



**Raffles Institution
2021 Year 6 Preliminary Examination
General Certificate of Education Advanced Level
Higher 1**

GENERAL PAPER

Paper 1

8807/01

30 August 2021

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name and CT group on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **one** question.

Note that **20** marks out of **50** will be awarded for your use of language.

At the end of the paper, fasten all your work securely together.
All questions in this paper carry equal marks.

This document consists of **2** printed pages.

Answer one question.

Answers should be between 500 and 800 words in length.

- 1 How far is an overseas education a necessity for young people in your society?
- 2 Should individual rights and freedom be protected at all costs?
- 3 Is it fair to say that investment in space exploration is a total waste of resources?
- 4 'The arts ask questions while the sciences provide answers.' How valid is this view?
- 5 Should we be concerned with the ethics of medical research when doing so will limit its effectiveness?
- 6 How far do you agree that good governance is key to the protection of the environment?
- 7 'There is no value in believing in something unless it can be scientifically proven.' How far is this true?
- 8 'Art is only worth what people will pay for it.' Do you agree?
- 9 Is modern technology a benefit or threat to our safety?
- 10 Have our efforts to address discrimination made us overly sensitive? Discuss this in relation to your society.
- 11 Should the state intervene in matters relating to one's body?
- 12 'Social activism today has done more harm than good.' How fair is this assessment?



Raffles Institution
2021 Year 6 Preliminary Examination
General Certificate of Education Advanced Level
Higher 1

GENERAL PAPER

Paper 2
INSERT

8807/02
30 August 2021
1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains the passage for Paper 2.

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

Susan David writes about overparenting and why we should teach children emotional agility instead.

- 1 Today's parents are probably the most knowledgeable and conscientious in the history of the planet. Maybe that's because we have fewer children than previous generations did. Perhaps the trend is reinforced by the same connoisseur's impulse to be meticulous in their choice that has popularised handcrafted beers and locally sourced and oh-so-thoroughly provenance vegetables. 5
- 2 Whatever the reasons, as capitalism has gone global and the world has become far more competitive, we no longer believe that our children's success can be left to chance. In an economy in which the top 1 per cent can afford luxury beyond belief, the bottom 20 per cent can barely afford to eat, and those in the middle have to scramble like crabs in a barrel willing to pull others down just to get ahead, modern parents have taken a more curatorial approach toward childhood, with each very deliberate decision directed toward getting their offspring into the best university they can, and the kind of career to guarantee them a decent life. 10
- 3 At the same time, our collective focus to be more accommodating has expanded. It's a well-meaning reaction to more authoritarian parenting styles of the past, which had plenty of psychologically damaging side effects. But in our attempts to raise our children to be more capable and confident, we're now more attuned to shielding them from any adverse experiences that we worry may shatter their psyches. Unfortunately, this can mean our children don't gain valuable experiences of failure and moving on from setbacks, building their resilience in the process. What's more, parents today tend to misinterpret theories that 'acknowledge the effort not the result', popularised by psychologist Carol Dweck; hence, children today are often rewarded for simply trying – receiving an 'A for effort' or a medal just for showing up. 15
- 4 Unfortunately, these efforts underestimate a child's ability to learn and grow from experience (and mistakes) and can have a host of unintended consequences, often the exact opposite of what we had hoped to achieve. For one thing, a focus on achievement promotes a very narrowly defined concept of success – that is, getting a certain kind of job that, presumably, will allow the child to earn a certain level of income. That narrow focus on specific preordained paths to achievement is even more dubious because it assumes a static world, when, according to projections, 65 per cent of today's primary school-aged kids may end up doing work that hasn't even been invented yet, and there's ample evidence of that trend already. Many of the jobs in which people are employed today didn't exist ten years ago and the pace of innovation is only increasing. 20
- 5 To make matters worse, there's a growing cohort of kids on today's university campuses who did everything 'right' at school, aced their exams, got into a fancy university and find academic work a breeze, but are completely baffled by life. They have no clue how to deal with a housemate who's a slob, or a romantic interest who just isn't that into them, or, for that matter, with their micromanaging 'helicopter' parents who show up for unplanned visits ('Surprise!'), and continually check in to see how things are going. 25
- 6 Another unintended consequence of over-parenting is that kids can grow up thinking that their parents' love is conditional on their behaving a certain way. This leads to contingent self-esteem, the belief that their worth must be earned. Contingent self-esteem can manifest itself in the young woman who has always been praised for her appearance and goes on to develop an eating disorder. But it can also be visible in the overachieving student who studies hard, earns top grades, 30

- becomes head girl – and maybe gets into a top university – but who falls apart when she underperforms on an exam. Or the athlete who trains every day and becomes a star footballer but then shuts down when he messes up at a key moment in the championship game. 50
- 7 No matter how hard you try to ensure that your kids are successful, happy, and safe, though, you can be sure that temptations will arise, and that change is inevitable. You can't predict – much less successfully navigate – a fender bender, a botched maths test, the party at which everyone is guzzling beer or the best pal who suddenly develops an interest in shoplifting. Nor can you ensure that enrolling a child in Mandarin Chinese lessons or whisking your child off to coding class will guarantee him or her acceptance into the university of their choice, or into a stable and fulfilling job down the line. 55 60
- 8 In our increasingly competitive and unpredictable age, one of the best things parents can do to help their children thrive is to teach them emotional agility, which is like a vaccine that helps inoculate kids against being overwhelmed by the moments of unpleasantness that life no doubt has in store for them. It won't give kids complete immunity, but it will help them develop the flexibility and resilience they need to flourish, even during hard times. 65
- 9 We all have moments, in which we think we might want to try something new but just can't get past our fear. For kids, however, facing nerve-racking experiences is especially challenging because they have limited experience in actually making such leaps. They haven't had time to build up a store of reinforcing outcomes – 'I've done this kind of thing before and it hasn't killed me' – so they're easily spooked by the autopilot response that holds them back. 70
- 10 Life is full of moments requiring us to make that leap, but making the leap is not about ignoring, fixing, fighting or controlling fear – or anything else you might be experiencing. Rather, it's about accepting and noticing all your emotions and thoughts, viewing even the most powerful of them with curiosity, and then choosing courage over comfort in order to do whatever you've determined is most important to you. Courage, once again, is not the absence of fear. Courage is fear walking. 75
- 11 Of course, a child's fear often stirs up a parent's own fear of fear. We're afraid of what our children's reluctance to embrace an experience will mean for their development (or, god forbid, what it reflects about our own parenting skills). We worry about what this reluctance might cost our sons and daughters. We want our children to thrive, and since we can so often see the way forward for them, we try to push them in that direction, assuming that, by doing so, our children will realise that whatever they were reluctant about really wasn't so bad. But as we know by now, emotional agility is not about doing things because you feel you should or because someone else wants you to. Rather, it's about being able to make your own intentional choices about how to behave. And that goes for kids too. 80 85
- 12 When we guide children towards emotional agility, we give them a lifelong tool. Every time we allow them to take a leap – not of blind faith, but of eyes-wide-open volition in spite of fear – they practise 'fear walking', a skill that will help them face many other, much more significant emotional challenges later in life. 90

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Acknowledgements:

© David, S. (2016). *Emotional Agility: Get Unstuck, Embrace Change and Thrive in Work and Life*. Penguin Life.

Raffles Institution 2021



Raffles Institution
2021 Year 6 Preliminary Examination
General Certificate of Education Advanced Level
Higher 1

Candidate's Name	CT Group	GP Tutor's Name

GENERAL PAPER

8807/02

Paper 2

30 August 2021

1 hour 30 minutes

Candidates answer on the Question Paper.

READ THESE INSTRUCTIONS FIRST

Write your name, CT group and GP tutor's name in the spaces at the top of this page.

Write in dark blue or black pen.

Do not use staples, paper clips, 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.

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 7 printed pages, 1 blank page and 1 insert

Read the passage in the Insert and then answer **all** the questions which follow. 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 or phrases from the passage.

For
Examiner's
Use

1 In lines 3-4, the author claims that modern parenting appears to be 'reinforced by the same connoisseur's impulse to be meticulous in their choice. How does paragraph 2 support her assertion? **Use your own words as far as possible.**

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.....
.....
..... [2]

2 In paragraph 3, what **two** distinctions does the author draw between 'parenting styles of the past' (line 15) and those today? **Use your own words as far as possible.**

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.....
.....
..... [2]

3 How does the author support her view that it is particularly dubious to assume a 'static world' (line 31)?

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.....
.....
..... [2]

For
Examiner's
Use

5 What are the author's views on 'temptations' and 'change' (line 54)? **Use your own words as far as possible.**

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.....
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..... [2]

6 Explain what the author means when she says emotional agility is 'like a vaccine' (line 63). **Use your own words as far as possible.**

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.....
.....
..... [2]

7 In paragraph 9, explain **two** ways in which the author's choice of word(s) indicates that the fear kids have when facing new experiences is particularly potent.

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..... [2]

8 From lines 75-78, what does the author suggest as the appropriate way for children to 'make that leap' (line 73)? **Use your own words as far as possible.**

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.....
.....
.....
..... [3]

For
Examiner's
Use

9 By including the information in brackets in line 81, what is the author implying about parental fear?

.....
..... [1]

10 According to the author in paragraph 12, how can children practise 'fear walking' (line 91)?
Use your own words as far as possible.

.....
..... [1]

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RI Preliminary Examination 2021: SAQs & Summary Answer Scheme

1. In lines 3-4, the author claims that modern parenting appears to be 'reinforced by the same connoisseur's impulse to be meticulous in his choice'. How does paragraph 2 support her assertion? **Use your own words as far as possible.** [2]

From the passage/lift		Suggested Answers	Mark
<p>...modern parents have taken a more curatorial approach toward childhood, (line 11)</p> <p>OR</p> <p>with each very deliberate decision directed (lines 11-12)</p>	A	<p>The author explains that modern parents have (optional: utilised similar instincts to that of a connoisseur and) taken a more selective / careful approach / are discerning in their actions</p> <p>OR</p> <p>made choices / provisions very purposefully / consciously / in an intentional manner</p>	1
<p>toward getting their offspring into the best university they can,</p> <p>OR</p> <p>the kind of career to guarantee them a decent life (lines 11-13).</p>	B	<p>[Explanation of Context]</p> <p>in order to help their children: (any one specific explanation)</p> <p>enrol into / secure a place in a top college / school / institute of higher learning</p> <p>OR</p> <p>secure an occupation / profession / job that would ensure / promise good prospects / material well-being / a good future / a reasonable / adequate standard of living</p> <p>OR</p> <p>(broad point distilled from both examples) secure a good future for their children / optimise their future pathways (BOD).</p>	1

2. In paragraph 3, what **two** distinctions does the author draw between 'parenting styles of the past' (line 15) and those today? **Use your own words as far as possible.** [2]

From the passage/lift		Suggested Answer	Mark
<p>At the same time, our collective focus to be more accommodating has expanded. It's a well-meaning reaction to more authoritarian parenting styles of the past, (lines 14-15)</p>	A	<p>Point of contrast [flexible / approachable vs rigid / severe]</p> <p>A1. While parenting styles in the past tended to be strict / uncompromising / rigid / autocratic / unyielding,</p> <p>A2. the approach today is centred on being increasingly / more flexible / liberal / approachable / gentle / accepting / indulgent.</p>	1

		Do not accept 'loving' vs unloving', because parenting styles are not directly correlated with the presence/absence of loving feelings.	
we're now <u>more attuned</u> to shielding them from any adverse experiences ... (lines 17-18)	B	Point of contrast [shielding children vs (INF) exposing them to adverse experiences] Additionally, B1. <u>while</u> parents in the past [INF] were <u>less likely</u> to protect / safeguard their children from trials and tribulations / harsh realities / challenging situations in life, B2. parents today are <u>more aware of / sensitive to the need to protect / safeguard</u> their children from / against such difficulties. Note to markers: Accept 'more likely to expose' for B1 (BOD)	1

3. How does the author support her view that it is particularly dubious to assume 'a static world' (line 31)? [2]

From the passage/lift		Suggested Answer	Mark
according to <u>projections</u> , (line 31) OR and there's ample <u>evidence</u> of that trend already. (line 33)	A	The author uses / cites <u>predictions / estimates / forecasts / plentiful evidence / data / statistics</u>	1-2pts = 1m 3pts = 2m
<u>65 per cent of today's primary school-aged kids may end up doing work that hasn't even been invented yet</u> , (lines 32-33) OR <u>Many of the jobs in which people are employed today didn't exist ten years ago</u> (lines 33-34)	B	[Context] concerning <u>how future occupations / work for today's children do not exist today</u> , OR <u>how many contemporary occupations likewise were not present a decade ago</u> .	
and the <u>pace</u> of innovation is only <u>increasing</u> . (lines 34-35)	C	and highlights that the <u>speed of change / developments</u> is getting <u>faster</u> all the time.	

4. Using material from paragraphs 4-6 only (lines 25-52), summarise what the author has to say about modern parenting and its unintended consequences.

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.**

Modern parenting leads to ...

A	<u>underestimate</u> a child's ability (line 25)	<u>underrating / rating too lowly</u> the child's ability
B	to <u>learn and grow</u> (line 25)	to <u>develop / progress</u> Do not accept: <i>change</i>
C	from experience (and mistakes) (lines 25-26)	from experience (and errors) (either one will suffice)
D	and can have a host of unintended consequences, (line 26)	and leads to many / a lot of unintended / inadvertent consequences / issues / problems,
E	often the <u>exact opposite of what we had hoped to achieve</u> . (lines 26-27)	even <u>counterproductive</u> outcomes / consequences. OR outcomes / consequences that are <u>contrary to what parents originally intended</u> . Accept 'contradict / contradicting the initial purpose' (BOD)
F	For one thing, a <u>focus</u> on <u>achievement</u> (lines 27-28)	<u>Stressing / placing emphasis on accomplishments/ aims</u>
G	promotes a very narrowly defined concept of success... (line 28) OR That narrow focus (line 30)	encourages / fosters a highly / overly limited / restricted definition of success. OR Such a limited / restricted emphasis Accept 'creates' / 'causes' (BOD)
H	on <u>specific</u> (line 30)	on an <u>exact / particular</u>
I	preordained (line 30)	predetermined / predestined Do not accept 'preplanned' or 'premeditated'
J	paths to <u>achievement</u> (line 30)	road to <u>success</u> Accept: financial success, but not financial prospects
K	is even more dubious (lines 30-31)	is especially questionable / unconvincing / problematic
L	because it assumes a <u>static</u> world... (line 31)	as it presupposes that the world is <u>unchanging / always going to be the same</u> .
M	To make matters worse, there's a <u>growing</u> cohort of kids on today's university campuses (lines 36-37)	What is more alarming is that there is an <u>increase</u> in the number of students
N	who did everything ' <u>right</u> ' at <u>school</u> , <u>aced their exams</u> , <u>got into a fancy university</u> and <u>find academic work a breeze</u> . (lines 37-38)	[INF] who might be successful <u>academically / scholastically</u> Note: must be about achievements in school

O	but are <u>completely baffled</u> by life. (line 38)	but are <u>totally confused / confounded / puzzled / perplexed</u> by life. <i>Absolute extent must be captured</i>
P	They have <u>no clue</u> how to <u>deal with a housemate who's a slob ... see how things are going</u> (lines 38-42)	(INF) They are <u>unable / ill-equipped</u> to handle <u>difficult / tricky social situations</u> Note to markers: Accept even if examples are provided.
Q	with their <u>micromanaging</u> 'helicopter' parents who show up for unplanned visits ('Surprise!'), and continually check in to see how things are going (lines 40-42)	Modern parents tend to <u>overly control / take charge of every little aspect / all aspects</u> of their children's lives.
R	(Another unintended consequence of over-parenting is that) kids can <u>grow up thinking</u> (lines 43-44)	Children may also have the impression <u>from a young age / since childhood</u>
S	that their parents' love is <u>conditional</u> (line 44)	that their parents' love for them is <u>dependent / contingent</u>
T	on their behaving a certain way. (line 44)	on their conducting themselves / acting in a specific manner.
U	This leads to contingent self-esteem, the belief that their <u>worth must be earned</u> . (lines 44-45)	This results in children thinking that the <u>value / meaning</u> of their lives is necessarily <u>derived / obtained through other / extrinsic / external means</u> , Note: <i>Award when there is any reasonable interpretation of how the children's worth is not intrinsic</i>
V	Contingent self-esteem can manifest itself ... always been praised for her appearance and <u>goes on to develop an eating disorder</u> . (lines 46-47)	(Impact on behaviour) [INF] and because of that, children may resort to <u>harmful / unhealthy / adverse measures / ways / methods</u> to feel good about themselves / gain validation OR may engage in <u>harmful / unhealthy / adverse behaviours</u> .
W	But it can also be visible in ... becomes head girl ... but who <u>falls apart</u> when she underperforms... (lines 47-50) Or the athlete... <u>shuts down</u> when he messes up ... championship game. (lines 50-52)	(Adverse outcome of behaviour) They may also undergo <u>severe meltdowns / emotional breakdowns</u> when things do not go their way / go awry.

23 points

1-2 pts	3-4 pts	5-6 pts	7-8 pts	9-10 pts	11-12 pts	13-14 pts	≥15 pts
1m	2m	3m	4m	5m	6m	7m	8m

5. What are the author's views on 'temptations' and 'change' (line 54)? **Use your own words as far as possible.** [2]

From the passage/lift	Suggested Answer	Mark
... you can be sure that temptations will arise , and that change is inevitable . (lines 54-55).	A The author implies / suggests that temptations and change are unavoidable .	1-2pts = 1m
You can't predict (line 55)	B We cannot foresee / anticipate them / such situations,	3pts = 2m
- much less successfully navigate – a fender bender, a botched maths test, the party at which everyone is guzzling beer or the best pal who suddenly develops an interest in shoplifting. (lines 55-57)	C Let alone / certainly not get around / manage / negotiate them well / optimally OR overcome them.	

6. Explain what the author means when she says emotional agility is 'like a vaccine' (line 63). **Use your own words as far as possible.** [2]

From the passage/lift	Suggested Answer	Mark
like a vaccine that helps inoculate kids against being overwhelmed by the moments of unpleasantness that life no doubt has in store for them. It won't give kids complete immunity, but it will help them develop the flexibility and resilience they need to flourish, even during hard times. (lines 63-66)	A Literal meaning (vaccine's impact should be shown to be largely positive): Just as / In the same way that a vaccine helps to give immunity to children / protects children from falling sick / against certain viruses / ailments (despite not providing full immunity / protection / working all the time),	2m or 0
	B Contextual meaning: emotional agility too helps shield / prevent children from being inundated / overcome / crushed / defeated by the unenjoyable / dreadful moments in life. OR children establish / learn the necessary skills (like adaptability and tenacity) required to thrive during tough moments. Note to markers: This being a metaphor question, the parallels between A & B should be depicted clearly.	

7. In paragraph 9, explain **two** ways in which the author's choice of word(s) indicates that the fear kids have when facing new experiences is particularly potent. [2]

From the passage/lift		Suggested Answer	Mark
		The author uses the phrase/term:	
For kids, however, facing <u>nerve-racking</u> experiences (line 68)	A	'nerve-racking' to indicate that facing new experiences is <u>highly stressful / emotionally traumatic</u> for kids.	Any 2 for 2m
<u>especially</u> challenging (line 69)	B	'especially' to indicate that the degree / intensity of the fear kids have is <u>extremely great</u> .	
... so they're <u>easily</u> spooked by (line 71)	C	'easily spooked' to indicate that kids are readily scared off / unnerved / alarmed <u>without much difficulty/ effort</u> , putting them off new experiences.	
the <u>autopilot</u> response (line 72)	D	'autopilot response' to indicate that the fear children have of new experiences is <u>innate / hardwired</u> in them. OR that children would <u>avoid / fear new experiences without being conscious of doing so</u> .	

8. From lines 75-78, what does the author suggest as the appropriate way for children to 'make that leap' (line 73)? **Use your own words as far as possible**. [3]

From the passage/lift		Suggested Answer	Mark
Rather, it's about <u>accepting</u> (line 75)	A	The author believes that for children to 'make that leap', they need to embrace / welcome	1 pt = 1m
and <u>noticing</u> all <u>your emotions and thoughts</u> , (lines 75-76)	B	and be aware of / recognise / acknowledge all feelings / emotions and/or thoughts / ideas. <i>Either emotions or thoughts needs to be captured; no need for both, because both are instinctive responses</i>	2-3 pts = 2m
<u>viewing</u> even the most powerful of them with curiosity , (line 76)	C	Looking at / considering / perceiving even the strongest ones with open-mindedness / inquisitiveness ,	4pts = 3m
and then choosing courage over comfort in order to do whatever you've determined is most important to you. (lines 76-78)	D	and to opt for bravery / fearlessness rather than what is easy / convenient / solace (optional: when making the leap / dealing with new experiences / doing what we have decided matters the most to us.)	

9. By including the information in brackets in line 81, what is the author implying about parental fear? [1]

From the passage	Suggested Answer
<p>We're afraid of what our children's reluctance to embrace an experience will mean for their development (or, <u>god forbid</u>, what it reflects about our own parenting skills). (lines 79-81)</p>	<p>The author is implying that parents are <u>more frightened</u> of how their parenting skills would be perceived / of being judged unfavourably than they are of how their children's fear of new experiences / unwillingness to participate in something new may be detrimental.</p> <p>OR</p> <p>parents' fear about their self-worth and ability as a parent is a selfish one <u>rather than</u> for their children alone.</p> <p>Note: comparison with the main point is implied because of the author's choice to include the information in brackets.</p>

10. According to the author in paragraph 12, how can children practise 'fear walking' (line 91)? Use your own words as far as possible. [1]

From the passage/lift	Suggested Answer
<p>take a leap – not of blind faith, but of eyes-wide-open volition in spite of fear – they practise 'fear walking' (lines 90-91)</p>	<p>She believes that they can practise 'fear walking' by:</p> <p>['eyes-wide-open volition in spite of fear']</p> <p>A. doing new things / engaging in new experiences consciously / willingly / actively / purposefully doing so <u>despite being / even though one is afraid.</u></p> <p>OR</p> <p>['not of blind faith']</p> <p>B. choosing not to engage in new experiences based on an unthinking / unreasonable / baseless trust that things will be fine / they will be positive experiences.</p> <p>Award mark for paraphrase that is either for 'eyes-wide-open' or 'volition'</p> <p>Allow lift of 'fear'</p>

