

RIVER VALLEY HIGH SCHOOL
YEAR 6 PRELIMINARY EXAMINATION II 2015

GENERAL PAPER

8807/02
August 2015

Paper 2
INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains the passage for Paper 2.

This document consists of **4** printed pages.



River Valley High School
EL/GP Department

[Turn over]

Al Kennedy writes about change.

- 1 Imagine three identical boxes. Two are empty and one contains your heart's desire, perhaps love, perhaps a nice cup of tea. A kind, if slightly perverse, person says that you can pick one box and own its contents. Let's say you select Box A. The person then shows you Box B is empty. So either Box A — your choice, or Box C — a mystery, contains your happiness. Now, you can change your choice to Box C, or stick with Box A. But what gives you the better chance? Should you change or not? 5

- 2 If you are like me, you will not want to change. Even if things were not wonderful, we would rather stay with what is familiar. Why meddle with something for which there is a Latin, and therefore authoritative, term: the "status quo"? I studied dead languages at school (no chance of sudden changes in grammar or vocabulary there), so I am aware that the term "status quo" has roots in the longer phrase "*in statu quo res erant ante bellum*", which means "in the state in which things were before the war". Of course, the implication of this phrase is that reality is binary: without the status quo, there will be chaos and war. Who in his right mind would choose to change the status quo? 10
15

- 3 People like me tend to ignore the possibility of positive change. We are inclined to think that things will continue the way they are forever and ever, and that whatever we do will not make much of a difference in the larger scheme of things. The poor will always be with us, and human suffering in the form of poverty and hunger is systemic and unchangeable, an aspect of the landscape we live in. In this way, our inability to accept the possibility of change can make us cruel: the homeless man wandering in the street is inevitable and a fact of life. 20

- 4 Even as we dig our heels in against positive change, we are not immune to inevitable changes in our lives. Things change, whether or not we want it — people come and go, economies rise and fall, our luck waxes and wanes. But instead of really embracing inevitable change, we change by making only superficial alterations — we buy the latest *iThings* and change our bags, shoes, hairstyles, and the like — seeking what is new and newer. Yet this behaviour is just as rigid as being opposed to all types of change, as the changes we welcome are not really changes. 25
30

- 5 The inability to face changes paralyses us, preventing us from responding appropriately. We can interpret new situations and new people as unwelcome, if not threatening, change, which is bad news for how we police crowds, carry out overseas peace-keeping missions, or treat unfamiliar people. Yet our overreaction to what feels like chaos can actually produce real chaos, and when we are overwhelmed by change, we can get so frightened that we forget other humans are human, and so we behave badly. 35

- 6 When change-avoidance forms a prison, walking out of that prison can seem daunting. We cannot find it in ourselves to accept something new, even when we

- are dissatisfied with the current state. Being without love or novel interactions might be awful, but we fear doing anything about it because we do not know what to expect should it come our way. Conversely, when we are stuck in an unfavourable situation, an unhappy marriage for example, we cannot summon the courage to rid ourselves of the thorn, choosing instead to suffer many years in silence (or not). For many of us, this saying holds true: better the devil you know than the devil you do not. 40 45
- 7 Our reluctance to change is exploited by politicians, and they play to our fears and offer us stasis. They build us shark cages for our time in the ever-changing water — consoling little pens which cannot protect us when something huge and horrible arrives and we end up like Richard Dreyfuss in Jaws — all at sea. They offer “eternal” values — eternity being unchanging and therefore reliable — the brotherhood of men, the wisdom of the free market, the evil of outsiders, and the rewards of obedience. During an election, an incumbent government will warn against “changing horses in midstream”, and we may accept a dire status quo because of how much worse we think the alternative might be. When we are told that something threatens “our way of life”, it can make us fearful and encourage us to tolerate all manner of prohibitions, oppressions and compulsions. Populations encouraged to fear change may only pursue it when their situation is already savage, perhaps reassured by some of those “eternal” values. The more savage the situation, the easier it is to offer equally savage solutions. 50 55 60
- 8 As individuals and nations, our unwillingness to be open to change can prevent us from being merciful and finding good solutions. If we cannot have the humility to imagine that we could become like the homeless man in the street (or to imagine that he could become like us), we need not try to make the world safer as he is beyond help. Even when we convince ourselves to help, we usually cling to familiar, failed templates. Nations are as inflexible as possible in worryingly fluid situations. How easy it is for governments and personnel-in-combat to avoid subtleties and imaginative solutions, and choose to rely on old, failed strategies. If the international community can offer something better — something truly beyond self-interest — that would be a beautiful change. 65 70
- 9 Every analysis of what makes happy people happy demonstrates their ability to adapt fast and well to new situations and people. They are able to roll with the punches and deal with seismic changes in their lives and their surroundings. They do not try to impose stillness on a universe which is in motion, and they know that real security involves a degree of exposure. They are not so frightened as to indulge in the mystical industries — good luck charms and tarot readings — which only give a false sense of security and lock us in with their predictions. To be free and happy is to realise that it is impossible to guarantee anything in this life. We must be able to cope with risk. 75
- 10 So what is the best solution to that three-box problem? Remember we picked Box A of the three. Box B was empty. Now we can stick with A, or change to C. But should 80

we? Yes, we should. Switching from Box A to Box C will not guarantee success, but will massively improve its odds even though it is counter-intuitive. Our intuition does not like change either, but we can overcome it. Approaching changing reality with sensible flexibility is the best strategy for happiness. I may not want to believe it, but it is true. If I can change my mind, I can change anything else I need to.

85

Adapted from "A Point of View: Why Embracing Change is the Key to Happiness", BBC (September 2013)

RIVER VALLEY HIGH SCHOOL
YEAR 6 PRELIMINARY EXAMINATION II 2015

CANDIDATE
NAME

CLASS

INDEX
NUMBER

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GENERAL PAPER

Paper 2

8807/02

August 2015

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 fluid.

Answer **all** questions.

The Insert contains the passage for comprehension.

Note that up to **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, **1** blank page and **1** insert.



River Valley High School
EL/GP Department

[Turn over

Read the passage 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.

For
Examiner's
Use

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. Why does the author describe the person as 'kind, if slightly perverse' (line 2)?

[2]

2. What does the author mean when he describes reality as 'binary' (line 13)? **Use your own words as far as possible.**

[2]

3. In paragraph 3, what explanations does the writer give to show that 'our inability to accept the possibility of change can make us cruel' (lines 20–21)? **Use your own words as far as possible.**

[3]

4. Explain the irony about how we react to chaos in paragraph 5. **Use your own words as far as possible.**

For
Examiner's
Use

[2]

5. Explain the author's use of the word 'conversely' in line 42.

For
Examiner's
Use

[2]

6. Explain the metaphor of the prison (lines 38–40).

[1]

7. What are the similarities between our exploitation by politicians in paragraph 7 and our reliance on the mystical industries in paragraph 9? **Use your own words as far as possible.**

[3]

8. Using material from paragraphs 8 and 9 (lines 61-79), summarise what the author has to say about the consequences of our unwillingness to change and the characteristics of people who are open to change.

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.**

Our unwillingness to be open to change

[8]

9. Identify which of the author's arguments are supported by the illustration of the boxes in the first and last paragraph.

[2]

1. The first part of the document is a header section containing the title "The Role of the Teacher in the 21st Century" and the author's name "Dr. Jane Smith".

2. The second part is an abstract summarizing the main points of the paper, stating that the role of the teacher has evolved significantly in the 21st century due to technological advancements and changing student needs.

3. The third part is the introduction, which discusses the historical context of teaching and the challenges faced by educators in the modern era.

4. The fourth part is the main body of the paper, divided into several sections:

- 4.1. The Impact of Technology: Discusses how digital tools and online resources have transformed the classroom.
- 4.2. Differentiated Instruction: Explores strategies for meeting the diverse needs of individual students.
- 4.3. Collaborative Learning: Examines the benefits of group work and peer-to-peer learning.
- 4.4. Assessment and Feedback: Analyzes various methods of evaluating student progress and providing constructive feedback.

5. The fifth part is the conclusion, which reiterates the importance of the teacher's role and offers suggestions for further research and professional development.

6. The final part is a bibliography listing the sources used in the research.

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