YISHUN JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION 2017

H1 GENERAL PAPER	**8807/01**
PAPER 1	**22 August 2017**
	0800h – 0930h

JN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN *IOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN JUNIOR*

JN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN *IOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN JUNIOR*

JN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN *IOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN JUNIOR*

JN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN *IOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN JUNIOR*

JN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN *IOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN JUNIOR*

JN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN *IOR COLLEGE YISHUN JUNIOR COLLEGE YISHUN JUNIOR*

TIME   1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name and CTG 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, glue or correction fluid.

Answer **one** question.
Note that up to **20** marks out of **50** will be awarded for your use of language.

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

INFORMATION FOR CANDIDATES

Write your answer on a separate answer paper.
Write the number of the question attempted on your answer script.
If you are unable to attempt the paper, submit a blank sheet stating your name and CTG.

For Examiner's Use	
Content	/30
Language	/20
Total	/50

This question paper consists of **2** printed pages including this page.

[Turn over

PAPER 1

Answer **ONE** question from this Paper. Answers should be between 500 and 800 words in length.

1. Considering their apparent financial stability, should developed countries be obliged to help other countries in need?

2. 'The only obstacle in the Arts is censorship.' Discuss.

3. 'People are more compassionate nowadays.' To what extent is this true of your society?

4. How far has modern technology been a hindrance for people when they work?

5. 'The pursuit of economic growth creates more stress than happiness for the individual.' Discuss.

6. Evaluate the claim that a knowledge of history is more an advantage rather than a problem for political leaders today.

7. Assess the view that Literature is a subject that has no practical value.

8. 'The main aim of scientific research is to create knowledge about how the world works, rather than solve problems.' To what extent is this true?

9. Is greed always an undesirable trait?

10. In your society, how well are the needs of the young and the old balanced?

11. 'Freedom remains an unattainable goal.' What is your view?

12. 'Everyone has a part to play in tackling global issues.' How far do you agree?

YISHUN JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION 2017

H1 GENERAL PAPER
PAPER 2

INSERT

8807/02

22 August 2017

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.

[Turn over

Joshua Rothman considers the issues surrounding leadership.

1   People who fetishise leadership sometimes find themselves longing for crisis. They yearn for emergency, dreaming of a doomsday to be narrowly averted. When Donald Trump's campaign released its first official television advertisement, it featured a procession of alarming images – the San Bernardino shooters, a crowd at passport control, the flag of Syria's Al Nusra Front – designed to communicate the idea of a   *5* country under siege. But the advertisement does more than stoke fear; it also excites, because it suggests that we have arrived at a moment welcoming the emergence of a strong and electrifying leader (Trump, a voice-over explains, will 'quickly cut the head off the Daesh[1] – and take their oil'). By making America's moment of crisis seem as big as possible, Trump makes himself seem more consequential too.   *10*

2   Our faith in the value of leadership is durable. This faith survives, again and again, our disappointment with actual leaders. Polls suggest that, even though voters who support Trump are frustrated with the people in charge, they are not disillusioned about leadership in general: they are attracted to Trump's 'leadership qualities' and to an authoritarian view of life. In a sense, they are caught in a feedback loop. The   *15* glorification of leadership makes existing leaders seem disappointing by comparison, leading to an ever more desperate search for 'real' leaders to replace them. Trump's supporters are not the only ones caught in this loop. Schools that used to talk about 'citizenship' now claim to train 'the leaders of tomorrow'; academics study leadership in think tanks and institutes; leadership experts emote their way through talks about it on   *20* YouTube.

3   If you are flexible in how you define 'leadership', you will find that people have been thinking about it for a very long time. Plato, Confucius, and the poet (or poets) who wrote the Bhagavad Gita thought about leadership; so did Machiavelli. Historians have detailed the lives and decisions of individual leaders. Still, case studies and books on   *25* leadership advice do not add up to the kind of systematic description you would need in order to say that someone has 'leadership qualities'. The attempt to create that description – to develop, essentially, a science of leadership – began around a century ago, but has met with little success.

4   For a long time, leadership experts remained nostalgic for old-type leaders. In the   *30* nineteenth century, books such as Thomas Carlyle's 'On Heroes, Hero-Worship, and the Heroic in History' attempted to isolate, through historical surveys, the character traits of 'great men'. Well into the twentieth century, many scholars elaborated on a 'trait model' of leadership. They proposed that leaders possessed certain personality traits – courage, decisiveness, intelligence, attractiveness, and so on – that made them   *35* intrinsically charismatic, with no respect for bureaucracy. A great deal of time was spent thinking about how leadership qualities might be detected, so that leaders could be identified in advance of their elevation.

5   The trait model is still relevant today. However, by the mid-twentieth century, alternatives to the trait model of leadership have gained traction. Experts have studied   *40* leadership psychologically, sociologically, and even 'existentially-experientially'. Many have settled on a 'process-based' approach. They have come to see leadership as something that unfolds in stages. A problem emerges, a leader is selected, a goal is

---

[1] Daesh – an Arabic acronym formed from the initial letters of the Islamic State in Iraq and the Levant (ISIL)'s previous name in Arabic – "al-Dawla al-Islamiya fil Iraq wa al-Sham"

developed, a team is assembled, the goal is re-evaluated, and it repeats. From this perspective, the working life of an organisation begins to look like an unending *45* sequence of leadership events. A leader's job is to shepherd the team through the leadership process.

6   Process models favour the bureaucratic over the charismatic, and have a number of advantages over trait models. For one thing, they suggest that leadership is learnable: you just observe the process. For another, they are capable of differentiating between *50* the designated leader, often a broad-shouldered white guy with a power tie and a corner office, and the actual, 'emergent' leaders around whom, at particular moments, events coalesce. Research shows that workplaces often function because of unrecognised emergent leaders, many of them women. Most fundamentally, process models acknowledge that 'being a leader' is not an identity but, rather, a set of actions. It is not *55* someone you are. It is something you do.

7   Leaders, moreover, used to command; now they suggest. Conceptually, at least, leadership and power have been decoupled. In 1927, Personnel Journal cited an expert who defined leadership as 'the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation'. But after the Second World War, *60* the concept of leadership softened. Leaders, it was said, were not dictators or tyrants; instead of ordering us around, they influenced, motivated, and inspired us. A distinction began to emerge between leadership, which was said to be inspirational, and management, which was seen as more punitive. (As the business books have it, 'managers require, leaders inspire'). The distinction persists today. On diagrams of the *65* leadership process, 'punishing disobedient subordinates' rarely appears.

8   Others explore the idea that leadership is a form of captivity, in which one is both separated from others and exposed to their judgment. In his essay 'Shooting an Elephant', George Orwell describes his time as a policeman in colonial Burma. Often, he suggested his decisions were informed by his fear of shame, by the fact that 'my *70* whole life, every white man's life in the East, was one long struggle not to be laughed at'. Sometimes, it is the people supposedly under one's control who really call the shots.

9   To some extent, leaders are storytellers; really, though, they are characters in stories. They play leading roles, but in dramas they cannot predict and do not always understand. Since the serialised drama of history is bigger than any one character's arc, *75* leaders cannot guarantee our ultimate narrative satisfaction. In addition, events, on the whole, are more protean than people, and leaders grow less satisfying with time as the stories they are ready to tell diverge from the stories we want to hear. Finally, our desire for a coherent vision of the world is bottomless, which parallels our insatiable hunger for leadership. Leaders make the world more sensible, but never sensible enough. *80*

10   Should our leaders keep this in mind? Do we want them to lead with a sense of submerged irony, of wistful self-awareness? When we are swept up in the romance of leadership, we admire leaders who radiate authenticity and authority; we respect and enjoy our 'real' leaders. At other times, though, we want leaders who see themselves objectively, who resist the pull of their own charisma, who doubt the story they have *85* been rewarded for telling. 'If a man who thinks he is a king is mad', Jacques Lacan wrote, 'a king who thinks he is a king is no less so'. A sense of perspective may be among the most critical leadership qualities. For better or worse, however, it is the one we ask our leaders to hide.

BLANK PAGE

YISHUN JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION 2017

H1 GENERAL PAPER   **8807/02**
PAPER 2   **22 August 2017**
                                                      1030h – 1200h

YISHUN JUNIOR COLLEGE YISHUN JUNIOR COLLEGE

TIME   1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name and CTG on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
At the end of the examination, fasten all your work securely together.

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.

Question	1 2m	2 1m	3 3m	4 1m	5 2m	6 8m	7 2m	8 3m	9 2m	10 1m	11 10m
Marks											

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

This question paper consists of **7** printed pages, **1** blank page and **1** Insert.

[Turn over

*Read the passage 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. Why would people who fetishise leadership 'find themselves longing for crisis' (line 1)?

    _____

    _____

    _____

    _____ [2]

2. Why has the author placed brackets around the comment in lines 8–9?

    _____

    _____ [1]

3. In paragraph 2, the author states 'our faith in the value of leadership is durable' (line 11). Give the example that the author provides to support this and explain what it indicates about leadership. **Use your own words as far as possible**. [3]

    _____

    _____

    _____

    _____

    _____

    _____ [3]

4. **Using your own words as far as possible**, explain what the author suggests is lacking in the past idea of leadership in lines 25-28.

    _____

    _____ [1]

5. In paragraph 4, the author claims that 'for a long time, leadership experts remained nostalgic for old-type leaders'. How does the remainder of the paragraph illustrate his assertion? **Use your own words as far as possible.**

_____

_____

_____

[2]

6. Using material from paragraphs 5–7 only (lines 39–66), summarise what the author has to say about the changes to leadership brought about by the process model.

    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**.

    The author feels that leadership...

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

                                                                    [8]

    _____

7. Explain what the author means by describing leadership as 'a form of captivity' (line 67). **Use your own words as far as possible.**

_____

_____

_____

_____ [2]

8. In lines 73–76, what similarities does the author see between leaders and characters in stories? **Use your own words as far as possible.**

_____

_____

_____

_____

_____

_____ [3]

9. **Using your own words as far as possible,** explain the analogy which the author uses in lines 86–87.

_____

_____

_____

_____ [2]

10. In light of the final paragraph, why does the author describe 'a sense of perspective' (line 87) as something 'we ask our leaders to hide' (lines 88—89)? **Use your own words as far as possible.**

_____

_____ [1]

11. Joshua Rothman writes about some ways in which leadership is carried out. How applicable are the different types of leadership, relating your arguments to your own experience and that of your society?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

[10]

BLANK PAGE

Answers for 2017 General Paper Preliminary Examinations Paper 2

*Note: Accept lift for leaders/leadership throughout.

Question	Paraphrased/inferred from

1. Why would people who fetishise leadership 'find themselves longing for crisis' (line 1)? [2]
 	
Reworked from Q2, GCE 2016
	For (a): Acceptable to lift "emergency" **but still necessary to have it as the context** (must have the intensity of a disaster). Focus is on the **avoidance**.
	For (a): Saving/salvage is not the idea of avoidance
	For (b): BOD if 'emergence' is not present
	For (b): BOD if either 'strong' or 'electrifying' is seen.
	For (b): Cannot award if attributes are not present.

They yearn for **emergency**, dreaming of a **doomsday** to <u>be narrowly **averted**.</u> (lines 1-2)	a. People desire for a <u>disaster</u> that would be barely <u>avoided</u>, [1]
…it suggests that we have arrived at a moment welcoming the <u>emergence **of a strong and electrifying**</u> leader. (lines 7-8)	b. which signals/heralds the rise/appearance/arrival of <u>a powerful/able/forceful person.</u> [1]
2. Why has the author placed brackets around the comment in lines 8—9? [1] *Reworked from Q3, GCE 2013*	Note: Focus is on context (of decisiveness), not on the function
(Trump, a voice-over explains, will '**quickly** cut the head off the Daesh - and take their oil').	a. The additional information reveals the author's opinion on how strong leaders would <u>do their work decisively/get to the root of the problem.</u> [1]
3. In paragraph 2, the author states 'our faith in the value of leadership is durable' (line 11). Give the example that the author provides to support this and explain what it indicates about leadership. **Use your own words as far as possible**. [3] *Reworked from Q3, GCE 2015* Polls suggest that, even though <u>voters who support Trump</u> are **frustrated** with the people in charge, they are not disillusioned about leadership in general: they are attracted to Trump's 'leadership qualities' and to an authoritarian view of life. (lines 12-15) In a sense, they are caught in a **feedback loop**. The glorification of leadership makes existing leaders seem disappointing by comparison, leading to an ever more desperate search for 'real' leaders to replace them. (lines 15-17)	For (c): As long as 'feedback loop' is captured, award 1m The author illustrates his description by citing how a. Illustration: voters who support Trump (accept lift of 'voters who support Trump') [1] b. They are enticed by the leadership attributes (that Trump possesses) because of their <u>anger/disappointment</u> towards their current leaders. [1] c. They <u>still believe</u> that there are people elsewhere who demonstrate authentic/actual leadership attributes, and, as such, <u>constantly/endlessly look</u> for new leaders to take over/supplant current leaders. [1]

Question	Paraphrased/inferred from
4. **Using your own words as far as possible**, explain what the author suggests is lacking in the past idea of leadership in lines 25-28. [1] *Reworked from Q6, GCE 2016* Still, case studies and books of leadership advice do not add up to the <u>kind of **systematic description**</u> you would need in order to say that someone has 'leadership **qualities**'. The attempt to create that description – to develop essentially, a science of leadership –… (lines 25-28)	Note: Need to have both 'systematic' and 'description' captured in the answer for 1m. The author suggests that it is a. the <u>methodical/structured</u> attempt to <u>define/explain the criteria</u> for someone possessing leadership traits/attributes or the features of a leader.
5. In paragraph 4, the author claims that 'for a long time, leadership experts remained nostalgic for old-type leaders'. How does the remainder of the paragraph illustrate his assertion? **Use your own words as far as possible.** [2] *Reworked from Q8, GCE 2014* **In the nineteenth century**, books such as Thomas Carlyle's 'On Heroes, Hero-Worship, and the Heroic in History' **attempted to isolate**, through historical surveys, the character traits of 'great men'. **Well into the twentieth century, many scholars elaborated on a 'trait model' of leadership.** (lines 30-34) **A great deal of time** was spent thinking about how leadership qualities might be detected, so that leaders could be identified in advance of their elevation. (lines 36-38) They proposed that leaders **possessed certain personality traits** - courage, decisiveness, intelligence, attractiveness, and so on - that made them intrinsically **charismatic**, with **no respect for bureaucracy**. (lines 34-36)	Note: (b) needs to have the idea of 'certain' to have 1m. The author demonstrates the idea by a. highlighting <u>past works/works across time</u> that have shown how [1] b. people thought that leaders needed to <u>have particular characteristics/attributes</u> [1] OR <u>have desirable/positive characteristics/attributes</u> [1] c. which allowed them to be innately <u>winning/attractive/compelling</u> [1], d. and <u>ignore the prevailing rules governing leadership/ not abide by protocols/rules</u> [1] *Note: First mark goes to point a, second mark goes to any point between b-d.*
7. Explain what the author means by describing leadership as 'a form of captivity' (line 67). **Use your own words as far as possible.** [2] *Reworked from Q3, GCE 2014*	The author means that leadership can

Question	Paraphrased/inferred from
… in which one is both **separated from** others and **exposed to their judgment**. (lines 67-68)	a. (literal) isolate/detach a person from others [1] and b. (inference) and force a person to submit to the views/wishes/demands of others. [1] OR be vulnerable/left to the criticisms of others. [1]
8. In lines 73-76, what similarities does the author see between leaders and characters in stories? **Use your own words as far as possible.** [3] *Reworked from Q2, GCE 2014* They **play leading roles**, (line 74) but in dramas they **cannot predict** (line 74) and **do not always understand**. (line 75) Since the serialised drama of history is bigger than any one character's arc, leaders cannot guarantee **our ultimate narrative satisfaction.** (lines 75-76)	Note: For (c), focus is on the 'narrative satisfaction' *For students: Need to be clear that every point must clearly show a comparison between leaders and characters Both leaders and characters in stories are a. main/important/pivotal/key/chief/ prominent characters/protagonists/players [1] b. unable to foresee/anticipate what will happen next, [1] c. unable to comprehend why events unfold as they do, [1] d. unable to assure/promise an outcome that we will be contented with/is fulfilling/rewarding/pleasing. [1] *Note: 3m for any 3 out of 4 points.*
9. **Using your own words as far as possible,** explain the analogy which the author uses in lines 86—87. [2] *Reworked from Q5, GCE 2010 (question on figurative language)* 'If a man who thinks he is a king is mad', Jacques Lacan wrote, 'a king who thinks he is a king is **no less so**'.	Note: (a) can be awarded if (b) is absent, even if there isn't a comparative element. (b) will need the intensity of 'no less so' for 1m. Just as a. an ordinary man who thinks he has great significance is seen as insane, [1] b. a leader who is too self-aware of his greatness/self-absorbed is deemed equally irrational/insane/foolish/delusional. [1]
10. In light of the final paragraph, why does the author describe 'a sense of perspective' (line 87) as something 'we ask our leaders to hide' (lines 88—89)? **Use your own words as far as possible.** [1] *Reworked from Q9, GCE 2016* Should our leaders keep this in mind? ==Do we want them== to lead with a sense of submerged irony, of wistful self-awareness? ==When **we are swept up**== in the romance of leadership, ==**we admire**== leaders who radiate authenticity and authority; ==**we respect and enjoy**== our 'real'	a. While self-awareness is important for leadership, it is ultimately the people's desires/expectations that are the most important. [1] For students: Yellow: What people want (objective self-awareness which is positive/leaders who see themselves as important, which is negative) Green: What is objectively important for leadership.

Question	Paraphrased/inferred from
leaders. At other times, though, **we want leaders** who see themselves objectively, who resist the pull of their own charisma, who doubt the story they have been rewarded for telling. 'If a man who thinks he is a king is mad', Jacques Lacan wrote, 'a king who thinks he is a king is no less so'. A sense of perspective may be **among the most critical** leadership qualities. For better or worse, however, it is the one **we ask** our leaders to hide.	

6. Using material from paragraphs 5—7 only (lines 39—66), summarise what the author has to say about the changes to leadership brought about by the process model.

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.**

The author feels that leadership…

Lifted from text	Paraphrased equivalent
1) They have come to see <u>leadership</u> as something that unfolds in **stages.** (lines 42-43)	A. Leadership constitutes various **phases/moments**.
2) **A problem emerges, a <u>leader</u> is selected**, a goal is developed, a team is assembled, the goal is re-evaluated, and it repeats. (lines 43-44)	B. (crux: process of selection) The **leadership identification process** is duplicated **whenever an issue/obstacle crops up**.
3) From this perspective, the working life of an organisation begins to look like an **unending** sequence of <u>leadership</u> events**.** (lines 44-46)	C. Leaders appear to manage a **continuous/ceaseless/uninterrupted** series of incidents/occurrences.
4) A <u>leader's</u> job is to **shepherd** the team through the leadership process. (lines 46-47)	D. The leader **guides/directs** the team under him/her.
5) <u>Process models</u> **favour the bureaucratic over the charismatic**, (line 48)	E. (inferred) Leadership is **systematic/rule-governed, rather than being appealing/compelling/captivating.**
6) and **have a number of advantages** over trait models. (lines 48-49)	F. The process model is **more beneficial than/superior to/has an edge over** trait models.
7) For one thing, they suggest that <u>leadership</u> **is learnable**: you just observe the process. (line 49)	G. Leadership can be **picked up/studied/grasped.**
8) For another, they are **capable of differentiating between the designated** <u>leader</u>, often a broad-shouldered white guy with a power tie and a corner office, and the actual… (lines 50-52)	H. The process model is **able to distinguish** between leaders who are **appointed**
9) **…and the actual, 'emergent'** <u>leaders</u> around <u>whom</u>, at particular moments, events coalesce. (lines 52-53)	I. **Real/true/natural** leaders who blossom when incidents/situations/crises come together

Lifted from text	Paraphrased equivalent
10) Research shows that workplaces often **function** because of **unrecognised** emergent <u>leaders</u>, many of them women. (lines 53-54)	J. Companies **work well** due to **anonymous/hidden** leadership. (Both conditions must be present for point J to be accepted)
11) Most fundamentally, process models acknowledge that <u>'being a leader</u>**'** is not an <u>**identity**</u> (line 55) OR It is <u>not someone you are</u> (line 55-56)	K. Leadership is **not a name/label/title**
12) but, **rather, a set of actions**. (lines 54-55) OR It is <u>something **you do.**</u> (lines 55-56)	L. Leadership has to be **carried out/undertaken/more of a behaviour/conduct.**
13) <u>Leaders</u>**,** moreover, **used to command**; **now** <u>they</u> **suggest**. (line 57)	M. **Previously**, leaders **demanded/ordered**, **currently** they **advise on/propose/recommend** actions.
14) Conceptually, at least, <u>leadership</u> and power **have been decoupled.** (lines 57-58)	N. Leadership and power have been **separated/disconnected**.
~~In 1927, Personnel Journal cited an expert who defined leadership as "the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation."~~	*Note: no credit to be given here.*
15) But after the Second World War, the concept of <u>leadership</u> **softened.** (lines 60-61)	O. Leadership was **toned down/moderated**.
16) <u>Leaders</u>, it was said, **were not dictators or tyrants;** (line 61)	P. Leaders could not be **authoritarian/oppressive**,
17) instead of ordering us around, <u>they</u> **influenced, motivated, and inspired us**. (line 62)	Q. Leaders **shaped/encouraged people** (full credit can be awarded for addressing any one of the three conditions)
18) A distinction began to emerge between <u>leadership</u>**, which was said to be inspirational**, and management**, which was seen as more punitive**. (lines 62-64) OR 18) (As the business books have it, **'managers require**…<u>leaders</u> **inspire'**.) The distinction persists today. (lines 64-65**)**	Crux for point 18: "distinction" R. Leaders have a **more positive influence** OR Leaders have a positive influence whereas managers **are more negative/demanding/disciplinary**.
19) On diagrams of the <u>leadership</u> process, "**punishing disobedient** subordinates**"** **rarely appears.** (lines 65-66)	S. Leaders **seldom penalise/discipline defiance/misbehaviour.**

Marks Table (based on 19 points)

Points	0	1-2	3-4	5-6	7-8	9	10	11	>12
Marks	0	1	2	3	4	5	6	7	8

Sample summary (120 words)

The author feels that leadership…

(A) constitutes various phases and (B) they are duplicated whenever issues appear. (C) Leaders appear to manage a continuous series of incidents and (D) guide their team. (F) The process model is more beneficial than trait models (E) although leaders are systematic, rather than captivating, as (G) leadership can be studied. (H) The process model distinguishes between leaders appointed and (I) those who are real and blossom during crises. (J) Companies work well under hidden leadership. (K) Leadership is not a label, and (L) more of a behaviour which has to be undertaken. (M) Leaders advise actions now rather than order as (N) leadership and power are disconnected. (O) Leadership is moderate and (P) leaders cannot be oppressive, (Q) Leaders shape people and (R) have a positive influence, whereas managers are more disciplinary. (S) Leaders seldom penalise misbehaviour. (120 words)

11. Joshua Rothman writes about some ways in which leadership is demonstrated. How applicable are the different types of leadership, relating your arguments to your own experience and that of your own society?

Note:
- **How applicable** is the first demand; "**the different types of leadership**" is the second demand (students must pick out process/trait models and the various features of the models to get B2 and above). Not about the features or traits of leadership but the **models**.
- If there is some mention of the model, requirements would be more clearly met, but coherence may fluctuate.

Points that can be developed:

The Trait Model and its Features	
1. … they are attracted to Trump's 'leadership qualities' and to an authoritarian view of life… The glorification of leadership makes existing leaders seem disappointing by comparison, leading to an ever more desperate search for 'real' leaders to replace them	**Not applicable** In Singapore there is a much greater desire for leaders who are empathetic and personable, rather than leaders who are strongmen and dictatorial. We saw that in Singapore's 2011 parliamentary election where the historically popular People's Action Party, lost some popular support from Singaporeans because they had allegedly not been listening to the concerns of the people. A heavy-handed approach where the views of the common man are ignored is thus unlikely to be appreciated by Singaporeans and in response to calls for more open dialogue, the government launched REACH[1], a government feedback unit which encourages active citizenry by having a platform for citizens to air their concerns.
2. They proposed that leaders possessed certain personality traits - courage, decisiveness, intelligence, attractiveness, and so on - that made them intrinsically charismatic, with no	**Applicable** We have leaders who possess great charisma and are able to hold the attention of many international diplomats. Our late former prime minister, Mr Lee Kuan Yew was one such leader

---

[1] https://www.reach.gov.sg/

respect for bureaucracy.	with incredible presence that he was able to gain an audience with many prominent political leaders in the world despite representing Singapore, a small state. In the 1960s, he uncovered a Central Intelligence Agency (CIA) plot which the United States attempted to cover up by bribing Mr Lee. However Mr Lee had the extraordinary courage to rebuff the USD 3.3 million bribe and demand a formal apology. [2] **Not applicable** In Singapore, leaders are valued for their ability to plan in an organised manner and be mindful of the right processes. In fact in the CIA scandal, it was Mr Lee's respect for bureaucracy which enabled him to look past the personal gain that he was presented with and instead to abide by what was appropriate. Mr Lee's charisma, with his sense of bureaucracy, was what allowed him to instead request for a larger sum to drive Singapore's economic development.
The Process Model and its Features	
3. They have come to see leadership as something that unfolds in stages. A problem emerges, a leader is selected, a goal is developed, a team is assembled, the goal is re-evaluated, and it repeats. 4. Process models favour the bureaucratic over the charismatic	**Applicable** In Singapore leaders are chosen through a careful process of being tried-and-tested rather than based on their eloquence. The government looks at leadership renewal as something intentional. The ministers in the top-tiers of government are groomed by rotations through different ministries where they take on various portfolios to understand different facets of the county's needs.[3]
5. For one thing, they suggest that leadership is learnable: you just observe the process.	**Applicable** We rarely see leadership as something that simply comes naturally but see it instead as something we can pick up. In Singapore that is a large market for leadership training courses and children even in primary school, can go for courses which claim to teach leadership skills during their school holidays. The Learning Lab runs a Future Leaders Programme which aims to prepare its students to "achieve their academic and leadership dreams"[4].
6. Leaders, moreover, used to command; now they suggest/ Leaders, it was said, were not dictators or tyrants; instead of ordering us around, they influenced, motivated, and inspired us.	**Applicable** Singapore has often been criticised in the past for lacking much freedom as its leaders carried too much authority over its people. Mr Lee Kuan Yew, our former prime minister was often accused of being too heavy-handed. However these days, such a position is unlikely to work as Singaporeans now desire leaders who are empathetic and personable, such that they are

---

[2] http://www.straitstimes.com/singapore/improper-activities-by-american-officials
[3] http://www.straitstimes.com/politics/shaping-singapores-4th-gen-leadership
[4] https://www.thelearninglab.com.sg/aboutus/future-leaders-program/

	able to communicate and inspire citizens. We see that today with our Prime Minister Mr Lee Hsien Loong and his wife Ho Ching who make efforts to engage and encourage active learning amongst the Singapore population through their social media engagement. Mr Lee Hsieng Loong has often been praised for his interesting and authentic social media posts that shows his interest in coding and other fascinating sites he observes around Singapore.[5]

---

[5]

http://www.straitstimes.com/singapore/pm-lee-hsien-loong-marks-3rd-year-on-social-media-with-video