

2023 JC1 GP WA1
Answer Scheme (Teacher's Copy)

From Passage 1

1. What does the writer's use of the phrase 'golden ticket' (line 1) suggest about education? [2]

Approach: <ul style="list-style-type: none"> • <i>Firstly, explain the literal meaning of a 'golden ticket'.</i> • <i>Then, link it to the context of what education leads to, according to the passage</i> • <i>This is a question that requires one to infer AND paraphrase</i> 	
From the Text	Possible paraphrase
Education is seen as the golden ticket to a better life. (line 1)	<p>A golden ticket provides a prized/precious opportunity to access something desired/important (<i>meaning of phrase</i>). [1]</p> <p>Direct means [NOT accepted]</p> <p>In this context, education offers/ provides / enables access to a promising future. [1]</p>

2. What does the phrase 'mystical fantasy' (line 10) imply about free education? [1]

Approach: <ul style="list-style-type: none"> • <i>Unpack the phrase: consider characteristics of a 'mystical fantasy' relevant to the general perception of free education</i> • <i>Since this is a one-mark question, the answer should not include the 'not' that was from the passage.</i> • <i>Accurate use of vocabulary: 'unreal' and 'unrealistic' are not the same</i> 	
From the Text	Possible inference
Free education is not some mystical fantasy , as it has indeed existed in the past and still does exist in small institutions scattered across America. (lines 10-11)	<p>'Mystical fantasy' implies that free education is perceived by some to be unattainable/ a far-fetched /unrealistic notion. [1]</p> <p>Not acceptable to lift 'exist'</p>

3. From paragraph 2, identify **three** links drawn between economic well-being and education. [3]

Approach: <ul style="list-style-type: none"> • <i>From paragraph 2, identify and paraphrase links between economic well-being (not other types of well-being) and education.</i> • <i>In Paragraph 2, there are two of such links on the macro-level, and one link on the micro-level.</i> • <i>Need to realise that in the passage, 'individuals bring in bigger paychecks' (line 16) is a further elaboration of 'personal economies..develop succeed' (line 15).</i> 	
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From the Text	Possible paraphrase
<p>higher education is directly correlated with economic growth and stability (line 13)</p> <p>Countries thrive when their educational systems thrive. (lines 13-14)</p> <p>The more educated the citizens of a country are, the more likely their personal economies are to develop and succeed. (lines 14-15)/ educated individuals bring in bigger paychecks than those who are lacking in their education.</p>	<p>a. Economies advance/ progress and are less volatile with rising educational levels.</p> <p>b. Nations flourish/ do better when their educational systems are robust/ strong.</p> <p>c. The higher a person's level of academic qualifications, the wealthier he/she is individually/ the more individuals progress and advance financially.</p>

4. In paragraph 2, how does the author support the claim that education allows people to 'contribute to the world at large'? [1]

Approach: <ul style="list-style-type: none"> • <i>Identify the specific technique used, via the signposting 'according to...' (line 17)</i> • <i>Need to include context by Identifying the kind of activities that people engage in to 'contribute to the world at large' from the passage</i> 	
From the Text	Possible paraphrase
<p>According to the Organisation for Economic Cooperation and Development (OECD), educated people are more actively involved in various societal activities such as voting, volunteering, engaging in political discourse and building interpersonal trust. Knowledge in many fields contributes to participating in these activities and events.</p>	<p>She cites/gives examples from research that <u>found educated people are more engaged in civic matters</u>. [1]</p> <p>She states/mentions [not accepted]</p>

5. From Paragraph 3, why does the author cite suicide rates from the Psychological Reports journal? [2]

Approach: <ul style="list-style-type: none"> • <i>Identify the generic function of citing research</i> • <i>Identify and paraphrase the specific argument that the author wishes to support with this citation</i> • <i>'Educated individuals tend to live longer lives than their uneducated counterparts.' (line 24-25) is the broader argument, whereas the concluding sentence is the more specific argument relevant to suicide rates.</i> 	
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From the Text	Possible paraphrase
Learned people lead fuller , more meaningful lives and consequently have greater inspiration to keep on living and to fulfill their life goals and dreams. (lines 28-30)	<p>She wants to prove/ show/ support the argument that higher education enables greater satisfaction in life/enjoy a more significant life (direct outcome of education). [1]</p> <p>Better life [BOD]</p> <p>These people have stronger reasons to carry on living (direct outcome of better life satisfaction). [1]</p>

6. In Paragraph 4, what are the contrasting factors needed for a society to grow? [2]

Approach: <ul style="list-style-type: none"> • <i>Identify the relevant material to paraphrase using the signposting 'In order for a society to grow' (Line 32)</i> • <i>Paraphrase the contrasting factors</i> 	
From the Text	Possible paraphrase
In order for a society to grow, it must share common goals and values while simultaneously promoting variance and uniqueness . (lines 32-34)	<p>For society to grow, people need to have similar aims and beliefs/traits/morals/culture. [1]</p> <p>However at the same time, it also needs to encourage diversity/differences OR individuality. [1]</p>

7. How does the phrase 'an injustice to humanity' (line 42) support the author's argument earlier in this paragraph? [2]

Approach: <ul style="list-style-type: none"> • <i>Unpack the phrase 'an injustice to humanity'</i> • <i>Identify the author's argument earlier in the paragraph</i> • <i>Explain how the phrase 'an injustice to humanity' supports this argument</i> • <i>For the 2nd mark, there is a need to paraphrase either 'privilege' or 'right'</i> 	
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From the Text	Possible inference
Higher education should no longer be viewed and treated as a privilege , but rather considered a right and necessity for the individuals of society. (lines 39-41)	<p>1. 'Injustice to humanity' suggests depriving anyone of education is <u>morally wrong/unfair/a crime against mankind</u> [1]</p> <p>2: because it is an inalienable entitlement/fulfils a fundamental need/should be made available to all/should not be only given to a select few [1]</p>

From Passage 2

8. Summarise the problems of pursuing higher education.

Write your summary in **no more than 120 words**. [8]

	From the passage	Suggested Answer
	"But they tend to overestimate the benefits and ignore the costs of expanding university education." - not relevant for the Summary as the <u>specific problems</u> of pursuing higher education only begin from Paragraph 2.	
1	As more young people seek degrees, the returns both to them and to governments are <u>lower</u> .	With more young people pursuing higher education, the dividends that it brings to the young and governments have decreased.
2	Employers demand degrees for jobs /	Employers insist candidates hold qualifications Require [lifting]
3	that never required them in the past OR and have become more demanding since	that were not necessary in the past.
4	In a desperate attempt to stand out, students are studying even longer , and delaying work	Inferred: waste time/ spend too much/ unnecessary time in school
5	In many developed countries where most young workers have degrees, many of the unemployed are graduates.	Many young graduates in developed countries are still jobless .
6	Many students are wasting their own money and that of the taxpayers who subsidise them.	Money, whether from the students themselves or governments, is often squandered on higher education.
7	But a degree is not always the best measure of the skills and knowledge needed for a job. OR Recruiters are using them as a crude way to screen applicants.	Higher education is not necessarily the most effective gauge/ reflection of the abilities and/or expertise required of workers. OR Academic qualifications are a basic/ simple/ rough/inadequate method of assessing whether candidates are suitable for the job.
8	Non-graduates are thus increasingly locked out of decent work .	Non-graduates, therefore, are increasingly unable to find/prevented from finding an acceptable/reasonable/satisfactory job.
9	Across the rich world, a third of university entrants never graduate.	In the developed countries, a considerable number/ sizeable proportion of students do not successfully complete their university studies.
10	It is the weakest students who are drawn in	It attracts the least capable/competent students
11	and who are <u>most</u> likely to drop out .	who have the highest probability/chance of leaving school/discontinuing their studies .
12	They pay fees and sacrifice earnings to study	They incur costs / forgo salaries

13	but see little boost <u>in their future incomes</u>	yet receive insignificant/minimal returns .
14	Many school-leavers are being misled about the <u>probable value of university</u> .	They are misguided about the potential benefits/worth of higher education. Con/trick/deceive [not accepted]

Number of points	Marks allocated
10-14	8
9	7
8	6
7	5
6	4
5	3
3-4	2
1-2	1
0	0

Point(s)	Approach to paraphrase accurately
1	<i>The context (underlined) and the effect (underlined) have to be included in the summary.</i>
4	<i>It is not enough to just provide a paraphrase of 'studying even longer', as this paraphrase does not explain how it is a problem. By itself, 'studying longer' can even be a benefit. Hence the inference ought to be made.</i>
7, 10, 11	<i>The superlatives in these points need to be reflected in the paraphrased versions too, in order to highlight the extent of the respective problems.</i>
13	<i>To paraphrase this point accurately, the problem of 'little' boost in income must be included: The problem is not about having no increase in future incomes. The problem is that the increase is insignificant, as compared to the costs incurred.</i>
14	<i>Not acceptable to use words that suggest malicious intent as that suggests students have been victimised, but this is not what the passage suggests .</i>

From all the passages

9. Passage 1 states 'The more educated the citizens of a country are, the more likely their personal economies are to develop and succeed' (lines 14-15).

Identify **one** specific idea from Passage 3 which can be used to support this statement. Justify your answer. [2]

Valid specific ideas found in Passage 3	Possible paraphrases [1 mark]	Justification [1 mark]	Approach for justification
i. "A good degree at least gives you an advantage/ thrive amongst one's competitors (in the job market). " (Line 2)	i) Higher education helps one stand out from other job applicants, hence making it more likely for one to get a job.	This supports the statement as when people get jobs, they are likely to receive remuneration/have income, hence allowing their personal economies to succeed.	<i>Identify what contributes to personal economies developing and succeeding, and explain how this contributing factor comes about as a result of employment. Explain this in my own words.</i>
ii. "Even so, having a degree can improve the chances of employment. " (line 15)	ii) Higher education makes it easier for one to get a job.		
iii. "They have attained necessary fundamental skills when procuring their degrees," (lines 19-20)	iii) Higher education equips people with essential skills to try out various options	This supports the statement as with more options, these people are more likely to encounter lucrative ones that develop their personal economies.	<i>Need to explain the links, not merely repeat the specific idea from the passage</i> <i>Identify what contributes to personal economies developing and succeeding, and explain how this contributing factor comes about as a result of having 'attained fundamental skills'</i>

10. Passage 2 states that ‘Employers demand degrees for jobs that never required them in the past and have become more demanding since’ (lines 9-10).

Identify **one** specific idea from Passage 3 which can be used to undermine this statement. Justify your answer. [2]

Valid specific ideas found in Passage 3	Possible paraphrases [1 mark]	Justification [1 mark]	Approach for justification
i. “Undeniably, the digital age has brought many new professions that do not require higher education... e.g. vlogging and creative agencies” (line 5-6).	i. There are many novel jobs today that one can take up even without a degree.	This undermines Passage 2 because the jobs and the skillsets they require are so novel that there is no course of study to train people in these yet. Hence employers in these fields cannot demand for degrees.	<i>In my own words, explain a possible reason why employers in these new professions cannot demand for degrees.</i>
ii. “Many employers do value experience ...” (line 12-13)	ii. Many employers actually look out for the candidates’ prior background in the industry/field.	This undermines Passage 2 because there are many important qualities/attributes that employers want, but these qualities are not reflected in degrees. This makes it unrealistic for employers to be so demanding with degrees for jobs.	<i>Need to explain the links, not merely repeat the specific idea from the passage</i>
iii. “Having a degree of not has no impact on your popularity .” (Line 10)	iii. Many employers are looking out for candidates who are well-liked		<i>Explain a possible reason why employers looking out for these other attributes cannot demand for degrees.</i>
iv. “Creative agencies are increasingly on the lookout for charismatic personalities ..” (line 8-9)	iv. More employers want to have employees with charm/attractive attributes.		