

Hwa Chong Institution
2021 C2 General Paper Preliminary Examination
Paper 2 Suggested Answers

Note: Marking points are in bold/underlined. Do not penalise when words (particularly those that are not marking points) cannot be paraphrased without distortion. In addition, if students are able to sustain a full/comprehensive answer (i.e. more than the basic marking points) fluently, their use of language should be credited.

Passage 1

1. In paragraph 1, how do the Joshua trees demonstrate they are 'not mere attention-seekers'? (line 3)
 Use your own words as far as possible. [2]

Passage	2 points for [1] each
Not mere attention- seekers, <u>their leaves can be used in craftwork, their buds, fruit and seeds eaten, and their canopy a refuge for desert creatures.</u> We do not have to be experts in charismatic megaflora to admire their grotesque beauty and hardiness. The epitome of survival and ability borne of perseverance...	The Joshua tree is useful in varied ways. a) It provides the raw material to make decorative/practical items b) food / sustenance c) shelter [from unforgiving conditions] ALLOW lift: desert and some specific details. Note: 'handicraft' not allowed for (a).

2. Based on the last two sentences of paragraph 1, how does the author convey her view that a can-do spirit helps in good and bad times? Use your own words as far as possible. [2]

Passage	2 points for [1] each
In good times, a can-do spirit is the wind beneath our sails that <u>propels us forward</u> . In bad times, such as a national emergency or personal crisis, the ability to cope help us <u>stay afloat</u> and lend a hand to others floundering in similar predicaments	The writer uses comparisons/metaphors a) <u>in good times</u> : just as how a boat/sailor can be thrust / impelled / given a boost of energy / momentum by the wind , a can-do spirit can similarly drive / push us onward . b) <u>in bad times</u> : just as people who are in danger of drowning need an aid / device / contraption to keep them buoyant , a can-do spirit helps those facing challenges / disaster keep from sinking / not be overwhelmed / keep their heads above water .

3. Using material from paragraphs 2 and 3, summarise the benefits we can gain from learning to cope. 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]

Passage	<i>People who learn to cope ...</i>
<u>Paragraph 2</u> 1) The twenty-first century has been punctuated by inclement weather, technological glitches, and untold divisiveness and we can minimise their impact by learning to cope with them.	Will not be distressed / floored / shaken / badly affected / upset by disruptions / problems OR suffer less/ be less affected by / can mitigate the negative effects of crises
2) Even when the outcomes of our efforts are imperfect, we will feel energised and	but are revitalised / reinvigorated / recharged / become animated [BOD] [despite the less than ideal results from our efforts to deal with problems [Not allowed: motivated]
3) the satisfaction from dealing with trying circumstances enables us to enjoy better emotional health than someone who has led an uneventful life.	Coping [with / tackling stressful / difficult / onerous situations] can lead to improved mental well-being
4) Post-traumatic stress disorder tests conducted with survivors of aeroplane crashes and shipwrecks revealed that they were not only less irritable	<u>Inferred from example</u> : Those who have learnt to cope / have survived crises were better tempered OR experience lower levels of frustration
5) but had a positive outlook.	and become constructive / upbeat / optimistic (in attitude / mind-sets / approach to things)
6) In contrast, the individuals who formed the control group were more bad-tempered	Those who have not tackled / been confronted with crises , were ill-humoured / sulky / grouchy / cantankerous / tetchy and

7) and likely to vent their anger when things go awry.	express their rage / wrath / ire when they meet with setbacks
8) ... adversity helps build character.	Coping fosters integrity / rectitude / uprightness / moral fibre
9) By learning to cope, we acquire the confidence to face the next challenge	People who learn to cope develop the assuredness / composure to surmount / deal with difficulties
10) and worry less.	which reduces fears / apprehension / anxiety / trepidation / uncertainty / self -doubt
11) Thus braced for crisis management, we do not upset the people around us with our whinging about impending doom	They do not cause distress to / trouble / others by griping / complaining / moaning (about possible catastrophe) [Note: both ideas needed]
12) but win approbation for being willing to 'just do it'.	Instead, they are praised / gain approval for being proactive / taking charge / pre-emptive / hands-on / taking the initiative
Paragraph 3 13) That said... Individuals facing uncertainty will have to first courageously admit that they do not have the answers	Those learning to cope concede / grant that they lack solutions
14) , but doing so makes it possible for them to take the next step of seeking help from experts or joining peer support groups to learn to alleviate their troubles.	So they look for assistance / aid / advice (from others)
15) Opening up to someone may already be therapeutic	Coping can be cathartic / healing / curative / foster a sense of relief
16) , while listening to counsel or other people's woes reminds them to reframe their negative thoughts.	Leading to a re-evaluation / reassessment of unconstructive / undesirable / unhelpful feelings / notions OR avoid pessimism
17) Not only will these realisations cocoon them against new anxieties,	Which protects / insulates / shelters from (further) worry / apprehension / disquiet / fears [Note: Marking point is 'protection']
18) they activate the production of dopamine, the primary reward chemical.	<u>Inferred</u> : Coping helps to make people feel good mentally / in the brain
19) Individuals who learn to cope may find their physical condition improving too if they seek to strengthen their psychological immunity by recharging themselves with a good diet, regular exercise and sleep.	And enhances / enriches / makes better their health / well-being / physical fitness [Note: Allow lift of physical]
20) Thus attuned to the transformative power of coping, and empathising with others who are as despondent as they used to be	Those who can cope, will be understanding / have compassion / commiserate with / identify with / relate to fellow sufferers / people who are also in trouble and [Note: Be generous with the paraphrasing of 'others ... to be']
21) they might use their coping mechanisms to spread good cheer. It can be as simple as giving friends a call to check on their wellbeing or sending them a care package.	use coping strategies to dispense / share love and affection / thoughtfulness / consideration / kindness / benevolence (to their acquaintances) [Note: Be generous with the paraphrasing of 'good cheer']
22) Extraverted individuals might even use their talents to bring succour to complete strangers.	and comfort / reassurance to those whom they are unfamiliar / not close to

Points & [Marks]	1-2 [1]	3-4 [2]	5-6 [3]	7-8 [4]	9-10 [5]	11-12 [6]	13-14 [7]	15+ [8]
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Passage 2

4. In paragraph 1, how did Captain America prove he can cope well? Use your own words as far as possible. [2]

Passage	2 points for [1] each
Captain America awakens from frozen slumber in the twenty-first century and realises he cannot return to his past, our superhero (a) <u>resigns himself to his fate in an unfamiliar world</u> with his (b) <u>trademark composure</u> before he (c) <u>proceeds</u> to assist the Avengers in saving mankind.	<p>(a) Captain America accepted the circumstances he found himself in / acknowledged his predicament</p> <p>(b) resigned / responded / reacted with [his usual characteristic] poise / self-possession / calmness / coolness / self-control</p> <p>(c) was still able to rescue / bail out humanity / the human race / humankind (despite being in an alien setting/ different time period)</p> <p>Note: Words in brackets not needed for the mark.</p>

5. In paragraph 2, what distinction does the author draw between the advice given by the British government and the global leaders of today? Use your own words as far as possible. [2]

Passage	1 set for [2]
Lest you think this is new-fangled advice, the British government issued posters with <u>reassuring</u> messages like 'Keep calm and Carry On' to <u>boost morale and mentally prepare</u> its civilians for attacks during world War II. Today, to <u>deflect criticism of their inept efforts</u> when addressing problems when addressing problems, global leaders dish out dubious suggestions for coping.	<p>The distinction was drawn based on :</p> <p>Purpose</p> <p>(a1) The advice from the British government was offered to help citizens address and tackle the problem (directly) / challenges they face (head on)</p> <p>(a2) BUT the advice from global leaders today is to distract / divert attention from problems / challenges</p> <p>Effect</p> <p>(b1) Advice given by the British government was meant to build / develop confidence / faith / trust</p> <p>(b2) BUT the advice from global leaders today is to avoid blame / denunciation / censure</p> <p>Intention</p> <p>(c1) The advice from the British government was given out of genuine concern / compassion / made with good intentions</p> <p>(c2) BUT the advice from global leaders today was self-serving / ignoble.</p> <p>(d1) The advice from the British government was to encourage / hearten / boost / buoy / raise the spirits (of their fellow men) OR prime / ready them for problems</p> <p>(d2) BUT the advice from global leaders today was to discourage / redirect / ward away reproach / censure for being incompetent.</p> <p>Note: Details in brackets not needed for the mark. Difference must be shown.</p>

6. From lines 13-15, explain two ways in which the author uses language to demonstrate she disapproves of the advice that global leaders have offered. Use your own words as far as possible. [2]

Passage	2 points for [1] each
... global leaders dish out dubious suggestions for coping. Cope with racist tragedies by reposting recordings of the episode! Cope with a country-wide lockdown by bursting into morale boosting song in a neighbourhood flash mob!	<p>(a) The author disparages the indiscriminate manner in which the advice is given OR that she is sceptical of the advice offered /the advice is questionable (by describing the manner in which the advice is dispensed as 'dish out dubious suggestions')</p> <p>(b) mocks/scoffs at the advice offered to merely join in singing or sharing of videos which do not align with the seriousness of the situations (as a method to cope by using irony)</p> <p>(c) indicates his contempt /derision toward the absurdity /ridiculousness of the advice offered via his sarcasm (and use of exclamations)</p> <p>Note: Identification of language technique without correct explanation of effect will not be awarded marks.</p>

7. From paragraph 3, in what ways do the world's reactions to the environmental emergency support the author's disapproval of coping? Use your own words as far as possible. [2]

Passage	2 points for [1] each
While Sub-Saharan farmers affected by persistent drought bemoan the dried soil blown away from their farms, the rest of the world deals with the environmental emergency by counting down together before taking one iconic action – switching off the lights. The public then proceeds to watch approvingly as pubescent youngsters go on strike for their future. Millions applaud by the sidelines instead of pressurising governments to adopt sustainable nature-based solutions or living carbon neutral lifestyles themselves.	<p>The strategies we use to cope with the climate emergency show that coping is ineffectual because we end up</p> <p>(a) indulging in acts of ostentation / show / flashiness / drama / pageantry</p> <p>(b) doing well-meaning but inappropriate actions</p> <p>(c) (instead of active engagement with problems), we are just articulating our sympathies or concerns</p> <p>Note: Words in brackets not needed for credit to be given.</p>

8. In the example described in paragraph 4, what methods did Fujifilm use to outperform Kodak? Use your own words as far as possible. [2]

Passage	2 points for [1] each
Unlike Kodak which was constrained by its culture of legacy practices, Fujifilm outperformed Kodak by diversifying bravely into unexpected markets like cosmetics and medicine.	<p>(a) FujiFilm was not restricted by the belief that traditional methods should be adhered to /change is to be feared and</p> <p>(b) dared to venture into surprising /unanticipated /novel markets</p>

9. In paragraph 4, what does the author suggest individuals and businesses need to do to 'stay relevant' (line 32)? Use your own words as far as possible. [2]

Passage	2 points for [1] each
Furthermore, (c) <u>the increasing reliance on connectivity to data, people and experiences</u> requires a fundamental shift in how individuals and businesses stay relevant. When an adversary can be born from a hackathon, (a) <u>unremitting rivalry rather than</u> (b) <u>simply surviving</u> is the new normal. A company's arsenal for success should include (c)/ (d) <u>participating in Twitter skirmishes and recruiting digital influencers</u> who fight for online visibility.	<p>(a) The author argues businesses must engage in ceaseless / continual contests / battles</p> <p>(b) cannot just coast along / carry on without making changes</p> <p>(c) need to utilise / exploit revolutionary / ground-breaking ways (via technology) to compete</p> <p>(d) conduct their business in fresh / unique ways</p> <p>Note: Words in brackets are not needed for credit to be given</p> <p>Note: (d) is inferred from the hackathon/Twitter skirmishes</p>

10. Suggest why the author ends the passage by returning to her reference to Captain America. [1]

Answer
<p>(a) It acts as a frame to her introduction where Captain America demonstrated the power of coping but with the help of others (like the other Avengers) and other supportive aids (like weapons / armament)</p> <p>(b) It circles back to her hook in the introduction to remind the reader that Captain America did not succeed without the support of others (like the other Avengers)</p> <p>(c) It reinforces /reiterates the author's point if even Captain America needed help from others / weapons / armament / hardware to succeed in overcoming adversity, so does everyone.</p>

Question on both passages

11. Getty Eden believes that learning to cope is beneficial while Julie Beck argues that we need to do more than learning to cope. 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 the value of learning to cope. [10]

Students could be in agreement with either writer and to different extents, but both passages should be examined and balance attempted. There will be interpretations/responses that range from the sophisticated to merely valid, and markers should award credit where possible. Given time constraints, students will not handle every expectation or angle (well). If they have presented an adequate answer, credit must be given.

Good answers will:

- Evaluate how far there is agreement possible with the writers' claims. Students can consider the logic/credibility of the case/issue they have been presented. The advice presented in "Who's Afraid of the AQ" will be helpful in structuring their responses.
- Consider whether the situations in Singapore or the students' home countries reflect the perspectives presented by the writers. Do their observations of how the benefits of learning to cope reflect the positive consequences for individuals as claimed by Eden or parallel those that are more negative as Beck has claimed: that mere coping is a short term solution which lends itself to maladaptive coping mechanisms such as avoidance of issues? If so, are the consequences as dire as Beck has made them out to be? If not, is Beck not being overly pessimistic? Has Beck not conveniently made scapegoats of political leaders since complex crises need thoughtful varied responses and how each stakeholder deals with the issues will be dependent on the limitations of their abilities and resources? Students' responses to these will guide them to decide the extent to which they agree with the writers.

A very good answer will demonstrate a nuanced appreciation of the writer's arguments. Promising responses will make an intelligent selection of points and use effective transitional phrases to connect arguments. Very good answers will:

- Elucidate why the student is not (entirely) in agreement/disagreement with either writer. It should be demonstrated how factors such as prevailing societal beliefs, the cultural environment, possible future trends, and so forth, make a particular writer's arguments not (completely) tenable.
- Recognise limitations of either writer's point of view.

Should students agree with Eden that learning to cope brings benefits such that it allows us to 'stay afloat and lend a hand to others floundering in similar predicaments', they could critique how the writer uses reductive thinking and glibly proposes a can-do spirit as the simple solution even to complex problems such as a national emergency. Has he not oversimplified the issues? Also, the analogy of Joshua trees can hardly be useful or instructive to those facing a crisis, whether personal or global. The admiration we might have for them and their qualities cannot be easily translated into the ability to 'stay afloat' in times of personal crises/trouble, much less leading to the lending of a helping hand to strangers in need.

If students agree with Beck that learning to cope will make us 'put our faith in empathetic inaction', they could point out many indeed, are only interested in 'joining' a cause to have appear 'woke' or have a common cause for identification with a group. For example, it has become fashionable to 'Go green' or to promote sustainable consumption but for the most part, this has not lead to sustained change in behaviours for both individuals and the world despite their professed concern for the environmental emergency or other social issues.

Likewise when choosing to disagree with the writers, students should not only reject the blithe claims that coping can only have positive/negative consequences. They could acknowledge it could be legitimate advice as coping has certainly been a factor in how quickly and well we deal with personal issues as (1) there are examples of how some people/ organisations coped and thrived, (2) having realised the gravity of the situations, coping mechanisms foster acceptance of what cannot be changed as well as stimulate community support and empathy, and (3) offer any other evaluation that demonstrates coping as advice might be useful /or not to different stakeholders dependent on the type of crisis they face and also the degree of the impact the crisis has had on them.

If students disagree with Beck that learning to cope will 'cripple us in the long run', they could point out how humanity has often managed to weather dark points in history and continues to progress overall. While merely looking to cope may appear to be dithering indecisiveness, there are many multifaceted adaptive measures that humans will naturally employ to survive and coping may only be part of a miscellany of measures. Beck might also have been too quick to dismiss "empathy" as mere trivialisation of enormous problems. Empathy could well be the impetus for positive change.

While students should be encouraged to draw upon their personal experiences, it is likely students will recognise the prevailing crisis of our time, the global health crisis and its knock-on effects on individuals, businesses and economies, require differentiated responses even if coping could be the initial helpful 'recommended remedy'. A careful examination of the complex situation will show, the situation requires a combination of measures while also requiring states/institutions to take diverse approaches to rebuild. Students could acknowledge that the sheer global nature of the crisis, as well as the unpredictability of future developments (like the mutating variants of the virus) may make a decision to proceed in either way (as suggested by Eden or Beck) truly assessable in terms of effectiveness, only on hindsight.