



ANDERSON SERANGOON JUNIOR COLLEGE
JC 2 Preliminary Examination 2021

GENERAL PAPER

8807/01

Paper 1

27 Aug 2021

1 hour 30 minutes

No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

An answer booklet will be provided with this question paper. You should follow the instructions on the front cover of the answer booklet.

Please also include the Question Number attempted on the cover page of your answer booklet.

If you need additional answer paper, ask the invigilator for a continuation booklet.

Write in dark blue or black pen.

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

Answer **one** question.

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

All questions in this paper carry equal marks.

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

[Turn over

Answer one question

Answers should be between 500 and 800 words in length.

1. To what extent has sport made a positive impact in the fight for gender equality?
2. "Recycling is over-rated which does little to help the problem of waste." How true is this of your society?
3. Can the breaking of promises ever be justified?
4. The increased level of surveillance today has made the world a safer place to live in. How far do you agree?
5. Without rebellion, there can be no meaningful change. Discuss.
6. We have placed too much faith in science and technology to solve global problems. How far do you agree?
7. How far can technology help to preserve heritage today?
8. The fight for human rights has led to more oppression than freedom. What is your view?
9. The high expenditure on education today is unjustifiable. Discuss.
10. To what extent should the needs of young people be prioritised in your society?
11. Consider the view that globalisation has harmed rather than improved international relations today.
12. Tourism benefits only a few at the expense of many. Comment.

**ANDERSON SERANGOON JUNIOR COLLEGE****JC 2 Preliminary Examination 2021**

GENERAL PAPER**8807/02****PAPER 2****27 August 2021****INSERT****1 hour 30 minutes**

READ THESE INSTRUCTIONS FIRST

This Insert contains the passages for Paper 2.

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

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Archibald Bisby defends the case for the preservation of languages.

- 1 Human language is indubitably one of the most complex forms of human behaviour. It is perceived to be a key trait that suggests our superiority to all other forms of life within the animal kingdom. There is no part of human life that is completely divorced from language – it is in the text messages we send, it is expressed in our private thoughts and it is the tool we use to understand the world around us. Language may have evolved over time, but its pivotal functions remain. Language today, as it did in the past, enables us to communicate, forms the basis of our relationships and drives the essential systems of our societies. It is therefore not an exaggeration to say that language is the most powerful tool at the disposal of humanity. 5
- 2 Language is so much more than a mere series of labels for things. It is also a remarkable social phenomenon, generally involving at least two or more parties. We form relationships - both platonic and romantic - through the way we communicate. Our furry counterparts - rhesus monkeys for example - mirror this as they make use of various solicitation calls in order to attract the attention of potential mates. Among humans, the formal structure of language evolved principally as a medium for conveying ideas and feelings, which tend to attract sexual partners by revealing our personalities and intellect. Babies also build knowledge about the language they hear even in the first few months of life. Given the complexity of language, it seems improbable that mere children could discover its underlying structure and use it deftly. Yet, most do so with eagerness and ease, all within the first few years of life, because infants quickly realise that it is the most expedient way of having their demands met and engaging with their caregivers. 10
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- 3 Words also have the power to trigger emotions, fire imagination and rally collective action. Martin Luther King Jr's historical "I Have a Dream" speech is perhaps amongst the greatest emotionally provocative speeches of the twentieth century and is one of the most defining moments of the civil rights movement. Linguists also believe that speech patterns correspond to particular actions, and it is what we use to articulate our political sentiments and influence people's behaviours and how they navigate social media. Social media platforms, for instance, may limit the exposure to diverse perspectives and favour the formation of groups of like-minded users who are framing and reinforcing a shared narrative. In one study, it was observed that Republicans and Democrats expressed their distinct views when discussing mass shootings on social media. "Democrats' language conveyed more sadness or trust than that of Republicans. Republicans' language, meanwhile, projected more feelings of fear and disgust, especially when the shooter is non-white." As we live in a highly divided world, understanding what different groups of people say and why is the first and most important step in determining how language can have a truly polarising effect. 25
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- 4 Language is the cornerstone on which identity is built and it is fundamental to the expression of customs and beliefs. It simultaneously fosters solidarity. This is clearly seen in immigrant societies, for example, America. These immigrants are accustomed to a certain language and continue to use it within their own communities and keep it alive, creating different and cultured communities in the foreign land. While the children of these immigrants will ultimately be well-acclimatised to the new environment, it is language that reminds them of their roots and their connection with their forefathers. The complex relationship between language and identity is further highlighted in our modern context as acceptance of a spectrum of gender and sexual identities grows. Traditionally, languages did little to reflect diversity - proffering exclusively male or female options which people assumed to reflect their genders. Today, we witness how language makes provisions for those who embrace unconventional gender understandings through the adoption of more ambiguous and neutral pronouns (such as "they" as opposed to "he" or "she"). It is the medium through which society affirms these individuals and how these individuals negotiate a sense 40
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of self.

- 5 However, languages are not always placed on an equal pedestal. In China, proficiency in the English language is often tied to social and educational success. Presently, around 600 million Chinese citizens are learners of English. This is a staggering statistic, not only because it implies that almost 50 percent of China's population of 1.35 billion is currently learning the language, but also because this number surpasses the English-speaking population of the United States. This may be confounding for some given China's current reputation as an economic hegemon that is carving its own path. In the global context, some languages are seen as social levellers – they are necessary acquisitions for the individual, regardless of his or her economic background, to secure better employment and business prospects. Ironically, this further advantages the rich who can easily seize any educational opportunities. 55 60
- 6 While some languages are thriving, the future of less commonly adopted ways of communication looks bleak. Approximately 7,000 languages are spoken in today's world, but experts have already begun bemoaning the impending loss as only about half of these are expected to survive this century. Conservative estimates are that the world's languages are currently dying at a rate of at least two languages each month. Governments in numerous countries are clamouring to preserve mother tongues and dialects, but their efforts are often greeted by waning enthusiasm from the public. Unsurprisingly, the Internet has been at the receiving end of a great number of finger pointing. A survey published by UNESCO in 2008 found that 98% of the internet's web pages are published in just 12 languages, and more than half of them are in English. This reduces linguistic diversity online to a handful of tongues, making it harder for those who speak one of the excluded languages of the internet. Consequently, users are coerced to adopt the more recognisable languages while less conventional ones end up displaced. Of course, there are other factors alluding to the reality bite that many languages are dying out. These include globalisation, the lack of support for regional languages in educational systems, the persecution of minority linguistic groups by governments, the disruption of communities during war, emigration... 65 70 75 80
- 7 The majority of lay people in the industrialised world might agree with the economist who said that "a single language for all humanity would bring huge economic benefits—and perhaps do more than anything else to unite the world's quarrelling peoples." However, we are compelled to question if such a perspective is too simplistic, given the efforts of some governments and international organisations to preserve languages. The UNESCO Universal Declaration on Cultural Diversity and the UN Resolution 56/262 have both stressed the need for urgent action to promote linguistic diversity, as part of an effort to preserve the unique cultures that we embrace globally. To lose a language would be to put a severe dent in the preservation of culture, heritage and identity. 85 90
- 8 Each language is like a soaring castle: it is a thing of beauty and filled with rich tapestries of knowledge. Languages enrich our human ecology and contribute to the sum of human knowledge and history. Thus, even if it proves to be an onerous endeavour, we must aggressively defend it. 95

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Candidate's Name	Class 21/	GP Tutor's Name
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ANDERSON SERANGOON JUNIOR COLLEGE
JC 2 Preliminary Examination 2021

GENERAL PAPER**8807/02**

Paper 2

27 August 2021**1 hour 30 minutes**

Candidates answer on the Question Paper.
No additional materials required.

READ THESE INSTRUCTIONS FIRST

Write your name, class and GP tutor's name on all the work you hand in.

Write in dark blue or black pen.

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

Answer **all** questions.

The Insert contains the passage for comprehension.

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

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	
SAQ	/17
Summary	/8
AQ	/10
Content	/35
Language	/15
Total	/50

This document consists of **6** printed pages, **2** blank pages and **1** Insert.

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 and phrases from the passage.

1 How does the author support his claim that 'language is the most powerful tool at the disposal of humanity' (line 9)? **Use your own words as far as possible.**

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

2 Explain why the author uses 'mere' in line 19.

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

3 Explain what the author means by languages are 'not always placed on an equal pedestal' (line 54).

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.....[2]

4 In paragraph 5, how does the author illustrate the significance of learning the English language in China? **Use your own words as far as possible.**

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.....[3]

5 Why would the popularity of learning the English language in China be 'confounding' (line 59)?

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.....[2]

6 Explain the irony in lines 63-64. **Use your own words as far as possible.**

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.....[2]

7 Suggest why 'globalisation' (line 79) might have led to languages dying out.

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.....[1]

8 Identify the governments' contrasting attitudes towards the preservation of languages in paragraph 6.

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.....[1]

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ASR 2021 JC2 Prelim GP Paper 2 – SAQs – Suggested Answers

Q1: How does the author support his claim that 'language is the most powerful tool at the disposal of humanity' (line 9)? Use your own words as far as possible. [2]

From passage	Suggested Answer
It is in the text messages we send, expressed in our private thoughts and it is the tool we use to understand the world around us. Language may have evolved over time, but its pivotal functions remain. Language today, as it did in the past, enables us to communicate, forms the basis of our relationships and drives the essential systems of our societies. [lines 5-8]	<p>He does so by pointing out that language</p> <p>(a) can help us make sense of our surroundings</p> <p>(b) lets us converse/talk/exchange ideas,</p> <p>(c) is the foundation of our bonds/social ties/connections, and</p> <p>(d) is the engine of/powers/catalyses the vital structures/workings/mechanisms in our societies. (context of society must be mentioned)</p> <p>Marks Allocation: 1-2pts = 1m 3pts = 2m</p>
<p>Marker's Comments:</p> <ul style="list-style-type: none"> - 'Tool' is a very important key word in this question. This key word indicates to students that they must identify points to relate to specific functions/roles of language (i.e. Points A-D). - Understandably, Point D was the most challenging for students due to the complexity of the expression. That said, students who were meticulous in paraphrasing the key ideas generally fared well. 	

Q2: Explain why the author uses 'mere' in line 19. [2]

From passage	Suggested Answer
Given the complexity of language, it seems improbable that mere children could discover its underlying structure and use it deftly. [lines 18-19]	<p>The author uses 'mere'</p> <p>(a) To show that language plays such an important role that /To highlight that he is surprised/ To show that it is unexpected that</p> <p>(b) children can use language in a skilful way/ understand language well (answer needs to capture use it deftly OR Underlying structure)</p> <p>(c) when it is something that is complicated/ complex</p> <p>(d) and children don't have much knowledge/experience with language</p> <p>Marks Allocation: 2-3pts = 1m 4pts = 2m</p>
<p>Marker's Comments:</p> <ul style="list-style-type: none"> - Students who paid close attention to context scored full marks for this question, since they were able to see that the author was seeking to contrast the simplicity of children with the complexity of language, as well as express his surprise that children would nonetheless be able to 'use it deftly'. - Many students' answers that fell short did indeed broadly understand what the author was trying to convey, but failed to capture all four points. 	

Q3: Explain what the author means by languages are 'not always placed on an equal pedestal' (line 54). [2]

From passage	Suggested Answer
However, languages are 'not always placed on an equal pedestal'. [line 54]	<p>The author means that</p> <p>(a) languages [context]</p> <p>(b) are sometimes/rarely/seldom</p> <p>(c) ascribed/given/perceived to have</p> <p>(d) not the same value/significance/status</p> <p>Marks Allocation: No context = 0m 3 points, inclusive of point (a) = 1m 4 points = 2m</p>
<p>Marker's Comments:</p> <ul style="list-style-type: none"> - Most students showed an understanding of the expression. But many students made avoidable mistakes that caused them to lose marks. For example, some students lifted the word 'always', while others failed to show the understanding that the phrase 'not always placed on the same pedestal' pertained to perceived importance (i.e. the value that people ascribe to languages, rather than the intrinsic value of languages). 	

2021 JC2 Prelim GP P2 – SAQs - Suggested Answers

Q4: In paragraph 5, how does the author illustrate the significance of learning English language in China? Use your own words as far as possible. [3]

From passage	Suggested Answer
In China, proficiency in the English language is often tied to social and educational success . Presently, around 600 million Chinese citizens are learners of English. This is a staggering statistic , not only because it implies that almost 50 percent of China's population of 1.35 billion is currently learning the language, but also because this number surpasses the English-speaking population of the United States. This may be confounding for some given China's current reputation as an economic hegemon that is carving its own path. [lines 54-61]	(a) Large/high numbers of Chinese citizens learn English language OR roughly half of China's huge numbers of inhabitants/citizens learn English language (b) This figure exceeds/outstrips the number of English speakers in the USA (c) This is because being competent in English language is linked to academic achievement and doing well in life/high standard of living/relationships/ (Point (c): Must address BOTH social and education success.) Marks Allocation: Each point = 1m
Marker's Comments: - A surprising number of students were not awarded Point A because they merely repeated the figure in question ('50 percent of 1.35 billion', or some variation of this) without drawing out the point the author was trying to make: <u>a very large number</u> of Chinese citizens are learning English. - Points B and C were captured in most answers (though the careless lifting of the words 'social', 'educational', and 'success' meant that many answers were denied Point C).	

Q5: Why would the popularity of learning English language in China be 'confounding' (line 59)? [2]

From passage	Suggested Answer
However, languages are not always placed on an equal pedestal. In China, proficiency in the English language is often tied to social and educational success. Presently, around 600 million Chinese citizens are learners of English. This is a staggering statistic, not only because it implies that almost 50 percent of China's population of 1.35 billion is currently learning the language, but also because this number surpasses the English-speaking population of the United States. This may be confounding for some given China's current reputation as an economic hegemon that is carving its own path. [lines 54-61]	Format of Answer (a) Context of China being a global economic powerhouse (b) Expected outcome (c) Reason for expected outcome Focus: China's strong economic growth is a social leveller (a) Context: Since China is a <i>global economic powerhouse</i> , (b) English Language is not the <i>social leveller</i> (c) as the Chinese can achieve it (social levelling) due to its own strong economic growth/ can achieve success on its own OR Focus: Mandarin should be the global language to learn (a) Context: Since China is a <i>global economic powerhouse</i> , (b) the Chinese do not need to learn English Language, (c) as Mandarin would be the global language to learn as non-Chinese will use it to do business with China/they can survive with just Mandarin Marks Allocation: Any 2 points = 1m 3 points = 2m
Marker's Comments: - It was very important for students to identify the correct context ('China's current reputation as an economic hegemon'). Once students correctly identified this as the context, then reasonable explanations that followed were given due credit. - Basically, students needed to explain why China being an economic hegemon made it <u>surprising</u> that so many of its citizens eagerly learn English. And many students gave sensible and well-developed explanations to this effect, drawing on their real-world knowledge and common sense. - Note: Many answers fell short not because of a lack of background knowledge or common sense, but specifically because the explanations they offered were incomplete, requiring the examiner to 'fill in the gaps'. It is important for students to understand that giving clear explanations is a key skill not just in Paper 1, but also in Paper 2.	

Q6: Explain the irony in lines 63-64. Use your own words as far as possible. [2]

2021 JC2 Prelim GP P2 – SAQs - Suggested Answers

From passage	Suggested Answer
In the global context, some languages are seen as social levellers – they are necessary acquisitions for the individual, regardless of his or her economic background, to secure better employment and business prospects. Ironically, this further advantages the rich who can easily seize any educational opportunities. [lines 61-64]	<p>Focus: Languages narrow or widen income gap/inequality</p> <p>(a) It is expected that some languages help to narrow the income gap/attain equality among different class/socio-economic groups.</p> <p>(b) However, in reality, acquiring these languages widens the income gap/inequality as the rich are better able to learn these languages.</p> <p>OR</p> <p>Focus: Languages benefit the poor as they move up social ladder/promotes social mobility</p> <p>(a) It is expected that acquiring these languages would benefit the poor to move up social ladder /achieve social mobility.</p> <p>(b) However, in reality, acquiring these languages benefits the wealthy even more as they are better able to learn these languages.</p> <p>Marks Allocation:</p> <ul style="list-style-type: none"> A clear match between (a)+(b) must be shown PLUS key ideas in (a)+(b) are not lifted = 2m If (a)+(b) have a clear match, but there are lift word(s) in (a) and no lift word(s) in (b) = 1m If (a)+(b) have a clear match, but there are lift word(s) in (b) and no lift word(s) in (a) = 1m No attempt at irony/no contradiction = 0 marks If paradox framework is used = 0 marks

Marker's Comments:

- The demands of this question may seem stringent, but students who (a) methodically used the expectation-versus-reality framework for answering irony questions, and (b) paid close attention to the text were indeed able to score full marks.
- Students were expected to demonstrate the irony clearly. Thus, they were expected to show a clear contrast between the expected outcome and the actual outcome. See Accepted and Unaccepted Permutations below:

Accepted and Unaccepted Permutations

	Expected Outcome	Actual Outcome	Remarks
✓	Language is expected to reduce economic inequality...	Language in fact worsens economic inequality [+ explanation]	Irony is clearly demonstrated as there is a clear contrast between Expected Outcome and Actual Outcome.
✓	Language is expected to benefit the poor more...	Language in fact helps the rich to benefit even more [+ explanation]	Irony is clearly demonstrated as there is a clear contrast between Expected Outcome and Actual Outcome.
✗	Language is expected to reduce economic inequality	Language in fact helps the rich to benefit even more [+ explanation]	Irony is not clearly demonstrated, as there is no clear contrast between Expected Outcome and Actual Outcome.
✗	Language is expected to benefit the poor more...	Language in fact worsens economic inequality [+ explanation]	Irony is not clearly demonstrated, as there is no clear contrast between Expected Outcome and Actual Outcome.

Q7: Suggest why globalisation (line 79) might have led to languages dying out. [1]

From passage	Suggested Answer
These include globalisation, the lack of support for regional languages in educational systems, the persecution of minority linguistic groups by governments, the disruption of communities during war, emigration... [lines 79-81]	<p>Format of Answer</p> <p>(a) Feature of globalisation</p> <p>(b) How this feature of globalisation causes languages to die out (impact).</p> <p>e.g. The pervasive use of English language in the Internet and social media platforms encourages people to use this language so often (a) that they do not use their own mother tongue languages which causes these languages to die out (b).</p> <p>Note: Any plausible feature of globalisation and how it causes languages to die out.</p>
Marker's Comments:	<p>- Generally, students knew how to answer this question, as they had the requisite background knowledge to explain how globalisation would lead to the dying out of some languages. Where some answers fell short was in the clarity and completeness of explanations. If an answer (a) failed to make some</p>

2021 JC2 Prelim GP P2 – SAQs - Suggested Answers

From passage	Suggested Answer
kind of reference to a feature of globalisation, or if it (b) did not clearly spell out the process whereby globalisation causes certain languages to die out, then it was not given credit.	

Q8: Identify the governments' contrasting attitudes towards the preservation of languages in paragraph 6. [1]

From passage	Suggested Answer
Governments in numerous countries are clamoring to preserve mother tongues and dialects , but their efforts are often greeted by waning enthusiasm from the public. Unsurprisingly, the Internet has been at the receiving end of a great number of finger pointing. Of course, there are other factors alluding to the reality bite that many languages are dying out. These include globalisation, the lack of support for regional languages in educational systems, the persecution of minority linguistic groups by governments ... [lines 70-81]	The author states that (a) while some governments are demanding/striving/fighting to keep mother tongues and dialects , (b) other governments are discriminating against/oppressing /suppressing marginalised people who speak minority languages . Note: Lifting is allowed. * <i>Acceptable – if students refer to the same government conducting both actions</i>
Marker's Comments: - Generally, this question was well done. - Note: This question did not require students to paraphrase the points.	

Q9: What does the author intend you to understand by the three dots (...) at the end of paragraph 6? [1]

From passage	Suggested Answer
"...there are other factors alluding to the reality bite that many languages are dying out. These include globalisation, the lack of support for regional languages in educational systems, the persecution of minority linguistic groups by governments, the disruption of communities during war, emigration ..." [lines 78-81]	The author would like for us to understand that the list of reasons as to why languages are dying out is a never-ending/endless/inexhaustible. Note: Answer needs to have <i>both (a) context + (b) function of ellipsis</i>
Marker's Comments: - Generally, this question was well done. - Answers such as "There are <u>many</u> reasons as to why languages are dying out" were not credited as they did not show understanding of the punctuation as endless/never-ending.	

Q10: Why do you think the author uses 'we' (line 95) in the concluding statement? [1]

From passage	Suggested Answer
Languages enrich our human ecology and contribute to the sum of human knowledge and history. Thus, even if it proves to be an onerous endeavour, we must aggressively defend it. [lines 93-95]	The author is saying that we all have a role to play / as readers, we feel personally involved / stand along with the author to take action to preserve language [1m] Note: Any plausible answer that shows intent + context of preserving language
Marker's Comments: - Again, this question was generally well done. Most students were able to give a plausible explanation of the author's intent for using 'we'.	

ASR 2021 JC2 Prelim GP Paper 2 – Summary – Suggested Answers

Q11. Using material from paragraphs 2 - 4 only (lines 10-53), summarise what the author has to say about the roles and importance of language in our lives. 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.** Language is important to us because...

Paragraph 2 (9 points)			Notes	
1	...labels for things. [line 10]	labels things	names for items	Strangely, few students captured this point. And of these few, quite a few carelessly lifted 'things', causing them to lose the point.
2	Form relationships - [line 12]	Form relationships	forge/create/establish bonds/connections/ties	Some students paraphrased 'relationships' as 'friendships'. This was not accepted as the concept of relationships is far broader, friendships being just a small subset of it.
3	...a medium for conveying ideas... [lines 15-16]	conveying ideas	relay thoughts	Points 3 and 4 were well done by most students.
4	...and feelings [line 16]	feelings	and emotions	
5	which tend to attract sexual partners [line 16]	attract sexual partners	draws intimate companions	Many students captured this point well. Those that didn't likely made one of the following two mistakes: 1. Did not capture the idea of 'attract' 2. Lifted the key word 'partners'
6	by revealing our personalities [lines 16-17]	revealing personalities	by disclosing our characters/traits/nature Do not accept: behavior/identities/personas	Generally well done, except for students who lifted 'personal', or whose paraphrases changed the meaning of the passage (e.g. 'disclose our true identity' ← Inaccurate as this paints the picture of someone operating under a false identity, like a spy.)
7	...intellect [line 17]	intellect	mind/wisdom/brainpower/knowledge Do not accept: Intelligent (same root word as intellect)	Generally well done.
8	...the most expedient way of having their demands met [lines 21-22]	expedient demands met	Most/ultimate/best convenient/suitable OR useful/beneficial/efficient means of having their needs satisfied Do not accept: fastest ('expedient' is not about speed)	The context to be captured here is 'children'. Many students left out the adverb "most" in point 8.
9	...the of engaging with their caregivers [line 22]	engaging caregivers	interacting/communicating/relating with their caretakers/custodians/parents/nannies/guardians/helpers Grandparents (bod) Do not accept: servant	
Paragraph 3 (7 points)				
10	...trigger emotions [line 23]	trigger emotions	provokes/spark/cause/produce/ignite feelings/passions	Generally, these points were well done. Answers that fell short typically mis-paraphrased 'trigger' and 'fire'.
11	...fire imagination [line 23]	fire imagination	spark/stimulate/stir up/evoke/bring out/inspire creativity/inspiration/artistry/inventiveness/originality Do not accept: sparks thinking, let our thoughts run	
12	rally collective action [line 24]	rally collective action	mobilise/bring or gather people together/ call for get people together / get people together community effort / to achieve a common goal/objective / for communal effort/ organise collaborative movement/ (both parts "rally" and "collective action" must be captured) Do not accept: protests, communal activities/ group activities	Point 12 was not as well done as Points 10 and 11 because many students failed to demonstrate an understanding of collective action which, in the context of the passage, refers to people working together to achieve some societal good. Certain paraphrases captured the idea of cooperation, but did not convey the scale of a societal outcome. And paraphrases such as 'organise community activities' fell short because they did not convey a sense of a goal-orientedness (towards some societal good).
13	...to articulate our political sentiments [lines 27-28]	Articulate Political sentiments	express our views on the government/how the country is run/public affairs Do not accept: - allow politicians to express their thoughts (lifting) - social issues / current affairs (≠ politics)	A surprising number of students lifted 'political', causing them to miss out on this point.
14	influence people's behaviours [line 28]	influence behaviours	sway/affect people's actions/conducts/doings/habits	These two points were well done.
15	how they navigate social media [line 28]	Navigate	how they use/handle/manage social media/ manage the internet	
16	...language can have a truly polarising effect [line 37]	polarising effect	Use language in social media to sow discord between groups of people/divide people Do not accept: Marginalising outcome	Not a lot of students captured this point. And many of those who did left out the context ('social media'), causing them to be denied the point.
Paragraph 4 (10 points)				

17	cornerstone on which identity is built [line 38]	cornerstone identity	foundation/basis on which people's sense of who they are/knowing ourselves/individuality is created/developed/formed/established/ Do Not Accept: Personality (=/ identity)	Generally, this was not done very well. Students either (a) left out the idea of 'cornerstone' (i.e. language being foundational), (b) lifted identity, or (c) mis-paraphrased 'identity' as 'personality' (which is not equivalent to).
18	fundamental to the expression of customs [lines 38-39]	fundamental expression customs	vital to the manifestation their culture/way of life/traditions/practices/heritage	As with Point 17, this point has a number of different parts that students had to be attentive to. The less successful answers either omitted the idea of 'fundamental', or lifted the word 'customs'.
19	and beliefs [line 39]	beliefs	displaying/letting others know their principles/ideals/values Do not accept: intentions/behavior/thinking/ideas	The successful answers here demonstrated an understanding that, in context, Point 19 pertains to cultural beliefs. Thus, the apt paraphrases would be along the lines of 'principles, or 'values'. By contrast, paraphrases such as 'ideas' and 'thinking' do not contain this cultural element, and were therefore not accepted.
20	fosters feelings of solidarity [line 39]	fosters solidarity	encourages/promotes/cultivates feelings of camaraderie/unity/hamony Do not accept: Reduce divisions	Generally, this was well done. There were a number of students, however, who misinterpreted 'solidarity' to mean 'solitude' or 'independence'. But solidarity means something quite different: "agreement between and support for the members of a group, especially a political group" (Cambridge Dictionary).
21	reminds them of their roots [line 45]	reminds roots	refresh their memories of their origins/heritage/native country Do not accept: their past (=/ roots)	In this case, the necessary context is 'children of immigrants'. Take note that this is not the same as 'immigrants' (many students wrongly assumed these two things were equivalent).
22	and their connection with their forefathers [line 45]	connection forefathers	relationship/association with their ancestors	
23	provisions for those who embrace unconventional gender understandings... [lines 50-51]	provisions embrace unconventional	allowances for those who accept/take up gender identities that are not traditional understandings/notions	The context for Points 22-25 is 'gender' (or, more precisely, 'gender identity').
24	...through the adoption of more ambiguous and neutral pronouns [lines 49-50]	adoption ambiguous neutral	taking on/accepting a more obscure/vague/not easily understandable words/pronouns * Student needs to capture EITHER ambiguous OR neutral	
25	medium through which society affirms these individuals [lines 51-52]	affirms	avenue though which society acknowledges/recognises/approves of/supports/accepts those of such identities	
26	...how these individuals negotiate a sense of self. [lines 52-53]	negotiate sense	a better understanding of who they are/ figure out who they are/ develop their own identities Do not accept: personality	

Points	1	2-3	4-5	6-7	8-9	10-11	12-13	14-15	≥ 16
Mark	0	1	2	3	4	5	6	7	8

Q12. In this article, Archibald Bisby writes about the functions, value and issues of language in our lives. How applicable are his observations to yourself and your society? [10]

Sample Paragraphs

In line 38, Bisby observes that ‘language is the cornerstone on which identity is built.’ His observations are highly applicable to my society. Singapore is culturally diverse, and is home to people of different races speaking different languages, including Chinese, Malay, Tamil, and of course, English. With such diversity, Singapore has even created its own signature language called Singlish, which is a combination of English, the various mother tongue languages, and even dialects. Singlish then becomes a common language spoken by Singaporeans and even something we all take pride in. Major bookstores see the sale of popular books such as “Coxford Dictionary”, a satirical book dedicated to teaching Singlish phrases. Even fairy tales such as ‘Red Riding Hood, Lah’ come with a distinctly Singlish flavour. Singaporeans further rejoiced when at least 27 Singlish words were accepted into the Oxford dictionary, including the word “kiasu” (afraid to lose), which, in good fun, is recognized by locals as a humorous representation of the Singapore spirit. Thus, Singapore’s very own creole acts as a common medium for communication and the fostering of understanding between races, being a language that all Singaporeans are intimately familiar with and fiercely proud of. Indeed, Singlish is living proof of Bisby’s observation that language can help strengthen a community’s identity.

-Althea Wong, 21/22 (Edited)-

I find Bisby’s observation in paragraph 3 that ‘words also have the power to trigger emotions, fire imagination and rally collective action’ to be highly applicable to my society. Singapore was once a part of Malaysia until, in 1965, Singapore was ‘kicked out’. As such, Singapore, a small country with a lack of natural resources, had to pick itself up to improve and become a country on its own. On the radio was Mr Lee Kuan Yew, former Prime Minister of Singapore, at once bitterly disappointed and resolute, urging Singaporeans to move on by ourselves and improve the nation. His rousing rhetoric galvanised Singaporeans, stirring in them a nascent nationalistic fervour that no doubt served as the impetus for national progress in the early years. The rest—as they say—is history, and Singapore rapidly advanced from an insecure third-world country to a first world nation that consistently tops various indices measuring national and human development. It is impossible to know what would have happened instead if, during the period of national separation, Mr Lee Kuan Yew had failed to use his oratorical skills to forge a new vision for Singapore. But I think that if Mr Lee Kuan Yew had not boldly declared in that famous, nationally-televised press conference on 26 August 1965, that “Singapore will survive”, it is likely that our forbears would have lacked the strength of will and clarity of purpose to drive Singapore to where it is today. Hence, I agree to a large extent that Bisby’s observation is applicable to my society.

-Muhammad Rasheen, 21/13 (Adapted)-

In line 54, Bisby states that ‘languages are not always placed on an equal pedestal.’ I find this to be highly applicable to my society, Singapore. As a multiracial country, Singapore has many different groups of people who speak different languages. In fact, Singapore has four official languages—English, Tamil, Bahasa Melayu, and Mandarin. It is thus expected that the importance of these four languages is seen as equal in our day-to-day life. Yet, that is most certainly not the case. With a large ethnic Chinese population (close to three quarters of the total population), Mandarin and Chinese dialects are by some distance the most commonly heard languages on the street. Yet this preference for a particular mother tongue even extends to job opportunities that are available to an individual. Quite often, employers in Singapore state in job listings that they require applicants to be proficient in Mandarin. Understandably, this has upset many non-Mandarin speakers who feel that a certain language is being elevated above the others such that it has become an actual job requirement, effectively serving as an unfair barrier to entry for even highly-qualified individuals. With such an overwhelming emphasis on and bias towards a particular mother tongue—Mandarin—and the opportunities afforded exclusively to its speakers, it cannot be denied that there exists a stark difference in social standing between Mandarin and Singapore’s three other official languages.

-Amelia Lee Tze Shuan, 21/06 (Adapted)-

