

8881 H1 General Paper
2025 Anglo-Chinese Junior College Preliminary Examination
Paper 2 Answer Scheme

From Passage 1

1. According to the author in the first sentence, why does respecting authority feel unfashionable? [2]

From Passage 1	Pt	Paraphrased / inferred	Marks
In a world where independence and rebellion seem sacrosanct the idea of respecting authority feels unfashionable... (lines 1-2)	a	Respecting authority feels unfashionable because going one's own way / defying authority seems revered / doing as one pleases is so highly valued ... <i>Note:</i> <ul style="list-style-type: none"> • <i>Students only need to paraphrase either 'independence' or 'rebellion'.</i> • <i>Intensity of 'sacrosanct' must be captured.</i> 	1m
... — an antiquated virtue ...	b	... it is seen as outdated / obsolete / backward ...	1m
... marooned in the collective rush for autonomy. (lines 2-3)	c	(inferred) ... and most people / everyone / the masses are pursuing autonomy instead (and leaving respect for authority behind). <i>Note:</i> <ul style="list-style-type: none"> • <i>Accept a holistic understanding of 'collective rush'. Students do not need to capture the speed aspect of 'rush'.</i> • <i>Accept the lift of 'rush'.</i> <p style="text-align: right;"><i>Any 2 points for 2m</i></p>	1m

Question Type: Literal

2. According to the author, why is it important to respect 'scientific and academic authority' (lines 18-19)? [2]

From Passage 1	Pt	Paraphrased / inferred	Marks
More broadly, engendering respect for authority extends outside the classroom, to acknowledging and respecting scientific and academic authority, building a society founded upon the established knowledge of trusted experts, ... (lines 17-20)	a	It is important to respect scientific and academic authority because it builds a society founded upon verified / well-supported knowledge from authoritative / accredited / credible experts ... <i>Note: Students only need to capture either 'established' or 'trusted'.</i>	1m
... rather than the capricious whims of ignorant laymen. (line 20)	b	... as opposed to the arbitrary / fickle beliefs / flights of fancy of those who do not know better / who do not understand the matter. <i>Note: 2-part answer</i>	1m

Question Type: Literal

3. Explain the paradox in lines 27-29. [2]

From Passage 1	Pt	Paraphrased / inferred	Marks
The binding shackles of authority ... (lines 27-28)	a	On one hand/ While authority severely / harshly / oppressively limits / restrains / constrains what workers can do, <i>Note: Students must capture the intensity of the negative effect.</i>	1m
... paradoxically, allows people to confidently take ownership of the work they have been assigned. (lines 28-29)	b	...on the other hand this / this (these very limits) also permits / enables workers to take charge of / be empowered in their work. <i>Note: To best capture the paradox, students need to use discourse markers to show that the ideas are <u>also/ simultaneously</u> true, even though they appear to be contradictory.</i>	1m

Question Type: Use of language / Stylistic device

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

From Passage 1	Pt	Paraphrased / inferred	Marks
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)	a	The author illustrates this by using the example of the 6 January Capitol Riot,...	1m
... in defiance of an election (lines 38-39) OR that was allegedly 'stolen' ... (line 39)	b	... where people refused to submit to / accept the results of the election OR ... because Donald Trump / they believed that the election was supposedly / purportedly fraudulent / illegitimate / conducted unfairly ... <i>Note: Students only need to capture either 'in defiance of' or 'allegedly stolen'.</i>	1m
... 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)	c	... to demonstrate how the civilised / orderly / non-violent handing over of political authority / change of government was disrupted. OR ...to demonstrate how the handover of power would be chaotic / violent. <i>Note:</i> <ul style="list-style-type: none"> • Allow lift of 'political' • Students need to show how the democratic norm was attacked. 	1m

Question Type: Use of example / inference

5. Why does the author conclude the passage with the sentence 'In the rhythm of daily life, respect for authority is the steady beat that keeps everything in time' (lines 43-44)? [2]

From Passage 1	Pt	Paraphrased / inferred	Marks
	a	Function The author (is using a figure of speech / metaphor) to highlight / underscore / emphasise / reinforce (his main idea) that... OR The author is (using an illustration) to make it more relatable to the reader that... <i>Note: Do not accept 'show', 'state'.</i>	1m
Respecting authority means recognising that for freedom to thrive, order must prevail. In the rhythm of daily life, respect for authority is the steady beat that keeps everything in time . (lines 42-44)	b	Context ... for our daily lives to work predictably / regularly / smoothly / normally, respecting authority is necessary (to provide a sense of structure).	1m

Question Type: Inference / Use of language

From Passage 2

6. Summarise the disadvantages of blind obedience. [8]

	From the Passage		Paraphrased/ Inferred
1	... turn ordinary people into agents of extraordinary harm . (lines 1-2)	1	Blind obedience can... lead ordinary people to cause significant / severe / extreme suffering / damage.
2	An insidious consequence of excessive obedience is the erosion of individual moral responsibility . (lines 2-3)	2	Blind obedience weakens / compromises their personal ethical accountability / sense of accountability for their actions
3	When individuals blindly follow orders, they often abdicate their personal moral compass , (lines 3-4) OR effectively outsourcing their ethical decision-making to authority figures. (lines 4-5)	3	Blind obedience causes them to lose sense of what is right and wrong / fail to take accountability for their decisions. OR They push the responsibility of making morally right choices / judgments to others. <i>Note: Allow lift of 'make'</i>
4	The diffusion of responsibility... allows them to distance themselves from the consequences of their behaviour. (lines 5-7)	4	They detach / remove / dissociate themselves from the impact / implications of their choices. <i>Note: Different from Point 2 – the focus here is on distancing themselves from the consequences</i>
5	History is replete with examples of atrocities committed in the name of obedience ...	5	Many cruel / wicked deeds were done in under the guise / excuse of obedience ...
6	Progress , by its very nature, requires challenging the status quo and questioning established norms. (lines 12-13) OR Rigid compliance can stifle innovation and progress (line 13)	6	(Inferred) Blind obedience impedes development / improvement / advancement, <i>Note: Different from Point 14, which is about the fear of challenging the prevailing narrative itself</i>
7	Rigid compliance can stifle innovation and progress (line 13) OR where adherence to outdated procedures hinders efficiency and creativity (lines 15-16) OR the relentless pursuit of conformity creates a culture where novel ideas are dismissed . (lines 13-14)	7	and curbs / impedes originality / inventiveness / imagination. OR and rejects / disregards fresh / new perspectives.
8	In contemporary society, the pressure to conform can manifest in bureaucratic inertia , (lines 14-15) OR ... hinders efficiency (line 16)	8	This can lead to slow / inflexible systems OR This can impede / reduce productivity
9	where adherence to outdated procedures ... (lines 15-16)	9	because we follow / stick to obsolete / old-fashioned / practices.
10	compliance can be a potent tool for maintaining oppressive power structures . (lines 19-20)	10	Strict conformity can be a powerful method for preserving authoritarian control / perpetuating dominant regimes.
11	Authoritarian regimes often rely on propaganda, manipulation and fear to induce compliance, effectively eroding civil liberties (lines 20-21)	11	Authoritarian regimes use blind obedience to undermine / reduce / weaken fundamental freedoms / individual rights <i>Note: Allow lift of 'erode' (tested in Point 2)</i>
12	and suppressing dissent . (line 22) OR Opposing voices are suppressed , (line 24) OR alternative perspectives are marginalised , (lines 24-25)	12	and silence / stifle / censor disagreement / differing viewpoints
13	The manipulation of information can create a climate of fear and conformity, where individuals are afraid to express their true opinions (lines 22-23)	13	as people become hesitant / apprehensive / of voicing / articulating / stating their honest / unfiltered / sincere thoughts / beliefs / views,
14	or challenge the prevailing narrative . (line 23)	14	or question / contradict the mainstream view / dominant ideas / the status quo. <i>Note: Different from point 6, which is about failing to progress</i>
15	critical thinking is stifled, (lines 24-25)	15	Independent thinking / discerning / thoughtful analysis is stifled, unquestioning acceptance of ideas, <i>Note: Allow lift of 'stifle' (tested in point 6)</i>
16	creating an echo chamber . (line 25) OR with online echo chambers and algorithmic manipulation reinforcing existing biases (lines 26-27)	16	resulting in isolated / closed / insular communities that strengthen / deepens preconceived notions / pre-existing prejudices
17	and promoting conformity (line 27)	17	and encourage groupthink / ideological uniformity.

Allocation of Marks

No. of points	1-2	3-4	5-6	7-8	9	10-11	12-13	14+
Marks	1	2	3	4	5	6	7	8

From all the passages

7. Passage 1 states that 'When students respect the authority of their educators, they create space for discipline, focus and academic achievement' (lines 12-13).

Identify **one** specific idea from Passage 3 which can be used to undermine the statement. Justify your answer. [2]

From Passage 3	Pt	Paraphrased / inferred	Marks
<p>Sensing momentum, the student requested Mr Chen's approval to explore the book further. Mr Chen considered it but ultimately denied the request. The book was not on the approved list, and the students were instructed to return to the standard material. The shift was immediate. Attention dropped, and disruption crept back in. 'That's when I realised,' Mr Chen said, 'sometimes rigid authority doesn't just stifle creativity. It breaks momentum. And when students lose their rhythm, they fall behind.' (lines 7-13)</p>	a	<p>(Specific) In passage 3, a teacher shares that his students became distracted / became disorderly / started to falter in the classroom when they were not allowed to explore a particular novel they were interested in.</p> <p><i>Note: Only one of 'attention dropped', 'disruption' or 'fall behind' is needed.</i></p> <p>(General/holistic) In passage 3, a teacher shared that when he did not allow them to explore their preferred book, the classroom became an uncondusive learning environment.</p>	1m
<p>Passage 1</p> <p>When students respect the authority of their educators, they create space for discipline, focus and academic achievement. (lines 12-13)</p>	b	<p>(i) This undermines the statement in Passage 1 which states that when students show reverence to their teachers, this ensures that the environment encourages them to be on task and allows them to do well in their studies</p> <p>(ii) because exercising authority excessively <u>does not lead to</u> a conducive learning environment but <u>instead results in</u> distraction / inattentiveness / under-performance.</p> <p>OR</p> <p>because <u>instead of</u> controlling what students are allowed to study too strictly, <u>students should be</u> given the space / flexibility / freedom to explore topics that interest them so that they can excel in their studies.</p>	1m

Question Type: Connection of ideas

8. Passage 2 states that 'Progress, by its very nature, requires challenging the status quo and questioning established norms' (lines 12-13).

Identify **one** specific idea from Passage 3 which can be used to support the statement. Justify your answer. [2]

From Passage 3	Pt	Paraphrased / inferred	Marks
However, during early discussions, his team, particularly a younger coordinator, suggested a different tactic : working with trusted community figures such as pastors, teachers and barbers. Although Rajiv was initially hesitant, concerned the approach might lack structure or predictability , he eventually recognised the value in his team's enthusiasm and insights. 'We shifted our strategy,' Rajiv continued, 'and the results were better than I could've hoped.' (lines 16-21)	a	The author of passage 3 mentions an incident when Rajiv considered and eventually adopted a new / unusual idea (from his subordinate) which went against how they usually worked / his need for routine, which resulted in success / a positive outcome. <i>Note: The essence must be that something must have been done <u>very differently</u> from the past, leading to success</i>	1m
Passage 2 Progress, by its very nature, requires challenging the status quo and questioning established norms. (lines 12-13)	b	(i) This supports the statement in passage 2 which is that in order to improve, one needs to go against standard practice (ii) because being receptive to innovative / radical / fresh / unconventional ideas can lead to success / be beneficial to all.	1m

Question Type: Connection of ideas

Additional note regarding Qns 7 and 8:

- The 1st mark (a) can be awarded for identifying and paraphrasing the relevant idea from Passage 3 if the justification is wrong.
- The 2nd mark (b) can be awarded for explaining the justification if the idea from Passage 3 is correctly identified but lifted/ is awkwardly paraphrased.
- However, the justification (b) cannot be awarded if the idea is not correctly identified. In this case, even if a student somehow gets the justification, no marks will be awarded, as the student has not demonstrated understanding.

9. The reading passages cover a range of views about respecting authority. How far do you agree that respecting authority brings about more benefits than harms? [12]

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.

Requirement

Students should

- explain the extent of their agreement with the authors' views about respecting authority – the benefits and detriments in various fields, such as education, the workplace, politics, or society generally.
- support their views with reasoned argument; and
- show understanding of the ideas and attitudes in the passages.

Explanation

Students should show understanding of some of the following issues:

- Does respecting authority form the foundation of society, or undermine society?
- How does respect for authority encourage or discourage learning in the classroom?
- Does respect for authority towards academic and technical expertise benefit society?
- How has authority been used or abused in the workplace?
- When people defer to authority, does that occur at the expense of moral responsibility?
- Does authority stifle or supercharge innovation and creativity?
- Has authority been used as a tool for oppression or control? Even if it is, could it be justified?

Evaluation

- Students should question or show reasons for approving of some of these views.
- Students should give examples from their own and their society's experience in support of their views; and/or
- Students may put forward original ideas on the benefits and/or detriments of respecting authority.

