

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

**Q11.** Using material from paragraphs 2 - 4 only (lines 10-53), summarise what the author has to say about the roles and importance of language in our lives. Write your summary in **no more than 120 words**, not counting the opening words which are printed below. **Use your own words as far as possible.**  
Language is important to us because...

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

	Text	Banned Words	Possible Paraphrases	Marker's Comments							
17	<b>cornerstone</b> on which <b>identity</b> is built [line 38]	cornerstone identity	<b>foundation/basis</b> on which <b>people's sense of who they are/knowning ourselves/individuality</b> is created/developed/formed/established/  Do Not Accept: Personality (= identity)	Generally, this was not done very well. Students either (a) left out the idea of 'cornerstone' (i.e. language being foundational), (b) lifted identity, or (c) mis-paraphrased 'identity' as 'personality' (which is not equivalent to).							
18	<b>fundamental</b> to the <b>expression</b> of <b>customs</b> [lines 38-39]	fundamental expression customs	<b>vital</b> to the <b>manifestation their culture/way of life/traditions/practices/heritage</b>	As with Point 17, this point has a number of different parts that students had to be attentive to. The less successful answers either omitted the idea of 'fundamental', or lifted the word 'customs'.							
19	and <b>beliefs</b> [line 39]	beliefs	<b>displaying/letting others know</b> their <b>principles/ideals/values</b>  Do not accept: intentions/behavior/thinking/ideas	The successful answers here demonstrated an understanding that, in context, Point 19 pertains to <b>cultural</b> beliefs. Thus, the apt paraphrases would be along the lines of 'principles, or 'values'. By contrast, paraphrases such as 'ideas' and 'thinking' <b>do not</b> contain this cultural element, and were therefore not accepted.							
20	<b>fosters</b> feelings of <b>solidarity</b> [line 39]	fosters solidarity	<b>encourages/promotes/cultivates</b> feelings of <b>camaraderie/unity/harmony</b>  Do not accept: Reduce divisions	Generally, this was well done. There were a number of students, however, who <b>misinterpreted</b> 'solidarity' to mean 'solitude' or 'independence'. But solidarity means something quite different: "agreement between and support for the members of a group, especially a political group" (Cambridge Dictionary).							
21	<b>[CHILDREN OF IMMIGRANTS]</b> reminds them of their roots [line 45]	reminds roots	<b>refresh their memories</b> of their <b>origins/heritage/native country</b>  Do not accept: their past (= roots)	In this case, the necessary context is 'children of immigrants'. Take note that this is not the same as 'immigrants' (many students wrongly assumed these two things were equivalent).							
22	<b>[CHILDREN OF IMMIGRANTS]</b> and their <b>connection</b> with their <b>forefathers</b> [line 45]	connection forefathers	<b>relationship/association</b> with their <b>ancestors</b>								
23	<b>[GENDER]</b> <b>provisions</b> for those who <b>embrace unconventional gender</b> understandings...[lines 50-51]	provisions embrace unconventional	<b>allowances</b> for those who <b>accept/take up gender</b> identities that are <b>not traditional</b> understandings/notions	The context for Points 22-25 is 'gender' (or, more precisely, 'gender identity').							
24	<b>[GENDER]</b> ...through the <b>adoption</b> of more <b>ambiguous</b> and <b>neutral</b> pronouns [lines 49-50]	adoption ambiguous neutral	<b>taking on/accepting</b> a more <b>obscure/vague/not easily understandable</b> words/pronouns <i>* Student needs to capture EITHER ambiguous OR neutral</i>								
25	<b>[GENDER]</b> medium through which society <b>affirms</b> these individuals [lines 51-52]	affirms	avenue though which society <b>acknowledges/recognises/approves of/supports/accepts</b> those of such identities								
26	<b>[GENDER]</b> ...how these individuals <b>negotiate</b> a <b>sense</b> of self. [lines 52-53]	negotiate sense	<b>a better understanding of who they are/ figure out who they are/ develop their own identities</b> Do not accept: personality								
	Points	1	2-3	4-5	6-7	8-9	10-11	12-13	14-15	≥ 16	
	Mark	0	1	2	3	4	5	6	7	8	