



# TMJC General Paper 8881 Paper 2 Skills Guide

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#### **Monitoring your Time in the Exam**

With only 90 minutes to complete the paper, managing one’s time is extremely important in the GP Exam. The recommended plan to manage your time effectively for the Comprehension Paper is:

- Reading the passages – 10 minutes
- Short-Answer and New Item Type Questions – 25 minutes
- Summary Question – 25 minutes
- Application Question – 25 minutes
- Check – 5 minutes

# Part 1: Grounding Critical Reading

## What is Critical Reading?

Critical reading takes place when readers **analyse the underlying meaning** of a text, offer interpretive judgement, justify critical responses and **evaluate authors' intentions, assumptions and soundness of the argument** in order to become discerning readers. Critical readers engage in dialogue with a text – **listening to the perspectives within and responding** to them, and also evaluating the accuracy and credibility of a text before formulating an opinion about it.

Critical reading is **not** about:

- *Retaining information* found in the text;
- *Accepting* what one reads *without questioning*; or
- *Finding fault* with the text.

## What is Close Reading? How is it linked to Critical Reading?

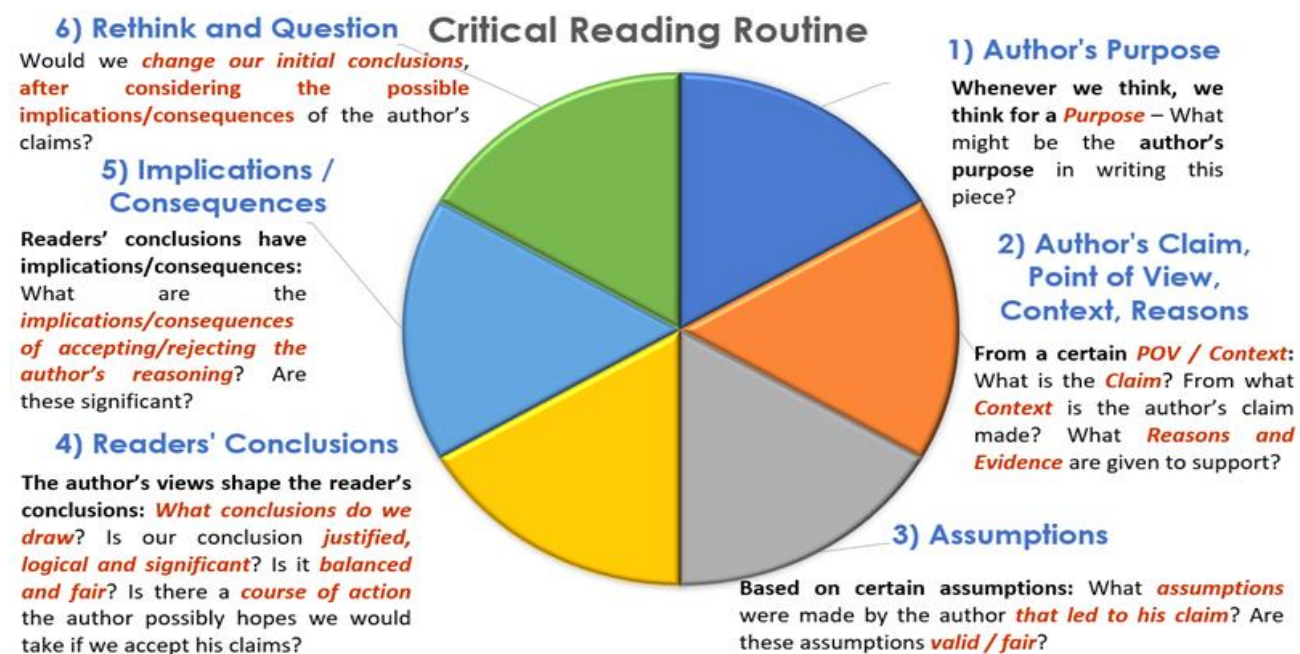
To become critical readers, we would need to become proficient in close reading. Close reading involves investigating the **author's purpose** for crafting the text, what it says, and how it does so. Through close reading, we will come to understand the text by making valid inferences of what the **author's claims** are, his **reasons**, and the **implications** of his claims.

## Why does Critical and Close Reading matter in the comprehension of texts?

Being a critical and close reader helps you to **be more efficient in deciphering the author's claims, his use of evidence, and the implications of his claims**. As you read closely, pay attention to the **relationships** established across sentences and paragraphs. By tracing the **development and shifts in the author's claims**, you will become more confident in analysing and understanding the passage. A strong foundation in critical and close reading helps us to comprehend the text effectively to answer the questions in the Comprehension paper.

*We will begin our journey first by understanding the 6 steps involved in the Critical Reading Routine:*

**A critical reader examines a text by applying the 6 steps shown below:**



# How to Read the Passage Critically

Key Questions to ask yourself every time you read a **Passage**:

- What is the **topic** being discussed?
- What is the author's **purpose** for writing this text?
- What is the author's **claim / point of view** on the subject matter?
- What are the **reasons and evidence** the author gives to **support / justify** his/her claim?
- What **assumptions** has the author made in arriving at his/her claim?
- What might be the **conclusion / course of action** that the author wants the reader to take?
- What are the possible **implications and/or consequences** of the author's claim?

At the **Paragraph** level, look out for:

- Main idea/topic sentence – Highlight or **briefly write a summary sentence for the paragraph on the side**;
- Supporting ideas – Explanation/Elaboration;
- Reasons and Evidence;
- **Organisation patterns** (e.g. Cause-Effect/Consequence, Compare-Contrast, **Use of signposting devices or discourse markers** that signal the development of an argument).
  - How does this paragraph **relate to the earlier paragraph and the next** paragraph?
  - How does this paragraph **support / provide an alternative perspective** to the author's stand?

At the **Sentence** level, look out for the **purpose/function** of the sentence, and any **relationships between sentences**:

Purpose:

- **Paraphrase/Explain** – Use of vocabulary, phrases, linguistic and literary devices (metaphor, irony etc.)
- **Illustrate/Examples** – Use of evidence (facts, surveys, statistics/data etc.)

Relationships / Organisation patterns:

- **Cause-Effect/Consequence**
- **Compare-Contrast**
- **Counter-Rebuttal** (OV/Rs and Concessions)

To comprehend a text skilfully, it is important to understand the author's use of linguistic features.

- **Discourse markers and signposts** indicate the development of an argument in a given text.
  - ✓ **Emphasising a point**: Importantly, Indeed, In fact, More importantly, Furthermore, Moreover, It is also important to highlight
  - ✓ **Differences/Shifts across ideas – Changing direction or making a comparison**: However, Rather, In contrast, Conversely, On the one hand, On the other hand, In comparison, Compared to, Another point to consider is
  - ✓ **Similarities/Continuity**: Similarly, Likewise, Again, Also
  - ✓ **Summarising**: Finally, In conclusion, To summarise, In summary, Overall
  - ✓ **Clarifying – Being more specific**: In particular, In relation to, More specifically, With respect to, In terms of
  - ✓ **Nuancing/Qualification – Acknowledging a factor/condition before asserting claim**: Although, Even though, Notwithstanding, Yet, Nevertheless
  - ✓ **Cause-Effect/Consequence reasoning**: Therefore, Subsequently, Hence, Consequently, Accordingly, As a result, As a consequence, To this end
  - ✓ **Illustrating – Giving examples/evidence**: For instance, For example, This can be illustrated by, Namely, such as
- **Punctuation** – Use of inverted commas, parentheses, ellipsis, dashes etc.
- **Pronouns** – The author may use the pronoun '**we/us**' to include the reader, or '**they/them**' to distance himself from a point.

# Critical Reading of Specimen Paper Passage 1

We will now go through how to close read a given text by applying the steps in the Critical Reading Routine. **Login to the SLS module to access the video guide** and **jot down the annotations** to the accompanying questions as you watch the video. We are close-reading **Passage 1 from the 8881 Specimen Paper**. For reference, the insert is attached on **page 7** of this pack. **Questions with an asterisk (\*) are Short-Answer Questions (SAQs) from the Specimen Paper. Detailed notes on answering SAQs can be found in Part 2 (page 36 onwards).**

**Passage 1. An author explores the possible benefits of collecting personal data.**

The preamble will hint at the topic and the author's claim.

Paragraph	Annotations
1 A single ant or bee isn't smart, but their colonies are. The study of swarm intelligence is providing insights that can help us create complex management systems, from the routing of delivery vehicles to the controlling of groups of robots or containing the spread of epidemics.	1. Why does the author begin with an anecdote? What might be his <b>purpose</b> ?  2. What is the <b>claim</b> made by the author?  3. How does he <b>substantiate</b> his claim?
2 Swarm intelligence is defined as the collective behaviour of decentralised, self-organised systems. The agents in these systems interact randomly and their interactions contribute to the emergence of 'intelligent' communal behaviour. A colony can solve problems that are far beyond the abilities of a single ant. These include problems of survival such as defending the colony or discovering the best route to a food source. There is no single decision-maker: each ant adjusts its behaviour based on countless interactions with others in its community.	4. The author states that ant colonies exhibit the collective behaviours of 'decentralised, self-organised systems'. <b>What do these words mean?</b>  *5. Give two examples of <b>how the author supports</b> the above <b>claim</b> .

	<p>6. <b>Why</b> is the word “intelligent” in <b>inverted commas</b>?</p> <p>7. What is the author’s <b>purpose in using the colon</b>?</p>
<p>3 Keen to harness the power of swarm intelligence, academics have been investigating possible human applications of this natural phenomenon. After many studies, they have concluded that people are smart but groups are even smarter. Each one of us has a massive internalised database of contextual information about our world, having deep instincts and intuition about everything from patient health to economic conditions. However, human groups often have a difficult time reaching optimised decisions, getting bogged down when individuals get entrenched in their positions. ‘Human swarming’ has been shown to enable groups to reach optimised decisions, prioritisations, and forecasts in significantly less time than traditional methods. Just like biological swarms, groups of people outperform their individual members and achieve optimal outcomes.</p>	<p>8. What other <b>points of view</b> is the author now considering?</p> <p>9. What <b>lenses/context</b> is the author now considering the issue from? (e.g. societal, cultural, ethical, scientific, pragmatic)</p> <p><b>*10.</b> Identify <b>two ways in which</b> humans are smarter in groups than individually.</p>
<p>4 Using the power of connection for the various purposes of survival, as demonstrated through bee pheromones or whales singing to one another, is not just something limited to the animal kingdom. Anyone who has an online presence or a mobile phone connected to the internet is continuously receiving information and broadcasting their personal data. This data might be their current physical location or choices of goods and services ordered and consumed. Some of this data is freely offered by the user and the rest is gathered as a matter of course in the non-stop stream between the</p>	<p><b>*11.</b> How is ‘the power of connection’ utilised by humans? OR Explain <b>how the example</b> of the “train break-down” is used to <b>develop the author’s argument</b>.</p>

<p>service provider and user. Take the scenario of thousands of passengers gathered and stationary in one location due to a broken-down train breaking down: instantly and automatically, many passengers will use their phone to communicate their situation to others, while their phones will send data signals tracking their location. Messages posted by these stranded people to social media sites will warn others about the incident, providing real-time updates that may change the course of people's journeys. Taxi and bus companies pick up on this spike in demand via global positioning systems and dispatch more vehicles to the area. Both the independent actions of passengers and the constant streaming of their personal data produce swarm intelligence that is used to benefit everyone, and 'human swarming' is in action.</p>	<p>12. Why does the author place <b>inverted commas</b> around the word "human swarming"?</p>
<p>5 During emergencies, our personal internet devices will still function and we now have the power at our fingertips to 'swarm' in a disaster. The more information that is collected, the more powerful the 'swarm' response can be. We willingly share our personal views and information, and it is only right that it should be used for the greater good of society. It is only through collecting data that 'the whole is greater than the sum of all its parts' (Aristotle). So, if we are looking for a role model in a world of chaos and uncertainty, we could certainly do worse than to copy the humble ant.</p>	<p>13. How does the <b>author's use of language</b> seek to convince us and assert his claim?</p> <p><b>*14.</b> In what three ways is the final sentence an <b>effective conclusion</b> to the author's argument as set out in paragraph 1?</p>

**Passage 1.** An author explores the possible benefits of collecting personal data.

- 1 A single ant or bee isn't smart, but their colonies are. The study of swarm intelligence is providing insights that can help us create complex management systems, from the routing of delivery vehicles to the controlling of groups of robots or containing the spread of epidemics.
- 2 Swarm intelligence is defined as the collective behaviour of decentralised, self-organised systems. The agents in these systems interact randomly and their interactions contribute to the emergence of 'intelligent' communal behaviour. A colony can solve problems that are far beyond the abilities of a single ant. These include problems of survival such as defending the colony or discovering the best route to a food source. There is no single decision-maker: each ant adjusts its behaviour based on countless interactions with others in its community.
- 3 Keen to harness the power of swarm intelligence, academics have been investigating possible human applications of this natural phenomenon. After many studies, they have concluded that people are smart but groups are even smarter. Each one of us has a massive internalised database of contextual information about our world, having deep instincts and intuition about everything from patient health to economic conditions. However, human groups often have a difficult time reaching optimised decisions, getting bogged down when individuals get entrenched in their positions. 'Human swarming' has been shown to enable groups to reach optimised decisions, prioritisations, and forecasts in significantly less time than traditional methods. Just like biological swarms, groups of people outperform their individual members and achieve optimal outcomes.
- 4 Using the power of connection for the various purposes of survival, as demonstrated through bee pheromones or whales singing to one another, is not just something limited to the animal kingdom. Anyone who has an online presence or a mobile phone connected to the internet is continuously receiving information and broadcasting their personal data. This data might be their current physical location or choices of goods and services ordered and consumed. Some of this data is freely offered by the user and the rest is gathered as a matter of course in the non-stop stream between the service provider and user. Take the scenario of thousands of passengers gathered and stationary in one location due to a broken-down train breaking down: instantly and automatically, many passengers will use their phone to communicate their situation to others, while their phones will send data signals tracking their location. Messages posted by these stranded people to social media sites will warn others about the incident, providing real-time updates that may change the course of people's journeys. Taxi and bus companies pick up on this spike in demand via global positioning systems and dispatch more vehicles to the area. Both the independent actions of passengers and the constant streaming of their personal data produce swarm intelligence that is used to benefit everyone, and 'human swarming' is in action.
- 5 During emergencies, our personal internet devices will still function and we now have the power at our fingertips to 'swarm' in a disaster. The more information that is collected, the more powerful the 'swarm' response can be. We willingly share our personal views and information, and it is only right that it should be used for the greater good of society. It is only through collecting data that 'the whole is greater than the sum of all its parts' (Aristotle). So, if we are looking for a role model in a world of chaos and uncertainty, we could certainly do worse than to copy the humble ant.

## Practise Critical Reading: Now you try! [Passage 2]

Having familiarised yourself with the Critical Reading Routine, let's now **read Passage 2 of the 8881 Specimen Paper**. For reference, the insert is attached on **page 16** of this pack. **Use the table below to make annotations** as you read the text, applying the steps in the Critical Reading Routine.

Remember to ask yourself these **Key Questions** as you read Passage 2:

- What is the **topic** being discussed?
- What is the author's **purpose** for writing this text?
- What is the author's **claim / point of view** on the subject matter?
- What are the **reasons and evidence** the author gives to **support / justify** his/her claim?
- What **assumptions** has the author made in arriving at his/her claim?
- What might be the **conclusion / course of action** that the author wants the reader to take?
- What are the possible **implications and/or consequences** of the author's claim?

The preamble will hint at the topic and the author's claim.

**Passage 2. An author writes about the negative aspects of sharing personal data.**

Paragraph	Annotations
1 Our unquenchable thirst to share every aspect of our lives on social media translates to ample commercial opportunities for exploitation. Most social media sites do not charge their users any fees, yet are now worth billions of dollars. Many sites have flourished to the point where over a billion people now regularly use them. The evidence suggests this is a business model that works.	<p>1. Why does the author use <b>the pronoun 'our'</b>? What might be his <b>purpose</b>?</p> <p>2. What is the <b>claim</b> made by the author?</p> <p>3. How does he <b>substantiate</b> his claim?</p>
2 Although users may be aware that apps collect information about their location, demographics, behaviour and habits, they are usually ignorant as to how it will be employed or who has access to it. This lack of transparency is worsened by the fact that the terms of service on many social media sites run to tens of thousands of words and are not written for the	4. The author states that companies freely use our personal material while ' <b>paying lip service to</b> ' our ownership of it. <b>What does the phrase mean?</b>



<p>general public's consumption. Most sites have such broad licensing terms, allowing the host company free use of our personal material while still paying lip service to our 'ownership' of it. Your treasured holiday photos that were posted on such a site could end up being featured in a hotel chain's global advertising campaign. You would be none the wiser, and receive no remuneration, while the website would pocket license fees for using your material. Would users disclose their lives so freely if they knew that their creative output could be used without their consent?</p>	<p>5. What <b>assumption(s)</b> does the author make about users' ability to manage information sharing when using social media sites?</p> <p>6. Why does the author use <b>the pronoun 'you' and 'your'</b>? What might be his <b>purpose</b>?</p>
<p>3 The collection and exploitation of personal data is not a new phenomenon. To cite only one example, since the early 1990s, many stores have launched loyalty cards. Such stores are happy to take our money for their goods, while constantly monitoring our choices in an attempt to sell us further products through the use of targetted advertising. We gladly sign up to these programmes all in return for a tiny discount or voucher to spend, once again, at their store.</p>	<p>7. What other <b>point(s) of view</b> is the author now considering?</p> <p>8. What <b>reasons</b> does the author give to explain <b>why</b> individuals are susceptible to being exploited by companies who collect their data?</p>
<p>4 So why is there heightened concern about our privacy now? The simple reason is that nothing matches the tentacles of the internet for its insidious spread and reach. Even if you delete your account on social media or other websites, once your personal information is out there, there really is no way to stop it from being circulated or used.</p>	<p>*9. What is the author <b>implying</b> about the internet by describing its 'tentacles' and 'insidious spread and reach'? Explain the <b>use of these words and phrases</b>. (2017 GCE A Level SAQ)</p> <p>10. What might be the <b>conclusion / course of action</b> the author wants the reader to take?</p>

Now that you have a clearer idea of how to apply Critical Reading strategies to understand the ideas in a given text, you are ready to learn how to tackle the Short-Answer Questions (SAQs). Refer to **Part 2:**

## Summary Question: Paraphrasing Big Ideas APT-Iy

The Comprehension paper tests our ability to **identify and synthesise relevant information** and ideas **after close reading** the passage. Being a critical reader therefore entails being able to **effectively communicate what we understand** to be the central ideas in a given text.

This skill is assessed in **the Summary Question, which is based entirely on Passage 2** in the Comprehension paper. Worth **8 marks**, the Summary Question is important to score well in. You should allocate **25 minutes** to draft and complete your summary.

### Strategy:

<b>STEP 1</b>	<ul style="list-style-type: none"> <li>Analyse the question.</li> <li><b>Highlight the <u>key words</u></b> in the question.</li> <li>Note if there is <b>more than one part</b> to the question.</li> </ul>
<b>STEP 2</b>	<ul style="list-style-type: none"> <li>Highlight/ underline <b>relevant ideas/ points</b> from the passage by looking for relevant linguistic markers that <b>relate to the requirements of the question</b>.</li> <li>Choose phrases which <b><u>capture the main ideas</u></b> – do not highlight entire sentences.</li> <li><b>*Do not include examples</b> (unless there is a <b>point to be extracted</b> from them).</li> <li><b>Avoid repeating points</b> which convey the same idea.</li> <li>Number your points. Make sure you have <b><u>at least 10-12</u></b> different points.</li> </ul>
<b>STEP 3</b>	<ul style="list-style-type: none"> <li>Put the ideas in <b>continuous writing</b>, using the <b>appropriate connectors</b> (e.g. furthermore, despite, however, and) to <b><u>*show the relationship between ideas</u></b>.</li> <li><b>Paraphrase the ideas using your own words as far as possible</b>.</li> <li>Ensure that your points are structured to answer the question.</li> </ul>
<b>STEP 4</b>	<ul style="list-style-type: none"> <li>Count the number of words you have written and edit where necessary.</li> <li>Check for <b>spelling and grammatical accuracy</b>.</li> <li>The word limit is <b>120 words</b>. Make sure you <b><u>*do not exceed 122 words</u></b>.</li> <li><b>*Avoid under-utilising the word limit</b> – If you have written less than 110 words, you may not have included sufficient points. Close read thoroughly.</li> </ul>

### Important things to note:

- ✓ **Context is key** – Certain points concern **specific subjects** (e.g. women, children, teenagers) which **need to be captured** in your paraphrase. **Do not over-summarise in broad strokes**.
- ✓ As the question may contain more than one requirement, use **discourse markers/signposts** to clearly indicate which part of the question you are answering.
- ✓ **Write grammatically** – examiners give a provisional language mark after marking your summary.
- ✓ **Anything that exceeds 122 words is disregarded**.
- ✓ Remember that you will need **at least 10-12 points** for full credit.

## Summary Question: Passage 2

Having read Passage 2 closely using the steps in the Critical Reading Routine, we will now hone our skills to encapsulate the main ideas that address the topic of the summary and learn how to paraphrase effectively.

At the end of this section, you will learn:

- What **paraphrasing to retain context** means,
- How to **apply APT paraphrasing skills**,
- How to **avoid instances of awkward paraphrasing** (what not to do),
- How to paraphrase examples/data to **capture the big idea / point – points that require inference/deduction from evidence**.
- How to **paraphrase paying attention to retaining relationships between ideas**.

Along the way, you will have opportunities to learn how to encapsulate big ideas in your own words with some of the sample questions below.

- **IMPORTANT NOTE:** The skills of effective paraphrasing are critical in answering the Short-Answer Questions (SAQs) section covered in Part 2 (page 36 onwards).

### Strategies for APT Paraphrasing:

- ✓ **Identify the key words/ ideas** which must be replaced. These are the words in the passage which directly answer the question, and can take the form of nouns, verbs, adjectives or adverbs.
- ✓ There is **no need to paraphrase proper nouns**/commonly used words (e.g. earth, sun, moon, world, man) and **concept words** (e.g. Science, Technology, Education).  
If the passage is on 'discrimination', this **concept/topic of the passage does not need to be paraphrased**.
- ✓ Ensure that your paraphrase **reflects the CONTEXT of the original idea**, not simply its **vocabulary / dictionary meaning**.

**Literal word-for-word paraphrasing does not always answer the question well.** For example:

Lifted	Poor paraphrase (Literal)	Contextual paraphrase
Of all the <b>great figures</b> of the cinema, Chaplin is the most certain of <b>immortality</b> .	Of the <b>biggest people</b> in movies, Chaplin will definitely <b>not die</b> .	Of all the <b>celebrated icons</b> in film, Chaplin is most likely <b>to leave a legacy / live on in the memories of audiences</b> .



### **Remember APT paraphrasing is key:**

- ✓ **Accuracy** – Capturing the **correct connotation** of the word (e.g. *luxurious* standards of living = *lavish/ostentatious/ extravagant*; NOT just *better* lifestyles.)
- ✓ **Precision** – Do not be vague. Capture the **intensity/nuances** of the word. (e.g. sadness vs. grief).
- ✓ **Thoroughness** – Capturing the **completeness** of the idea – context, relationships (cause-effect, compare-contrast).

In short, ensure that your paraphrased summary:

- ✓ **FITS** what the question is asking for.
- ✓ Reads **grammatically and fluently**. Awkwardly formed sentences will affect your Use of Language marks.

## Honing Summary Skills: Specimen Paper Passage 2

Question: Summarise how companies exploit personal data for monetary gain.  
Write your summary in no more than 120 words.

### Unpack the Summary Question:

- What does 'exploitation' mean as a concept?
- In the context of Passage 2, what does it mean to say that 'companies exploit personal data for monetary gain'?
- Pay attention to the question command word, 'how'. What should we look out for when reading Passage 2 to identify the relevant ideas to summarise?

Now, let's look at how to effectively paraphrase the identified points below:

<p><b>From Paragraph 1:</b> <i>How are companies able to exploit personal data for monetary gain? (Methods they use, resources they have, process of how they go about doing so). What facilitates the ease of companies doing that?</i> <u>Why</u> are companies <u>able to do this</u>?</p> <p><b>1: UNQUENCHABLE THIRST TO SHARE</b> every aspect of our lives on social media <u>translates to</u> ample commercial opportunities for exploitation. [Cause and effect relationship]</p> <p><b>2: Most social media sites <u>do not charge</u> their users any fees... many sites <u>have flourished to the point where</u> OVER A BILLION PEOPLE NOW REGULARLY USE THEM</b> [Cause and effect relationship]</p>	<p><b>Paraphrasing by understanding:</b> Identify summary points that explain <u>HOW</u> and <u>WHY</u> companies are able to exploit personal data for monetary gain.</p> <p><b>1: Possible Paraphrase:</b> Humans <b>willingly volunteer/offer up</b> personal data/ information <u>for companies to exploit</u>. <b>Why not this?:</b> "We have an insatiable hunger to spread happenings in our daily existence on the Internet." ➔</p> <p><b>2: Possible Paraphrase:</b> They do this <b>in huge numbers</b>, providing <b>massive amounts of data</b> that are peddled. <b>Why not this?:</b> "Many internet sites give the platform for free and many people try it." ➔</p>
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<p><b>From Paragraph 2:</b>  <i>What enables companies to collect and use our information for their purposes? How do social media websites design the users' experience such that they unknowingly volunteer / share their personal information, which companies later use to benefit themselves / profit from?</i></p> <p><b>3: APPS COLLECT INFORMATION</b> about users' location, demographics, behaviour and habits. <b>[Technical capabilities]</b>  <b>[Use of examples – Infer the main point]</b></p> <p><b>4: Users are IGNORANT</b> as to 1) how data collected about them will be employed <u>or</u> 2) who has access to it. <b>[Users' Vulnerabilities leading to exploitation]</b></p> <p><b>5: This lack of TRANSPARENCY</b> is <u>worsened by the fact that</u> the terms of service on many social media sites run to tens of thousands of words <u>and</u> are not written for the general public's consumption.  <b>[Cause and effect relationship]</b></p> <p><b>6: Most sites have such BROAD</b> licensing terms, <u>allowing</u> the host company free use of our personal material  <b>[Cause and effect relationship]</b></p>	<p><b>3: Possible Paraphrase:</b> Apps that are used <b>gather/amass lots of personal data</b>/information which can be sold/commodified.  <b>Why not this:</b> "Many internet sites gather our personal details such as where we live, how old we are, how we act and our routines."  <b>→</b></p> <p><b>4: Possible Paraphrase:</b> Users are <b>unaware of how</b> their details collected <b>could be manipulated</b>/the identity of buyers who <b>tap into</b> their personal information <b>for insidious/nefarious purposes</b>.  <b>Why not this?:</b> "Users are unaware."  <b>→</b></p> <p><b><u>Practise Paraphrasing:</u></b>  <b>5:</b></p> <p><b><u>Practise Paraphrasing:</u></b>  <b>6:</b></p>

7: while still paying LIP SERVICE to our 'ownership' of it

**[Figurative expression: Contextual Meaning / Paraphrasing by Understanding]**

8: You would be none the wiser, and receive NO REMUNERATION, while the website would pocket license fees for using your material.

**[Concept/relationship in exploitation: how users are treated which shows exploitation]**

9: Would users disclose their lives so freely if they knew that their creative output could be used without their **CONSENT**?

**[Rhetorical Question – Inference of the point is needed]**

**Practise Paraphrasing:**

7:

**Why not this?:** "Companies talk a lot about users having rights over our data."

➔

**Practise Paraphrasing:**

8:

**Why not this?:** "Users do not get paid but companies get paid."

➔

**Practise Paraphrasing:**

9:

**Why not this?:** "Would users share about their personal data to everyone if they had known that their work could be utilised without their permission?"

➔

<p><b>From Paragraph 3:</b>  <i>How do companies consistently and successfully entice / attract / lure users to share their information in exchange for the goods and services they market? What strategies do they undertake?</i></p> <p><b>10:</b> The collection and exploitation of personal data is <u>not a new phenomenon</u>. <b>To cite only one example, since the early 1990s, many stores have launched LOYALTY CARDS...We gladly sign up</b> to these programmes <u>all in return for</u> a tiny discount or voucher to spend, once again, at their store.  <b>[Use of example – Inference of the point is needed]</b></p> <p><b>11:</b> Such stores are happy to take our money for their goods, while <u>constantly monitoring our choices in an attempt to sell us further products through</u> the use of <b>TARGETTED ADVERTISING</b></p>	<p><b><u>Practise Paraphrasing:</u></b>  10:</p> <p><b>Why not this?:</b> “Exploitation is not novel. In the early 1990s, many companies started membership cards which many of us would register for cheap thrills.”  ➔</p> <p><b><u>Practise Paraphrasing:</u></b>  11:</p>
<p><b>From Paragraph 4:</b>  <i>How does today’s context of social media usage and data collection make it possible for companies to exploit users’ data for monetary gain? Why is it ultimately hard to prevent, even possibly inevitable?</i></p> <p><b>12:</b> ...nothing matches <u>the tentacles of the internet</u> for <u>its insidious spread and reach</u>. Even if you delete your account on social media or other websites, <u>once your personal information is out there</u>, there really is <b>NO WAY TO STOP IT FROM BEING CIRCULATED</b> or used.  <b>[Figurative expression: Contextual Meaning / Paraphrasing by Understanding]</b></p>	<p><b><u>Practise Paraphrasing:</u></b>  12:</p> <p><b>Why not this?:</b> “The internet’s arms are very long and can go everywhere. Even if we cancel/remove our account, our data will never disappear/will stay online forever.”  ➔</p>

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**Passage 2.** *An author writes about the negative aspects of sharing personal data.*

- 1 Our unquenchable thirst to share every aspect of our lives on social media translates to ample commercial opportunities for exploitation. Most social media sites do not charge their users any fees, yet are now worth billions of dollars. Many sites have flourished to the point where over a billion people now regularly use them. The evidence suggests this is a business model that works.
- 2 Although users may be aware that apps collect information about their location, demographics, behaviour and habits, they are usually ignorant as to how it will be employed or who has access to it. This lack of transparency is worsened by the fact that the terms of service on many social media sites run to tens of thousands of words and are not written for the general public's consumption. Most sites have such broad licensing terms, allowing the host company free use of our personal material while still paying lip service to our 'ownership' of it. Your treasured holiday photos that were posted on such a site could end up being featured in a hotel chain's global advertising campaign. You would be none the wiser, and receive no remuneration, while the website would pocket license fees for using your material. Would users disclose their lives so freely if they knew that their creative output could be used without their consent?
- 3 The collection and exploitation of personal data is not a new phenomenon. To cite only one example, since the early 1990s, many stores have launched loyalty cards. Such stores are happy to take our money for their goods, while constantly monitoring our choices in an attempt to sell us further products through the use of targetted advertising. We gladly sign up to these programmes all in return for a tiny discount or voucher to spend, once again, at their store.
- 4 So why is there heightened concern about our privacy now? The simple reason is that nothing matches the tentacles of the internet for its insidious spread and reach. Even if you delete your account on social media or other websites, once your personal information is out there, there really is no way to stop it from being circulated or used.

# Application Question: Evaluation, Critical Response

Worth **12 marks**, the Application Question (AQ) is important to score well in. You should allocate **25 minutes** to plan and complete your response. The AQ is a test of your understanding of the comprehension passages. It builds on the skills of critical reading, as you are now invited to **analyse, evaluate and create a critical response** that considers different perspectives raised across the 3 passages. In your response, you will need to **reference the ideas of at least one passage**.

The AQ requires you to recognise your own thinking as you read. Compare **how your views connect or disconnect with the author's views**. While reading, we **navigate between the text, our societal context, and individual prior knowledge and experiences** regarding the issue. What is the **basis for our opinions**? How do we come to certain conclusions? How do **our assumptions and biases** inform / colour our views?

The AQ will usually ask you **whether you agree with the views raised by the author(s)** and whether they apply to a given context, such as your society or your generation. Your response should show **contextual understanding of your society**. Ultimately, you are evaluating the **validity of the author's claims** if they were **applied to your society**.

## Reading strategies for answering the AQ

- ✓ **Identify the different views** in the 3 passages.
- ✓ **Read the AQ preamble (the summary statement in the AQ)** to identify and address the question requirements – there are often **two parts to the question phrasing** – respond accordingly.

## Choosing specific points from the passage(s) to answer the AQ

- ✓ **Identify 3 – 4 key points** and arguments from any passage that are relevant to the question. The **selected points should address the AQ preamble**.

Use the key questions in the Critical Reading Routine to guide your selection of points:

1. What is the author's **claim / point of view** on the subject matter?
  - ➔ Consider the **author's use of language** – are there absolute / extreme terms? Words that suggest the **author's attitude** on the issue – pessimistic, dismissive, sceptical, hopeful etc.
2. What are the **reasons and evidence** the author gives to support / justify his/her claim?
  - ➔ Analyse the use of examples, data, facts, experience to support the claim. **Is the line of reasoning logical? Is the evidence relevant, accurate and sufficient?**
3. What **assumptions** has the author made in arriving at his/her claim?
  - ➔ Are there any generalisations? / Does the author consider specific groups only?
4. What might be the **conclusion / course of action** that the author wants the reader to take?
5. What are the possible **implications and/or consequences** of the author's claim?
  - ➔ If we apply the author's argument to Singapore today, what are the possible implications?

## Analysis, Evaluation and Creation – What the AQ assesses

**Analysis:** Identify the **relationships**. ➔ How do the 3 passages relate to one another?

**Evaluation:** Assess the strengths and weaknesses of an argument.

- ➔ Assess the cogency of an argument.
- ➔ Assess the **significance** of an argument and its **implications and consequences**.

**Creation:** Form **well-reasoned, informed and insightful personal responses**.

- ➔ **Synthesise** ideas, arguments and/or evidence from various sources.
- ➔ **Generate, apply and adapt ideas to other contexts**.

# Evaluation in the Application Question

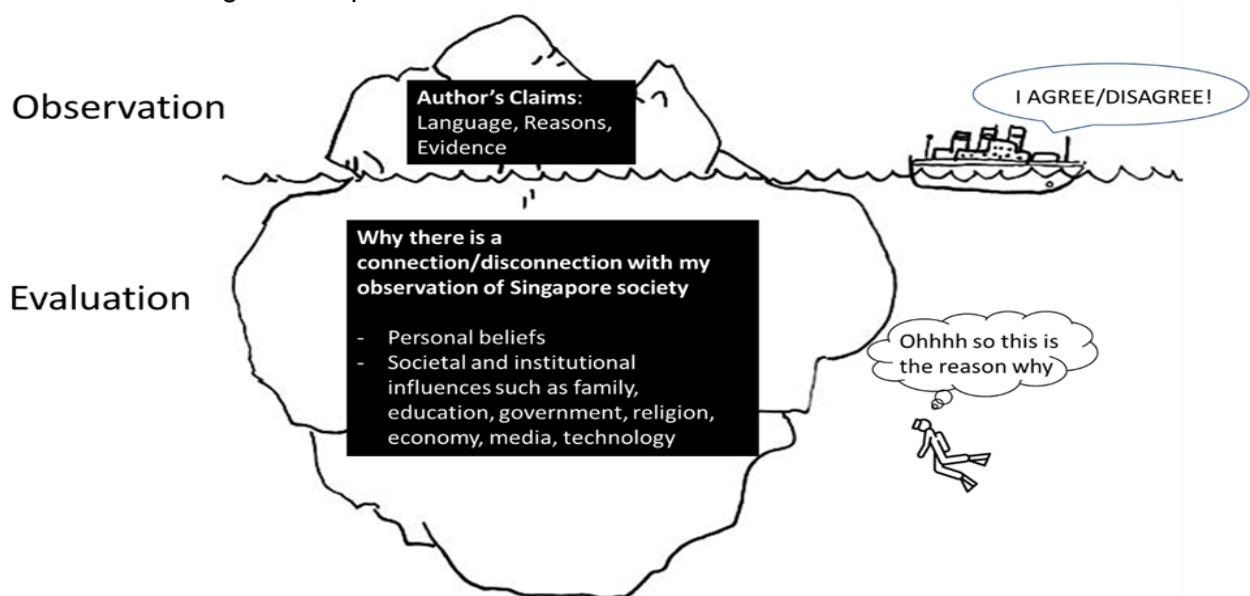
What are the **common myths** to debunk about what AQ evaluation is all about?

1. *Don't I just agree and copy what the author says in the passage?*
  - It is **not just a matter of parroting** the author, you should think **deeper** about **WHY** the author's claim reflects your society.
2. *More examples means more evaluation!*
  - Examples are only **evidence of what we see**. Unlike evaluation, examples **do not explain WHY** the author's point is applicable (or not) to Singapore's context.
3. *As long as I mention Singapore/my society in my response, I am evaluating.*
  - Merely **inserting the word "Singapore"** is a **superficial application** of the passage to your society. You need to show a **more insightful awareness of the Singapore perspective**. **What makes us think and behave the way we do** that either agrees or disagrees with the author's claim? Are **our beliefs and behaviours** internally or externally motivated by societal factors?

## Evaluating your chosen points

Think of the process of evaluation as how we would view an iceberg – the tip which we can see above water is only our initial response to what the author has claimed. Usually, **our initial response is based on what we see (evidence/examples)** in our society. However, to evaluate we **cannot just describe what we see**. We will need to dive underwater to **investigate WHY** these observations exist by **analysing the nature of Singapore society**.

To do this, we will consider how our background and biases are shaped by both personal experiences, as well as societal and institutional factors. Evaluation sheds light on the **values that the society holds** which have **led to the observations we see**. When we evaluate, we come to understand why we respond the way we do. This will add value to your response by offering new/additional insights on top of what the authors have covered.



# Strategies to insightfully evaluate points

Insight refers to **contextualising** the applicability of the author's point to **Singapore specifically**. Thus, it would be useful to consider the following:



Singapore “**Heartware**” – **Attitudes, beliefs, mindsets, values**, laws and policies of Singapore society – Do our **societal values** support or challenge the point raised?



Singapore “**Hardware**” – **Infrastructure, physical resources** of Singapore  
Do the current **resources** enable or hinder the applicability of what the author suggests? Feasibility of implementation?

In looking at Singapore “Heartware” and “Hardware”, you may consider:

1. **Perspectives of and Impacts on different groups** – If we accept or oppose the author's points, what are possible **wider consequences and implications** to Singapore society (and **on which specific groups/stakeholders** in society)?
2. **Changes across Time** – **Short term vs. Long term implications** – **How applicable is the issue or the author's claim in Singapore today?** Is it even something currently of interest/significance to Singapore today? Why or why not? Consider how the issue may **evolve** over time: Past → Present → Future of Singapore



In short, good evaluation **IS NOT** just describing what you see OR rehashing or parroting the author's points!

## Specimen Paper Application Question on Data Collection:

**Step 1: Analyse and highlight/underline the question requirements.**

There are two requirements for this question: 1) Assess if data collection brings more benefits than harm, OR more harm than benefits. 2) How applicable to yourself and your society.

**Step 2: Identify key points in any of the passage(s) relevant to the AQ preamble.**  
→ For this question, identify the benefits and harms of data collection.

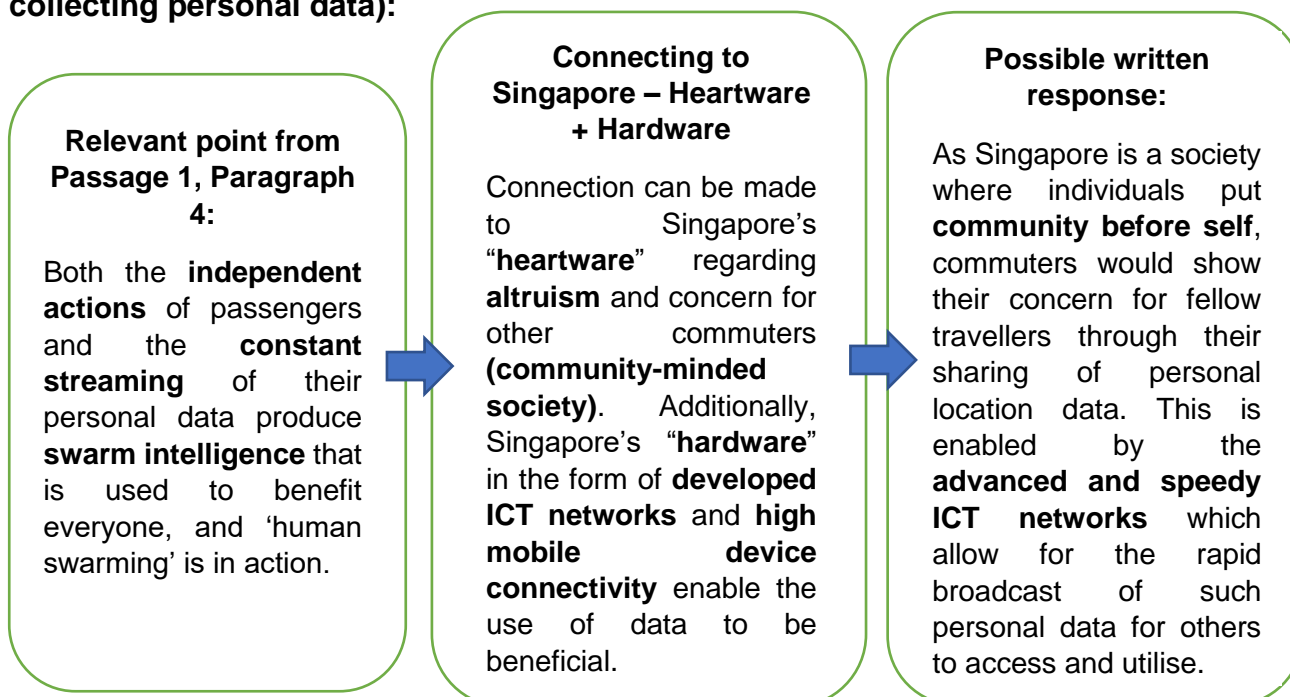
**Q9: The reading passages cover a range of views about the collection and use of personal data. How far do you agree that online personal data collection brings about more benefits than harm?**

Support your answer with reference to:

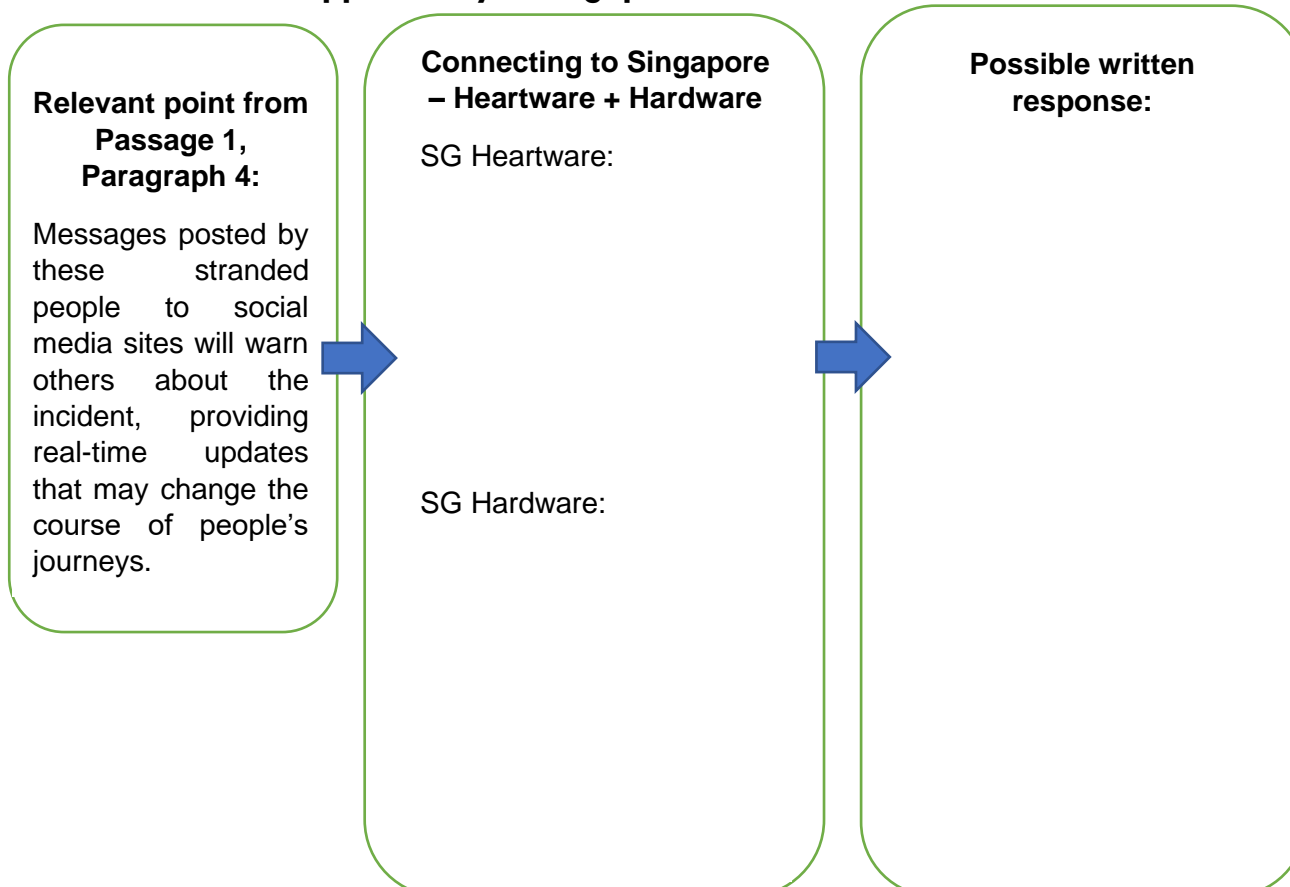
- the ideas and opinions from **at least one** of the reading passages
- examples drawn from **your own experience** and that of **your society**.

## Applying Evaluation Strategies to Specimen Paper AQ

For the examples below, we have referenced points from Passage 1 (benefits of collecting personal data):



**Now you try! How would you evaluate the point below using Heartware and Hardware to contextualise its applicability to Singapore?**



## Overall Structure of the AQ Response

After you have brainstormed how you would evaluate your chosen points, decide on a stand and the coherent arrangement of ideas within your overall answer.

This is the **basic structure for a full AQ answer**:

<b>Para 1 Introduction</b>	The introduction does not have to be very long, but you should include these two components: a) <b>Contextualise the relevance of the issue</b> raised in the passages to <b>Singapore today</b> . Why is it important to discuss the issue in your society? b) <b>Clear stand that addresses the AQ preamble and question requirements.</b>
<b>Para 2</b>	✓ In each of the three main body paragraphs, write a <b>PEEL paragraph</b> that references and <b>evaluates a specific point from the passage(s)</b> . ✓ Focus on one point per paragraph. Do not over-reference and attempt to evaluate a few points from the passage at the same time.
<b>Para 3</b>	
<b>Para 4</b>	
<b>Para 5 Conclusion</b>	The conclusion does not have to be long – you should sum up your stand. Make sure you do not change your stand and contradict yourself!

### IMPORTANT NOTE:

- ✓ Just like in Paper 1, you should ensure that there is **BALANCE** within the overall AQ response. **At least one** of your body paragraphs should provide **acknowledgement of the opposing view** to your stand.

For example, in the case of the Specimen Paper AQ, if your stand is that data collection brings about more benefits than harm, do provide at least 1 point of concession to acknowledge WHEN and WHY data collection can bring problems for you and your society.

- ✓ **Refer to the Sample AQ Response on pages 23-24** to understand how a balanced response should look like.

## Structure of the individual AQ Body Paragraph: PEEL

The **structure** of an AQ paragraph is important for coherence. Here is the **basic structure** of an AQ paragraph using **PEEL**:

Structure	Details	Sample Paragraph	
<b>P</b>  <b>Author's Point</b>	Explain briefly what the <b>author's point</b> is using signposting such as: <ul style="list-style-type: none"> <li>• The author/ Writer's surname...</li> <li>• ...claims/argues/asserts/proposes/raises/advances the idea that ...</li> <li>• ...the point from the passage (directly quoted or paraphrased)</li> </ul>	As <b>Passage 1</b> argues, ' <b>the more information that is collected, the more powerful the 'swarm' response can be</b> ' during <b>emergencies</b> . Being able to collect data in real time from those at the scene of emergency can prove helpful in allowing the police and various authorities to decide the best approach to tackle the situation, as well as to keep other citizens away from danger.	<b>POINT:</b> Unpack/Clarify the significance of the author's point accurately and
<b>EVALUATE</b>  <b>YOUR viewpoint + YOUR reasons WHY</b>	Next, <b>state your viewpoint*</b> : <ul style="list-style-type: none"> <li>• I agree/ disagree with this point ...</li> <li>• I find this point relevant/ not relevant to my society ...</li> <li>• The author's point is applicable/ not applicable to my society ...</li> </ul> *This will depend on the question requirements! Then, <b>justify your view</b> with your OWN reasons <ul style="list-style-type: none"> <li>• This is because...</li> <li>• One evident reason for this is ...</li> <li>• My justification for this is...</li> </ul>	Indeed, with a <b>mobile phone penetration rate of 158% in 2021</b> , the Singapore government has increasingly turned to mobile applications and the use of big data to inform policies and day-to-day running of public services. Being a <b>society that values convenience and efficiency</b> , Singaporeans have thus <b>become more comfortable</b> with the use of mobile phone applications for ease and convenience of executing tasks.	<b>EVALUATE:</b> State your viewpoint clearly. Justify your view with sound <b>reasons</b> based on the <b>observable characteristics (Heartware/Hardware) of your society or Singaporeans</b> . Connect your reasons logically with sufficient elaboration.
<b>E.g.</b>  <b>Examples for YOUR point</b>	<b>Illustrate YOUR point with examples or evidence (can be observations of initiatives undertaken by the government or the actions of Singaporeans).</b> <ul style="list-style-type: none"> <li>• For example, ...</li> <li>• This is exemplified by ...</li> <li>• This can be seen in Singapore society when...</li> </ul>	<b>Singapore's SGSecure application</b> serves this exact function, ensuring that citizens have a helpline to turn to in case of emergencies. On a less serious note, <b>applications like Waze</b> that collect information on traffic situations depend on users to input information regarding traffic situations.	<b>E.g.:</b> Provide examples or evidence to back up your evaluation.
<b>L</b>  <b>Link</b>	<b>Link</b> the entire explanation back to YOUR viewpoint.	With the collection of more data from a varied and large source, the accuracy of data will also be more useful and <b>beneficial</b> .	<b>L:</b> Sum up your main reasons and link it back to your viewpoint.

## Sample AQ response for the Specimen Paper

<p><b>Considering that the Singapore government is pursuing the Smart Nation initiative to harness the strengths of digitalisation and big data, it is timely to consider the benefits and harms of sharing personal data online.</b> I find that in Singapore the collection of online personal data brings about more benefits than harm.</p> <p>As Passage 1 argues in Paragraph 5, ‘the more information that is collected, the more powerful the ‘swarm’ response can be’ during emergencies. Indeed, being able to collect data in real time from those at the scene of emergency can prove helpful in allowing the police and various authorities to decide the best approach to tackle the situation, as well as to keep other citizens away from danger. <b>With a mobile phone penetration rate of 158% in 2021, the Singapore government has increasingly turned to mobile applications and the use of big data to inform policies and day-to-day running of public services. Being a society that values convenience and efficiency, Singaporeans have thus become more comfortable with the use of mobile phone applications for ease and convenience of executing tasks.</b> Singapore’s SGSecure application serves this exact function, ensuring that citizens have a helpline to turn to in case of emergencies. On a less serious note, applications like Waze that collect information on traffic situations depend on users to input information regarding traffic situations. With the collection of more data from a varied and large source, the accuracy of data will also be much better and useful.</p> <p>In Passage 1 Paragraph 5, the author claims that “we willingly share our personal views and information, and it is only right that it should be used for the greater good of society.” This is especially true for <b>Singapore, where there is a high internet penetration rate and people are heavy users of social media and online services; this has made them at ease with having a digital presence and they have also become accustomed to providing information in exchange for services.</b> This is especially with <b>the shift towards digital government services becoming ubiquitous in everyday life.</b> The benefit to society was seen in Singapore during the Covid-19 pandemic as through the collection of Singaporeans’ movement data during Covid-19 via the TraceTogether token and SafeEntry mobile phone application, it allowed the government to identify and track the locations visited by infected individuals. The data was then made public to inform individuals who may have been infected due to being in close proximity with them. This allowed the government to control the spread of the virus, preventing the pandemic from spreading even further. With such sharing of personal location data by individuals, members of the public could feel more assured about their health and safety during the height of the pandemic. Thus, online personal data collection brings about more benefits than harm.</p> <p><b>However,</b> in Passage 2, Paragraph 1, the author claims that “our unquenchable thirst to share every aspect of our lives on social media translates to ample commercial opportunities for exploitation”. This means that because social media users lack self-discipline in filtering what they share, which is then exploited by firms. Unfortunately, this is very applicable to Singapore and Singaporeans. <b>With social media</b></p>	<p><b>Contextualises the relevance</b> of the issue to Singapore today. <b>Clear stand that addresses the AQ preamble.</b></p> <p><b>EV (Hardware)</b> – high mobile phone use.  <b>EV (Heartware)</b> – transformation to digitally savvy society has led to valuing convenience and efficiency.</p> <p><b>EV (Hardware)</b> – high internet and online platform use.  <b>EV (Heartware)</b> – digitally-managed society that sees the practical value of sharing data to benefit the community as a whole.</p> <p><b>Signposting to a paragraph for a balanced discussion.</b></p>
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<p><b>being an integral part of daily life, we have come to view our social media status as an indicator of success. This has been enabled by the convenience of sharing life with others or keeping up with them through our mobile devices connected to fast ICT networks.</b> Due to this, social media companies can create very detailed profiles of users which are of interest to advertisers, and <b>Singaporeans place themselves at risk as they are too deeply entrenched in such online participation without considering how such information is viewed as valuable by companies.</b> According to a recent report by Integral Ad Science, social media is an effective channel for advertisers to reach online consumers in Singapore: A huge majority (99%) of Singapore consumers have at least one social media account in use. Close to nine in ten (89%) consumers have engaged with an ad on social media in the past year, with 29% having purchased a product or service advertised. In another article by the Straits Times, Instagram said on its website that it determines which advertisements to show users based on their account activities, as well as activities on Facebook and other third-party websites. Because Singaporeans are avid users of social media platforms, they cannot isolate themselves from exposure to advertising. As a result, their sharing of personal data through social media brings more harm even though they think they are benefitting from its use.</p> <p>On the whole, the view that data collection brings <b>more benefits than harm</b> mostly <b>resonates</b> with me and my society.</p>	<p>EV (Hardware) – developed ICT network EV (Heartware) – status-conscious, fear of missing out on updates in a social media-savvy population.</p> <p><b>Reiterate your stand</b> with a brief conclusion.</p>
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## **New Item Type Question: Connecting Ideas across Passages**

**Questions 7 and 8 in the Comprehension paper involve reading critically to identify connecting ideas across two passages.** These two questions assess your ability to:

**1. Identify the components of a text and how they relate to one another by:**

- A) determining the thesis, main ideas and supporting details in a text
- B) distinguishing the elements of argumentative structure, such as
  - claim
  - reasons/evidence
  - rebuttal
  - qualification
- C) identifying and considering points of view in a text (e.g. single or multiple, complementary or contradictory)

**2. Infer meanings by:**

- making connections and recognising patterns across ideas
- probing/uncovering implicit claims and assumptions

**3. Synthesise ideas, arguments and/or evidence from various texts by:**

- considering perspectives from various stakeholders
- analysing information from various texts
- making logical connections and drawing conclusions based on sound reasoning

**Read the 3 texts on the following pages.** What are the **similarities and differences** that you observe in the 3 texts? You might like to **begin by annotating** or marking up the texts. You could use the **Critical Reading routine** introduced at the start of this package as a starting point.

## Text A: Project Mammoth

*This text is an article about a new scientific project.*

Of all the incredible possibilities presented by controversial new scientific techniques, perhaps the most intriguing are efforts to bring animals back from extinction. Candidates for 'de-extinction', as the process is known, include species like the passenger pigeon (the last one died in captivity in 1914) and the dodo (last seen in 1662).

These projects are not just distant dreams.

Scientists working on such projects estimate that a variation of the first new woolly mammoth (which disappeared some 4 000 years ago) may soon be born. They hope these animals will play a role in slowing or reversing the effects of climate change.

The basic idea behind how it would work is that scientists would first retrieve DNA from the remains of a woolly mammoth that had been preserved for centuries in the frozen tundra<sup>1</sup> and use that to alter the DNA of modern Asian elephants. According to scientists, the two species are so closely related that if mammoths were alive today they could successfully breed with elephants. Tweaking the Asian elephants' DNA to more closely resemble that of their ancient relatives could mean elephants might be able to give birth to a furrier, fatter hybrid.

Scientists say this work is decidedly not about creating Mammoth Park – the creature would not be a perfect copy of a mammoth anyway. The hope is that these mammoth-like Asian elephants will be more resistant to cold and will repopulate the tundra and coniferous forest in Eurasia and North America. Scientists feel that this will help to protect endangered Asian elephants and revive an ancient grassland in the tundra<sup>1</sup>, which could prevent the melting of Siberia's permafrost.

The project is not without its critics who claim the idea is no more than a gimmick, seducing scientists into thinking they are saving the world and distracting us from guaranteeing our planet's biodiversity for future generations with promises of being able to fix mistakes later.

Scientists defending the idea explain, 'We're just bringing DNA back from the past to improve modern survival and diversity. The Asian elephant faces threats

**Purpose:** Article to inform readers about a new scientific project.

**Concept:** 'De-extinction' - Efforts to bring animals back from extinction using new scientific techniques.

### Point of View: The Claim

- 'Not just distant dreams' suggests that de-extinction for scientists is more than a hope and could work, also likely to be imminent.

### Point of View: Reasons why scientists might be excited by the possible birth of a woolly mammoth.

- Woolly mammoths disappeared some 4000 years ago / mammoths have been extinct for 4000 years.
- They hope mammoths will play a key role in slowing or reversing the effects of climate change.

### Point of View: Explanation of process

- Retrieve DNA from frozen remains of a woolly mammoth.
- Use that mammoth DNA to alter the DNA of a modern Asian elephant.

**Assumption:** DNA tweaking will work. But earlier the word 'controversial' was used to describe this scientific technique, which suggests that the technique is contentious / disputed / debatable.

### Point of View: Reasons why Asian elephants were chosen for Project Mammoth

- Closely related to mammoths / DNA very similar.
- Potential to breed with mammoths.
- Asian elephants are under threat of extinction from humans.

### Implications and Consequence:

- Project could improve chances of survival of the endangered Asian elephant.

### Other Perspectives:

Critics think the project will:

- Be of no real value but is just a publicity stunt.
- Fool scientists into thinking this is the answer to the Earth's problems.
- Stop people dealing with the real issue(s) of protecting species from extinction.
- Excuse environmentally damaging actions now as people can claim they can sort out any problems afterwards.

### Lens:

Scientific and technological innovation

to its existence – it's going extinct, just like the mammoth did, and mainly because of humans. Bits of mammoth DNA can give them a better chance of survival.'

- 1 **tundra:** a vast treeless plain in the Arctic where the subsoil is permanently frozen

### Text B: Waking the Baby Mammoth

*This text is a review of a television programme called 'Waking the Baby Mammoth'.*

**Purpose:** Positive review of a television programme, evident from the use of words like 'mesmerised', 'succeeds brilliantly', 'amazing story', 'visuals are beautiful'

Only a handful have been found before. But none like her. Her name is Lyuba. A one-month-old baby mammoth, she walked the tundra about 40 000 years ago, then died mysteriously. Discovered on a riverbank in Siberia, she's the most perfectly preserved woolly mammoth ever discovered. Lyuba has mesmerised the scientific world with her arrival – creating headlines across the globe.

'Waking the Baby Mammoth', a new television programme, tells the tale of this single accidental discovery of a frozen baby mammoth in the Siberian tundra and how the discovery has enriched our understanding of these extinct magnificent beasts.

The programme begins with the incredibly fortunate discovery of Lyuba by a reindeer herder who feared that disturbing the remains of the dead might lead to a curse. Too often with such findings, the preserved creature would be dug up and sold, leading to irreversible decomposition and the loss of a treasure trove of valuable information. However, the herder had enough foresight to contact authorities, and scientists began the careful retrieval process. Everyone wanted to know how Lyuba had died. What could she tell us about life during the Ice Age and the Earth's changing climate?

The programme follows the scientific process and the hurdles in understanding where Lyuba came from and what she can tell us about her **Pleistocene**<sup>1</sup> life. That being said, apart from specific experiments involving high-tech bone scans, tissue extraction and dental examinations, the programme does not delve too far into the intricate data. We are left wondering whether scientists will be able to extract her DNA, and what secrets that might uncover. It's impossible to watch the work on Lyuba without sharing the anxiety the scientists must have felt to get it right.

The programme succeeds brilliantly in bringing drama to a quite amazing story. We are presented with stunning 3D animations of Lyuba and her mother. In cinematic form, Lyuba is brought to life as an active furry baby mammoth, bouncing along next to scientists as they contemplate the frozen carcass's secrets. The visuals are beautiful – light shines off the baby's fur and her 25 shadows dance in just the right way to really make her come alive.

The programme has truly woken the baby mammoth within our minds and hearts.

<sup>1</sup>**Pleistocene:** the Ice Age, which lasted over 2.5 million years and ended about 12 000 years ago

**Point of View: Reasons****What made Lyuba such a remarkable and precious scientific specimen:**

- Only a handful of mammoths have ever been found
- Most perfectly preserved woolly mammoth ever discovered
- Discovered by accident
- Man who found her did not disturb (or sell) her remains
- Scientists were able to carefully retrieve her, avoiding damage
- Had remained frozen for so long

**What scientists hoped to discover by studying her:**

- Better understanding of woolly mammoths as a species
- How she had died
- What life in the Ice Age was like
- Information related to climate change
- Where she came from
- Mammoth's DNA

**Other Perspective:**

- The programme does not delve too far into the intricate data or the secrets that might be uncovered.

**Text C: The Gift**

*This text is taken from a longer narrative. At this point in the story, it is the night of Natalia's sixteenth birthday. Her grandfather, a doctor, has arrived back late at night from visiting patients. He has woken Natalia and asked her to follow him quietly through the streets of their city.*

**Purpose:** Storytelling (narrative) of an encounter with an elephant

We were nearing the end of our side street and I assumed the silence of our walk would be shattered by the bustle along the tramway. But when we got there, nothing, not even a single passing car. Every window was dark. The hazy moon seemed to gather the silence up around it like a net. Not a sound: no sirens, no rats in the bins that lined the street. My grandfather stopped, looked up and down the street, then turned left.

'It's not far now,' he said.

I caught up with him long enough to see that he was smiling. 'Not far to where?' I said, out of breath, angry. I drew myself up and stopped. 'I'm not going any further until you tell me.'

He turned to look at me, indignant. 'Lower your voice you fool,' he hissed. Suddenly his arms went over his head in a wide arc. 'Can't you feel it? No one in the world awake but us.' And off he went again.

We passed empty windows of shops that had gone out of business; lightless buildings; a beggar sleeping so soundly that I would have thought him dead if I hadn't realised that the moment had closed around us, making everything still.

Suddenly grandfather stopped ahead of me and stood, pointing into the distance, his hand shaking with excitement.

'There,' he said. 'Look!'

I peered out into the street. On the other side, there was a street lamp with a dying bulb. I was opening my mouth to say 'What?' and then I saw it. Half a block from us, an enormous shadow was moving along the street.

At first I thought it was a tram, but its shape was too organic, too lumpy, and it was going far too slowly for that, making almost no noise. It was swaying, swaying up the street with an even momentum in a rolling motion that was drawing it away from us like a tide, and every time it rocked forward, something about it made a soft dragging sound on the rails. As we watched, the thing sucked in air and then let out a deep groan.

'That's an elephant!' I said.

My grandfather said nothing. His glasses had fogged up during the walk, but he wasn't taking them off to wipe them. He took my hand; we watched the animal.

Its ears were folded back against the domed, bouldered head with big-lidded eyes; the arched roll of the spine fell away into the hips; dry folds of skin shook around the shoulders and knees as it shifted its weight. It seemed to take up the whole street. It dragged its curled trunk like a fist along the ground.

Several metres in front of it, holding a bag of something that must have been enormously tempting, a short young man was walking slowly backward, drawing it forward with whispers.

#### Inferences and Judgements:

The elephant's movement is described in terms reminiscent of a boat on the sea. The elephant is also out of place / incongruous in the context of the city

**too organic, too lumpy:** with bumps and soft curves, not a defined or geometric shape, difficult to recognise, suggests softness, out of place in the city.

going **far too slowly:** measured, unhurried movement, pace that suggests progress is difficult making **almost no noise:** the smallest of sounds, contrasts with the size of the animal, suggests secrecy

(it was) **swaying, swaying** up the street: moving side to side with a swinging motion; like a ship on an ocean.

an **even momentum:** moving forwards at a constant pace, calm, steady force

a **rolling motion** (image): smooth continuous action, suggests ship's movement on waves

**soft dragging sound** on the rails: some part of the animal is trailing, or being pulled along with some difficulty / effort; sound of flesh on metal; animal seems vulnerable, possibly injured

**the thing sucked in air and then let out a deep groan:** use of 'the thing' creates mystery; sound shows 'the thing' is an animal, out of place and suffering

#### Inferences and Judgements:

The majestic, noble animal is portrayed as suffering, pitiable yet still proud **ears folded back:** not sticking out, as if packed away, non-threatening, suggests submission, reminiscent of something soft and pliable

**bouldered head** (image): huge; connotations of solid stone and colour grey, like part of a moving mountain

**big-lidded eyes:** size emphasised; suggests drooping eyes, tired / exhausted and dejected;

**fell away into the hips:** no muscles mass; skin / bone of back seems to just disappear into hips; as if disintegrating; suggests animal is weak and vulnerable, despite size, and also undernourished.

**dry folds of skin shook** around the shoulders and knees: the looseness of its skin makes it seem elderly; evokes pity

**shifted** its weight: slight change of position, immense effort

seemed to **take up the whole street:** huge, imposing, overwhelming, out of place

**dragged its curled trunk like a fist** (image): moves trunk along with some effort now, as if too heavy; can be interpreted as reluctance to move or latent aggression / remaining fighting spirit suggested by fist; alternatively, may have lost the will or ability to fight anymore as it is exhausted.

'I saw them at the train station as I was coming home,' my grandfather said.

The elephant passed: slow, graceful, enchanted by the food in the young man's hand.

'No one will ever believe this,' I said.

My grandfather looked at me like he'd never seen me before. 'You must be joking,' he said.

'Look around. Think for a moment – do you think anybody would understand? Do you think it will matter to them?'

Later that year, we would read about how some soldiers had found an elephant near death at the site of an abandoned circus; about how, despite everything, despite closure and bankruptcy, the zoo director had said, 'Bring him in – eventually the kids will see him.' The newspapers ran a picture of him, standing stark-ribbed in his new pen at the zoo, an advert of better times to come, hope for the future and the end of the war.

*Texts taken from CIE GCSE EL 2020 Specimen Papers*

**Inferences and Judgements:**

It seems that the context of the story is that there is some on-going conflict (inferred from the end of the next paragraph) and that the society is in a dire economic state ("passed empty windows of shops that had gone out of business; lightless buildings; a beggar sleeping so soundly that I would have thought him dead", "street lamp with a dying bulb"). The presence or existence of the elephant may not be of significance as the people have more pressing concerns.

If your texts have been well annotated, it should not be too difficult to begin the next section, where you should **compare the similarities and differences** between the texts, explore **links and connections** between writers' ideas and perspectives, as well as how they are conveyed. You can compare the texts by considering:

- The **audience and form**: do the texts have the same target audience? Are the texts the same form? For example, are they magazine / newspaper articles?
- The **purpose** of each text and how the writers achieve this.
- The **perspectives**: do the writers of the texts have the same or different perspectives?
- The **use of language and literary devices**: are similar language features or literary devices used to reinforce the writer's ideas?
- The **subject, themes and ideas of the texts**: do they contain different themes or the same themes? Do they use different techniques to express their themes?
- Which text is **more effective** and why?
- How can you **reconcile the differences** between the texts?

Using the points from your annotations earlier, fill up this table of comparisons between the 3 texts:

Point	Example from Text 1	Example from Text 2	Example from Text 3	Explanation
Similarity				
Difference				

Discovering **similar** ideas or arguments helps to **reinforce / deepen** your understanding of them, while exposure to **different or opposing** arguments will lead to a **broader understanding of perspectives**.



## Application to the NIT Questions in Specimen Paper

**Test for Understanding:** Now, practise what you have learnt using questions 7 and 8 from the Specimen Paper.

### Question 7:

Passage 1 states that “the more information is collected, the more powerful the “swarm” response can be” (lines 37-38).

Identify **one** specific idea from Passage 3 which can be used to undermine this statement. Justify your answer.

### Question 8:

Passage 2 states that ‘once your personal information is out there, there really is no way to stop it from being circulated or used’ (lines 25-26).

Identify **one** specific idea from Passage 3 which can be used to support this statement. Justify your answer.

### Some keywords from Questions 7 & 8:

**Identify:** pick out / Select

**Undermine:** challenge / subvert / oppose / contradict

**Support:** defend / uphold

**Justify:** give reasons for / explain / rationalise

## 8881 Specimen Paper Passage 3

**Passage 3.** *A researcher writes about their experience of requesting all the data held about them online.*

- 1 I decided to try to reconstruct my own data doppelganger – to come face-to-face with myself as I exist in data, and so to understand a little more about how companies have built a version of ... well, myself.
- 2 Whether through design or neglect, learning about this world was a frequently frustrating process. I spent more than a month issuing data access requests to as many different companies as I could, around 80 in total. My greatest impression was how unwelcome I felt in this world. We have rights to reclaim our data, but some companies did not even respond when I issued a legally enforceable request to get my data back. Eventually, around 20 companies sent back my personal data, and if printed, it would stretch to about 7000 pages in length.
- 3 About 1500 of those pages was data derived from other data that had been collected about me using statistical models and based on likelihoods. It is easy to find data on this scale a little alarming, but most of it I found more silly than sinister. My household was found to have no ‘regular interest in book reading’, yet I have written a book. At one moment I was a go-getter, an idea-seeker. Then I was a love aspirer, a disengaged worker, part of a group called budgeted stability or, simply, downhearted.
- 4 If this was a reflection of myself, I did not recognise it.

**Begin by unpacking the quotes in the questions.**

	<b>Passage 1</b>	<b>Passage 2</b>
<b>Point of View (The Claim)</b>	'The more information that is collected, the more powerful the "swarm" response can be' (lines 37-38)	'Once your personal information is out there, there really is no way to stop it from being circulated or used' (lines 25-26)
<b>Point of View (Explanation / Reasons)</b>	<p>Each of us has a massive, internalised database of information, so working together and combining these creates a huge, conglomerated amount of knowledge.</p> <p>The more information collected, the higher the quality outcomes/results because optimised decisions may be reached through forecasts from the data collected.</p> <p>Decisions also take significantly less time to be reached and groups reach solutions more quickly.</p>	Humans willingly volunteer to offer personal data for companies to exploit and they do this in huge numbers, providing massive amounts of data that are peddled. This data keeps on growing, leading to a situation that is beyond an individual's control.
<b>Point of View (Evidence)</b>	<p>Observations of swarm intelligence in biological swarms (ant and bee colonies) and studies investigating human applications of this natural phenomenon.</p> <p>Parallels drawn between the use of swarm intelligence in the animal kingdom in the form of bee pheromones or whales singing to one another and the use of "human swarming" to benefit humans.</p> <p>A specific example given was on the use of the mobile phone connected to the internet that continuously receive information and broadcast personal data. This is especially useful during emergencies such as a train breakdown. Because the two-way communication is constant, people share information about their whereabouts instantaneously. This sharing is done unconsciously/spontaneously and alert other people to live/on-going problems during emergencies, so swarm intelligence is helpful to improve people's lives.</p>	<p>Observations of human behaviour, particularly of social media users and how targeted advertising works.</p> <p>Apps collect information about location, demographics, behaviour and habits. They gather lots of personal data which can be sold.</p> <p>Users are apathetic/unaware about their details being collected.</p> <p>There is a lack of transparency/ clarity in the terms of service which the public are not meant to understand.</p> <p>The licensing terms are so broad and vague they cover all kinds of circumstances to favour the companies' own purpose.</p> <p>Users are not paid even though their personal data is used.</p> <p>Data is monetised even though permission may not be granted by the user.</p> <p>The same thing happens in the case of loyalty cards, where shoppers consent to release their personal information for their own (small) gain when the store is receiving greater monetary gain.</p> <p>Companies also use information about user purchases for the purpose of targeted advertising.</p>

What are the connections between **Passage 1** and **Passage 3**?

Ideas in Passage 1	Ideas in Passage 3	How ideas in Passage 3 <u>undermine</u> statement in Passage 1	Justification
<p>'The more information that is collected, the more powerful the "swarm" response can be' (lines 37-38)</p> <p><i>Use your points from the previous section.</i></p>	<p>Companies build an image of a person based on the available data about him/her online.</p> <p>There are massive amounts of data available online on various aspects of a person's life.</p> <p>About 1500 pages were derived about the author from other data and inaccurate conclusions were made about him.</p>	<p><b>Check your understanding by paraphrasing the Question:</b></p> <p><b>Find the contrast between the views. Explain the contrast clearly:</b> In Passage 1...</p> <p>Passage 3, however...</p> <p><b>Valid Idea from <u>Passage 3</u> that show this contrast:</b> Passage 3 states that...</p>	<p><b>Justification (why / how the idea selected undermines the statement):</b></p>

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What are the connections between **Passage 2 and Passage 3**?

<b>Ideas in Passage 2</b>	<b>Ideas in Passage 3</b>	<b>How ideas in Passage 3 <u>support</u> statement in Passage 1</b>	<b>Justification</b>
<p>'Once your personal information is out there, there really is no way to stop it from being circulated or used' (lines 25-26)</p> <p><i>Use your points from the previous section.</i></p>	<p>Companies build an image of a person based on the available data about him/her online.</p> <p>There are massive amounts of data available online on various aspects of a person's life.</p> <p>Companies did not even respond when the author issued a legally enforceable request to get his data back.</p> <p>About 1500 pages were derived about the author from other data and inaccurate conclusions were made about him.</p>	<p><b>Check you understanding by paraphrasing the Question:</b></p> <p><b>Find the similarities between the views. Explain the similarities clearly:</b> In Passage 2...</p> <p>Similarly, Passage 3...</p> <p><b>Valid Idea from Passage 3 that show this similarity:</b></p>	<p><b>Justification (why / how the idea selected supports the statement):</b></p>

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## Part 2: Strengthening Short-Answer Questions (SAQs): Approaches and Practices

We will now move on to the learning about the different question types in the Short-Answer Questions section. Note that the A Level Exam Papers often test these skills but might not categorise them so explicitly. Thus, do learn to recognise what is being assessed based on how the questions are phrased and hone your critical and close reading skills of the extracts from the passages. In addition, do pay attention to how your answers ought to be presented to gain full credit for each question.

### Section A: Paraphrasing Skills

#### 1) Direct Paraphrasing Questions

**Tips:**

These questions often require close reading to identify the relevant points that address the question.

- (A) **Why** – Reasons (Look for signposting devices that show cause-effect relationships: “because”, “as a result”, “for”, “as” etc. Reasons may also come directly before or after the question keywords).
  - (B) **How** – Methods, processes, techniques (Explain the steps properly).
  - (C) **What** – Definitions or meanings (Explain clearly).
- Based on the keywords in the question, **close read the passage, paying attention to the text before and/or after those keywords**. The answer is typically found around these keywords.
  - Recall **APT paraphrasing skills – Accuracy, Precision, Thoroughness**.
  - Contextualise your answer** – what is the **meaning conveyed in the context of the passage**? Literal word-for-word paraphrasing may not answer the question well.
  - Paraphrased answers must **FIT** what the question is asking for. Do link back to the question.
  - If a question actually has 2 parts, use signposts to indicate which question part you are answering, and write your answers in two separate sentences.

- In Paragraph 1, what advantages does the author see in breaking rules? **Use your own words as far as possible.** [2] (NYJC 2022 JC2 Prelims)

**Anubhuti Matta discusses the reasons for breaking rules.**

- 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

From Passage	Paraphrased
<b>because</b> if everyone travels within the bounds of given rules, no <b>horizons will ever be expanded</b> . We should only break rules <b>to better society</b> .	The author sees the advantages as helping to (a) <b>widen</b> mankind’s/people’s <b>knowledge/perspectives/world view/ of things around them</b> [1] <b>AND</b> (b) facilitating the <b>progress</b> of society/community/country/nation/mankind/humanity/human race [1] <i>Note: (a) and (b) are separately credited.</i>

## Practice Questions: Try it out!

1. Explain why people who gather to watch lynchings are 'not just bystanders but participants' (lines 21-22). **Use your own words as far as possible.** [2] (ACJC 2021 JC2 Prelims)

### Dan Hancox discusses the power of crowds.

- 3 Even before the Covid-19 lockdown, crowds have been under threat. Crowds have always had a bad rap: there is no gentle mob, no friendly pack. The same disinhibition that allows for moments of great joy can also enable grotesque crimes. The people who gathered to watch lynchings in the US or recent attacks on Muslims by groups of Hindu nationalists in India were not just bystanders but participants. Their presence and acquiescence helped make the violence possible. And just as the people at the back of the crowd empower those at the front, the reverse can be true. The hooligan firm leader who throws the first cafe chair across a moonlit plaza on a balmy European awayday makes it easier for more timid members of the crowd to cross their own 'cooperation threshold' and join in. Even celebratory or worshipful crowds can go wrong, and when they do, they generate an unmatched horror. Few things strike fear like the idea of mass panic, few words as chilling as 'caught up in a stampede' or 'trampled to death'. For some people, even a peaceful and orderly crowd can be scary, triggering intense anxiety or post-traumatic stress disorder. 20 25

**Answer:**

2. In paragraph 8, how do new devices at our fingertips condition crowd behaviour? **Use your own words as far as possible.** [2] (ACJC 2021 JC2 Prelims)

### Dan Hancox discusses the power of crowds.

- 8 Crowd behaviour in the 21<sup>st</sup> century has been conditioned by the new devices at our fingertips as much as the changing ground beneath our feet or the laws that govern its movement. New types of crowds are able to act in concert even before they meet; a 'social tsunami' coming from the next wave of mobile telecoms. The 2009 Iran Green Revolution, the 2011 Arab Spring, the Occupy movement – all of these 'movements of the squares' saw physical public space unexpectedly replenished with fresh, angry crowds that had established many of their initial networks and political education via the internet. 'Online inspiration, offline perspiration', as one slogan of the time put it. 70

**Answer:**

## 2) Comparison Questions (Similarities and Differences)

### Tips:

- When asked for **similarities/parallels**, look for **aligned** ideas. Signpost your answer to indicate commonality: "Both A & B ..."
- When asked for **differences/contrasts**, look for **opposing** ideas/notions/concepts. Importantly, your answers **must be PAIRED UP according to a specific criterion**, e.g. While X is ... (A1), Y is ... (A2)
- For differences, please check your paraphrasing to ensure that there is a **clear corresponding contrast** shown **based on the same criterion** for each pair of difference – e.g., big vs. small.
- Typically, 1 pair of difference (A1+A2) will be credited 1 mark.
- Sometimes, the ideas are not so evident and **may need some inference** on your part to identify the criterion or the point of contrast.

1. In paragraph 5, **what distinction** does the author make **between** the attitudes of the public **and** his own, in terms of their perceptions of beauty? [2] (HCI 2022 JC2 Prelims)

**David Robson argues there are downsides to attractiveness.**

- 5 For those born under the Beauty star, the bubble of beauty is the proverbial albatross round their necks. Believed to have an unflagging audience of admirers worshipping at their feet, how could these Gods and Goddesses of the Body ever be adrift or alone? In their temples, surely they are above the manifold troubles the run-of-the-mill wrestle with? This elevation of beauty to the level of godliness is encouraged by the influence of social media and the online curation of perfect images, making the beautiful easy targets for derision. How dare they complain when Fortune has smiled on them? Adding insult to injury, such stereotyping of the beautiful subjects them to undue mental stress and anxiety. 35

From Passage	Paraphrased
For those born under the Beauty star, the bubble of beauty is <b>the proverbial albatross round their necks</b> . Believed to have an unflagging audience of <b>admirers worshipping at their feet</b> , <b>how could these Gods and Goddesses of the Body ever be adrift or alone?</b> In their temples, surely they are above the manifold troubles the run-of-the-mill wrestle with? This elevation of beauty to the level of godliness has been encouraged by the influence of social media and its curation of perfect images, making the beautiful, easy targets for derision. How dare they complain when Fortune has smiled on them? Adding insult to injury, such stereotyping of the beautiful subjects them to undue mental stress and anxiety.	<p><b>1<sup>st</sup> criterion for contrast: The <u>value</u> of beauty</b></p> <p>A1: <i>The author thinks</i> beauty is a <b>burden / weight / load / encumbrance</b> BUT</p> <p>A2: <i>the public views</i> it as a <b>blessing / gift / reward from the gods</b></p> <p><b>2<sup>nd</sup> criterion for contrast: The <u>effect</u> of beauty</b></p> <p>B1: <i>The author makes the point that</i> beauty <b>isolates / cuts off the beautiful from others</b> BUT</p> <p>B2: <i>the public thinks</i> the beautiful are <b>esteemed / highly approved of / adulated</b> OR they <b>can never be without friends/ company</b> as they are <b>surrounded by followers / supporters</b></p> <p>Note: Any one pair correctly identified and contrasted for 1 mark. Both pairs needed for 2 full credit.</p>

## Practice Questions: Try it out!

1. What distinction is the author making when he refers to 'top-down push and bottom-up pull' (lines 67-68)? **Use your own words as far as possible.** [2] (YIJC 2022 JC2 Prelims)

**Gernot Wagner considers the various ways in which we can combat climate change.**

- 10 What is crucial is to find the right balance between a top-down push and bottom-up pull. Just as "sequencing" public policy requires pushing renewable technologies first in order to price the cost of carbon emissions later, so too must committed individuals be the starting point for broader green policies. Reducing beef consumption is a crucial individual contribution to cutting emissions. Vegetarians, meanwhile, will not cut carbon at scale because of having removed beef from their diet: they will cut carbon because they represent a committed, vocal, core group organising and pushing broader climate policies. 70

**Answer:**

2. What is the author's purpose in contrasting crowd membership with a 'muscle' (line 87)? **Use your own words as far as possible.** [2] (ACJC 2021 JC2 Prelims)

**Dan Hancox discusses the power of crowds.**

- 10 If we now have a better grasp of the complexity of crowd dynamics, the core truth about them is relatively simple: they have the potential to magnify both the good and bad in us. The loss of self in a crowd can lead to unthinkable violence, just as it can lead to ecstatic transcendence. Being a crowd member is not a muscle that will atrophy through lack of use – our knack for it and need for it, has a much longer history than the months we will be required to keep our physical distance. The desire to be part of the crowd is a part of who we are and it will not be dispersed so easily. 85

**Answer:**



## Section B: Inferential / Interpretive Skills

### 1) Use of Vocabulary (word / phrase / expression / intensifiers / qualifiers)

#### Tips:

- These questions test whether you understand a word/phrase/expression in the context of the passage and how it is applied.
- You need to first start with the given word/phrase/expression and identify which dictionary meaning may be used. Then **explain what the word/phrase/expression means in the context**. Make sure you **capture the meaning of the word/phrase/expression and the author's point!** Please do not give a simplistic answer without context of the author's point. E.g., "The author wants to emphasise his point." – Missing context.
- **Intensifiers** (e.g., significantly, all the more so) → Used for emphasis of a point in context.
- **Qualifiers** (e.g., almost, rather) → Used to qualify a point in context.
- **'Even'** → Used to emphasise / stress on the great extent of a point in context, such that something unexpected would take place.

1. **Explain the author's use of the word 'even' in the phrase 'even toddlers are not immune' (line 7). Use your own words as far as possible. [2] (ACJC 2022 JC2 Prelims)**

**Kate Julian makes several observations about the increasing anxiety in children.**

- 1 I am the mother of two children, 6 and 10. I used to think our country was raising resilient children, but given the apparent direction of our country and our world, I have not been feeling optimistic about the conditions for future sanity — theirs, mine or anyone else's. Anxiety is, in 2020, ubiquitous, inescapable, an ambient condition. It is the topic of pop music (Ariana Grande's *Breathin'*), the country's best-selling graphic novel (Raina Telgemeier's *Guts*), and a whole cohort's sense of humour (Generation Z's seemingly bottomless appetite for anxiety memes). Anxiety is on the rise in all age groups, such that even toddlers are not immune.

From Passage	Inferred / Paraphrased
Anxiety is on the rise in all age groups, such that even <b>toddlers</b> are <b>not immune</b> . (line 7)	<p><b>Function – 1 mark</b></p> <p>The author uses the word 'even' to emphasise the <b>extremity/ severity/ pervasiveness/ great extent of the problem, such that/ so much so that/ to the point that (idea of 'extensiveness')</b></p> <p>OR</p> <p>The author uses the word 'even' to emphasise how it is <b>surprising that (idea of 'surprising')</b></p> <p><b>Context – 1 mark</b></p> <p>very young children are also <b>not spared from/ are also affected</b> by anxiety. OR</p> <p>toddlers <b>who we do not normally expect</b> to suffer from anxiety <b>also</b> suffer from it.</p> <p><b>NOTE: The subject and significance of 'toddlers' must be accurately captured and explained.</b></p> <p>1. For Option 1: Students cannot lift 'toddlers' – Must reflect the fact that they are VERY young</p> <p>2. For Option 2: Allow for lift of 'toddlers' because the focus here is on what's unexpected regarding them specifically</p>

## Practice Questions: Try it out!

1. Explain why the author uses 'mere' in line 19. [2] (ASRJC 2021 JC2 Prelims)

**Archibald Bisby defends the case for the preservation of languages.**

- 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.

**Answer:**

2. '... is the only way to create consequences for those who have more power in society' (lines 21-22). What does the word 'only' suggest about the cancellers' belief regarding the other ways that have been used? [1] (JPJC 2021 JC2 Prelims)

## Zoe Thomas weighs in on cancel culture.

- 3 Cancellers say using social media to call attention to actions they do not agree with, is the only way to create consequences for those who have more power in society. That power can come in the form of money or influence. Other times, cancellers say that power comes from their race or gender. At the heart of many complaints about cancel culture is the idea that there are few ways to make amends once cancel culture says you have done something wrong. When an ordinary individual is the target, those options for apologies or fixing an issue are even fewer. 25 That can mean the financial consequences are more severe. It is important to remember that someone is paying the price. When brands are targeted by cancel culture, they can often find ways to move past an incident, while individuals can be left with very expensive consequences.

**Answer:**

## 2) Use of Linguistic Devices:

### A) Questions on the Use of Punctuation / Italics / Repetition

#### Tips:

- **Brackets/Parentheses** → Used to provide extra/additional information/a side note to emphasise/support/strengthen/reiterate a point which must be clearly explained.
- **Quotation marks/Inverted commas** → Used to question/challenge the suitability/aptness/appropriateness of using a word/phrase to describe something that does not typically meet the expectation of the word/phrase's connotation. The author may use this to be ironic (by implying he disagrees with the use of the word) / he does not think the word/phrases is/are valid or true in that particular context.
- **Repetition of a certain word(s)** → Used for emphasis of the idea presented in that repeated word. Context is important – ensure you convey the point made by the repetition.
- **Ellipsis (...)** → Used for dramatic emphasis / to show repetition or endless continuation – a non-exhaustive list / for selective omission.
- **Italics for certain words** → Used to emphasise the word(s) to make the point clearer or more distinctive.
- **Series of questions** → Determine if the questions posed are rhetorical questions – is there a point made / implied? Used to typically provoke thought in the reader, or to build / strengthen the author's point / line of reasoning.

1. Why has the author written 'positive' in inverted commas (line 33)? [1] (NYJC 2022 JC2 Prelims)

#### Anubhuti Matta discusses the reasons for breaking rules.

- 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.

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

## Practice Questions: Try it out!

1. Why does the author include the phrase 'and, truth be told, a lot of things' (lines 42-43) in dashes? [2] (RI 2022 JC2 Prelims)

**Tracy Lindeman discusses the attitudes and issues surrounding architecture and design in Canada.**

- 5** The reason Canadian cities look so *blah* compared to, say, European ones is only partly because ours are much younger. When it comes to architecture—and, truth be told, a lot of things—University of Calgary architecture professor Graham Livesey suspects that Canadians do not want to make a fuss. 'I don't think Canadians are any less informed than anybody else in the world. We are fairly educated, we are fairly sophisticated, and we travel', says Livesey. 'But,' he continues, 'I think Canadians—and it's not just particular to architecture—are just a bit passive. You could say the same when it comes to the environment. We're really not doing that much for the most part, and Canadians aren't really demanding that their politicians do very much either'.

**Answer:**

2. What is the author suggesting in his use of the three dots (...) in line 12? [2] (VJC 2022 JC2 Prelims)

**Arthur C. Brooks writes about satisfaction.**

- 2** Satisfaction is one of the core "macronutrients" of happiness, required in large amounts for everyday life. Yet time and again, we have fallen into the trap of believing that success and its accompaniments would fulfill us. Everyone has dreams, and they beckon with promises of sweet, lasting satisfaction if we achieve them. But dreams are liars. When they come true, it is ... fine, for a while. And then a new dream appears. The Stones' song should really have been titled "(I Can't Keep No) Satisfaction." It is almost as if our brains are programmed to prevent us from enjoying anything for very long.

**Answer:**

3. Explain the author's use of the questions at the end of paragraph 5. [1] (RVHS 2022 JC2 Prelims)

**Des Pare discusses the merits of pessimism.**

- 5 Surely we can do better than give the manifestly inadequate answer (which may also be an outright lie) to assure them that all will be well – since we know there is every chance it would not be. The thing to avoid is not pessimism, but hopelessness or giving up. We can instead strive for change without any certainty other than the knowledge that we have done what we are called to do as moral agents in a time of change. If brute optimism fails, could hopeful pessimism do better? Could it be, in fact, a *virtue*?

40

**Answer:**

## B) Linguistic Devices: Questions on the Use of Illustrations

**Tips:**

**Why does the author refer to an example?**

You need to use the example as a starting point to infer the point being emphasised. In the answer, capture what is the point being underscored/emphasised. Where possible, explain the example too.

**How does the example illustrate the author's argument about...?**

- Identify the example and point.
- Explain what the illustration/example is. Ensure the **context of the example is retained**.
- Show the **LINK between the example and therefore the author's point**.
- What is the author's final argument? **Paraphrase the point that is made by the illustration.**

1. How does the author's use of illustration in lines 4–6 show that anxiety is all around us? [1] (ACJC 2022 JC2 Prelims)

**Kate Julian makes several observations about the increasing anxiety in children.**

- 1 I am the mother of two children, 6 and 10. I used to think our country was raising resilient children, but given the apparent direction of our country and our world, I have not been feeling optimistic about the conditions for future sanity — theirs, mine or anyone else's. Anxiety is, in 2020, ubiquitous, inescapable, an ambient condition. It is the topic of pop music (Ariana Grande's *Breathin'*), the country's best-selling graphic novel (Raina Telgemeier's *Guts*), and a whole cohort's sense of humour (Generation Z's seemingly bottomless appetite for anxiety memes). Anxiety is on the rise in all age groups, such that even toddlers are not immune.

From Passage	Inferred / Paraphrased
Anxiety is, in 2020, ubiquitous, inescapable, an ambient condition. Anxiety is <b>the topic of pop music</b> (Ariana Grande's <i>Breathin'</i> ), <b>the country's best-selling graphic novel</b> (Raina Telgemeier's <i>Guts</i> ), <b>and a whole cohort's sense of humour</b> (Generation Z's seemingly bottomless appetite for anxiety memes). (lines 3-6)	The author uses <b>examples from different media platforms/ fields</b> to show that everyone is talking about anxiety. OR The author's use of examples shows that anxiety is <b>prevalent/ a dominant theme/ commonly discussed in popular culture</b> .

## Practice Questions: Try it out!

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.** [2] (NYJC 2022 JC2 Prelims)

**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, 5 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.

**Answer:**

2. In lines 13-16, how does the author illustrate that beautiful spaces affect how we feel? **Use your own words as far as possible.** [3] (RI 2022 JC2 Prelims)

Tracy Lindeman discusses the attitudes and issues surrounding architecture and design in Canada.

- 2 But beautiful spaces are critical for the life of a community. Think of the places you love most in your community and consider how they make you feel. What comes to my mind are fond memories of roaming the narrow corridors of Diocletian's Palace, in Croatia; savouring a cup of coffee on the lively piazzas of Rome; experiencing the thrill of fireworks over the Old Port of Montréal. These are spaces built for people. All kinds of people want to use a lovely library, bike through a lush park, visit a poignant outdoor monument, even use the rooftop patio of their condo building. Consider our COVID-19 experience, which has seen people clamouring for communal outdoor spaces where they can be safely together. When all this is over, buildings will again be gathering points. Do we not deserve beauty?

Answer:

### C) Linguistic Devices: Questions on the Use of Figurative Language (Metaphor, Analogy, Paradox, Irony)

**Tips:**

For **metaphor/analogy [Similarity]**

- Since a metaphor/analogy employs another object to describe a 'quality' of the subject matter, 'visualise' it to understand the 'quality' being conveyed.
- Provide literal and contextual meaning and use connectors like 'just as'/'similar to'.
- **Note: Ensure you draw a link between the literal and the contextual meaning.**

For **paradox/irony [Contradiction]**

- Look for **contradictory ideas/notions/concepts**; or opposing intention vs action; or opposing **expectation vs reality (Irony)**. → "One would expect that... However, in reality.... (show the contradiction clearly)."
- When explaining the contradictions in question, do use words like 'yet' or 'however' to illustrate the contrast more clearly.
- Always keep in mind the **context** of the passage.

1. Explain what is paradoxical about the children's feelings 'when their parents go into aged care' (line 13). Use your own words as far as possible. [2] (TJC 2022 JC2 Prelims)

Caroline Baum discusses ageism in society.



- 2 “The staff call them the Qs and the Qs,” says a seasoned nursing home visitor, describing residents with their mouths hanging open and those with their tongues hanging out. The staff mean no disrespect, but reducing someone to a letter of the alphabet is just one effect of the unconscious dehumanising that happens often in the treatment of the elderly. Some older people take extreme measures to avoid this kind of lingering scenario: joining Exit International or taking steps to enable them to end their lives at a time of their choosing. Guilt and shame – often tempered with unspoken relief – colour many children’s lives when their parents go into aged care. Contrary to popular perception, it is an option chosen by a relatively small percentage of the population, although this is likely to grow as we all live longer. 10 15

From Passage	Inferred / Paraphrased
Guilt and shame – often tempered with unspoken relief – colour many children’s lives when their parents go into aged care. (l.12–13)	<p>While the children feel bad/ embarrassed about sending their parents to aged care/ for not personally taking care of their parents, [1]</p> <p>it is paradoxical that they also feel less distressed about caring for their parents/ glad that the burden/ difficulty of caring for their parents is reduced. [1]</p> <p><i>Answers must show the tension between guilt and shame and relief.</i></p>

## Practice Questions: Try it out!

1. Identify and explain the ‘greatest paradox’ (line 4) of human life. **Use your own words as far as possible.** [2] (VJC 2022 JC2 Prelims)

### Arthur C. Brooks writes about satisfaction.

- 1 The longevity of The Rolling Stones’ megahit “(I Can’t Get No) Satisfaction” — No. 2 on *Rolling Stone* magazine’s original list of the “500 Greatest Songs of All Time” — has a lot to do with a deep truth it speaks. Satisfaction — the joy from fulfillment of our wishes or expectations — is evanescent. Satisfaction is the greatest paradox of human life. We crave it, we believe we can get it, we glimpse it and maybe even experience it for a brief moment, and then it vanishes, and we are left feeling... unsatisfied. But we never give up on our quest to get and hold on to it. “I try, and I try, and I try, and I try,” Jagger sings. 5

**Answer:**



2. What is ironic about BP's advice to the public in lines 19-21? **Use your own words as far as possible.**  
[2] (YIJC 2022 JC2 Prelims)

**Gernot Wagner considers the various ways in which we can combat climate change.**

- 3      It is tempting to dismiss personal responsibility for lowering our carbon footprint. After all, it was oil-giant BP<sup>1</sup> that popularised the concept in the mid-aughts, telling everyone that it was "time to go on a low-carbon diet", even though the company knew full well how impossible that was, much like its own ambition to go "beyond petroleum". Sharply cutting emissions requires changes in business operations, advances in technologies, financial incentives for eco-friendly solutions as well as muscular government policies, in addition to individual efforts. 20

**Answer:**

### **3) Questions based on the Use of Stylistic Devices / Organisational Patterns in the Introduction and Conclusion**

**Tips:**

- Whenever the writer gives an example, states an idea or uses a certain phrase or language device (analogy, anecdote, myth, quote, famous saying, rhetorical question) in the introduction or conclusion, there must be a purpose, reason or basis for him/her to do so.
- Always **keep in mind the author's claim. Any organisational patterns** (e.g., the conclusion referring back to the analogy / example in the introduction) or the use of a quote at the beginning or end of the passage, **serves to bring the reader back to the author's claim.**
- Keep in mind **the functions of an introduction and conclusion.**
- **Introduction** → Establish relevance / significance of the main argument. Consider the author's choice of opening, it is usually both to interest and engage the reader, while also contextualising the topic / claim.
- **Conclusion** → How does the author effectively summarise, reiterate and strengthen his claim? How does the author convince the reader? Is there a course of action that he hopes the reader would take? Or a question he leaves the reader to ponder over?
- Always **link the explanation of function of the device used to the contextual claim / argument made by the author. Paraphrase the contextual point.**

- For this type of questions, it is hence important to pay attention to the main line of argument / reasoning and strive to see links between the introduction and the conclusion. Applying the skills of critical reading helps.

1. In what **two** ways are the last two sentences an effective conclusion to the author's overall argument? [2] (ACJC 2022 JC2 Prelims)

**Kate Julian makes several observations about the increasing anxiety in children.**

- 11 If we want to prepare our kids for difficult times, we should let them fail at things now and allow them to encounter obstacles and to talk candidly about worrisome topics. To be very clear, this is not a cure-all for mental illness. What we need to recognise, though, is that our current approach to childhood does not reduce basic human vulnerabilities. It exacerbates them. Good parenting can help make a difference. Start now before it gets too late. 90

From Passage	Inferred / Paraphrased
Good parenting can help make a difference. Start now before it gets too late. (lines 90-91)	<p>The second last sentence <b>reiterates the author's argument [Function]</b> <u>about how good parenting/ parents not being overprotective alleviates anxiety in children.</u> [Context] [1]</p> <p>OR</p> <p>In the last sentence, the author <b>gives a call to action, underscoring the urgency of [Function]</b> <u>changing the current parenting approach.</u> [Context] [1]</p> <p>OR</p> <p>The last two sentences <b>prompt people to take action by creating a sense of hope [Function]</b> <u>that the problem is solvable/ that there is still time to make changes.</u> [Context] [1]</p> <p>NOTE: Function of the sentence and its contextual point should be explained. <b>(Any 2 points for 2 marks)</b></p>

## Practice Questions: Try it out!

1. Suggest why the author ends the passage by returning to her reference to Captain America. [1] (HCI 2021 JC2 Prelims)

**Julie Beck argues that we need to do more than learning to cope.**

- 1 In one instalment of the Marvel movie franchise, when Captain America awakens from frozen slumber in the twenty-first century and realises he cannot return to his past, our superhero resigns himself to his fate in an unfamiliar world with his trademark composure. "It's tempting to want to live in the past. It's comfortable but it's also where fossils come from," he declares before he proceeds to assist the Avengers in saving mankind. Such can be, at least in fiction, 5 the legendary power of coping.
- 5 The weapons for winning may differ, but the competitive imperative does not. If even Captain America needs his star-spangled vibranium shield to deflect kinetic threats and the support of the assembled Avengers to save mankind in the Marvel Cinematic Universe, mere coping cannot be mankind's response to a capricious world.

**Answer:**

#### **4) Questions based on the Author's Attitude, Use of Language and Personal Pronouns**

##### **A) Author's attitude**

***Tips:***

- When there is a question on the author's attitude, you need to **know the author's stand / claim** for the particular issue. This will help you to **ascertain if the author's attitude is generally positive or negative** regarding that issue.
- However, you need to **be precise in the choice of words to characterise the author's attitude**. Some possible words that can be used for author's attitude include: being **critical, disapproving, sceptical / doubtful, optimistic, hopeful** etc. These are just some examples. To determine the precise attitude the author holds, **close read the use of language and his position** on the issue. You will need to **understand the context** to correctly identify the author's attitude.

1. **What does the word 'ceded' (line 38) suggest about the author's attitude towards the officials mentioned in lines 37-39? [1] (RI 2022 JC2 Prelims)**

Tracy Lindeman discusses the attitudes and issues surrounding architecture and design in Canada.

- 4 Since modernism, though, architecture in Canada has taken a real nosedive. One possible explanation is increasing suspicion of government spending, especially if it appears to involve frivolous design. Then came sprawling suburbanisation, the economic recession of the 1980s, the spread of the megamall, and the fast-and-furious office tower and condo boom that cast a shadow of sameness across cities. In many places, officials **ceded** visions for cities to private developers, which is why you can now find massive condo towers in low-rise neighbourhoods. Sometimes it feels like 'design' has become a dirty word. 35 40

From Passage	Inferred / Paraphrased
In many places, officials <b>ceded</b> visions for cities to private developers, which is why you can now find massive condo towers in low-rise neighbourhoods. [lines 37-39]	The word 'ceded' suggests that the author <b>is critical of / disapproving of [Function]</b> the officials for giving up the plans for cities to private companies. <b>[Context]</b>

## B) Author's use of language

### Tips:

- When there is a question on the author's use of language, **bear in mind the contextual point** that the author is making. You will need to **look at every word carefully** to unpack the meaning of the word – how do they serve to bring out the author's point?
- Some **literary features** could be used – e.g., analogy, metaphor, oxymoron, irony.
- The author may use exaggerated language / emotionally charged language / hyperbole / figurative language / metaphorical expression / parallels / repetition of words or phrases / words that suggest a certain connotation (e.g., artificiality). You need to unpack the **purpose of why the author uses the particular word – explain the link to the point that is being conveyed by the specific choice of language device(s).**

1. **Explain two ways in which the author uses language** in lines 16 – 18 to criticise social media. [2] (RVHS 2022 JC2 Prelims)

### Des Pare discusses the merits of pessimism.

- 2 However, each of these views is flawed. If there are shadows on the road to pessimism, there are dangers in the opposite direction also. If we overemphasise the power we have over our minds, our lives, our destinies, it is all too easy to stumble into cruelty. We need not look very far to see examples of what optimism, in its darkest forms, can become. When a 2008 London tower block named Heygate Estate was sold off to foreign investors, its inhabitants were first evicted then offered mindfulness courses to deal with their anxiety, so that they were themselves made responsible for their misfortunes. If we are each radically in control of our mental states, what reason is there to ask for social justice? This is the popular narrative that 'you are responsible for your own happiness' and is bolstered by the subtle terror of a social media regime that pushes us to broadcast our success and happiness to the world.

10

15

From Passage	Inferred / Paraphrased
This is the popular narrative that 'you are responsible for your own happiness' and is bolstered by the <b>subtle terror</b>	The author uses the phrase ' <b>subtle terror</b> ' to describe social media's influence as <b>menacing / insidious / tacitly causing extreme fear</b> . *Note that the intensifier is needed as 'terror' is a very strong word.
Of a social media <b>regime</b>  (example of ans: He calls social media a 'regime' suggesting that it has become too powerful and influential...)	<i>Focus: attribute of regime</i> The author describes social media as a " <b>regime</b> " because of its <b>oppressive force / authoritarian hold / outsized influence / control (negative connotation) / stronghold over people</b> *Influence without intensifier to show negative connotation = 0

## C) Author's use of personal pronouns

### Tips:

- Some common functions for why the author uses personal pronouns such as "you", "we", "us" etc is to:
  - To make it more relatable to the readers**
  - To include / directly address the reader to show we have a role to play (do be specific about the context here)**
  - To show how the impact / implication of his point affects the reader / everyone / the relevant audience, depending on the context of the point.**

**Note: Ensure that you contextualise and link back to clearly establish the author's point.**

(Caveat: These are just possible functions. A thorough understanding of the context is crucial to answer such questions).

- Suggest two reasons why the author uses 'you'** in the first paragraph. [2] (TJC 2022 JC2 Prelims)

**Caroline Baum discusses ageism in society.**

- 1 You see them in most aged-care facilities, seated on pastel-coloured lounges, being babysat by a TV they are mostly not watching. Some are asleep, some are sedated, some are cognitively impaired. Seeing them like this, it is hard to remember they were once young, vital and independent. What is harder is thinking that it might one day be you.

5

From Passage	Inferred / Paraphrased
<ul style="list-style-type: none"><li>• <u>You</u> see them in most age-care facilities, seated on pastel-coloured lounges, being babysat by a TV they are mostly not watching (l.1–2)</li><li>• Seeing them like this, it is hard to remember they were once young, <b>vital</b> and <b>independent</b>. What is harder is thinking that it might one day be <u>you</u> (l.3–5)</li></ul>	<ul style="list-style-type: none"><li>• The author wants <b>to show that the sad state to which the elderly have been reduced to is a common sight that the reader has seen/ encountered to draw the reader's attention to the plight of the elderly.</b> [1]</li><li>• The author also wants <b>to make the reader consider/ face the possibility that the reader may eventually become frail/ weak/ reliant/ non-functioning.</b> [1]</li></ul> <p>Bolded: Function; Underlined: Context.</p>

**Practice Questions: Try it out!**

1. From lines 13-15, explain **two** ways in which the author uses language to show his belief in the insignificance of certain individual actions to combat climate change. [2] (YIJC 2022 JC2 Prelims)

**Gernot Wagner considers the various ways in which we can combat climate change.**

- |   |   |    |
|---|---|----|
| 2 | Today, a real Scandinavian girl insists the nightmare has come true – and blames world leaders for failing to act. “There is no Planet B”, Greta Thunberg thundered, to cheers from the environmentalists at the United Nations General Assembly. But let us be honest, you are no Greta Thunberg (who has both Asperger’s syndrome and autism). Even if your choices do ripple out into the world and affect a few other people, your decision to eat a little less meat and turn down the thermostat a notch is not the clarion call that is about to rally the world to the carbon cutting cause, is it? Climate change can seem like such an enormous problem that individual actions would have little impact. So, why then should us individuals <u>take action</u> ? | 10 |
|   |   | 15 |

**Answer:**

2. Why do you think the author uses ‘we’ (line 95) in the concluding statement? [1] (ASRJC 2021 JC2 Prelims)

**Archibald Bisby defends the case for the preservation of languages.**

- |   |  |    |
|---|--|----|
| 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 |
|---|--|----|

**Answer:**