



JURONG PIONEER JUNIOR COLLEGE

PAPER 2

SKILLS PACKAGE

GP GUIDE TO DECODING P2 | 2026



**JURONG PIONEER
JUNIOR COLLEGE**



CONTENTS

#1 GENERAL PAPER 8881 OVERVIEW	3
#2 SHORT-ANSWER QUESTIONS (SAQS)	4 – 28
#3 SUMMARY	32 – 34
#4 APPLICATION QUESTION	35 – 47



General Paper 8881 Paper 2 Overview

Paper 2 (P2) Comprehension consists of **3 passages** with **3 sections**: The **Short Answer Questions (SAQs)**, **Summary Question (SQ)** and **Application Question (AQ)**. The **total time allocated for P2 is 90min or 1h 30 min**. See the table below and the subsequent sections in this P2 Skills notes for more information on the various sections.

PASSAGE	NUMBER OF QUESTIONS	MARKS ALLOCATION	TIME MANAGEMENT
Passage 1	4-6 SAQs	9-11 marks	30 min
Passage 2	SQ	8 marks	20 min
Passage 3	Comparison SAQ: ✓ 1 SAQ with Passage 1 ✓ 1 SAQ with Passage 2	4-6 marks	10 min
All 3 passages	AQ	12 marks	30 min
Total Content	All Qs	35 marks	Total Time: 90 min
Language	Based on SQ & AQ	15 marks	

Tips for Paper 2:

- ✓ Complete P2 in **chronological order** from the **SAQs, SQ, Comparison SAQ and then AQ**. Doing this will help you understand the passages better and might help you to glean the main points from the 3 passages.
- ✓ **Routines for P2:**
 - o **Start by reading the Lead-ins and Application Question** to get an **overview of the topic**.
 - o Read **Passage 1** and **attempt the SAQs Question (Q1-6) in 20 minutes**.
 - o Read **Passage 2** and attempt the **SQ in 30 minutes**.
 - o Read **Passages 2 and 3** and **attempt the comparison SAQ questions (typically questions 8-9) in 10 minutes**.
 - o **Identify points for AQ** from **Passages 1-3** and **complete the AQ in 30 minutes**.
- ✓ When reading the Passages, do not feel overwhelmed or discouraged if you do not fully understand some parts or some words in the Passages. You may be able to infer or guess the meaning of the word/s or phrases from the context.
- ✓ As you read each question, focus on the question requirements, re-read the relevant paragraphs or lines again and use the methods suggested in the subsequent sections to answer the questions.
- ✓ Paraphrasing skill is crucial for SAQs as **ALL answers for SAQs must be paraphrased**.

Section 1: Short Answer Questions (SAQs)

OVERVIEW	SAQ Question Types
✓ There are 4 main SAQ Question Types which require different techniques/ methods to answer the question. ✓ All answers must be PARAPHRASED regardless of the SAQ Question Type. ✓ A point does not necessarily refer to an entire sentence. A sentence can contain more than one point. ✓ Select your answers from the right parts of a passage (lines OR entire paragraph). ✓ The completeness of your points is important in securing the full mark for a question. Capture all key phrases that correspond to a question's requirements.	✓ 4 Question Types: 1. Direct Questions: ▪ Literal (5Ws1H - Identify and paraphrase) ▪ Reasons/Explanations (Explain...Why) ▪ Direct Vocab 2. Inferential: ▪ Inferential General ▪ Techniques: a. Diction b. Literary Devices c. Punctuations d. Illustration/Claim/Support e. Introduction/ Conclusion 3. Hybrid/Others: ▪ Inverse Paraphrasing ▪ Direct + Inferential ▪ Similarities & Differences (can be Direct or Inferential) 4. Comparison Questions

MARK ALLOCATION	5-STEP SAQ METHOD								
✓ While there may be exceptions, the number of points you identify should roughly correspond with the total mark possible for a question: <table border="1" data-bbox="159 1423 646 1585"> <thead> <tr> <th>No. of Points</th><th>No of points</th></tr> </thead> <tbody> <tr> <td>1 m</td><td>1 - 2 points</td></tr> <tr> <td>2 m</td><td>2 - 3 points</td></tr> <tr> <td>3 m</td><td>3 points</td></tr> </tbody> </table>	No. of Points	No of points	1 m	1 - 2 points	2 m	2 - 3 points	3 m	3 points	✓ Read the question and highlight the key requirements and the number of marks allocated. ✓ Identify the Question Type. ✓ Take note of how to answer the Question. ✓ Read the relevant parts of the passage and identify the keywords or contextual clues to answer the Question. ✓ Formulate your answer by paraphrasing or inferring from the keywords.
No. of Points	No of points								
1 m	1 - 2 points								
2 m	2 - 3 points								
3 m	3 points								

PARAPHRASING TECHNIQUE

How to Paraphrase Effectively?

Paraphrasing is an important skill for P2 as it is expected that you paraphrase for every SAQ.

To paraphrase effectively, ensure you paraphrase by considering **CATL**: **C**ontext, **A**ccuracy, **T**horoughness and Avoid **L**ifting

[1] CONTEXT

When paraphrasing, always consider:

- the **overall topic** of the passage
- the **author's argument, purpose, or stance**
- how a **word or phrase is used in that particular situation**
- the **specific paragraph** in which the word or idea appears
- the **phrasing and demands of the question**

Note: Many words have **multiple meanings**; the correct interpretation depends on **context**.

Phrase/ Keywords	Paraphrased ✖	Paraphrased ✔
<i>The author argues that economic growth has become an end in itself.</i>	"end" is not a conclusion in this context	"end" refers to a goal or objective in the context of this passage.
<i>The policy was criticised for being superficial rather than substantive.</i>	"substantive" does not simply mean "large"	"substantive" means meaningful or significant , not simply "large in this context.
<i>The report highlighted structural weaknesses in the education system.</i>	"structural" does not refer to merely physical structures.	"structural" refers to underlying systemic features in this context.

[2] ACCURACY

A paraphrase must capture the **precise meaning, degree, and nuance** of the original word or idea.

Ask yourself:

- Does the paraphrase reflect the **intensity or strength** of the original expression?
- Has the meaning been **weakened, exaggerated, or altered**?

Phrase/ Keywords	Paraphrased ✖	Paraphrased ✔
<i>drastic measures</i>	changes (inaccurate as it is too general and does not accurately reflect the degree)	extreme or far-reaching action.
<i>tentative optimism</i>	confidence (inaccurate as it does not include a paraphrase of 'tentative' which is 'cautious' or 'uncertain')	cautious confidence
<i>systemic failure</i>	mistake	failure rooted in the system as a whole.

Students should develop sensitivity to **fine differences in meaning** and expand their vocabulary accordingly.

[C] THOROUGHNESS

Ensure that **all relevant ideas required by the question** are included in the answer.

- **Do not generalise or paraphrase part of the key points** leaving out essential key points that should be paraphrased.
- Check that every part of the question has been addressed.

Question	Paraphrased ✖	Paraphrased ✔
According to the author in lines 37 - 39, what is the impact of those smartphone users who make 'loud and intrusive phone calls'? [1]	Loud phone users disrupt activities . (Answer is inaccurate as it is too general, did not specify the activity as stated in the passage)	Loud phone users increase the noise level in public domains .

[D] AVOID LIFTING

Paraphrasing requires expressing ideas **in your own words**.

- Do not copy key words or phrases from the passage.
- Even if the meaning is correct, you will be penalised for lifting. Lifting = 0m.
- Do not use the root word or form of the word.

Phrase	Paraphrased ✘	Paraphrased ✔
'erodes interpersonal skills'	Erodes people's ability to interact effectively = 0m (<i>'erodes'</i> is lifted)	weakens people's ability to interact effectively
<i>'culture of constant distraction'</i>	an environment where one is frequently distracted = 0m (<i>'distracted'</i> is considered a lift as it is a different form of the word <i>'distraction'</i> . Do not use the root word or forms of the root word)	an environment in which attention is frequently diverted

Do note that there are however exceptions when some lifts are allowed but this depends on the passage itself and the answer scheme. Some examples of words which have been allowed to be lifted: 'life', 'plastic', 'political', 'human', 'economic' and 'social'.

SAQ: OVERVIEW OF QUESTION TYPES

[1] DIRECT QUESTIONS

Identifying Direct Questions

- ✓ There are **3 Types of Direct Questions: Literal, Reasons/Explanations and Vocabulary.**
- ✓ For such questions, **answers are directly in the passage.**
- ✓ You will need to **identify** the relevant keywords and **paraphrase.**

Direct Questions
Literal: 5Ws1H - What/ How/ Why/ Identify etc.
Reasons/Explanations: 'Explain why/why...'
Vocab: 'What does the author mean by...'

DIRECT - LITERAL

2022 A Level (Smartphones)

Qn: According to the author in lines 37 - 39, what is the impact of those smartphone users who make 'loud and intrusive phone calls'? [1]

How to answer the Q:

- ✓ **Read the relevant parts** (go to lines 37 – 39) of the Question and **identify the keywords/** clues to answer the Question.
- ✓ **Paraphrase** ensuring you take note of **CATL.**

How to phrase your answers

From the Passage (lines 37 -39)	Paraphrase
It is not simply a matter of the more obvious a. loud and intrusive phone calls polluting our streets and parks, b. preventing others from reading quietly, c. from thinking about assignments for work or college, d. or from simply communing privately with their own thoughts.	Any 1 point = 1 mark a. increasing the noise level in public domains b. disturbing those wishing to engage in silent activities like reading c. hindering people from ruminating on incomplete tasks in their job or school d. distracting them from plain silent contemplation <u>Examiner Report:</u> <i>Weaker responses said that loud phone users disrupt activities but did not specify a disrupted activity.</i>

DIRECT – REASONS/ EXPLANATIONS

2008 A Level (Value of History)

Qn: Explain why Lee Min Yen thinks it unnecessary to 'keep alive the memory of former conflicts

and atrocities' (lines 11-12). [2]

How to answer the Q:

- ✓ **Read the relevant parts** (Go to lines 37 – 39) of the Question and **identify the keywords/** clues to answer the Question.
- ✓ **Paraphrase** ensuring you take note of **CATL**.

How to phrase your answers

From the Passage (Paragraph 5)	Paraphrase
The descendants of former aggressors and victims happily visit each other's countries with no feelings of guilt or resentment about their ancestors' history	a. The younger generation is unaffected by past enmity .
'The past is a foreign country ; they do things differently there .'	b. The years that have gone by is dissimilar from the present
	[2 for 2m]

DIRECT - VOCAB

Example 1

Qn: Explain what the author means by 'the prescription is not moral amnesia' (line 12). [1m]

How to answer the Q:

- ✓ **Read the relevant parts in the passage to understand the context.**
- ✓ **Paraphrase the quoted phrase** ensuring you take note of **CATL**.

How to phrase your answers?

From the Passage (From Para 1 & 2)	Paraphrased
Clues: From Para 1: We have been taught that the remembering of the past and the memorialising of collective historical memory is one of humanity's highest moral obligations. But what if this is wrong (at least part of the time)? What if collective historical memory...	The author means that the solution/method (prescription) is not to entirely obliterate/forget (moral amnesia) the terrible/traumatic/ immoral deeds done in the years before (context)
From Para 2: Of course, the prescription is not moral amnesia . To be wholly without memory would be to be without a world...	

Example 2

Q. What does 'crude' in line 4 suggest about money as a metric of personal worth?

How to answer the Q:

- ✓ **Read the relevant parts** of the Question and **identify the contextual clues** to answer the Question.
- ✓ **Paraphrase the quoted phrase** ensuring you take note of **CATL**.

How to phrase your answers?

From Passage (Paragraph 1)	Inferred
Money becomes a crude external metric of personal worth, suggesting that those who amass wealth are inherently more valuable . This notion distorts moral values ...	It implies that money is an inaccurate (paraphrase of word) measurement of one's personal worth as it suggests that the rich are naturally worthy (context).

**Do note that there are similar questions which require you to infer instead of paraphrase the meaning of the quoted word.*

2) INFERENCE QUESTIONS

Inference Questions can be sub-divided into the following question types:

- ✓ Inference General
- ✓ Techniques:
 - Diction
 - Literary Devices
 - Punctuation
 - Illustrations/ Claim/Support
 - Introductions/ Conclusions

Identifying Inference Questions

- Generally, you will know if a question is inference if **the answer is not explicitly stated in the passage.**
- Words like '**suggest**' or '**imply**' usually indicate that it may be an inference question, but there are exceptions.

Answering Inference Questions

- **Locate contextual clues** given in the passage.
- Depending on the question requirements, you may need to **consider the *function/s*** of the literary devices and punctuation or ***techniques*** used and explain the ***intention*** and the ***context***.
- **Formulate your answer/s** based on the contextual clues given.

INFERENCE GENERAL

These questions may be **phrased similarly to direct questions**, however, the key difference is that the **answers are not explicitly stated in the passage.**

Q: Who might dismiss the author's view as 'jaundiced' (line 8)? [1]

How to answer the Q:

- ✓ **Read the relevant parts** (line 8/ Paragraph 1) of the Question and **identify the contextual clues** to answer the Question.
- ✓ **Formulate your answer** by **inferring the meaning** while taking note of the context.

How to identify/ phrase your answer

From the Passage	Paraphrase
He had not, for obvious reasons, experienced some of its less attractive manifestations: the intrusive music in cafés which overwhelms conversation; the bland, repetitive background music employed when one is in a waiting area or put on hold on the phone. In such moments, when the music, strident or soothing as the case may be, has not been selected by the listener but imposed, the charms of music wear decidedly thin, and it exasperates. Notwithstanding such complaints, which some will dismiss as jaundiced, music is a mysterious, alluring and invaluable blessing, and always has been.	Any 1 point = 1 mark People who play / write / use / enjoy such music will disagree with the author. OR The owners of the stores who have selected the music will disagree with the author. (inferred from contextual clue "complaints" and the type of music people complain about)

INFERENTIAL TECHNIQUES - DICTION

Inferential Diction questions usually require you to explain **the author's choice and use of words or language**.

Example 1

2010, A Levels

Q. Explain the author's use of the word 'even' in the phrase 'even the labelling and packaging' (line 73) [2] (2010, A Levels)

How to answer the Q:

- ✓ **Read the relevant parts** of the Question and **identify the contextual clues** to answer the Question.
- ✓ **Formulate your answer** by inferring the **author's intention**, **explaining the meaning** and **how it is used** in the **context**.

How to phrase your answers?

From the passage	Inferred
There are other ways in which <i>Babette's calorie-heavy feast seems at odds with the modern world and its concerns</i>. Babette was only able to stage this unique event because she had won a huge sum in a lottery... Have the people who produced the ingredients been paid a fair wage for their labours? And even the labelling and packaging – are they accurate, and then recyclable?	The author uses the word 'even' to highlight/emphasise a) <u>the extent</u> to which everything about the food itself can be questioned/ criticised/ can become an issue// there are environmental issues/ concerns b) <u>right down to</u> how <i>the food is packed</i>// <u>the smallest details</u> // <u>that details which appear insignificant are also scrutinised</u>

In other passages or contexts, there could be other uses of 'even':

EVEN • extreme extent	<u>It is a very difficult job – it might even take a year to finish it.</u> 1. The author uses the word "even" to emphasise the extreme difficulty of the job, that it will take as long as one year to finish it. <u>People even accept products they do not greatly like, such as McDonald's, in order to gain a sense of global belonging.</u> ○ The author uses the word "even" to highlight people's extreme eagerness to gain a sense of global belonging that they are willing to accept things that they do not like.
EVEN • surprise • unusual • unexpected	<u>We were all on time – even Chris who is usually late for everything.</u> ○ The author uses the word "even" to highlight his surprise as he did not expect Chris to be on time since he is normally late.

	<u>The new varieties of wheat grow well even in poor soil.</u> The author uses the word “even” to emphasise the unexpected strength or the surprising power of the new varieties of wheat which can grow in poor soil when most other plants are usually not able to.
EVEN - more exactly - in fact - to be more accurate	I find some of John’s habits somewhat unpleasant, disgusting <u>even</u>. - The author uses the word “even” to emphasise that John’s habits are so unpleasant that they can be considered disgusting, and not just unpleasant. - The author uses the word “even” to highlight the extent of the unpleasantness of John’s habits, such that it is more accurate to describe them as disgusting. - The author uses the word “even” to emphasise that John’s habits are more than just unpleasant; they are in fact disgusting.
EVEN emphasise a comparison	The next 36 hours will be even colder with widespread snow showers. The author uses the word “even” to emphasise that the weather will get much colder than what it is currently.

Other than ‘**even**’ you may be asked to explain the use of other adverbs/ words/ phrases such as ‘**very**’, ‘**arguably**’ and ‘**significantly**’. However, this list is not exhaustive.

‘ very ’	Exact/precise, actual/mere, to the extreme/utmost degree
‘ arguably ’	<u>arguably</u> the best - the author uses ‘arguably’ to emphasise that while he might have a particular view/opinion, it is subjective. - The author uses ‘arguably’ to highlight that while evidence exists to support the author’s claim/argument, others might argue against it.
‘ Significantly ’	<u>Significantly</u>, the first product of their unique brains and hands was the flint arrow-head. The author uses the word ‘significantly’ to emphasise the importance of man’s initial creation which was a weapon he used to help him stay alive.

Example 2

Q: Explain three ways the author uses language in paragraph 5 to convey the failure of larger anchor stores. [3]

How to answer the Q:

- ✓ Read the relevant parts of the Question and identify specific word/s used by the author to answer the Question.
- ✓ Formulate your answer by quoting the words/phrases used, explaining the meaning and how the use of the word/s helps to convey the author’s intention in the context given.

From the passage	Possible answers
	Any 3 answers for 3m:

presented another catastrophic problem (L31)	1. The author uses extreme / loaded words like ‘catastrophic’ [quote] to convey their assessment of shopping mall’s great / extreme / shattering collapse. [Meaning/Intention/Context]
became a liability: dead ends, darkened storefronts, and vacant corridors created eerie, lifeless pockets – and a death spiral. (L32-33)	2. The author uses language with negative connotations/dark imagery such as “dead ends” and “darkened storefronts” [quote] to highlight the way that malls have fallen into disrepair / how the malls are no longer attractive. [Meaning/Intention/Context]
Fewer tenants, fewer shoppers, decreased income, more unkempt areas. (L33-34)	3. The author’s repetition of comparative terms ‘fewer’ [quote] emphasises the impact on shopping malls in terms of diminished footfall / activity in shopping malls. [Meaning/Intention/Context]
Malls became static islands surrounded by seas of asphalt. (L34)	4. The author employs a metaphor, ‘static islands’ [quote] to highlight the deteriorated condition of malls, suggesting that they are left to inactivity and isolation. [Meaning + Context] → <i>see the literary devices section below to learn more.</i>
When online shopping grew, it stabbed a victim that was already bleeding out. (L35)	5. The author personifies the shopping mall as a ‘victim ... bleeding out’ [quote] to convey the extreme extent of the mall’s decline/ failure due to the rise of e-commerce. [Meaning/Intention/Context] → <i>see the literary devices section below to learn more</i>

INFERENCEAL TECHNIQUES - LITERARY DEVICES

These questions typically focus on the author’s **use of literary devices** such as **similes, metaphors, analogy, irony and paradox.**

Literary Devices	Explanation	Examples
Similes	A figure of speech in which two unlike things are explicitly compared typically using ‘like’ or ‘as’.	- Investing in education is like planting a seed that will bear fruit for decades. - The evidence supporting this policy is as clear as crystal
Metaphors	A figure of speech that directly compares two unrelated things by stating one is the other, rather than using ‘like’ or ‘as’.	‘The earth is a sinking ship with no lifeboat’

Analogy	a comparison between two otherwise unlike things based on a shared, specific resemblance .	‘Treating the Earth’s resources as infinite is akin to spending from a bank account without making deposits—eventually, the account goes empty.’
Irony	Contradiction between expectation and reality .	‘The irony of the education system is that too much focus on examinations has taken the joy out of learning’
Paradox	A statement that is seemingly contradictory but has truth in it .	‘The more we read the less we know’
Oxymoron	two words or phrases used together that have, or seem to have, opposite meanings	‘Deafening silence’, ‘genuine imitation’

How to answer literary device Q:

- ✓ **Read the relevant parts** of the Question **bearing in mind the topic and context** and **identify the literary device** used.
- ✓ **Formulate your answer** by explaining how the author uses the **technique/literary device** to convey the **author’s intention** in the **context** of the passage.

Metaphor

Q: Explain the metaphor ‘bulging economic biceps’. [2]

From the Passage	Answer
Why is the Asian male suddenly in bloom? Kam Louie, who teaches Asian Studies at Australian National University, cites the region’s bulging economic biceps . “The East Asian economy is being felt throughout the world,” Kam says, “so it makes sense that Asian men have more confidence and have started looking after themselves.”	<i>Just as/like</i> how the bulging biceps of a man show how strong /powerful he is [technique], so too does the metaphor highlight how the region’s economy is doing very well / is very strong / the region is prosperous / doing well financially [intention/ context]

Tips for Answering: When answering questions on Metaphors/ Similes/ Analogies/ Allusions, you may use phrases such as: *just as... so too/ like/ similarly...*

Irony

Q. Explain the irony which the authors describe in lines 17-19 [2].

From the Passage	Inferred
Since most people blame lack of time as their main excuse for not being active, it is ironic that on average we waste over three hours watching television per day .	We expect that people who claim to be too busy for physical activity do not have time for anything else. [Expected] However, in reality, they squander away time on activities that do not require movement. [Reality]

Tips for Answering 'Irony': Explain what is **Expected vs. Reality**.

You may also phrase your answer in the following way:

'While we expect/it is supposed to... [insert inferred expectation based on context], in reality ... [insert what occurs + context from passage].'

Paradox

Q. Explain the paradox in the last sentence of paragraph 6. [2]

From the Passage	Inferred
Our machine-driven future will not be about software and devices, but us. (lines 49-50)	While a technological future is supposed to be focused on/ is propelled/ characterised by elements of technology, [1] In reality , while it seems contradictory that it is about people/ mankind/ humanity, there is truth in this statement //this statement is actually true. [1]

Tips for Answering 'Paradox': Explain how the **Expected vs. Reality** may seem contradictory but there is truth in the statement.

INFERENTIAL TECHNIQUES - PUNCTUATION

Questions on the **author's use of punctuation marks** could range from the use of quotation marks, parentheses/ brackets, ellipsis, exclamation or question marks etc.

How to answer the Q:

- ✓ **Read the relevant parts** of the Question and **identify the contextual clues** to answer the Question.
- ✓ **Formulate your answer** by explaining **why the author uses the punctuation (the author's intention)**, the function of it and **how it is used in the context**.

Quotation Marks

Question	Answer
Why does the author put quotation marks around 'suffer,' 'enjoy' and 'desire'?	The author uses the quotation marks to highlight how the words are inappropriately used [function] as they are emotional states that apply to people, and not to animals as they only feel sensations [intention + context].

Brackets

Question	Answer
Why has the author placed the sentence about perfect pitch inside the brackets ?	He placed the sentence inside the brackets to highlight that it is an additional fun fact [function] on the topic that is not essential to the main

argument in the paragraph on music's therapeutic properties [intention + context].

Ellipsis

Question	Answer
What does the author intend (for) you to understand by the three dots (...) at the end of the last paragraph?	The use of the three dots/ ellipsis highlights the endless cycle [function] of demand and supply or the never-ending flow of demands . [intention + context]

Typically there are **several functions** of each punctuation mark. You will need to **infer the function depending on the context of the passage**

Types of punctuation	Possible functions of punctuation
Quotation marks '...'	Usually highlights/emphasises: - disapproval/ disagreement - inappropriate/ non-conventional use - doubt/ scepticism - opposite meaning/ sarcasm
Parentheses/ brackets ()	Usually highlights/emphasises: - additional information: extra, supplementary details or data that clarify, expand upon, or provide context to existing information with the aims to present a more complete picture. - incidental information: details that are not directly essential to the main ideas in the paragraph but may be included for a particular purpose, such as provide contrast or clarification. - Digression or afterthought: details that are not essential to the main ideas but aims to convey the author's view on a particular point.
Ellipsis, ...	Usually highlights/emphasises: - repetitive/ cyclical - long/ infinite list - continuous process - Pause for reflection/effect - Create suspense
Exclamation mark	Usually highlights/emphasises: - disbelief / astonishment (negative) - excitement (positive)
Question mark	Usually used as a: - reflective question- to engage the readers to reflect on the topic - rhetorical question - to introduce the topic/ / to emphasise importance of topic etc.

INFERENTIAL TECHNIQUES - ILLUSTRATION/ SUPPORT

Such questions require you to explain **how the author supports the arguments** in a paragraph. Focus your attention on the **examples, explanations or evidence** given.

To justify or support a point/claim/view/opinion/assertion	Either provide reasons/explanations or evidence/examples (various data/statistics, incidents, anecdotes, etc.)
To illustrate point/claim/view/opinion/assertion	Provide evidence/examples (various data/statistics, incidents, anecdotes, etc.)

How to answer the Q:

- ✓ **Read the relevant parts** of the Question and **identify the technique used (examples, explanations or evidence)** given to support/illustrate the author's arguments/points.
- ✓ **Formulate your answer by highlighting the technique used (examples, explanations or evidence)** given and **explaining how they are used** to convey the **meaning and context** to support/illustrate the author's argument.

Support

Q. In paragraph 2, explain how the author supports the claim that the idea of the suburban shopping mall 'was incredibly successful' (line 8)? [3]

From the Passage	Possible Answer
The first contemporary , enclosed suburban shopping mall in America – Southdale Shopping Centre in Edina, Minnesota – was built in 1956, and the idea was incredibly successful.	The author supports it by using the example of the first modern shopping mall in Minnesota
The exodus from urban centers to suburbs created an enormous opportunity to fill a vacuum for goods and services in smaller communities. (L8-10) <i>Note that 'smaller communities' is synonymous with 'suburbs'</i>	explaining that the suburban mall capitalised on/ exploited the immense consumer demand / need from more populous areas for goods and services. [1]
A mall patron could get their hair styled, buy groceries, visit the bank, and enjoy an art installation all in one building. (L10-11)	The suburban mall was also capable of providing a wide range of services , located conveniently in the same place. [1]
As the concept gained steam, the mall seemed a well of endless novelty — a preeminent showcase of modern architecture and innovative products.	It also appeared to offer items / experiences and amenities that were new / never been seen before / unusual / original. [1]

Illustrate

Q. In paragraph 4, how does the author illustrate what happens when 'democratic norms fall under siege' (lines 39-40)? [3]

From the Passage	Possible Answer
Unfortunately, the breakdown of authority in the 6 January Capitol Riot, where Donald Trump incited an unruly mob to descend upon the Capitol (lines 37-39) ... in defiance of an election (lines 38-39) OR that was allegedly ‘stolen’ ... (line 39) ... demonstrates what occurs when democratic norms fall under siege. (lines 39-40) The United States’ longstanding tradition of peaceful transitions of political power bears testament to the power of respecting authority (lines 35-37)	The author illustrates this by using the example/incident [Technique] of the 6 January Capitol Riot, where people refused to accept the results of a fraudulent election to show how the orderly handover of power is disrupted in such situations [Intention – explain the point the author wishes to highlight from using this example]

INFERENTIAL TECHNIQUES - CONCLUSION & INTRODUCTION

Questions on Conclusion & Introduction typically require you to **identify** and **explain the techniques** used by the author to make the **Conclusion or Introduction effective** in the **context** of the passage.

How to answer the Q:

- ✓ **Read the relevant parts** of the Question and **identify the technique used** (personal pronouns, thematic unity, call to action, solution, sense of hope, reiteration of main argument or stand)
- ✓ **Formulate your answer** by **highlighting the technique used**, how it achieves the **author’s intention** through the **context** given.

Personal Pronouns

2021 “A” Level (Fast Fashion)

Q. Identify two ways in which the final paragraph provides an effective ending to the author’s argument. [2]

Cambridge Report

Almost all responses identified two of the ways in which the final paragraph provided an effective ending to the author’s piece: how his use of the pronoun ‘we’ involved his readers in this campaign.

2021 “A” Level (Fast Fashion)

We need to re-think our fast fashion habit, fast. Ultimately, the best action **we** can take is to keep **our** clothes going for longer and to buy less new stuff.’ (lines 82-84)

Technique

The author provides an effective ending in the final paragraph...

- by using (the personal pronouns) ‘we / our’

Intention/Context

- to connect with the reader on the effect of fast fashion
- to share a common concern with the reader regarding fast fashion
- to create a sense of inclusiveness / having a common goal with the readers in thinking about the problem of fast fashion
- to involve his readers in looking for a solution to the problem of fast fashion

Thematic Unity/ Structural Coherence/ Link back to Introduction

2017 “A” Level (Personal Data)

Q. In what two ways is the final sentence (lines 45-46) an effective conclusion to the author’s argument? [2]

Cambridge Report

Many also appreciated the structural element, in that the author was giving a sense of completeness to her piece.

2017 “A” Level (Personal Data)

So, if we are looking for a role model in a world of chaos and uncertainty, we could certainly do worse than to copy the **humble ant.** (lines 45-46)

Technique

By referring again to the example of the ant in the introduction,

Intention/ Context

... the author is giving a sense of completeness to her article about swarm intelligence.

... the author is making her argument about swarm intelligence come a full circle.

2011 “A” Level (Parks and Green Spaces)

Q. Suggest one reason for the author ending the passage with the Latin phrase *rus in urbe* (line 79). [1m].

Introduction

Brutal, neglectful and vain, Nero currently enjoys a reputation as one of the worst of the Roman emperors, but in one respect at least he deserves acknowledgement as a pioneer in the development of the modern cities more and more of us inhabit. Rome was devastated by fire in 76AD

The use of Latin (a language spoken by the ancient Romans) **effectively concludes** (intention) the passage through the use of **thematic unity/ structural coherence** (technique) as **the passage began with the Roman emperor, Nero.**

Call to Action

2021 “A” Level (Fast Fashion)

Q. Identify two ways in which the final paragraph provides an effective ending to the author’s argument. [2]

Cambridge Report

Almost all responses identified two of the ways in which the final paragraph provided an effective ending to the author’s piece: how he emphasised the urgency of the situation by issuing a call to immediate and speedy action.

2021 “A” Level (Fast Fashion)

We **need to** re-think our fast fashion habit, **fast.** (lines 82-83)

Technique

The author provides an effective ending in the final paragraph...

✓ by using the phrase “need to”

✓ by using the word “fast”

Intention/ Context

✓ to emphasise the **urgency of the situation** and thus the need for **immediate and speedy action.**

Propose a Solution

2021 "A" Level (Fast Fashion)

Q. Identify two ways in which the final paragraph provides an effective ending to the author's argument. [2]

Cambridge Report

Almost all responses identified two of the ways in which the final paragraph provided an effective ending to the author's piece: how he offered a simple, attention-grabbing solution.

2021 "A" Level (Fast Fashion)

Ultimately, the **best action** we can take is to keep our clothes going for longer and to buy less new stuff.' (lines 83-84)

Technique

The author provides an effective ending in the final paragraph...

- by offering a simple, attention-grabbing solution ("best action")
- by proposing / suggesting a solution to the problem ("best action")

Intention/ Context

- which is to use our clothes for longer / to buy less clothes.

Give a Sense of Hope

2019 "A" Level (Zoos)

Q. Why does the author end the passage with a focus on children (lines 41–43)? [2]

Cambridge Report

More successful responses effectively stated that the author was ending with children because they are the most enthusiastic and responsive of visitors to zoos and the ones who experience the greatest joy in seeing animals, leading the author to hope that such empathy will lead them to work to defend the interests and environments of animals later in their lives.

2019 "A" Level (Zoos)

Who knows? They may be **galvanised** to take action to benefit the world they are growing up in. (lines 42-43)

Technique

The author ends the passage with a focus on children to give a sense of hope...

Intention/ Context

that children's empathy for animals will lead them to work to defend the interests and environments of animals later in their lives.

Reiteration / Summary of Main Argument/ Stand

2017 "A" Level (Personal Data)

Q. In what two ways is the final sentence (lines 45-46) an effective conclusion to the author's argument? [2]

Cambridge Report

Most answers were able to describe succinctly the summative aspect of the last paragraph as it offers an effective conclusion to the piece.

2017 "A" Level (Personal Data)

Technique

By mentioning the ant, the author concludes effectively by summarising / reiterating the main point of his argument ...

So, if we are looking for a role model in a world of chaos and uncertainty, we could certainly do worse than to copy the humble ant . (lines 45-46)	<u>Intention/ Context</u> about the benefits of swarm intelligence / that we will be better off working with others just as the ant does.
--	--

2021 “A” Level (Fast Fashion)

Q. Identify two ways in which the final paragraph provides an effective ending to the author’s argument. [2]

Cambridge Report

Almost all responses identified two of the ways in which the final paragraph provided an effective ending to the author’s piece: how he reiterated the point he began with regarding the importance of recycling.

2021 “A” Level (Fast Fashion)

Clothes are being worn less and **thrown away** more quickly than ever before. (L82)

Introduction: our clothes have a short shelf life... though our treasured garments may have much life in them, many are consigned to the dustbin much earlier than they need to be.

Technique

The author provides an effective ending in the final paragraph...

- by reiterating his point **at the start...**

Intention/ Context

- about how fashion can destroy the environment.
- about the lack of willingness to recycle / the failure of recycling.
- about the wasteful way in which we consume fashion.

INTRODUCTION

Asking a Question

2020 “A” Level (Apologies)

Q. In paragraph 1, the author presents herself as a person who apologises too much. In doing this, how does she try to engage the interest of the reader? [2]

Cambridge Report

Few responses noticed that just as important as what the author said was the way she said it, i.e. the techniques she adopted to draw the reader in. The most identified techniques were the author beginning with a question for the reader to provide an answer... to create a sense of inclusiveness.

2020 “A” Level (Apologies)

‘How many of us find ourselves apologising for something that does not actually require an apology?’ (lines 1-2)

By presenting herself as a person who apologises too much, the author tries to engage the interest of the reader...

Technique

- by beginning her discussion with a question to create a sense of inclusiveness...

Intention/ Context

- by making the reader think about / contemplate possible reasons about... whether they also share the experience of making unnecessary apologies.

Personal Anecdote

2020 “A” Level (Apologies)

Q. In paragraph 1, the author presents herself as a person who apologises too much. In doing this, how does she try to engage the interest of the reader? [2]

Cambridge Report

Most candidates saw that the author used personal anecdotes ‘to pique interest’, as some neatly expressed it. Some weaker responses then retold these stories becoming repetitive and overlong. Few responses noticed that just as important as what the author said was the way she said it, i.e. the techniques she adopted to draw the reader in.

2020 “A” Level (Apologies)

Only yesterday, sitting on a stifling hot bus, I found myself apologising for having the temerity to ask the only passenger whether he would mind if I opened the window. (lines 2-4)

Later, as I was navigating my way across a crowded shopping mall, I suffered a collision with a woman too busily and blissfully engaged with composing a text to bother looking in front of her. The collision was her fault, not mine. (lines 4-7)

Technique

The author tries to engage the interest of the reader

- by sharing two personal anecdotes / experiences/ incidents of her apologising...

Intention/ Context

- to get the reader to identify with her unnecessary apologies.
- to enable the reader to empathise with her for having to apologise unnecessarily
- for unnecessary apologies

Personal Pronouns

2020 “A” Level (Apologies)

Q. In paragraph 1, the author presents herself as a person who apologises too much. In doing this, how does she try to engage the interest of the reader? [2]

Cambridge Report

The most identified techniques were the author... using the personal pronoun ‘us’ to show that she was including the readers along with herself to create a sense of inclusiveness.

2020 “A” Level (Apologies)

‘How many of **us** find **ourselves** apologising for something that does not actually require an apology?’ (lines 1-2)

Technique

The author tries to engage the interest of the reader

- by using the personal pronouns “us” and “ourselves”

Intention/ Context

- to show that she is including the readers along with herself regarding her unnecessary apologies
- to create a sense of inclusiveness to get the reader to identify with her unnecessary apologies.

[3] HYBRID

HYBRID - INVERSE PARAPHRASING

Such questions require you to do inverse paraphrasing (giving the antonyms rather than synonyms). However, such questions are rather rare.

Q. Explain, in your own words as far as possible, two ways parents can hinder the growth of creativity in their children. [2]

From the Passage	Answer
'By limiting rules, parents encouraged their children to think for themselves ... parents did not shove their values down their children's throats . Their children had freedom to sort out their own values ... discover their own interests .'	Parents can hinder the growth of creativity in their children by dissuading them from having a mind of their own and imposing their personal principles and inclinations on them.

HYBRID - DIRECT + INFERENTIAL

Q. Based on the examples in lines 5-8, what reasons does the author give in support of “prosocial lies”? [2]

From the passage	Answer
to protect our children from hard truths we ask them to express delight at tube socks from Aunt Judy or Uncle Bob's <u>not-so-delicious</u> beef stew	The author says that prosocial lies shield children from harsh realities (direct paraphrasing of reason #1) and they help to avoid offending others/ maintain relations (inference of reason #2).

HYBRID - SIMILARITIES + DIFFERENCES

Similarities or Differences questions require you to **identify and group the similarities or differences** present in the question and **paraphrase/ infer** what the similarities or differences are.

Similarities

2014 A Level (Revolutions in Communications)

Q. In lines 2 – 4, what similarity does the author see between the effects of the invention of the printing press and the development of the internet? Use your own words as far as possible. [1]

From the Passage	Answer
Unlikely as it may seem, a look back at the turmoil created by the invention of mechanical printing in Europe, nearly six centuries ago, does indeed reveal parallels with the equally seismic effects of today's revolution in communications.	Both the invention of the printing press and the development of the internet had brought about <u>chaos/ confusion/ uncertainty</u> and had <u>enormous effects/ massive impacts</u> on communication.

*Tip: As the question asks for **similarities between TWO subjects** (**between invention of the printing press & development of the internet**) your answer **should** be **phrased as a collective whole** using words like **'both'** to include the two subjects in your writing.*

Differences

2020 A Level (Making Apologies)

Q. In paragraph 2, what contrasts does the author make between the attitudes of men and women towards apologising? Use your own words as far as possible. [3]

From the Passage	Answer
There is often a stereotype that women apologise more readily than men. Recent studies suggest that there may be evidence to support this view. One recent survey reported that 44 per cent of women believe that women apologise too much; just five per cent of women think the same of men. By contrast, the survey found that men thought both women and men 'got it right' when apologising. Another study, conducted by the University of Pittsburgh, revealed that women did indeed apologise more than men. It concluded that men have what might be termed a 'higher threshold' for what merits an apology. Women, on the other hand, were more	[Difference #1 - willingness to say sorry] Women are <i>perceived</i> to say sorry more willingly (describing women's eagerness) than men who are less keen to do so (separate clause describing how men differ). [Difference #2 - frequency of saying sorry] Women <i>perceive</i> themselves to be saying sorry excessively/more often than necessary, (describing women's thoughts on frequency) while men feel that this frequency is justified/warranted (separate clause describing how men differ). [Difference #3] Women <i>feel</i> that they should say

sensitively alert to precisely what might require an apology and their 'threshold' was lower. Put simply, women apologise for things that men do not apologise for.

sorry for even minor mistakes, (describing when women feel it is necessary) **while men believe** that apologies are **needed only if the offences are of greater magnitude** (separate clause describing how men differ).

*Tips: As the question asks for differences between TWO subjects (between the attitudes of men & women) **your answer should be phrased in paired points or one-to-one comparison** as much as possible.*

4) COMPARISON QUESTIONS

The comparison questions **test your understanding of the connection of ideas between Passage 3 and the other passages (Passages 1 and 2).**

One question examines how ideas in two passages **support** each other, whilst the other explores how ideas **undermine** each other.

How to Answer the Q:

Each comparison question has **two parts**:

- ✓ **i) Identify and paraphrase** the relevant idea/s. Depending on the question, you may need to select **one or two ideas** from Passage 3 (depending on question requirement) to support or undermine the idea stated in the question.
- ✓ **ii) Justify** - Explain **how the ideas support or undermine** each other. Even if **two ideas** are used in Part I, **only one justification** is required.

STOCK PHRASES FOR JUSTIFICATION :

Support	Undermine
✓ <i>This reinforces...</i> ✓ <i>This lends support to...</i> ✓ <i>This substantiates...</i> ✓ <i>This aligns with the view...</i> ✓ <i>This is similar to...</i> ✓ <i>Both show...</i>	✓ <i>This challenges...</i> ✓ <i>This casts doubt that...</i> ✓ <i>This contradicts...</i> ✓ <i>This goes against...</i> ✓ <i>This refutes...</i> ✓ <i>This is the opposite of...</i> ✓ <i>This is in contrast...</i>

COMPARISON - SUPPORT

Identify idea/s from Passage 3 that can support the quote from Passage 1 or 2. Some common ways to justify:

- *Reinforcement*
- *Elaboration/example*
- *Cause/effect*

Reinforcement

Q. Passage 1 states that some lies are considered by scientists to be ‘prosocial lies’ (line 8). Identify one specific idea from Passage 3 which can be used to support his statement. Justify your answer.

Idea from Passage 3	Answer
etiquette of poverty. (lines 3-4)	i) Identify & Paraphrase: The idea from passage 3 is that lying was the polite/correct thing to do. ii) Justify: This reinforces/mirrors/is similar to the idea from <i>passage 1 that lying is accepted by many in our society today because lying allows us to be polite to others, smoothing over truths which can shock other parties (idea from passage 3).</i>

Q. Passage 2 states that ‘giving is actually inherently rewarding: the brain churns out a pleasurable response when we engage in it’ (lines 19-20). Identify one specific idea from Passage 3 which can be used to support this statement. Justify your answer. [2m]

	Answer
But now I have made somebody’s day, and it felt good. OR I found myself beaming as I got back to work.	According to Passage 3, the author experienced a sense of happiness at the thought of making a difference to someone else’s life / after doing a good deed / as he is not guilty anymore. This idea supports the idea from Passage 3 as both show// it reinforces the idea from Passage 3 that there is an emotional/psychological benefit in engaging in charitable acts.

Elaboration/ Example

Q. In Passage 2, the writer writes that we treat animals as “objects, not as living beings with inherent value.” (line 5) Identify one specific idea from Passage 3 which can be used to support this statement. Justify your answer. [2]

From the Passage	Answer
Things like physical abuse, puppy mills and dog fighting. Beyond such extremes, there are common forms of everyday neglect and cruelty that even well-meaning pet owners may have a lot to answer for: punitive training, prolonged captivity and extreme confinement, mutilations (declawing, ear and tail docking)	i) Identify & Paraphrase: The idea from passage 3 is that animals are subjected to severe mistreatment/ torture/ pain and suffering. ii) Justify: This supports the idea from Passage 2 as the idea from Passage 3 on the <i>severe mistreatment of animals</i> is an example of how <i>animals are regarded as things devoid of/ lacking intrinsic worth</i>.

Cause- Effect

Q. Passage 1 states that ‘hobbies can alleviate the stresses of daily responsibilities’ (lines 18-19). Identify one specific idea from Passage 3 that supports this statement. Justify your answer. [2]

Idea from Passage 3	Answer
Hobbies give you a break from the daily grind .	i) Identify & Paraphrase: The idea from Passage 3 is that hobbies are good for our mental well-being as they make us take some time off from our day-to-day/routine work or duties . ii) Justify: This supports the idea from Passage 1 because <i>by taking our minds off from constantly thinking about work or day-to-day routines, [cause] it enables us to prevent ourselves from being mentally drained or suffer a burnout, relieving us of life’s pressures.[effect]</i>

COMPARISON - UNDERMINE

Identify idea/s from Passage 3 that can undermine the quote from Passage 1 or 2 and justify by showing how the idea/s in Passage 3 is contrary/ the opposite of the quote.

Q. Passage 2 states that travel inspires us to ‘grow wiser’ (line 25). Identify one specific idea from Passage 3 which can be used to undermine his statement. Justify your answer. [2]

Idea from passage 3	Paraphrased
Their pursuit of travel aesthetics has caused injuries, even fatalities. But travellers continue to engage in such preposterous risk-taking . To them, it is a worthwhile endeavour if it means garnering admiration on social media.	i) Identify & Paraphrase: The idea from Passage 3 is that they wittingly jeopardise their safety just to fulfil their ridiculous craving for adulation. ii) Justify: This undermines the statement in Passage 2 as travel misadventures do not make us smarter, instead/ on the contrary , they make us more foolish.

Q. Passage 1 states that the woke label can sound like ‘it is the trendy thing to do’ (line 27). Identify one specific idea from Passage 3 which can be used to undermine this statement. Justify your answer.

Idea from passage 3	Paraphrased
igniting conversations and demanding systemic change to	Identify & Paraphrase: One specific idea from passage 3 is that woke culture can activate ground-up initiatives to start dialogues and push

dismantle oppressive structures.	for fundamental shifts, breaking down dictatorial organisations. (Identify + paraphrase = 1 mark) Justify: This undermines passage 1's idea that woke culture is merely a passing fashion which is unlikely to lead to anything consequential. Instead, woke culture is able to create meaningful discussions which can potentially lead to positive changes for the greater good for mankind.
--	---

Section 2: Summary Question (SQ)

OVERVIEW	REQUIREMENTS
✓ The SQ is set ONLY on Passage 2 ✓ Word limit: no more than 120 words ✓ SQ content marks: 8/35 ✓ Language marks (15/50) are based on the SQ & AQ	5. All points must be PARAPHRASED to be awarded content marks 6. LIFTING will affect LANGUAGE marks adversely 7. 1 point DOES NOT equate to 1 mark; need to include at least 10 points to get the full content marks of 8

MARK ALLOCATION	7-STEP SQ METHOD																		
✓ Mark allocation does not correspond to number of points to be included ✓ Identify & include as many points as possible in your answer <table border="1"> <thead> <tr> <th>No. of Points</th><th>Marks Awarded</th></tr> </thead> <tbody> <tr> <td>10+</td><td>8</td></tr> <tr> <td>9</td><td>7</td></tr> <tr> <td>8</td><td>6</td></tr> <tr> <td>7</td><td>5</td></tr> <tr> <td>6</td><td>4</td></tr> <tr> <td>5</td><td>3</td></tr> <tr> <td>3-4</td><td>2</td></tr> <tr> <td>1-2</td><td>1</td></tr> </tbody> </table>	No. of Points	Marks Awarded	10+	8	9	7	8	6	7	5	6	4	5	3	3-4	2	1-2	1	1. Identify Q requirements. 2. Select relevant points from passage 2; focus on the GIST for long sentences. 3. Leave out repeated ideas, elaboration and examples. 4. For each point, identify the key words to be paraphrased. 5. Number to check if enough points and organise them logically. 6. Write your paraphrased answer in one paragraph using appropriate connectors to ensure coherence and fluency. 7. State the word count.
No. of Points	Marks Awarded																		
10+	8																		
9	7																		
8	6																		
7	5																		
6	4																		
5	3																		
3-4	2																		
1-2	1																		

IMPORTANT NOTES

- ✓ When identifying content, keep **linking back** to task requirements □ **Answer the Q!**
- ✓ If there is **more than 1 requirement**, ensure that you **have points for each requirement**.
- ✓ Sometimes you may need to **infer a point** from the examples/statistics if the point is not stated explicitly.
- ✓ **Leave out** unnecessary details such as examples, *illustrations of a point, names of places, statistics, events or people*.
- ✓ **Vary your vocabulary** to score well for language.

Demonstrating the 7-Step SQ Method

Summarise what the author has to say about **the value of studying the past**.
Write your summary in **no more than 120 words**. [8]

Step 1: Identify Q requirements

1	There has never been a better time, and never a more urgent need, to explore our past than exists today. 'Interpreting' the past is, in fact, the essential business of the historian, who is 1. responding to one of the most fundamental of human instincts: the desire to discover – or indeed impose – some kind of order on the seemingly haphazard ebb and flow of happening.	5
2	Whether or not we find a R1. satisfying explanation of the past , 2. our study satisfies another basic need – curiosity . It is present in our desire to find out about our family and the place where we live. According to how we spend our leisure, we might be interested in the histories of jazz, or of football, or of food. Always we ask, "What came before this?" Put together, these various stories amount to the 3. cultural history of the particular society we live in, and 4. this shared knowledge of what our predecessors thought and did in their everyday lives is essential if we are to have a sense of common identity.	10
3	Reassuringly, we discover that underneath superficial differences earlier generations were very like ourselves , and it is this continuity of human experience which is the basis of another of the benefits of history: given that similar causes produce similar results, it can 5. teach us how to avoid their mistakes and 6. inspire us to emulate their triumphs. 7. For the beneficial changes they brought about teach us that we do not have to put up with things as they are, and this gives us the 8. humility to recognize that our greater knowledge does not make us any wiser than our ancestors.	15
4	Technology is rapidly knitting the earth's inhabitants together more intricately, but they remain far from united politically. We are still strangers to each other in our local ways of life established before the annihilation of distance. We must grow into something like a single family or we will annihilate ourselves, and 9. it is only by understanding our various 'family' histories that we can learn to live together in tolerance and 10. mutual respect.	20

Step 2 (highlighted in yellow): Select relevant points

Step 3: Leave out repeated ideas (Repeat point)

Step 4 (text in red): Identify the key words to be paraphrased

Look out for **clues**, typically connectors, that indicate that it is a **new SQ point**

Step 5: Number to check if enough points (min: 10)

Sample SQ Response (10 points scoring 8 marks)

(underlined words are the **paraphrased points**, italicised words show the **varied vocabulary** to answer the question on the value of history and words in blue show the **connectors** used – all of these enable students to score in both content and language)

Studying history satisfies the need to find or force out a coherent explanation of our world **and** gratifies our inquisitive nature. *We can* **also** *learn about* the heritage of a community **which is** vital for greater community solidarity. **Through** *examining the past*, *we* learn how to keep from making blunders **as well as** *be motivated to model after past successes*. **Furthermore**, *looking at the progress made over time* encourages us to make a positive change today. *In learning from our predecessors*, *we* can also develop modesty. **Last but not least**, *the value of* comprehending the different histories of communities **is that** *we* learn to co-exist peacefully **with** *reciprocal regard*.

(109 words)

Step 7: State the
word count

Step 6: Write **paraphrased**
answer in one paragraph
using appropriate **connectors**

***AQ section will be added in Term 3**

Section 3: Application Question (AQ)

The Application Question (AQ) is the **last question in the comprehension paper** and is worth **12 marks**. It is recommended that you attempt this last as you may actually be more familiar with the passages and the main points after completing the SAQs and SQ.

The AQ requires you to **respond and evaluate the author's points/arguments** and **support your evaluation with examples from your society**.

As you will need to support your evaluation with **examples from your society**, it is **crucial that you read widely**. It is also useful for you to collate an **example bank with examples from your society** from various aspects such as Politics, Religion, Economy, Education, Social, Mass Media etc.

FULL PAPER 2	TIME MANAGEMENT																														
SAQ, SQ & AQ: 50 marks <table><tr><th>Section</th><th>Marks</th></tr><tr><td>SAQ</td><td>15</td></tr><tr><td>SQ</td><td>8</td></tr><tr><td>AQ</td><td>12</td></tr><tr><td>Content</td><td>35</td></tr><tr><td>Language</td><td>15</td></tr></table>	Section	Marks	SAQ	15	SQ	8	AQ	12	Content	35	Language	15	P2 Full Duration: 1h 30m <table><tr><th>Activity</th><th>Marks</th><th>Time</th></tr><tr><td>Reading</td><td></td><td>10m</td></tr><tr><td>SAQ</td><td>15</td><td>30m</td></tr><tr><td>SQ</td><td>8</td><td>20m</td></tr><tr><td>AQ</td><td>12</td><td>30m</td></tr><tr><td>Total</td><td>35</td><td>90m</td></tr></table>	Activity	Marks	Time	Reading		10m	SAQ	15	30m	SQ	8	20m	AQ	12	30m	Total	35	90m
Section	Marks																														
SAQ	15																														
SQ	8																														
AQ	12																														
Content	35																														
Language	15																														
Activity	Marks	Time																													
Reading		10m																													
SAQ	15	30m																													
SQ	8	20m																													
AQ	12	30m																													
Total	35	90m																													
WHAT IS THE AQ?	WHAT IS THE AQ?																														
• Last question in P2 • Carries 12 marks (out of 35 content marks) • Personal Response to the issues surfaced in the passages • Apply key ideas from the passages to own society	• Know your context well (typically local- your society) • State your context, overall stand and your reason/s (depending on format - in Introduction or Conclusion) • Identify key arguments from at least one of the passages • Paraphrasing of the arguments is optional • Possible to quote the arguments																														

WHAT IS THE AQ?	WHAT IS THE AQ?
• Last question in P2 • Carries 12 marks (out of 35 content marks) • Personal Response to the issues surfaced in the passages • Apply key ideas from the passages to own society	• Know your context well (typically local- your society) • State your context, overall stand and your reason/s (depending on format - in Introduction or Conclusion) • Identify key arguments from at least one of the passages • Paraphrasing of the arguments is optional • Possible to quote the arguments

WHAT IS THE AQ?	HOW IS THE AQ MARKED								
• Apply and evaluate the arguments in the context: • Highlight distinct characteristics of the context that makes the argument/point valid, invalid, applicable, inapplicable etc. • Use SUPER to apply and evaluate the point to the context • Explain your evaluation • Why you think the the argument/point valid, invalid, applicable, inapplicable etc. • Evidence in BP: Give specific examples which highlight characteristics of your context (news events, people, places, policies, statistics, trends etc.)	<table> <tr> <td><u>Requirements</u></td><td>relevance to the requirements of the question as well as balance</td></tr> <tr> <td><u>Explanation</u></td><td>understanding of the terms and issues raised by the passages</td></tr> <tr> <td><u>Evaluation</u></td><td>cogency of the evaluation together with apt illustration</td></tr> <tr> <td><u>Cohesion</u></td><td>good paragraph organisation</td></tr> </table>	<u>Requirements</u>	relevance to the requirements of the question as well as balance	<u>Explanation</u>	understanding of the terms and issues raised by the passages	<u>Evaluation</u>	cogency of the evaluation together with apt illustration	<u>Cohesion</u>	good paragraph organisation
<u>Requirements</u>	relevance to the requirements of the question as well as balance								
<u>Explanation</u>	understanding of the terms and issues raised by the passages								
<u>Evaluation</u>	cogency of the evaluation together with apt illustration								
<u>Cohesion</u>	good paragraph organisation								

HOW TO ANSWER THE AQ		HOW TO ANSWER THE AQ STEP 1: ANALYSE QN
Step 1: Analyse Qn	Identify AQ question requirement/s	Identify the different parts: A. Lead-in to the question ➤ Indicate which points are relevant B. Requirements ➤ Fulfil all the parts stated
Step 2: Pre-Writing	Identify author's arguments/ points & use evaluation strategies	
Step 3: Writing Stage	Write your response using AQ format A or B and BP PEEEL structure	

HOW TO ANSWER THE AQ STEP 2: PRE-WRITING	HOW TO ANSWER THE AQ STEP 3: WRITING STAGE										
<u>Identify author's arguments/points</u> Scan the passages: • Identify author's or authors' main points ◦ Do not include the examples ◦ Reflect and consider whether the point is valid in your society. ◦ What makes it applicable or inapplicable in your society? ◦ Consider SUPER	2 Possible AQ Formats <table border="1"> <tr> <td>Introduction: Stand + Reason</td><td>Opening Line</td></tr> <tr> <td>Body Paragraph</td><td>Body Paragraph</td></tr> <tr> <td>Body Paragraph</td><td>Body Paragraph</td></tr> <tr> <td>Body Paragraph</td><td>Body Paragraph</td></tr> <tr> <td>Closing Line</td><td>Conclusion: Stand + Reason</td></tr> </table> A B	Introduction: Stand + Reason	Opening Line	Body Paragraph	Body Paragraph	Body Paragraph	Body Paragraph	Body Paragraph	Body Paragraph	Closing Line	Conclusion: Stand + Reason
Introduction: Stand + Reason	Opening Line										
Body Paragraph	Body Paragraph										
Body Paragraph	Body Paragraph										
Body Paragraph	Body Paragraph										
Closing Line	Conclusion: Stand + Reason										

FORMAT A	FORMAT B
Introductory Paragraph • Plan and Decide on a Stand • Stand: Answer the Question • Reason: Briefly justify your Stand Body Paragraph • Write 3-4 BPs aligned to Stand using recommended steps Concluding paragraph • Reiterate your stance • Offer an insightful closing line * See Annex A	Introductory Paragraph • Give an overview Body Paragraph • Write 3-4 BPs using recommended steps Concluding paragraph • Look at the trend of your BPs to decide stand • Stand: Answer the Question • Reason: Briefly justify your Stand

AQ BP: PEEEL FORMAT		POINT: Identify a Point
P	Identify a Relevant POINT /argument from the text	- Select a Relevant Point/argument from the passage, based on the Q, using either a: paraphrase a brief quote - Ensure that you state clearly which author or passage you are referring to - Ensure that you state the para or line reference
E	E valuate (using characteristics of society/context or SUPER)	
E	E xplain in the local context	
E	Provide E vidence (personal/societal)	
L	L ink	
Evaluate & Explain		Evaluate & Explain
Evaluate: apply the P/argument(s) to the given context to decide what degree or to which group it is valid or invalid. You may use SUPER as well! Explain: give good reasons why the argument is valid or invalid based on the relevant features of the given context		Tip: Use language of evaluation (LOE) to show that you are commenting on the quality of arguments. *See Annex B: Language of Evaluation
Evaluate & Explain		Evidence
- Based on the distinct features of the given context or SUPER Agree: Do not simply repeat what is in the text - Explain how & why the feature/s allow the P to be valid Extend or modify in the given context → show how it has unique local elements Disagree: - Explain how & why the features disallow the P to be valid - Show how it is different in the given context		- Substantiate with your own Examples - Do NOT use the ones from the text Compulsory: use of societal examples Optional: use of personal examples; personal examples should be connected to societal trends and examples - Give at least 1 example in each BP

Evaluate & Explain	Evidence
- Based on the distinct features of the given context or SUPER Agree: Do not simply repeat what is in the text - Explain how & why the feature/s allow the P to be valid Extend or modify in the given context → show how it has unique local elements Disagree: - Explain how & why the features disallow the P to be valid - Show how it is different in the given context * Refer to Annex C for more notes on Evaluation	- Substantiate with your own Examples - Do NOT use the ones from the text Compulsory: use of societal examples Optional: use of personal examples; personal examples should be connected to societal trends and examples - Give at least 1 example in each BP
Link	AQ SAMPLE: VALUE OF HISTORY
Link the point you have evaluated back to the question or your stand - Vary your links: Avoid being mechanistic in doing so	Lead-in The reading passages cover a range of views about the value of history. Requirement 1 How far do you agree that the studying the past brings about more benefits than harm? Requirement 2 Support your answers with reference to: - the ideas and opinions from at least one of the reading passages. - examples drawn from your own experience and that of your society.
INTRODUCTION: FORMAT A	INTRODUCTION: FORMAT B
Reason In Singapore, <i>the importance of our national history has always been emphasised</i>, and so I would agree that the studying the past brings about more benefits than harm. Stand	Opening Line The authors in each passage argue from different understandings of what history is, and because of that come to different conclusions about whether studying the past brings more benefits than harms.

EXAMPLE OF AQ PEEEL BP (Basic +)	EXAMPLE OF AQ PEEEL BP (Basic +)																				
P Banatvala states that learning history can ‘amount to the cultural history of the particular society we live in...is essential if we were to have a sense of common identity.’ This statement is true as history is indeed beneficial, especially in my multi-racial and multi-cultural society where the history of Singapore is taught to all students in the lower secondary school curriculum. This educates one regarding past significant events that led to the progress of Singapore today. Given our culturally diverse community that was built by immigrants from different places, it is imperative that a common identity is shared by the four major racial groups which is made possible today because different people from different backgrounds went through the same hardship and suffering. For example, when one is educated about the long history of Singapore, especially the tumultuous period of the two World Wars as well as the failed merger with Malaya, they would be more proud to be a Singaporean citizen, when they discover the tribulations Singapore faced to become a small independent country and succeed. If our Chinese, Malay, Indians and Eurasians forefathers had not undergone the past adversities shoulder to shoulder, Singapore today might not enjoy the same high level of peace and security we are currently enjoying. L	P Lee argues that studying history might be harmful because of its ‘biases’ either ‘by selection or omission to justify current policies and suit...climate of ideas’. While I somewhat agree with Lee that history could be harmful when biased as it could be written to fit certain narratives, however, I disagree largely that history has totally no benefits because of this. This is because history can still unite people. As my society is a relatively young country with a melting pot of different races, what keeps us together is our understanding of our history. For example, Total Defence Day and National Day are reminders for Singaporeans not to forget their history. For example in schools, the commemoration of Total Defence Day reminds students of the Japanese Occupation and different types of defence that are important to us. National Day is also a reminder of the sacrifices of our forefathers in nation-building and songs like ‘Home’ by Kit Chan often rally Singaporeans together in commemorating our years of independence. Moreover, in a technologically advanced age where a lot of young Singaporeans are tech-savvy, there are many other sources online to read various perspectives of historical events, to gain a better understanding and not just to consume a biased version of history. Hence although Lee claims that history is harmful as it is biased, I believe it is still beneficial. L																				
* Refer to Annex D for full sample AQ	* Refer to Annex D for full sample AQ																				
CONCLUSION (FORMAT A)	CONCLUSION (FORMAT B)																				
Stand Thus, the benefits of history are largely valid and applicable to Singapore which outweigh the potential harms. The question left to us is how do we strike that balance between benefit and harm? Closing Line	Stand Thus, the benefits of history are largely valid and applicable to Singapore which outweigh the potential harms, given the great significance it has in our national narrative. Reason																				
BALANCE	USEFUL DISCOURSE MARKERS																				
- Your response must consider both the merits and demerits of the points from the passage/s as applied to the given context in the Q Stand must include extent of agreement and BPs must support this balance <table><tr><th colspan="3">Balance in AQ</th></tr><tr><td>BP1</td><td>+</td><td>-</td></tr><tr><td>BP2</td><td>+</td><td>-</td></tr><tr><td>BP3</td><td>-</td><td>+</td></tr></table> Stand MUST reflect the balance across the BPs <table><tr><th colspan="2">Option in 1 BP</th></tr><tr><td>+</td><td>> -</td></tr><tr><td>+</td><td>< -</td></tr><tr><td>+</td><td>= -</td></tr></table>	Balance in AQ			BP1	+	-	BP2	+	-	BP3	-	+	Option in 1 BP		+	> -	+	< -	+	= -	*See Annex E
Balance in AQ																					
BP1	+	-																			
BP2	+	-																			
BP3	-	+																			
Option in 1 BP																					
+	> -																				
+	< -																				
+	= -																				

Annex A: AQ Structure

AQ STRUCTURE										
INTRODUCTION	THESIS: STAND + REASON Keep your Introductory Thesis short and concise. 2 to 3 lines are adequate. State your stand clearly: <i>I agree / disagree...// The points by the author/s are largely relevant / irrelevant/ applicable / inapplicable/ valid/ convincing / beneficial, etc...</i> Give a general reason to support your stand - Reason should be linked to your context / relevant characteristics or features of your society (usually Singapore): <i>Known as 'a garden city', parks and green spaces are integral to Singapore urban jungle landscape.</i>									
	At least 2 - 3 Body Paragraphs (BPs) with balance. <table border="1"> <tr> <td>Point + Reference</td><td>Refer to one or two relevant point(s) from the Passage(s). Quote or Paraphrase. Include the Passage + Paragraph / Line reference.</td></tr> <tr> <td>Evaluate / respond to the Reference</td><td>Respond to the point with a statement if you agree / disagree / it is beneficial / harmful, etc. <i>I find the author's point valid/ invalid... I agree with the author's argument as..</i></td></tr> <tr> <td>Explain why</td><td>and explain how it supports your response by relating to specific characteristics in your society which makes it relevant or irrelevant</td></tr> <tr> <td>Present Examples</td><td>Present examples / evidence from your society. <i>Examples include statistics, news events, policies, campaigns, people, places, products and more</i></td></tr> <tr> <td>Evaluative Link</td><td>End by explaining how your response and evidence / evaluation links back to the Question.</td></tr> </table> - Have variety in the evaluative language in your response to avoid becoming repetitive and mechanistic. Balance: Subsequent BPs should examine alternative perspectives / stands for balance in your AQ.	Point + Reference	Refer to one or two relevant point(s) from the Passage(s). Quote or Paraphrase. Include the Passage + Paragraph / Line reference.	Evaluate / respond to the Reference	Respond to the point with a statement if you agree / disagree / it is beneficial / harmful, etc. <i>I find the author's point valid/ invalid... I agree with the author's argument as..</i>	Explain why	and explain how it supports your response by relating to specific characteristics in your society which makes it relevant or irrelevant	Present Examples	Present examples / evidence from your society. <i>Examples include statistics, news events, policies, campaigns, people, places, products and more</i>	Evaluative Link
Point + Reference	Refer to one or two relevant point(s) from the Passage(s). Quote or Paraphrase. Include the Passage + Paragraph / Line reference.									
Evaluate / respond to the Reference	Respond to the point with a statement if you agree / disagree / it is beneficial / harmful, etc. <i>I find the author's point valid/ invalid... I agree with the author's argument as..</i>									
Explain why	and explain how it supports your response by relating to specific characteristics in your society which makes it relevant or irrelevant									
Present Examples	Present examples / evidence from your society. <i>Examples include statistics, news events, policies, campaigns, people, places, products and more</i>									
Evaluative Link	End by explaining how your response and evidence / evaluation links back to the Question.									
CONCLUSION	(If you have sufficient time.) Restate your Thesis (Your Stand and a concise summary of your reasons). End off with: - A strong statement of personal opinion. - A quotation, whether from the passage or an identified other source. - A call to action/ emphasise importance of topic to your society - An intriguing question.									

Annex B: Language of Evaluation

Language of Evaluation (LOE) / evaluative terms	
<u>Good quality arguments</u> Balanced moderate Valid Logical Accurate Reasonable / Sensible Realistic / well-grounded in reality Practical Adequate Effective Well-argued	<u>Poor quality arguments</u> Skewed in favour of... / biased extreme / over-generalisation / hasty generalisation Invalid Illogical Inaccurate Unreasonable / irrational /ridiculous Unrealistic Impractical Inadequate Ineffective Poorly argued / Weak / Flawed

Annex C : More notes of Evaluation

For AQ, to **evaluate** is to **present your judgment of the quality of the author's argument(s)** and to **decide whether it is applicable or valid in the context (your society)**.

When explaining and giving reasons why it could be applicable/ valid or inapplicable and irrelevant to your society, you should make reference to the **features or characteristics of your society**.

What does good evaluation look like?

- Good evaluation requires **logical reasoning, clear explanation of your reason for agreement/ disagreement, and convincing evidence** from your experience and that of your society to support the argument made.
 - NOTE: Your AQ response should not be merely an anecdotal recount of your personal experiences, which would limit the breadth and depth of the discussion. However, you could draw on your personal experiences and use them as a launchpad to highlight the characteristics of your society.
- It should also offer a balanced perspective which could be achieved by evaluating:
 - the validity of the author(s)' claim and/ or reason;
 - the author(s)'s assumptions;
 - the severity of a problem,
 - the effectiveness of a solution; or
 - the extent of an outcome (benefits or disadvantage) even if the claim is applicable to your society.

Frequently Asked Questions about Evaluation:

Must I always disagree with the writer(s) to evaluate?

Evaluation may seem to come easily when you disagree with the writer, as a critique naturally arises from differing perspectives. Still, you do not always have to disagree to evaluate.

How do I evaluate an argument that is in agreement with the author's without merely repeating/ summarising the view?

You could draw on a **different reason** (consider PRESM) why the writer(s)' view is applicable to your society or use SUPER to layer your argument.

How do I strengthen my evaluation?

You could use evaluation strategies such as PRESM and SUPER to deepen your evaluation, and consider the causes, consequences, implications, limitations etc. It is also critical to analyse the issues alongside relevant characteristics of your society.

How do I provide convincing evidence to support my argument?

You should provide specific examples that provide unique insights about your society rather than offer general statements that could apply to any society. Discussing the issue in the context of your society is not merely about stating your society. The reader should walk away from your response with a better understanding of what makes your society similar to or different from the context presented in the reading passages.

Evaluation strategies you can use:

Consider the following questions

- Is the writer's argument still valid in a social context **with different PRESM characteristics**?
- Is the writer's argument still valid for **different groups of people**?
- Is the writer's argument still valid **across different periods in time** in a social context?
- Is the writer's reasoning valid? Is the writer's assumption valid or flawed? Why?

Consider the writer's arguments in terms of

S – Span
U – Underlying Causes
P – Perfect World vs Real World
E – Effects
R – Reach

*For a more detailed explanation of **SUPER**, refer to page 10.*

PRESM:

Political
Religious (& Moral & Ethical)
Economic; Environment; Education
Social
Science & technology
Media and the Arts

Different groups of people within a society could include:

- *Demographic*: specific age group (eg. elderly aged 65 and above), all age groups
- *Geographical*: local (eg. JPJC), regional (e.g., all schools in the West), national (e.g., all schools in Singapore), global (e.g., all schools in the world)
- *Socio-economic*: specific socio-economic group (e.g., underprivileged children), all socio-economic groups (e.g., all children)

There could be **change over time** as a society develops its beliefs or policies. What was applicable in the past may not be so in the present:
Past Present Future

Evaluation: Example of how to use SUPER for AQ

From 2011 'A' Levels Paper 2 (Parks & Green Spaces)

AQ (modified): The reading passages cover a range of views about parks and green spaces. How far do you agree that parks and green spaces are valuable to cities and their inhabitants?

Support your answer with reference to:

- the ideas and opinions from **at least** one of the reading passages
- examples drawn from your own experience and that of your society

Extract from one of the reading passages (GCE 2011 'A' Levels Paper 2):

*In our more recent past, crowded and squalid cities have needed green areas for the populace to enjoy, and such needs were met by philanthropic donations of land or the absorbing of private lands, once the preserve of the powerful few, into public ownership. Today's city parks and public spaces are valuable and cherished because they offer something for everyone: they are **instruments of social cohesion**. There is room for a myriad of activities: sporting, from the solo jogger cocooned by his earphones from social contact, to gregarious footballers; artistic, from people writing, reading or painting in some secluded spot to participating in open-air exhibitions, and concerts. For the romantically inclined, parks are natural locations for assignations, whilst children revel in the opportunity to run and play in the open air, away - momentarily at least - from less vigorous counter-attractions at home, like the television and the internet.*

Note: You **do not** need to use all the SUPER elements in one paragraph or in the whole AQ response.

S – Span

U – Underlying Causes and Assumptions

P – Perfect World vs Real World

E – Effects

R – Reach

Reference		Guiding Questions	Explanation & Evaluation
Thomas claims that the value of city parks and public spaces lies in the fact that they are “instruments of social cohesion.”	S	S How is the present situation different from the past? How have things changed? Based on historical trend data, what changes do you foresee will take place in the future? Are the short term consequences different from the long term consequences?	In the past, most Singaporeans lived in kampongs and there were not many city parks. The key ‘instrument of social cohesion’ was the open space in the kampongs for communal interaction and children of different ethnic groups played together, which resulted in a strong sense of community. Today, Singapore has become increasingly urbanised and public spaces are now very limited due to the rapid development of our land scarce island. As most Singaporeans now live in flats, and there is little space and time for people to interact with each other, the sense of social cohesion is a lot weaker than it was in the past. City parks and green spaces then serve an important role in helping people build bonds, for people now go to these parks for their gatherings, be they in the form of picnics and barbecues in the parks or eating at the restaurants found in many of our parks, such as Bishan Park or the Botanical Gardens. Therefore, Thomas’ view is applicable to Singapore.

Reference:			Guiding Questions	Explanation & Evaluation
Thomas claims that the value of city parks and public spaces lies in the fact that they are "instruments of social cohesion."	E	E F F E C T S	What are some negative/ positive effects that could occur? Can you categorise these effects? Short-term vs long-term, direct vs indirect, individual vs society, economic vs social, etc.	Various activities held in the park offer opportunities where social cohesion could be forged. However, the sharing of such common recreational space could, far from fostering social cohesion, serve as a source of potential conflict. There have been complaints about teenagers using the parks to play Frisbee, which is a potential source of disturbance to other park users as they have to be very alert in dodging the flying object while having their picnic, and the fact that some parks lack proper cycling tracks means that pedestrians and cyclists alike could sometimes literally clash with one another. There are also complaints about people using parks to practise their dance moves and the loud music destroys the tranquillity that other park goers enjoy. Such conflict certainly demonstrates that far from fostering cohesion, the negotiation and contest for the use of such public spaces can generate unintended negative consequences instead.

Try using SUPER for evaluation! > [AQ Worksheet_Using SUPER for AQ EV_for students](#)

Evaluation: More examples of how to use SUPER for AQ

AQ Question:

The reading passages cover a **range of views** about **modern-day travel**. How far do you agree that modern-day travel should be encouraged?

Support your answer with reference to:

- the ideas and opinions from at least one of the reading passages
- examples drawn from your own experience and that of your society.

Point from the Passage:

Passage 1: Maura Kelly questions the value of modern-day travel.

Paragraph 4:

"There is nothing calming about travelling. Travellers place themselves in a dystopian metropolis that is the airport: the sprawl, noise pollution, automobile traffic, stop-and-frisk policies, and infuriating bureaucratic nonsense."

Sample AQ BP (Basic)

Point / Reference (Paraphrased)	Kelly claims in Paragraph 4 that traveling is not calming and that airports are "dystopian" places filled with "bureaucratic nonsense." I disagree as the author's view is too negative when compared to the experience of travelers in my society, Singapore. In Singapore, most people find the airport experience to be very pleasant because of Changi Airport, which has often been awarded multiple awards. Instead of being a place of "noise pollution" and "infuriating" bureaucracy, Changi is famous for being organised and peaceful. For example, the use of automated gates for immigration makes the "bureaucratic" part of travel very fast and simple for Singaporeans. Most of us do not feel like we are in a "dystopian" place; instead, many Singaporeans even go to the airport for fun or to study because it is so comfortable. Furthermore, Singaporeans generally accept security policies like baggage checks as a good thing. We see these not as "nonsense," but as a way to keep us safe while we fly. Because Singapore is a small island infamous for our fast-paced and hectic lifestyle, we need to travel to see the world and take a break from our busy lives. The small amount of stress at the airport is worth it for the chance to go on holiday. Therefore, because the airport experience in Singapore is so efficient and safe, I believe that modern-day travel should still be encouraged despite what the author says.
Evaluation Explanation Example(s)	
Link	

Sample AQ BP (Improved - Using SUPER)

How to improve your AQ BPs?

Remember to use the **Evaluation Techniques** in **SUPER**.

Use more **Evaluative Language!** (Add in evaluative language table.)

	Using Foreign vs Local evaluation.
Point / Reference (Paraphrased) Evaluation Explanation Example(s) Link	While Maura Kelly in Paragraph 4 paints a grim picture of airports as dystopian metropolises plagued by bureaucratic inefficiencies, this view may be true of the American context but does not reflect Singapore's reality as Singapore boasts one of the best airports in the world . Singapore's Changi Airport has been consistently ranked as the world's best airport, demonstrating how modern travel can actually be a pleasant and calming experience. Unlike the chaotic scenes described in the passage, Changi Airport is designed to be an attraction in itself, with the serene Rain Vortex at Jewel, peaceful gardens in every terminal, and efficient automated systems that minimise waiting times. The recent implementation of automated immigration gates and bag-drop services has further streamlined the travel experience for Singaporeans. Far from being a source of stress, Changi Airport has become a recreational destination even for non-travelling locals, with families and young people regularly visiting Jewel for its indoor waterfall, forest valley, and diverse dining options. This success in transforming air travel into an enjoyable experience has not only boosted Singapore's tourism sector but also encouraged Singaporeans to travel more frequently, contributing to strengthening our position as a global aviation hub. Therefore, Singapore should continue to encourage modern travel given that it has effectively addressed the infrastructural challenges that might otherwise deter people from traveling.

Annex D: Value of History P2 Sample AQ

The reading passages cover a range of views about the value of history.

How far do you agree that the studying the past brings about more benefits than harm?

Support your answers with reference to:

- the ideas and opinions from at least one of the reading passages.
- examples drawn from your own experience and that of your society.

Point from the text

Evaluation, Explanation and Feature/s of SG

Examples

Link

Sample 1

Introduction	In Singapore, <i>the importance of our national history has always been emphasised</i> , and so I would agree that studying the past brings about more benefits than harm.
BP 1: +	Banatvala states that learning history can 'amount to the cultural history of the particular society we live in...is essential if we were to have a sense of common identity.' This statement is true as studying history is indeed beneficial, especially in my multi-racial and multi-cultural society where the history of Singapore is taught to all students in the lower secondary school curriculum. This educates one regarding past significant events that led to the progress of Singapore today. Given our culturally diverse community that was built by immigrants from different places, it is imperative that a common identity is shared by the four major racial groups which is made possible today because different people from different backgrounds went through the same hardship and suffering. For example, when one is educated about the long history of Singapore, especially the tumultuous period of the two World Wars as well as the failed merger with Malaya, they would be more proud to be a Singaporean citizen, when they discover the tribulations Singapore faced to become a small independent country and succeed. If our Chinese, Malay, Indians and Eurasians forefathers had not undergone the past adversities shoulder to shoulder, Singapore today might not enjoy the same high level of peace and security we are currently enjoying.
BP 2: + / -	Lee argues that studying history might be harmful because of its 'biases' either 'by selection or omission to justify current policies and suit...climate of ideas'. While I somewhat agree with Lee that history could be harmful when biased as it could be written to fit certain narratives, however, I disagree largely that history has totally no benefits because of this. This is because history can still unite people. As my society is a relatively young country with a melting pot of different races, what keeps us together is our understanding of our history. For example, Total Defence Day and National

	Day are reminders for Singaporeans not to forget their history. For example in schools, the commemoration of Total Defence Day reminds students of the Japanese Occupation and different types of defence that are important to us. National Day is also a reminder of the sacrifices of our forefathers in nation-building and songs like 'Home' by Kit Chan often rally Singaporeans together in commemorating our years of independence. Moreover, in a technologically advanced age where a lot of young Singaporeans are tech-savvy, there are many other sources online to read various perspectives of historical events, to gain a better understanding and not just to consume a biased version of history. Hence although Lee claims that history is harmful as it is biased, I believe it is still beneficial.
BP 3: -	Lee also argues that history is harmful when it becomes the basis of propaganda to "whip up nationalist or religious hatreds." This is untrue in my society where past events such as the Maria Hertogh conflict has made people to realise the sensitivity of religious topics, thus understanding the need to be more respectful of people of different races. Lee's argument does not take into account how people could learn from their mistakes, similar to Banatvala's view where history 'teach[es] us how to avoid their mistakes and inspire us to emulate their triumphs.' This shows how history would make us more fearful doing the wrong things so as to not face the negative consequences.

Sample 2

Introduction +Agree with Banatvala & Passage 3 > Lee Stand + Reason	The authors in each passage argue from different understandings of what history is, and because of that come to very different conclusions. In Singapore, history as a subject and a discipline has always been emphasised, and I think this is in part seen through treating it with the same respect Banatvala and the author in Passage 3 has for the skills and understandings developed through the study of history. While Lee does have a point about the difficulty of finding any objective truth, she understates the usefulness of history by glossing over what it can do in favour of what it cannot. Overall, I would agree more with the other two authors than Lee that studying history is indeed very important for my society and me for the most part as it brings about more benefits than harm .
BP1: BP level comparison + Lee - Lee <	Lee challenges the value of history by giving the example of how the younger generation, at least, harbours "no feelings [...] about their ancestors' history." The implication is that modern-day society can get along just fine without needing to rely on historical cautionary tales. The example does hold true in Singapore: for a country that was ruled by a cruel Japanese regime for three years during World War II, its citizens born after that time have come to embrace Japanese culture, with events such as Anime Festival Asia and Super Japan Matsuri, as well as a host of Japanese restaurants, being well-received and populated particularly by the young. Yet it would be remiss to claim that this means history does not teach us anything and brings no benefit. Banatvala stresses that history

+ Banatvala + Passage 3	teaches us to “avoid their mistakes and [...] emulate their triumphs”. It is history that gives us an understanding of what failed in our journey of nation-building and should never be repeated. It is important that we defend ourselves and that is why we have compulsory national service and ensure a united front to avoid social unrest given our multi-cultural composition. Blatant ignorance of history, as Lee suggests the younger generation has, may still lead to peace in a society that holds such progressive and peaceful ideals as we have now, but these ideals – international cooperation, and consensus rather than conflict – were ideals born out of historical events: the World Wars were a key factor in the formation of the United Nations, which Singapore is a part of, and Racial Harmony Day which is celebrated annually reminds us to respect each other regardless of race, language and religion to avoid riots such as the Maria Hertogh riots in the 1960s. This truly resonates with what the author of the Passage 3 asserts which is “history is often seen as a problem-solving discipline” “to guide...our responses to the challenges faced.” As such, it is clear that studying the past properly is more beneficial than useless.
BP2 + Banatvala & Passage 3	Banatvala states that learning history can “amount to the cultural history of the particular society we live in...is essential if we were to have a sense of common identity.” Similarly, Passage 3 posits that history is “a powerful tool; it has shaped identities, particularly at the national level”. Both statements are true, especially in my society where the history of Singapore is taught to all students in primary and the lower secondary school curriculum. This educates one regarding past significant events that led to the progress of Singapore today. When one is educated about the long history of Singapore, especially the tumultuous period of the two World Wars as well as the failed merger with Malaya, they would be more proud to be a Singaporean citizen, when they discover the tribulations Singapore faced to become a small independent country and succeed. Given our culturally diverse community that was built by immigrants from different places, it is imperative that a common identity is shared by the four major racial groups which is made possible today because different people from different backgrounds went through the same hardship and suffering. If our Chinese, Malay, Indians and Eurasians forefathers had not undergone the past adversities shoulder to shoulder, Singapore today might not enjoy the same high level of peace and security we are currently enjoying. This again proves the profound benefit of history.
Conclusion +Agree with Banatvala & Passage 3 3 > Lee	On the ground that history cannot help in preparing for the future, Lee fails to prove her argument. While Singaporeans may not share Banatvala’s curiosity about our past or her enthusiasm about building a common identity, we do, with help from our government and education system, recognise its role and significance. To know that the future will be “unlike anything that has gone before” must require first knowledge of what has come before, and thus the belief in the importance of history given its benefits as seen in Passages 2 and 3 is, I think, more representative of my country and reality here.

Annex E: Useful expressions and discourse markers

Introduction <i>Stand + Reason</i>	• I largely agree/disagree that...// with passage 1/2/3 that (stand) as (reason)... • I find that the arguments in passage 1/2/3 are largely valid/invalid • The authors have presented arguments as to.....I find that (stand)....because (reason) • Although the author's view in passage 1/2/3 seems sensible, I am more inclined to agree with the views presented by the author/s in passage 1/2/3 as...(stand + reason)
Identify a Point <i>Quote the point</i>	• According to the author/ writer of passage 1/2/3, "..." • The author's/writer's idea/argument/view that "..." • In passage A, lines 20 to 22, the writer raises the point that / states that /asserts that...
Your stand/ personal opinion	• In my opinion • My view on this is that • I support the writer's contention that • I find it difficult to agree completely with the writer's claim that • Although the writer's view is a popular argument, I do not support it • I find the writer's argument (in)valid, (un)true, (in)applicable, (ir)relevant, (in)correct, (in)appropriate...
Evaluate <i>Use SUPER</i>	• The author's point is valid/ logical/ sound/ accurate as... • The author makes a compelling argument... • The writer's point is inaccurate/ biased/ unrealistic/ flawed/ weak/ an over-generalisation/ invalid/ illogical/ fallacious as... • [Span] While the author's point may be valid in the short run, in the long run... • [Underlying causes] The author has highlighted a point on..., however, the point is inapplicable in my society as the root causes may be different... • [Perfect world] While it may seem ideal, in reality.../ Ideally...however, in the real world there are some limitations in my society... • [Effects] While the impact may be true for the majority, it is not true for the minority... • [Reach] While the author's point may be valid in his society, however, it is not valid in my society as... • The author fails to consider... • Although the writer's view seems sensible, there is little concrete support for it. • The writer's view seems extreme in that... • The author's view is rather biased as...
Exemplify	• This can be seen in Singapore when... • From my observation of Singapore society... • From my experience... • One evidence of this... /One evidence I can cite is... • For example, in my society Singapore...

Conclusion	• In conclusion... • All in all...
-------------------	--

Final pointers:

- Treat the AQ as a whole continuous response, not discrete isolated paragraphs.
- Weave in text references when necessary, if possible, not only one per paragraph.
- Use transitions/connectors/discourse markers.
- Write with a strong personal voice (write your arguments with conviction and strong evaluative words).
- Write with nuance that captures the complexity of issues. Avoid sweeping statements and generalisations.
- Use the appropriate vocabulary and idiomatic phrases. Write in a formal academic tone.
- Do not use examples that already exist in the passage.
- Do not provide examples that are too private or personal.
- Do not do the AQ or summary first.
- Do not abandon your summary to focus on your AQ.
- Do not totally agree with the writer; there must at least be one argument that you can challenge.