

## NJC SH2 General Paper Preliminary Exam 2013

### Answer Scheme

- 1) What is the author's purpose in beginning with the quote from the spokesman of Ansar Dine (lines 3-4)? (1)

Quote: 'there is no world heritage. It does not exist. Infidels must not get involved in our business'	1. Her purpose is to create a negative impression of people who think in this narrow fashion / are so intolerant / to immediately elicit sympathy for her cause by presenting the opposition as fanatical
This statement <b>captures the challenge</b> we face	<b>OR</b> 2. She feels his view summarises / encapsulates / best expresses the kind of thinking she / Unesco is trying to overcome / has to change / the difficulties faced by those trying to preserve culture / problem about cultural preservation

- 2) In paragraph 1, what contrast does the author make between the United Nation's vision of culture and that of Ansar Dine? Use your own words as far as possible. (2)

1a. [culture] has <b>universal meaning</b> ... [when cultural heritage is attacked] this is a loss to <u>all humanity</u>	1a. [UN] Culture belongs to / influences / affects all of us / all culture has significance / importance for all human beings / mankind / everyone is able to relate to culture and understand it.
1b. <b>Narrowly defined ... exclusive</b>	1b. [AD] It only belongs to / is owned by / is the property of a single group / one people / country / place / civilisation / not inclusive to a specific community.
2a. culture is <b>dynamic</b>	2a. [UN] It is fluid / evolves / develops / progresses / changes in response to changes in us / our way of thinking / perspectives / significantly impacts lives
2b. and <b>static</b>	2b. [AD] It is unchanging / fixed / does not evolve / rigid / inflexible
Students should put answer in opposing pairs 1 pair = 1 mark	

- 3) What does the author imply by using the words 'not just' to explain the value of cultural sites (line12)? Use your own words as far as possible. (2)

1.We are not <b>just</b> talking about	1.The importance of cultural sites does not simply / merely lie / exist / is not limited / restricted to
<b>2.stones and buildings</b>	2.in their physical form / structures / physical objects / their concrete aspects/ architecture / external façade/ physical entities/ physical aspects/ physical existence
3.This is about <b>values</b>	3.Other factors are / They also express / give form to our ideals / principles / what we believe in / what we consider important/ morals / morals of citizens
<b>4.Identities and belonging</b>	4.and give us a sense of who we are / remind us of our common heritage / the communities we are affiliated to / the things we all share / how we all come from the same species/ sense of rootedness/ sense of togetherness/ sense of community
1 point = 0 marks 2-3 points = 1 marks All 4 points are required for 2 marks	

- 4) Explain what is lost when 'collective memory banks' are destroyed (line 14). (2)

1.[Destroying culture hurts <b>societies</b> for the long term. It deprives them of] <b>collective</b>	1.What is lost is the sense of togetherness / feeling of oneness with each other that comes from/ social cohesion is lost <b>OR</b> What is lost are all the group / community / shared / commonly held
<b>2.memory banks</b>	2.remembrances / stored / recorded knowledge that has been passed down for generations / of their traditions / past / achievements / accomplishments / legacy/ heritage / precious experiences gathered over many years / reminiscence [1]
Each point one mark.	

5) What is the author implying when she says that warlords' target culture because it strikes to the heart' (line 15)? (2)

1.Warlords ... <b>target</b> culture	1.She implies that warlords aim to destroy / conquer /subjugate / utterly demoralise a people, by destroying their culture [1]
2.because it <b>strikes to the heart</b>	2.because culture comes from / represents the soul of a people/ culture is essential / crucial to a people's identity / survival/ causes the most direct and harmful destruction to the people's emotion (not well-expressed but captured the idea) [1]
1 mark per point	

6) Identify and explain how one example of the author's use of language in lines 18-19 reflects her overall bias. (1)

Possible choices for identification	Explanation of bias
<b>Negative bias</b>	
<i>Extremists</i>	Her use of 'extremists' reflects her bias against people whose minds are closed / whom she sees as fanatical / those who do not share her more moderate views
their own <i>narrow</i> vision	Her use of 'narrow vision' reflects her bias against people who are unable to see beyond their own parochial interests / who do not have her broader view
<i>fraudulent</i> vision	The use of 'fraudulent' to describe their vision shows her bias / prejudice against these people as she feels their views / beliefs are lies / false / distortions of the truth / clash with / go against her own valid / truthful beliefs
<i>are attacking</i>	Her choice of a word that means use of violence / force reflects her view that such people are violent / barbaric/ primitive must resort to force / do not use accepted means to express / propagate their beliefs / in contrast to her own means which are rational / civilised
<i>To impose</i>	Her use of 'impose' reflects her view that such people are violent / barbaric/ primitive /must resort to force / do not use accepted means of persuasion / in contrast to her own means which are rational / civilised
<b>Positive bias</b>	
The symbols of <i>tolerant</i>	Her use of the very positive word 'tolerant' shows her approval of those who value open mindedness / acceptance of others' views as she does

and <i>erudite</i> Islam	Her use of 'erudite' shows her bias in favour of those she feels love learning / knowledge / understand the importance of collected wisdom as she does
Word or phrase must be identified, then explained in relation to her view for the mark. If students select a whole sentence, the key word must be clearly identified (by underlining, or reference, for example)	

7) Explain what the author means by saying that targeting culture can 'fuel hatred and block reconciliation' (line 20)? Use your own words as far as possible (2)

1.[Targeting culture] can <b><u>fuel</u> hatred</b>	1.This act can cause / provoke deep resentment / feelings of tremendous anger / animosity towards those who do the damage /
2.and <b><u>block</u></b>	2.and can remove virtually all chances / make it next to impossible / extremely improbable for the two groups in conflict / at war / nothing can be done to stop/ prevent/ hinder/ obstruct/ impede/ deter/ negates opportunities
3. <b>reconciliation</b>	3. to ever come together / find a peaceful solution for their differences / come to terms with each other / restore their relationship/ being able to forgive/ getting together again/ compromise
1-2 points = 1 mark ; 3 points = 2 marks	

8) Using material from paragraphs 3-5 only, summarise what the author has to say about what everyone needs to do to protect cultural sites and how to go about doing so.

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.**

To protect cultural sites, we must...

Lifts	Suggested Answers
<b>Paragraph 3</b>	
1) [First, after years of efforts to build stronger <b>legal instruments</b> ] we must <b>do more to implement</b> them (lines 23-24)	1) make more effort to consciously use / apply / put into practise the laws we already have
2) and <b>strengthen the capacities</b> of states to do so. (lines 24 – 25)	2) to enhance/intensify the ability of countries to carry out / use them.
(3) We have today a comprehensive set of <b>legally binding international</b> treaties to protect culture... (lines 25-26) Each of these <b>sends two key messages</b> (lines 27 – 28) Repeated point: [after years of efforts to build stronger <b>legal instruments</b> lines 23-24]	3) Currently, there are global / world-wide agreements to govern / covering the protection of culture that inform / tell / warn
(4) States have an <b>obligation to protect their heritage...</b> (line 29)	4) countries/nations that they have the duty/responsibility / must be committed to preserving their culture
(5) and <b>not everything is allowed</b> in war. (lines 29-30)	5) and to exercise constraint in times of conflict / battle / that they cannot use an outbreak of hostilities as an excuse to do whatever they wish.
(6) ... but in a world <b>changing quickly</b> (line 30)	6) With the state of flux / uncertainty in the world / with new conflicts breaking out suddenly / unexpectedly
7) <b>legal texts can never be as fast as a rocket.</b> (line 31)	7) laws/policies cannot be constantly updated / laws cannot always keep up with / be enforced at the same speed / as swiftly as violence can break out
(8) We <b>need renewed leadership</b> (line 31)	8) Thus, it is necessary/essential that those in authority/ those at the helm put in more effort / place more importance on / push for more action / improved management/ constant political reconfiguration
(9) to <b>strengthen national capacities</b> (lines 31-2)	9) to increase their countries' ability to protect their heritage / be ready and able to enforce existing laws / improve their own means / methods of protection/ new initiatives are necessary to improve countries' abilities
(10) and <b>awareness.</b> (line 32)	10) as well as raise consciousness/ knowledge about the issue / the importance of / need to protect culture
(11) This means <b>enhancing</b> our work with museums, <b>custom authorities, the police and art dealers</b> (lines 32-33)	11) We need to improve our liaisons / work very closely with the various organisations involved / the people responsible for

	watching over / handling cultural objects / protecting culture/ experts in relevant fields/ relevant personnel/ stakeholders
<b>Paragraph 4</b>	
(12) This means <b>transmitting geographical coordinates</b> of protected sites to <b>military</b> forces (lines 35-36)	12) The armed forces need to be informed where these cultural sites are/ deployed at identified sites
(13) and <b>recalling their obligation to keep</b> this heritage a “ <b>safe place</b> ” (36-37)	13) We need to seek the cooperation of / co-opt the army to / impress upon / remind them of their duty/responsibility to provide security / to safeguard / to not destroy cultural sites.
(14) Most <b>soldiers</b> have never heard of the cultural conventions; they <b>need training</b> (line 37)	14) In order to allow armies / the armed forces to do so effectively, they require coaching/ instruction / drilling on how / methods to protect these sites/ undertake practice
(15) and <b>simple, accurate information.</b> (line 38)	15) and be given straightforward / practical / easily applied/ factual / correct / up-to-date / recent data.
(16) All of this <b>calls for more resources and experts on the ground.</b> (lines 38-39)	16) This requires / needs / must be backed up by/ there must be sufficient means / capacity / facilities / equipment/ useful materials and specialised personnel / professionals / specialists.
(17) Implementing legal texts means also <b>bringing cultural war crimes to justice.</b> (line 39)	17) In addition, punitive action must be taken against / punishment must be meted out to those who damage / destroy heritage / must be brought to trial.
<b>Paragraph 5</b>	
(18) ...we must <b>build stronger “coalitions for culture”</b> through <b>tighter coordination with all partners involved...</b> (lines 46-47)  Repeated point: No <b>single agency</b> can <b>succeed alone</b> (line 51)	18) For better / more effective protection of cultural sites, we need greater co-operation / better teamwork among all interested parties / the various people / stakeholders / groups concerned must work together to be effective/ work with allies
(19) This is <b>delicate work</b> (line 48)	19) Careful handling / management of the situation / issue is required / It needs to be managed in a cautious/ careful / prudent / circumspect manner / with forethought
(20) <b>Attracting too much attention</b> to culture can <b>expose</b> it to <b>new risks.</b> (line 48-49)	20) as too obvious / publicised an approach could put culture in danger / jeopardy / leave it open to attack / make it a target.

14 pts or more = 8 marks
13 pts = 7 marks
11-12 pts = 6 marks
9-10 pts = 5 marks
7-8 pts = 4 marks
5-6 pts = 3 marks
3-4 pts = 2 marks
1-2 pts = 1 mark

To protect cultural sites we must apply existing laws and enhance countries' abilities to enforce them. Currently, we have global agreements informing nations of their responsibility to protect culture, especially in times of conflict. However, with new conflicts breaking out unexpectedly, laws cannot be enforced quickly enough. Thus authorities must push harder to improve their protection and raise public consciousness. Liaisons between organisations handling cultural objects must be improved, and armies taught how to protect these sites by reminding them of their duty and providing up-to-date, practical data. We also need sufficient means and specialists, and ensure that those who damage cultural sites are punished. All those concerned must cooperate for success. This issue must be handled prudently because too obvious an approach can endanger culture.

126 words (which includes the 6 given words); includes all points

9) In paragraph 6, who might dismiss the author's argument about the need to protect culture in conflict? (1)

<p>This might sound <b>high-minded</b></p> <p>compared to the <b>terrible news</b> we hear every day from <b>conflict zones</b></p> <p>It is true that culture <b>alone</b> is not enough to <b>build peace</b></p>	<p>Those who feel she's being too idealistic, too concerned with immaterial things / she is not in touch with people's needs / what the common man considers important</p> <p>OR</p> <p>Those who feel that people / human lives should be put before / considered more important than <i>mere</i> man-made creations / what is <i>simply</i> / <i>only</i> buildings and stones / non-living objects</p> <p>OR</p> <p>Those who feel that culture by itself cannot bring about harmony / resolve strife / end wars</p> <p>OR</p> <p>People living in war-torn areas might dismiss the author's argument because they believe in times of war, protecting the civilians should be the priority over preventing culture.</p> <p>OR</p> <p>Pessimists who believe that solely safeguarding and upholding culture is insufficient as a deterrent for cross-border attacks might dismiss the author's argument.</p>
<p>1 mark for any 1 of the answers.</p> <p>**inference required. Answer should not make specific reference to North and South Korea.</p>	

10) In paragraph 7, what does the author suggest would be lost if we fail to protect culture? Use your own words as far as possible. (2)

1.Protecting culture is about <b>protecting people</b>	1.We would lose our concern with humanity / we forget our obligation to watch over others / to ensure their needs are taken care of/ humanity will not safeguarded
2.protecting their <b>way of life</b>	2.People's traditions / customs /lifestyles would be lost/ loss of livelihood/ everyday habits/ how we live our lives/ daily routines/ traditional lifestyles/ means of living
3.providing them with <b>essential resources</b>	3.There would be no tools / means/



<b>to rebuild when war ends</b>	necessary materials left to allow a community to repair itself / recover after conflict ends/ fundamental materials to reconstruct after conflicts/ loss of necessary means for post-war reconstruction/ crucial “ingredient” for national reconstruction in the wake of war
Students must reword / change what is protected into what would be lost 1-2 points =1 mark, 3 points = 2 marks	

11) Why does the author keep repeating the words ‘protect’ and ‘protecting’ in the last paragraph? (2)

We need to think big once again to <b>protect</b> culture under attack ... <b>protecting</b> culture is protecting people ... <b>protecting</b> our way of life ... This is why, for culture also,	1.She repeats them to reinforce / highlight / underscore /emphasise her main point / stand / view that/ draw attention to/ attract people’s attention OR She wishes to convey a sense of urgency / to call for immediate action [1]
there is a <u>responsibility</u> to <b>protect</b>	2.for us to be involved with / care about / be held accountable for / feel obligated to preserve / save / keep our culture intact / there is great importance in safeguarding cultural heritage [1]
<p>**Since this is a question about writer’s purpose, students must have 1<sup>st</sup> point for 2 marks.</p> <p>** If point 1 is present but point 2 is not, award 1 mark for point 1.</p> <p>**Paraphrase word in inverted commas.</p>	

12) Irina Bokova feels that cultural heritage belongs to all and must be protected by all. To what extent do you agree or disagree with her views? How applicable do you find her observations to yourself and your own society?