

AJC Prelim 2013 Paper 2 suggested answers

1. From paragraph one, suggest one reason why it might be 'wise not to' (line 3) accept some obvious candidates for leadership. [1]

| From passage | Suggested Answer |
|---|--|
| it is easy to imagine how the superior skill or strength (overly so at times) of certain individuals (lines 1, 2) | The authorities might abuse their power. |

2. Explain what the author means by the 'ultimate civil embodiment' (line 8). [2]

| From passage | Answer |
|---|--|
| Law is the ultimate civil embodiment of such rules that society believes is essential for all citizens to follow in order to achieve peace, harmony and well-being (lines 8, 9) | The author is referring to laws which represent the highest level of manifestation of society's belief in the importance of rules. |

3. What kind of 'body' (line 11) might the author be thinking of? [1]

| From passage | Answer |
|---|-----------------|
| Civil society is premised on the rule of law; laws have to be made when required, and therefore a person, a leader, or a body has to be invested with the power to devise them, ... | The Parliament. |

4. When the author writes that punishment should be 'swift', 'severe' and 'irreversible' (lines 33-34), what is he implying about punishment in a system that is not right thinking? **Use your own words as far as possible.** [2]

| From passage | Answer |
|--|---|
| ... in any right thinking educational system, the punishment for breaking these rules should be swift, should be severe and should be irreversible | In a system that is not right thinking, punishment is slow, lenient and can be retracted. |

5. Explain what the author means by 'equality of opportunity if not equality of outcome' (lines 35-36). [2]

| Passage | Answer |
|---|---|
| Such a response ensures fairness, even justice, for those that accept and follow the rules by providing an environment that gives equality of opportunity if not equality of outcome. | Rules provide similar chances / prospects. Everyone may also have the same results. |

6. Suggest how the following examples from sport reflect different 'approaches to reasonable rules that may infect other areas of life' (line 74): [2]

| Passage | Answer |
|--|---|
| (a) taking performance-enhancing drugs (lines 63-64) | People resort to unscrupulous means to give one an advantage over one's competitors, and this will be seen in their future, for example the workplace. (1) |
| (b) opportunistic rule breaking on the playing field (line 64) | People grab whatever chances they can find in order to have an advantage over others and this practice can extend into their future dealings with people. (1) |

7. Why does the author include 'what a great pity this is' in line 72? [1]

| Passage | Answer |
|--|--|
| Regulatory bodies have to test professional sportsmen for performance drugs, have to monitor their whereabouts, have to install video cameras at major events - what a great pity this is! | He is lamenting that now regulatory bodies are distracted from focusing on real objectives of sport. |

8. In paragraph 6, what are two roles personal ethics and morals play for individuals in society? **Use your own words as far as possible.** [2]

| Passage | Answer |
|--|--|
| In all these issues, there are personal ethical and moral principles by which people determine their personal stance. | They help individuals decide where they stand on debatable issues.(1) |
| For the majority of us who are not called to make such sacrifices, these principles may be learnt from religious sources or taught in the family and dictate for us a code of conduct. | They guide individuals with a set of desirable/ acceptable behaviours. (1) |

9. Explain how the author justifies his use of the word 'rightly' (line 84) in his reference to people as saints. **Use your own words as far as possible.** [1]

| Passage | Answer |
|--|---|
| individuals who have stood up for what they believe in, at great sacrifice to themselves | He does so by describing them as people who have moral courage despite experiencing a severe loss to themselves (1) |

10. Explain how the author illustrates the importance for people to 'follow their conscience' (line 90). **Use your own words as far as possible.** [1]

| Passage | Answer |
|--|---|
| Personal ethics and morals are not compulsory for an individual to follow. They can be ignored, but if the fabric of society is not held together by people who choose to follow their conscience then societies simply cannot function for the good of their members. Consider the impact of a lack of personal morality and its debilitating social effects: corruption, piracy, ethnic cleansing, terrorism ... | He illustrates this by showing that society can become dysfunctional. |

11. Explain the irony in lines 97-98. [2]

| Passage | Answer |
|--|---|
| 'We started off trying to set up a small anarchist community, but people wouldn't obey the rules.' | In an anarchy one wouldn't expect to have rules, but rules still exist and people are supposed to obey them |

12. Using material from paragraphs 2-4 of the passage, summarise what the author has to say about the importance of rules. 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.[8]

| | Paragraph 2 | Suggested Answer |
|----|--|---|
| 1 | ultimate civil embodiment (inferred point) (line 8) laws guide (line 15) | act as a code for citizens to follow |
| 2 | essential for all citizens to follow (line 9) expectation that they will be observed (line 12) | imperative for citizens to obey |
| 3 | the peace (line 9) | peace/ safety/ stability |
| 4 | Harmony (line 9) | harmony/ togetherness/ cooperation/ unity |
| 5 | and well-being (line 9) | well-being/ quality living/ welfare |
| 6 | Civil society is premised on the rule of law (line 10) | create a functioning society OR form the fundamentals of society |
| 7 | have to be made when required (line 10) | have to be set when required |
| 8 | a person, a leader, or a body has to be invested with the power to devise them (line 11) | legislated by someone in authority/ relevant authorities |
| 9 | requires enforcement (line 13) | policed/ authorities monitor whether rules are obeyed |
| 10 | punish members (of society) (line 15) | punish/ penalise/ discipline/ correct people |
| 11 | permeate every aspect of our lives (line 16) are inescapable (line 20) | omnipresent/ unavoidable |
| 12 | Name any one area of public or personal life and certainly, immediately and without qualification,... will be known and obvious (lines 17, 18) it is probably the case that although these rules are not written, they are understood nevertheless (line 43) | easily comprehended/ easily recognisable not written but understood |
| 13 | Name any one area of public or personal life and certainly, immediately and without qualification, the rules that define it will be known and obvious (lines 17, 18) | delineate different parts of life |
| | Paragraph 3 | |
| 14 | equality... (line 21) gives equality of opportunity (line 36) | equality Equality of opportunity/ Same chances / meritocracy/ level playing field |
| 15 | and fairness (line 21) | ensure fairness/ impartiality |
| 16 | very strict rules that are linked to deep issues of ethics and morality. (line 28) | rules are connected to ethics |
| 17 | if not equality of outcome. (line 36) | equality in results |
| | Paragraph 4 | |
| 18 | The hum and buzz (line 38) the roles of fathers and mothers; the duties of children; the limits that parents set for children (line 39, 40) | give structure to family life OR assign responsibilities to different family members |

| | | |
|----|--|--|
| 19 | of healthy family life is captured by the rules (line 38) | enhance family well-being/ create a harmonious family life |
| 20 | But the consequences are more than likely idiosyncratic and flexible and part of the individual family dynamics Unfortunately, such characteristics of rules in domains like family life have the potential to cause problems (lines 46-49) | flexible/ idiosyncratic/ subjective rules can give rise to abuse |
| 21 | These are matters that the rules of society declare as intolerable and criminal (line 51) | determine which behaviours are insufferable/ cannot be condoned |
| 22 | and justice in court is sought for the victims. (line 52) Such a response ensures fairness, even justice, for those (line 34) | victims can redress wrongs |
| 23 | Very often, rules exist to ensure order (line 21) | create a systematic/ organised society |