

**2021 SH2 H1 General Paper Preliminary Examination**  
**Paper 2 Answer Scheme**

**From Passage 1**

1. What does Monbiot mean by saying that ‘to take such jobs... is to amputate life close to its base’ (line 7)? **Use your own words as far as possible** [2]

	From the passage	Suggested response	Marks
1	So why do many end up in <b>pointless and destructive jobs</b> ?... These and other <b>useless occupations</b> consume thousands of the brightest students. <b>To take such jobs</b> at graduation, as many will in the next few weeks, is to <b>amputate life close to its base</b>	<p>1. [<i>What the jobs are</i>] The writer means <b>accepting jobs that are (deemed by Monbiot as) worthless/futile/ meaningless/ harmful / non-beneficial</b></p> <p>2. [<i>What these jobs do</i>] <b>cuts off / severs / removes / eliminates / greatly handicaps / cripples / devastates graduates’ growth / development / future</b>  OR <b>lose graduates’ purpose of living</b></p> <p><i>DNA: “end one’s life” (too literal) / “lose potential”</i></p> <p>3. <b>before it even begins / early on in their lives / when life has only just begun</b></p>	1 point = 1 mark

2. From paragraph 2, what has changed about the attitudes of the author’s peers towards their life? **Use your own words as far as possible.** [2]

	From the passage	Suggested response	Marks
1	People who had spent the preceding years <b>laying out exultant visions of a better world</b> , of the <b>grand creative projects</b> they planned, of <b>adventure and discovery</b> , were suddenly <b>sucked into the mouths of corporations dangling money like angler fish</b> . At first they said they would do it for a year or two, “until I pay off my debts.” Soon afterwards they added: “... and my mortgage.” Then it became, “I just want to make enough not to worry anymore”. A few years later, “I’m doing it for my family”. Now, in	<p>[<i>Inference of attitude</i>]</p> <p>1a) <u>Previously</u>, before starting work, these people exhibited attitudes of <b>idealism</b>.</p> <p>1b) <u>Subsequently</u>, their attitudes became that of <b>realism/ pragmatism/ materialism</b>.</p> <p><i>DNA: enthusiasm / hopefulness / optimism / resignation (without qualifier or context) (eg. great optimism that became pragmatism or optimism with accompanying context will get the mark)</i></p>	1a + 1b = 1m
2		[ <i>Context</i> ]	2a + 2b =

<p>middle age, they reply, "That was just a student fantasy."  <i>Examiner's note: the team agrees that the elaboration above reflects self-justification of their selling out. However, in considering textual evidence like "suddenly sucked" - suggesting that they could be caught off guard - alongside Para 3's opening rhetorical qns, we are also willing to accept student responses that interpret the attitude here as that of resignation (define as the acceptable of sth undesirable but inevitable)</i></p>	<p>2a) Initially, they <b>envisioned/ imagined great/ triumphant/ wonderful projections/ ideas of improved communities</b>  OR  They imagined <b>magnificent, innovative projects/ ideas/ initiatives in pursuit of excitement and revelation.</b></p> <p>2b) But eventually / unexpectedly they became <b>tempted to join (greedy) companies by their offers of good salaries.</b></p>	<p>1m</p>
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3. How does the author support his claim that the recruits' long working hours are 'a form of reorientation, of brainwashing' (line 17)? **Use your own words as far as possible.** [2]

	From the passage	Suggested response	Marks
1	<p>[Cause]  You are <b>deprived of the time, sleep and energy</b> you need</p>	<p>He supports his claim by explaining/ illustrating that...</p> <p>recruits' long working hours <b>deny them / take away from them / cut them off</b> from <b>personal space / leisure, rest, and vigour.</b></p> <p>Accept 2 out of 3 factors - eg "do not get enough rest and recuperation"</p>	<p>1m</p>
2	<p>to <b>see past the place into which you have been plunged.</b></p> <p>OR  You <b>lose your bearings, your attachments to the world</b> you inhabited before, and become <b>immersed</b> in the culture that surrounds you.</p>	<p>As a result, / <u>Consequently</u>,</p> <p>a. <b>they lose / cease to have awareness of how the rest of the world operates</b>  b. <b>and become completely lost / caught up in their workplace community / traditions.</b></p> <p>OR</p> <p>c. <b>they become disconnected from reality</b>  d. <b>and are completely lost / caught up in their workplace community / traditions</b></p> <p>DNA: disorientation (lifts the quote)</p>	<p>a + b  or  c + d =  1m</p>

4. According to the author, how do companies demonstrate 'the flash of the king's shilling' (line 27)? **Use your own words as far as possible.** [2]

	From the passage	Suggested response	Marks
1	The <b>paid internships</b>	Companies demonstrate this by providing <b>short-term/trial job/fellowships/ work attachments with wages</b> / that are <b>remunerated / salaried / compensated monetarily</b>  <i>The word "offer" is accepted; not a lift</i> <i>DNA: "contract"</i>	1 pt = 1m
2	The <b>golden hellos,</b>	using <b>sizable/substantial monetary incentives</b> to <b>attract</b> potential employee/ recruits / using an <b>attractive welcome package</b>	Any 2 pts = 2m
3	The <b>promise</b> of <b>stupendous salaries</b> within a couple of years.	They also <b>pledge</b> to provide / make <b>assurances / guarantees</b> of <b>massive/immense/remarkable/ phenomenal/ extremely impressive/ staggering wages/ income/ pay</b> in a <b>short span of time/ in the near future.</b>  <i>Accept: "give the hope of"/ "the expectation of" / "provide/offer/guarantee the chance"</i>  <i>DNA "possibility"/ "probability"/ "chance" / "opportunity" without a qualifier that conveys likelihood.</i> <i>DNA "financially successful"/ "impressive"</i>	

5. What is the author implying about recruitment practices by saying that 'Entrapment is a refined science.' (line 29)? [2]

	From the passage	Suggested response	Marks
1	<b>Entrapment is a refined science.</b>	<i>By using the word "entrapment",</i>  The author implies that recruitment practices <b>trick/ deceive/ ensnare/ lure</b> people into the kind of jobs they think they are signing up for.  <i>Accept: "these practices are insidious"</i> <i>Lift: "trap"</i>	1

2	<p><i>By using the phrase “a refined science”,</i></p> <p>The author is implying that recruitment practices are <b>carefully/ specifically/ systematically/ strategically/ methodically constructed/ calibrated / finetuned/ improved in order</b> to capitalise / exploit/ target jobseekers’ insecurities/ weaknesses/ desires.</p>	1
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6. From paragraph 5, explain **two** ways in which the author uses language to criticise the people who ‘enter these industries’ (line 31). [2]

	From the passage	Suggested response	Marks
1	<p>[context] We have but one life. However much money we make, we cannot buy it back. As far as self-direction, autonomy and social utility are concerned, many of those who enter these industries and never re-emerge <b>might as well have dropped dead at graduation</b></p>	<p>The author uses...</p> <p><b>Exaggerative language / Emotionally charged language / hyperbole / figurative language / metaphorical expression / parallels</b> to suggest that they have ceased to live</p> <p>DNA: ‘metaphor’</p>	1
2	<p><b>lost it all</b> with <b>one false step</b>, taken at a unique moment of freedom</p>	<p>and <b>absolute / extreme / exaggerative language / overstatements</b> to suggest that <b>they are vanquished/ have entirely forgone the important qualities of life</b></p> <p>Accept: ‘sarcasm’, ‘juxtaposition’</p> <p>DNA responses that feature/ diagnose tone as it is not a feature of language; it is the effect of the use of language.</p> <p>DNA the use of ‘taken at a unique moment of freedom’ - it isn’t a criticism</p>	1

7. Why does the author choose to directly address students in the last paragraph? [1]

	From the passage	Suggested response	Marks
1	Students, <b>rebel</b> against these <b>soul-suckers!</b> Follow your <b>dreams</b> , <b>however hard</b> it may be, however <b>uncertain</b> success might seem.	It is because the author wants to...  1. <b>(authorial intention)</b> call to action / to instruct / appeal / encourage them OR alert / warn / caution them  2. <b>(context on the dissatisfactions/trappings of modern jobs)</b> to continue pursuing their aspirations OR not to sell themselves out to companies.../ so that they would not fall into same trap that consumed previous batches/ <i>DNA: 'wrong path', lifts</i>	Pts 1+2 = 1m
2		3. <b>(inference on author's choice of target demographic: why students/ undergraduates &amp; not another demographic - identify particular characteristic of students)</b> - because <b>they can still respond to the issue / not too late, with students there is still hope in addressing the issue)</b> Students still have the ability to make their choices about employment/ Students can still respond to the situation/ Students are the target audience and only at that stage can they...	Pt 3 = 1m

From Passage 2

8. What is one benefit and one disadvantage of 'routinised, assembly-line type work' (line 7)? **Use your own words as far as possible.** [2]

	From the passage	Suggested response	Marks
1	what stands in the way of satisfying work is the <b>incredible efficiency</b> associated with <b>routinised, assembly-line type work</b> that was responsible for the <b>explosive economic growth</b> we have witnessed since the beginning of the industrial	One benefit is the...  <b>astounding / remarkable / unbelievable / inconceivable productivity</b>  <i>DNA: high level , unprecedented</i>  OR	1

	<p>revolution. <b>Unsatisfying work</b> is just the price people pay for a society in which affordable cars, cable television, cell phones and computers are the norm.</p>	<p><b>exponential / rapid / immense / tremendous / very great financial progress</b></p> <p><b>Accept: Economic</b></p> <p>street level answer: '<b>very great</b>', '<b>very fast</b>'</p>	
2		<p><b>a. (Paraphrase of "unsatisfying work")</b> One disadvantage would be engaging in work that does <b>not</b> lead to <b>fulfilment/ gratification</b> // is <b>unrewarding</b> / is <b>not meaningful / does not bring joy /contentment / is not enjoyable / pleasurable?</b></p> <p>OR</p> <p><b>b. (Interpretation/ Inference of "routinised, assembly-line type work")</b></p> <p>Work is dull / mundane / uninteresting / boring / tiresome</p> <p>Accept lift for 'work'</p>	1

9. In paragraph 3, what **two** distinctions does the author draw between people who see their work as a job and people who see their work as a career? Use your own words as far as possible. [2]

	From the passage	Suggested response	Marks
	<p>People who see their work as a "job": <b>enjoy little discretion and experience minimal engagement or meaning.</b></p> <p>People with jobs <b>see work as a necessity of life.</b> They work for pay, would switch jobs if given the chance to earn more money, <b>they cannot wait to retire,</b></p> <p>People who see their work as a "career" generally <b>enjoy more discretion</b> and <b>are more engaged.</b> They <b>may even enjoy</b></p>	<p>(1) DISCRETION</p> <p>a. People who see their work as a job <b>do not have much leeway / flexibility with how to go about their work</b></p> <p>b. whereas those who see it as a career <b>have greater influence / agency / say in the matter</b></p> <p>(2) ENGAGEMENT</p> <p>a. The first group <b>rarely find satisfaction / fulfilment / stimulation/ purpose in their work</b></p>	<p>1m per point</p> <p>(ie any 2 out of 3)</p>

	<p>what they do, but their focus is on advancement. They see themselves as following a trajectory that leads to promotion, higher salary, and better work.</p> <p><i>DNA:</i> “may even” indicates that the point on enjoyment is not one of the author’s main ideas (&amp; is not clearly a part of the distinctions made)</p> <p><i>DNA:</i> “would not encourage their friends or children to follow in their footsteps.” This does not have a clear point of comparison.</p>	<p>b. while their “career” counterparts do have an increased sense of such satisfaction / take pleasure in their work</p> <p>(3) NECESSITY / WANT TO RETIRE V ADVANCEMENT / TRAJECTORY</p> <p>a. Also, the first group of people only work because they have no choice / long for a future without work / look forward to no longer having to work / do not harbour ambitions / work purely for money</p> <p>b. while the “career” people look forward to progressing into different roles, increased remuneration, and more interesting job scopes.</p> <ul style="list-style-type: none"> <li>distinction = set apart, contrast. does not necessitate direct opposites</li> </ul>	
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10. Using material from paragraphs 4 to 6, summarise what the author has to say about the factors that make work satisfying.

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.**

Work can be satisfying when it... \_\_\_\_\_ [8]

1	people who see their work as a “ <b>calling</b> (line 21) ... such a noble <b>calling</b> in what we do (line 27)	is regarded as a vocation/profession/career/job that is <b>worth dedicating themselves to / purposeful</b> OR something that is a <b>meaningful/worthy/significant pursuit / adds purpose to life</b>  <i>DNA: wholesale lifting of the phrase “meaning and purpose” (line 44-45), priority ≠ calling</i>
2	Work is a vital <u>part of</u> their <b>identity</b> (line 22 to 23) ... the characteristics of <u>who they are</u> (line 25 to 26)	It defines who people are / is a distinguishing quality / what makes someone an individual, unique / it forms an important part of people’s personhood / is a crucial component of who people are  <i>note: importance should not merely be ‘to life’ but to identity</i>
3	they believe their work <b>makes the world a better place</b> (line 23) These people have realised the big <b>difference</b> their seemingly simple jobs have on others’ <b>quality of life</b> (line 29 to 30) by connecting them to the <b>welfare of others</b> (line 40)	They are convinced/consider/trust/regard their work can <b>improve</b> the world/ <b>improve</b> the lives of people/make a <b>positive</b> impact on others’ well-being/ happiness / standard of living  <i>Understanding of central concept to be reflected; not required to closely reflect the context of the specific quote.</i>
4	<b>Essentially</b> , (line 24)	Basically / fundamentally,  <i>Note: this point is included as it is an adverb that adds meaning to the following idea; here it reinforces and emphasises meaning (Principle of positive marking)</i>



5	differences in the way people approach their work are explained by <b>the attitudes they bring to their work – the characteristics of who they are</b> , not what the work is. (line 24-26)	... their frame of mind/mindset / outlook/disposition shapes how they view work as satisfying
6	... but work does <b>not need to have global impact</b> to carry enormous meaning and satisfaction (line 27-28) OR their <b>seemingly simple jobs</b> (line 30)	even if it does not have worldwide/ international influence //  OR (satisfying) work can be ordinary/ local/ small-scale  <i>(with reference to Pt 1's line 27.)</i>
7	The best waiters, plumbers, or hairdressers are <b>proud of</b> (line 28 to 29)	They are confident/well-pleased/gratified with
8	<b>their ability to understand, talk to, and manage people</b> (line 29)	their interpersonal/ personal relation skills/ competency/ proficiency.  <i>(note: accept if students paraphrase 2/3 ideas accurately if they itemise/list)</i>
9	The <b>consultation</b> is the <b>most important</b> moment (line 31)	Work can be satisfying when it has the paramount/primary/most essential/critical opportunity for engagement between the client/customer/consumer and service provider
10	Stylists who love their work love its technical <b>complexity</b> (line 33) [Repeated] <b>complexity</b> (line 38) is <b>challenging</b> (line 41)	Those who are passionate about their work appreciate the <b>expertise/mastery/ competence/proficiency/craftsmanship</b> // opportunities to overcome <b>difficulties / obstacles / adversities</b>  <i>note: degree necessary (eg DNA slightly difficult)</i>
11	and <b>room for creativity</b> (line 33 to 34)	potential for originality/artistry/ingenuity /expressiveness/enterprise

12	there's something <b>very nurturing</b> about it. (line 34 to 35)	and the extremely effective/special feature for the cultivation of the relationship / <b>care</b> for others
13	It is <b>one of the few places</b> in our society where you have permission to touch people. It is <b>intimate</b> . We humans have a <b>need for connection</b> (line 35 to 36)  <i>(point is on social connection; answer should infer that physical interaction is part of the overarching idea of connection)</i>	<i>(Literal understanding - requires close reflection of context)</i> There are <b>exceptions</b> where the work grants/ offers <b>agreement/approval/consent</b> given by the customer/client/consumer for <b>physical contact</b> .  <i>(Inferred understanding from EG)</i> Satisfying work is derived from establishing a sense of <b>closeness</b> / gaining others' <b>trust</b> / developing a <b>personal bond</b>
14	...virtually any job has the potential to offer people satisfaction. <b>Jobs can be organised</b> (line 37-38)	Jobs/Work can be <b>structured/managed/programmed/planned,</b>
15	<b>It helps</b> if the <b>work itself</b> (line 40-41)	and work can also be satisfying if it inherently/ innately
16	to include <b>variety</b> (line 38)	comprises <b>range/variation/diversity/different approaches</b>
17	They can be organised to provide the people who do them with a measure of <b>autonomy</b> . (line 38 to 39)	to give the employees/stakeholders a good <b>degree of self-directed engagement/empowerment freedom/liberty</b> to act on their own interests and values
18	It helps if the work gives you the chance to use <b>your skills</b> and (line 41 to 42) OR is challenging, varied and <b>engaging</b> (line 41)	If it provides the individual - the opportunity to <b>apply/employ his/her expertise/competencies</b> and
19	<b>skill development</b> and <b>growth</b> (line 38)  <b>develop more skills</b> (line 42)	- <b>advance/thrive/progress/hone</b> their <b>expertise/competencies/abilities</b>

20	It helps if <b>you have discretion over how you do your job</b> (line 42 to 43)	- the discernment/option to approach/manage/execute the work
21	It helps if <b>you feel that you are part of a group, with fellow workers you respect</b> (line 43)	- experience a good sense of <b>teamwork/comradeship/camaraderie/affinity</b> with colleagues whom you have <b>high regard</b>
22	<b>Most importantly</b> , (line 43 to 44)	Most fundamentally / significantly / crucially/ It must be noted that  <i>Note: this point is included as it is an adverb that adds meaning to the following idea</i>
23	...it helps if the work is <b>aimed at a valuable goal</b> , and gives the work you do <b>meaning and purpose</b> . And this last characteristic – <b>a sense of higher purpose</b> – (line 44-45)	it has a <b>worthy target / noble purpose / calling</b>  <i>DNA: paraphrases based on personal value instead of the objective/global value, eg. desirable</i>
24	is <b>indispensable</b> . (line 45)	which is essential / is a requisite / something we cannot do without

#### Mark Allocation for Summary

Points	Marks
15 and above	8
13-14	7
11-12	6
9-10	5
7-8	4
5-6	3
3-4	2
1-2	1

**From both passages**

11. George Monbiot argues that people settle for dissatisfying work while Barry Schwartz examines how work can be satisfying.

How far do you agree or disagree with the views expressed in the two passages? Illustrate your answer with examples of how you and your society regard work. [10]