

CANDIDATE NAME	CLASS 6C	INDEX NUMBER 00__
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DUNMAN HIGH SCHOOL

General Certificate of Education Advanced Level  
Higher 1

**YEAR 6 PRELIMINARY EXAMINATION**

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**GENERAL PAPER**

**8806/02**

Paper 2

**29 August 2012**

INSERT

**1 hour 30 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains the passage for Paper 2.

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This document consists of **3** printed pages and **1** blank page.

**[Turn over**

*Sevathee Hadad Mown writes about The Demographic Singularity.*

- 1 We live in precipitous times. The looming spectre of humanity's population issues haunts the waking hours and dreaming minutes of our leaders and heads of government. Or at least, we hope this is what happens *from now on*. Simply put, our knowledge of demography – the study of population issues – is too remote for many to grasp: we know from news reports that the world population hit 7 billion in mid-2011; today, in mid-2012, it is 7.056 billion; next year, it will be 7.112 billion; in 2014, it will be 7.168 billion . . . and we go back to eating our dinners in front of the television. 5
  
- 2 If we want to recognise the urgent nature of these issues, we need a concept rather than mere numbers to put things in the proper perspective. I propose that we frame our study of population issues as The Demographic Singularity: a single moment when our most threatening population issues come together as an unstoppable force, laying waste to the whole of humanity. I further propose that by understanding The Demographic Singularity, we may yet be able to intervene successfully in preventing or at least blunting the force of this crisis. 10
  
- 3 The sheer scale and immensity of world population numbers today is the first complex issue that humanity has yet to fully understand. In villages and small communities of the developing world, people live on in the same way as their ancestors by planting, eating and giving birth to more children than their meagre economic means could ever hope to sustain. In addition, outdated and reactionary views that equate children with essential labour for the fields or additional hands at the local carpet factory ensure that national population numbers double every generation. In the modern age, religious institutions in some countries compound the problem by either forbidding or discouraging the use of contraceptives. All these practices merely drive the consumption of resources worldwide to unsustainable levels, precipitating the collapse of economies, communities and human life. In all, we may very well be multiplying ourselves out of existence. 20 25
  
- 4 The developed world should not be too smug either: ageing population issues top their list of future and unmanageable crises. Previously stable societies face hitherto unknown grievances and tensions. In the United States, for instance, middle-aged baby boomers born in the 1950s and 1960s face unprecedented burdens in caring for their parents. Halfway around the world, even conservative South Korea sees an increasing number of violent acts perpetuated by irate youths upon elderly train commuters. 30
  
- 5 Migration patterns both within and across countries represent the third and arguably most complex tier of The Demographic Singularity. Worldwide, millions of people leave their countries of origin annually, becoming migrant workers or settling as immigrants in new host countries that may not always welcome them. At best, native born citizens look upon them as assets to boost faltering economies. At worst, they become targets of racist slurs and attacks or scapegoats for assorted social ills. Rural-urban migration within countries, numbering in the hundreds of millions each year, generate even more acute problems. Across the boomtowns and metropolises of India, Brazil and China, clashes between long-term urban residents and recent migrants over scarce jobs, housing and the use of common leisure spaces such as parks strain the resources of local enforcement agencies tasked to mediate between ever larger, unhappy – and now even armed – groups. 35 40

- 6 Isolated, each of these three tiers may be managed and even solved by individual societies. However, it is when all three tiers come together that a comprehensive set of solutions needs to be proposed and implemented. As an international community caught in the same sinking boat, we have to pull together and paddle fast, well and in the right direction. 45
- 7 First and foremost, absolute population numbers must go down or at least be capped by slowing birthrates. The old ways of viewing children as mere economic assets must be eradicated. It is better that couples limit their family size to themselves and at most three children. Contraception and other family planning measures should be protected by law and free from the interference of moralistic and conservative religious institutions. This in turn could lead to parents ensuring quality of life for their children, revolving around love and regard for the child's well-being. Furthermore, this should mean greater respect for the rights of women at all levels. Female children might also be more adequately protected from the hazards of early abortion or being killed at birth by parents eager to secure only male progeny. 50 55
- 8 Secondly, the roles and contributions of the elderly should be more adequately considered and recognised. Societies with ageing populations can tap on the wisdom and expertise of the elderly in creating value economically and socially. Each elderly person must be seen as an irreplaceable source of life experiences and ethical strength that the young can look to for direction. As mentors at the workplace or volunteers in community events and projects, the elderly have much to teach the young. In turn, schools must embrace the task of instilling in the young an abiding respect for the elderly, thereby forming the basis for stable and kind societies. 60 65
- 9 Most importantly, governments worldwide must coordinate their efforts to manage migration issues more effectively. Open border arrangements, such as those presently in force in the European Union, should be entered into by more governments sharing borders. Coupled with programmes to boost understanding and integration between natives and non-natives, such moves will assuredly raise economic productivity and growth. With greater wealth arising from such cooperation, present tensions between rival groups will cease, drawing all of us closely into the family of humanity. The creation of more jobs, housing, parks and roads can also be undertaken together by cooperating governments. By doing so, governments will have greater incentive to share both the costs and benefits of development, creating a truly borderless world. 70 75
- 10 We live in precipitous times. We also live in momentous times, pregnant with possibilities of the future. By engaging constructively with our Demographic Singularity, we may transform the future course of humanity, potentially stillborn with conflict, into one of renewal and hope. 80

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***Acknowledgements:***

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DUNMAN HIGH SCHOOL

General Certificate of Education Advanced Level  
Higher 1

**YEAR 6 PRELIMINARY EXAMINATION**

CANDIDATE  
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**GENERAL PAPER**

**8806/02**

Paper 2

**29 August 2012**

**1 hour 30 minutes**

Candidates answer on the Question Paper.

Additional Materials: 1 Insert

**READ THESE INSTRUCTIONS FIRST**

Write your Class, index number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction tape/ fluid.

Answer **all** questions.

The Insert contains the passages for comprehension.

Note that **15** marks out of **50** will be awarded for your use of language.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
Content	/ 35
Language	/ 15
Total	/ 50

This document consists of **6** printed pages and **1** insert.

**[Turn over**

Read the passages in the Insert and then answer **all** the questions. Note that up to fifteen marks will be given for the quality and accuracy of your use of English throughout this Paper.

NOTE: When a question asks for an answer **IN YOUR OWN WORDS AS FAR AS POSSIBLE** and you select the appropriate material from the passage for your answer, you must still use your own words to express it. Little credit can be given to answers which only copy words and phrases from the passage.

- 1 Explain why the writer italicises the words '*from now on*' (line 3).

[1]

- 2 Why does the author suggest that population issues are 'too remote for many to grasp' (line 4)?

[1]

- 3 **Using your own words as far as possible**, explain the positive implications of understanding 'The Demographic Singularity' (line 12).

[2]

- 4 In what ways do 'people live on in the same way as their ancestors' (line 17)? **Use your own words as far as possible.**

[2]

- 5 Explain the paradox in line 25.

[1]

- 6 What 'grievances and tensions' (line 28) arising from an ageing population is the writer referring to in paragraph 4?

[2]

- 7 In what ways does the writer show how people 'may not always welcome' immigrants (line 35)?  
**Use your own words as far as possible.**

[2]

- 8 Why does the writer use the word 'even' in line 42?

[1]

- 9 In paragraph six, how should the international community respond to The Demographic Singularity? Why does the author believe so?

[2]

- 10 Give the meaning of the following words as they are used in the passage. You may write your answer in one word or a short phrase.

(a) haunts (line 1)

(b) faltering (line 36)

(c) acute (line 38)

(d) mediate (line 42)

(e) pregnant (line 77)

[5]

- 11 Using material from paragraphs 7-9 only (lines 49-76), summarise the solutions to The Demographic Singularity and their positive effects.

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.**

We can address The Demographic Singularity by

The image shows a full page of white paper with horizontal black lines spaced evenly apart, resembling notebook paper. The lines extend across the entire width of the page from left to right.

[8]

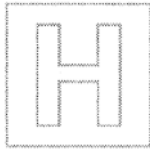


- 12** In this article, Sevathee Hadad Mown highlights the most significant population problems of our time and raises solutions to them. How relevant are these perspectives to you and your society?

For  
Examiner's  
Use

[illegible]

[illegible]



DUNMAN HIGH SCHOOL  
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE  
General Certificate of Education Advanced Level  
Higher 1

## **YEAR 6 PRELIMINARY EXAMINATION**

### **GENERAL PAPER**

**8806/02**

Paper 2

**29 August 2012**

**1 hour 30 minutes**

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## **SUGGESTED ANSWER AND MARK SCHEME**

From paragraph 1:

1. Explain why the writer italicises the words '*from now on*' (line 3). [1]

TEXT REFERENCE	INFERENCE
'Or at least, we hope this is what happens <i>from now on</i> .' (line 2-3)	The writer wants to alert readers to population issues which require our leaders' <b>urgent</b> attention / solution. (1)
NOTE: If students write 'sarcasm', 0m – emphasis / italicisation is on ' <i>from now on</i> ' and not 'hope' which would have implied sarcasm.	
<b>Sense of urgency must be clearly conveyed;</b> mere mention of severity is inadequate.	

2. Why does the author suggest that population issues are 'too remote for many to grasp' (line 4)? [1]

TEXT REFERENCE	INFERENCE
'we know from news reports that the world population hit 7 billion in mid-2011; today, in mid-2012, it is 7.056 billion; next year, it will be 7.112 billion; In 2014, it will be 7.168 billion . . . and we go back to eating our dinners in front of the television.' (lines 4-7)	Beyond a fair point / After a while, many become numb / desensitised to the numerical data which no longer have any real significance. (1)  OR  These figures / statistics are too abstract / complex for many to visualise / understand in concrete terms. (1)
NOTE: Focus is on how we fail to respond to the statistics relating to population issues due to – 1. Our attitude or 2. The nature of population issues is too complex (a commentary on the <b>statistics/ numbers</b> is necessary)	

From paragraph 2:

3. **Using your own words as far as possible**, explain the positive implications of understanding 'The Demographic Singularity' (line 12-13). [2]

TEXT REFERENCE	PARAPHRASE
a. 'we may yet be able to <b>intervene successfully</b> ' b. 'in <b>preventing</b> ' c. 'or at least <b>blunting</b> ' d. 'the <b>force</b> of this <b>crisis</b> .' (lines 13-14)	Understanding The Demographic Singularity enables us to a. apply measures that <b>effectively / properly</b> b. avert / pre-empt / stop c. or reduce / alleviate d. the <b>devastating / catastrophic / cataclysmic / dire</b> impact of population problems
NOTE: For point (b), mention of eradication / elimination is not accepted as they are not equivalent to / synonymous with averting / pre-empting the crisis.	
MARK ALLOCATION    1-3 pts = 1m    4 pts = 2m	

From paragraph 3:

4. In what ways do 'people live on in the same way as their ancestors' (line 17)? **Use your own words as far as possible.** [2]

TEXT REFERENCE	PARAPHRASE
a. ' <b>planting</b> , eating' b. 'and <b>giving birth</b> to more children than their <b>meagre</b> economic <b>means</b> could ever hope to <b>sustain</b> .' c. ' <b>equate</b> children with <b>essential labour</b> for the fields or additional hands at the local carpet factory' (lines 17-20) d. 'In the modern age, religious <b>institutions</b> in some countries <b>compound</b> the problem by either <b>forbidding</b> or <b>discouraging</b> the use of contraceptives.' (lines 21-23)	People live like their ancestors through a. an agrarian / agricultural / farming lifestyle and b. bear young / children beyond their monetary capabilities / ability to upkeep / maintain / live properly. c. They liken / treat children as indispensable / irreplaceable help OR They also send their children out to work. d. People still doggedly abide by religious principles and laws.
NOTE: For point (a), focus is on 'planting, eating' as examples of <b>agriculture</b> ; overly literal / blunt paraphrasing as 'working' and 'consuming the same food' is inadequate.	
MARK ALLOCATION      1 pt = 1m      any 2 pts = 2m	

5. Explain the paradox in line 25.

[1]

TEXT REFERENCE	INFERENCE
'we may very well be multiplying ourselves out of existence.' (line 2)	Increasing our numbers leads to a decline in our numbers. (1)  OR  When we multiply we ensure the <u>continued existence</u> of our species, but at the same time we drive ourselves into <u>extinction</u> because our resources become depleted. (1)

From paragraph 4:

6. What 'grievances and tensions' (line 28) arising from an ageing population is the writer referring to in paragraph 4? [2]

TEXT REFERENCE	INFERENCE
a. 'In the United States for instance, middle-aged baby boomers born in the 1950s and 1960s face unprecedented <b>burdens</b> in caring for their parents.' (lines 28-29) b. 'Halfway around the world, even <b>conservative</b> South Korea sees an <b>increasing</b> number of violent acts perpetuated by irate youths upon elderly train commuters.' (line 30-31)	Ageing populations increase a. The financial / psychological / emotional / mental obligations / responsibilities / load on citizens caring for their elderly parents. (1) b. They strain <b>previously respectful</b> relations / hierarchies between the young and old. OR The social order is breaking down (1)

From paragraph 5:

7. In what ways does the writer show how people 'may not always welcome' immigrants (line 35)? **Use your own words as far as possible.** [2]

TEXT REFERENCE	PARAPHRASE
a. 'they become <b>targets</b> of racist <b>slurs</b> and <b>attacks</b> b. or <b>scapegoats</b> for <b>assorted</b> social <b>ills</b> .'	Immigrants may always not be welcome as a. they become victims of verbal abuse / physical violence b. or <b>unfairly labeled</b> as the culprits /

(line 36-37) c. 'clashes between long-term urban residents and recent migrants' (lines 39-40)	causes of various social problems. c. Conflicts also arise between migrants and citizens.
MARK ALLOCATION 1-2 pts = 1m 3 pts = 2m PERMITTED LIFTS: 'citizen', 'native', 'immigrants', 'migrants'	

8. Why does the writer use the word 'even' in line 42? [1]

TEXT REFERENCE	INFERENCE
'ever larger, unhappy – and now <b>even</b> armed – groups.' (line 46)	The writer wants to alert readers to the <b>escalating / rising levels</b> of tension between migrants and citizens. (1) or The writer wants to draw our attention to his <b>alarm / deep concern</b> over the armed clashes between migrants and citizens. (1)  ORA

From paragraph 6:

9 In paragraph six, how should the international community respond to The Demographic Singularity? Why does the author believe so? [2]

TEXT REFERENCE	INFERENCE
'As an international community caught in the same sinking boat, we have to pull together and paddle fast, well and in the right direction.' (lines 46-48)	a. The international community should cooperate in an effective and urgent manner in overcoming The Demographic Singularity. [1] b. This is because the writer believes we all suffer the same plight. [1]  NOTE: Point a. must contain <b>effectively</b> and <b>urgently</b>

10 Give the meaning of the following words as they are used in the passage. You may write your answer in one word or a short phrase. [5]

TEXT REFERENCE	1m	0m
a. haunts (line 1)	✓ persistent and worrying	✗ ghosts ✗ spirited
b. faltering (line 36)	✓ failing ✓ ailing ✓ declining ✓ weakening	✗ falling ✗ collapsing ✗ dying
c. acute (line 38)	✓ <u>extremely/very serious</u> ✓ severe ✓ grave	✗ sharp ✗ painful
d. mediate (line 42)	✓ arbitrate ✓ judge fairly ✓ play peacekeeper/make peace ✓ referee ✓ act as intermediary ✓ negotiate ✓ resolve a conflict (NOTE: idea of tension between 2 parties must be present)	✗ meditate ✗ meddle ✗ resolve
e. pregnant (line 77)	✓ filled with promise ✓ potentially enriched by	✗ filled ✗ carrying heavily

11 Using material from paragraphs 7-9 only (lines 49-76), summarise the solutions to The Demographic Singularity and their positive effects.

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.**

***We can address The Demographic Singularity by . . .***

S/N	LINE(S)	TEXT REFERENCE	PARAPHRASE
a	49	First and foremost, absolute population numbers must <b>go down</b>	<b>reducing</b> population quantity
b	49-50	or at least be <b>capped</b> by <b>slowing</b> birthrates.	or limiting population growth. <b>NOTE:</b> 'speed of reproduction' is <u>not</u> accepted
c	50-51	The old ways of <b>viewing</b> children as <b>mere economic assets</b> must be <b>eradicated</b> .	Perceptions commoditising children must be <b>abandoned</b> . <b>NOTE:</b> X change = unacceptable
d	51-52	It is <b>better</b> that couples <b>limit</b> their family size to themselves and at most three children.	<b>Small family sizes</b> are <b>preferred</b> . <b>NOTE:</b> <u>not</u> legislation/govt. measures to ensure small families
e	52	Contraception and other <b>family planning</b> measures should be <b>protected</b> by law	<b>Birth control</b> should be <b>legalised</b>
f	53	and <b>free</b> from the <b>interference</b> of moralistic and conservative religious institutions.	and <b>safeguarded / made safe</b> from <b>intrusion / disruptions</b> by religious authorities.
g	53-55	This in turn could lead to parents ensuring <b>quality of life</b> for their children, revolving around love and <b>regard</b> for the child's <b>well-being</b> .	<b>Parents</b> may realise that <b>children's welfare</b> must be nurtured. <b>NOTE:</b> <u>not</u> increases quality of life/standard of living of subsequent generations
h	55-56	Furthermore, this should mean greater <b>respect</b> for the rights of women at all levels.	Women's rights could be <b>observed / advanced</b> .
i	56-58	Female children might also be more adequately protected from the <b>hazards</b> of early abortion or being <b>killed</b> at birth by parents eager to secure only male progeny.	Girls could be kept from <b>untimely</b> deaths.
j	59-60	Secondly, the roles and contributions of the elderly should be more adequately <b>considered</b> and <b>recognised</b> .	The elderly should be <b>valued / accepted / embraced / honoured / praised / rewarded</b> .
k	60-61	Societies with ageing populations can tap on the <b>wisdom</b> and <b>expertise</b> of the elderly in <b>creating value</b> economically and socially.	and their <b>insights / strengths / know-how</b> can improve society.
l	61-63	Each elderly person must be seen as an <b>irreplaceable source</b> of <b>life experiences</b> and <b>ethical strength</b> that the young can look	Seniors must be perceived as <b>indispensable</b> role models for youths,

		to for <b>direction</b> .	<b>NOTE:</b> X role models alone = insufficient paraphrase
m	63-64	As <b>mentors</b> at the <b>workplace</b> or <b>volunteers</b> in <b>community events</b> and <b>projects</b> , the elderly have much to teach the young.	<b>educating</b> them in the <b>office / civic</b> society.
n	64-65	In turn, schools must <b>embrace</b> the task of <b>instilling</b> in the young an <b>abiding respect</b> for the elderly,	<b>Schools</b> must (enthusiastically / wholeheartedly) nurture regard for the old,
o	65-66	thereby forming the basis for <b>stable</b> and <b>kind</b> societies.	making <b><u>cohesive / strong / peaceful / harmonious</u></b> and <b><u>compassionate / empathetic / loving / considerate / generous</u></b> societies.  <b>NOTE:</b> paraphrase of both stable and kind needed
p	67-68	Most importantly, governments <b>worldwide</b> must <b>coordinate</b> their efforts to manage migration issues more <b>effectively</b> .	<b>Globally</b> , governments must <b>collaborate better</b> on <b>migration</b> ,
q	68-70	<b>Open border arrangements</b> , such as those presently in force in the European Union, should be entered into by more governments sharing borders.	<b>unlocking / liberalizing geographical / physical boundaries</b> between countries.
r	70-71	Coupled with <b>programmes</b> to <b>boost understanding</b> and <b>integration</b> between <b>natives</b> and <b>non-natives</b> ,	Steps to <b>build up / foster cohesion</b> across <b>citizens old and new</b>  <b>NOTE:</b> <u>not</u> 'create'/'start' etc; both ideas of understanding and integration must be given – either 'cohesion' or 'awareness and unity'
s	71-72	such moves will assuredly <b>raise</b> economic productivity and growth.	will <b>induce</b> prosperity / wealth / affluence
t	72-73	With greater wealth arising from such cooperation, present tensions between rival groups will <b>cease</b> ,	<b>ending</b> frictions between groups  <b>NOTE:</b> <u>not</u> 'easing' or 'alleviating' etc.
u	73	<b>drawing</b> all of us <b>closely</b> into the <b>family of humanity</b> .	and <b>unite</b> us as one.
v	73-75	The creation of more jobs, housing, parks and roads can also be undertaken together by <b>cooperating</b> governments.	Greater <b>collaboration</b> on <b>infrastructure</b> between governments
w	75-76	By doing so, governments will have greater <b>incentive</b> to share both the <b>costs</b> and <b>benefits</b> of development,	<b>motivate</b> them to share common <b>problems</b> and <b>gains</b> of development.
x	76	<b>creating</b> a truly <b>borderless</b> world.	<b>generating</b> a <b>global</b> society.



**Point-Mark Table for Summary Question**

<b>Number of Points</b>	<b>Marks Awarded</b>
1 – 2	1
3 – 4	2
5 – 6	3
7 – 8	4
9	5
10 – 11	6
12 – 13	7
> 14	8