; it is not a lift.</i>
21	If they want governments to listen, they should vote . (line 33)	They should participate actively in electing their representatives who will fight for their rights. // They need to make a formal decision as part of an electorate.
22	... the old have a part to play , too. (line 34)	The seniors can contribute to helping the young as well/should involve themselves in this endeavour.
23	The young are an oppressed minority—albeit an unusual one ... that <u>governments</u> are systematically preventing them from reaching their potential. (line 35-36)	Young people are unfairly treated where the whole structure/ various workings of bureaucracies/ the authorities/ institutions are obstructing/ hindering the young . <i>Accept words conveying long-term impact in the paraphrase of the word "systematically"</i>

No. of points	Mark Awarded
≥ 14	8
12-13	7
10-11	6
8-9	5
7	4
5-6	3
3-4	2
1-2	1

- ✓ Ideally, the engagement from both passages should be made within the respective body paragraphs.
- ✓ Otherwise, students can raise a key idea from Passage 1 in one body paragraph, and proceed to respond to a key idea from Passage 2 in another body paragraph. BOTH passages must be tackled in their responses, otherwise it will make for an incomplete treatment of the given question.

4. Examples that can be used

12. O'Hagen criticises a youth-oriented culture while Beddoes laments a culture where the young have been held back. How far would you agree or disagree with the opinions expressed in these passages? Illustrate your answer by referring to the ways in which you and your society regard young people.

1. Requirements of the question need to be carefully considered

- ✓ The first statement establishes young people as the focus of discussion. This would inform students' selection of key quotes to identify and engage with. The discussion of the treatment of the elderly must be clearly linked to the treatment of young people in the same society, otherwise it becomes a tangential discussion that does not fully regard the question. **The focus of the AQ must inform the students' selection of key ideas for their subsequent discussion and response.**
- ✓ *O' Hagen criticises a youth-oriented culture...*
Students should consider which aspects of youth culture the writer is criticising. Consider the values and beliefs, behaviour and actions of youth culture. Are young people today apathetic or indulgent? Are they compassionate and have a strong sense of civic consciousness? Students should consider the entire cultural milieu (facilities and infrastructure across all aspects of society) that panders to young people.
- ✓ *Beddoes laments a culture where the young have been held back...*
Students should consider that the idea of lamenting reflects concern about the worrying state of affairs and that not enough is being done to address the issue. Students should recognise that they can identify distinct points from the Summary Question that clarify and specify the ways in which the young have been held back. These will include the policies on employment, housing, migration and public spending.
- ✓ Students should avoid making platitudes such as "youth are the leaders of tomorrow"

2. Evaluation

- ✓ Students can evaluate language and other stylistic features employed in the two passages. They can also evaluate the validity of the content – ideas, examples, explanation – developed in the passages.
- ✓ It is evident that O' Hagen's argument is more biased than Beddoes' argument:
 - O'Hagen pursues the unchecked assumption that the youth of today are indulgent and self-absorbed. This is sweeping and accusatory. He does not recognise the merits/ strengths/ contributions/ achievements of youth.
 - Beddoes' argument is more balanced in that she is willing to consider perspectives that regard today's youth as privileged in many ways (Para 2). She asserts that the older generation hold back the young, which may imply that she makes the assumption that the young are mere victims. However, she recognises that the young have a vital part to play as well, and advocates that they can "do more to stand up for themselves" (P5L33).

3. Comparison of the two passages

11. Why does the author conclude his argument by suggesting that “If they put their shoulders to the wheel, who knows what they might accomplish.” (lines 44-45)? [2]

Lift	Suggested Answer
<p>If they put their shoulders to the wheel, who knows what they might accomplish.</p>	<p>1. [Purpose] The author wants to conclude with optimism / a call to action/ an inspirational note/ on a motivating/ encouraging note to remind them that</p> <p>2. [Context] a) if everyone/ all stakeholders put(s) in the hard work/ effort/ determination, <i>Do not specify a particular group of people; take note of the all-encompassing condition needed.</i></p> <p>b) the possibilities are endless// they/ the youth will be able to achieve more than what they are achieving now.</p>
<p>Mark allocation: 1 point = 1m. 2a+2b = 1m</p>	

YOUNG PEOPLE

Passage 1. Andrew O'Hagen laments about a youth-oriented culture.

- 1 Ah, the youth of today. Are they not horrible? Every day we are bombarded with young people who want only to consume and waste, opine and abuse, as if the world was made only for them and as if nothing was worth contemplating or pausing over. Is there no one in Britain under 30 – not even one – who genuinely wants to work and listen and think and grow?
- 2 I grew up in the era when young people were certainly obnoxious, but were also busy trying to change the world, and they had ideas about how to live and what to do that went far beyond adopting corporate logos and scanning the latest gear on the rails at Topshop. Yet, the more shallow the experience of youth becomes, the more insistently does it seem to dominate the culture and the general life of the nation. "That is no country for old men," wrote Yeats in one of his poems, and he might have been speaking of Britain now. Many elderly people in this country are being starved in their nursing homes – mistreated, exposed to neglect and poor nutrition. While all the pointless whistles and bells of youth are sounded every day, we discover we are living in a country that increasingly forgets how to honour and serve the dignity of age. 5 10
- 3 It is pensioners who are losing ground, and a great deal of this neglect is caused by a general over-emphasis on the issues of youth. How did a culture of deep experience and long inquiry come to be hijacked by the venal instincts of a generation of greedy teenagers? We watch their cinema (because that is the only one that the film industry will fund); we listen to their music (because it dominates our environment); we watch their television (because most of the channels are devoted to it); and we spend most of our lives meeting their needs and their "rights". But some people work for decades to stake a claim on their rights: where does this horrific new sense of entitlement come from? 15 20
- 4 The elderly are suffering for all this. There is so little air for them to breathe in this culture, and nothing like the time or the funding being devoted to their requirements. You think I am exaggerating? Look at the BBC, that somewhat excellent beacon, which was accused yesterday of "disenfranchising" elderly licence payers by following a tacit new rule that their voices should be kept off the air. Old age hurts their ears and offends their sense of relevance. Can we really be happy to watch old age become a sort of pariah status in this country, a pitiable grey condition instead of a colourful, valued one? 25
- 5 It is not just a matter of governments and funding – it is a matter of you and me. France and Germany do not follow our example that respected old people should always – even in care homes – be expected to wait for a meal from the authorities. Families will do the odd meal, and will see it as part of their ongoing lives to give care to relatives whom they love. What is wrong with us that we do not find that to be an utterly natural thing to do – occasionally to take a half-decent meal and a cake round to an old one? Perhaps we are so intoxicated with the subjects and opportunities of our own youth that we find, in the end, that people, too, are disposable once they are past their best. How shameful. 30 35
- 6 Last winter, 31,250 people over the age of 65 died from cold-related illnesses during the season in England and Wales. Many of them did not have the ability to put on an extra jumper or were worried about the cost of putting on an extra heater. Meanwhile, down at Topshop, the girls are swapping big opinions down by the lip-gloss counter, and the boys hatch schemes over the "must-have" trainers. I wonder how many of these self-intoxicated little horrors will have taken their granny a cup of tea by the end of the week. 40

Passage 2. *Zanny Minton Beddoes writes about how the young are being held back.*

- 1 In the world of “The Hunger Games”, youngsters are forced to fight to the death for the amusement of their white-haired rulers. Today’s teenage fiction is relentlessly dystopian, but the gap between fantasy and reality is often narrower than you might think. The older generation may not resort to outright murder, but they hold their juniors down in important ways.
- 2 Roughly a quarter of the world’s people have turned 15 but not yet reached 30. In many ways, they are the luckiest group of young adults ever to have existed. They are richer than any previous generation, and live in a world without smallpox or Mao Zedong. They are the best-educated generation ever. If they are female or gay, they enjoy greater freedom in more countries than their predecessors would have thought possible. They can look forward to improvements in technology that will enable many of them to live well past 100. So what, exactly, are they complaining about? Plenty. Just as, for the first time in history, the world’s youngsters form a common culture, so they also share the same youthful grievances. Around the world, young people gripe that it is too hard to find a job and a place to live, and that the path to adulthood has grown longer and more complicated.
- 3 Many of their woes can be blamed on policies favouring the old over the young. In many countries, labour laws require firms to offer copious benefits and make it hard to lay workers off. That suits those with jobs, who tend to be older, but it makes firms reluctant to hire new staff. The losers are the young. In most regions they are at least twice as likely as their elders to be unemployed. Housing, too, is often rigged against the young. Homeowners dominate the bodies that decide whether new houses may be built. They often say no, so as not to spoil the view and reduce the value of their own property. Over-regulation has doubled the cost of a typical home in Britain. Its effects are even worse in many of the big cities around the world where young people most want to live. Rents and home prices in such places have far outpaced incomes.
- 4 Young people are often footloose. This makes them more productive, especially if they migrate from a poor country to a rich one. However, it is striking that so many governments discourage not only cross-border migration, but also the domestic sort. A UN study found that 80% of countries had policies to reduce rural-urban migration, although much of human progress has come from people putting down their hoes and finding better jobs in the big smoke. All these barriers to free movement especially harm the young, because they most want to move.
- 5 The old have always subsidised their juniors. Within families, they still do. But many governments favour the old: an ever greater share of public spending goes on pensions and health care for them. This is partly the natural result of societies ageing, but it is also because the elderly ensure that policies work in their favour. The young could do more to stand up for themselves. It is not enough for the young to sign online petitions. If they want governments to listen, they should vote. However, the old have a part to play, too. The young are an oppressed minority – albeit an unusual one – in the straightforward sense that governments are systematically preventing them from reaching their potential.
- 6 That is a cruel waste of talent. If the skills of the young are not developed, they will be less productive than they could be. What is more, oppressing them is dangerous. Countries with lots of jobless, disaffected young men tend to be more violent and unstable, as millions of refugees from the Middle East and Africa can attest. The remedy is easy to prescribe – and hard to enact. Governments should unleash the young by cutting the red tape that keeps them out of jobs, and curbing the power of property owners to stop homes from being built. They should scrap restrictions on domestic migration and allow more cross-border movement. They should make education a priority. Every parent and grandparent has a stake in this, too. If they put their shoulders to the wheel, who knows what they might accomplish.

Candidate Name:	Civics Class:
Registration Number:	Tutor's Code:

SH2 Preliminary Examination

GENERAL PAPER

8807/02

PAPER 2

22 August 2016

Insert

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your full name, registration number, civics class and tutor's code on all the work you hand in.

This Insert contains the passages for Paper 2.

This paper consists of 3 printed pages, including this cover page.

Read the passages 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 Explain why the author thinks that the youth of today are "horrible" (line 1). **Use your own words as far as possible.**

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

2 Explain the author's use of the word "even" in the phrase "not even one" (lines 3-4).

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

3 **Using your own words as far as possible**, explain the irony which the author describes in lines 7 to 9.

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

4 What are **two** ways in which the author illustrates his idea that we are "living in a country that increasingly forgets how to honour and serve the dignity of age" (lines 12-13)?

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

For
Examiner's
Use

5 What is the author's purpose in using parentheses in paragraph 3?

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

6 Why does the author use the word "somewhat" in line 24?

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

7 What is the author's attitude towards young people in the closing statement of the last paragraph?

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

From Passage 2

8 From lines 1 to 4, what similarity does the author see between reality and dystopian teenage fiction? **Use your own words as far as possible.**

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

9 According to the author, in what ways are young people considered the "luckiest" (line 6)? **Use your own words as far as possible.**

.....
.....
.....
.....
.....
.....[3]

