

Suggested answer scheme

1. Explain what the author means by "a relic of a bygone era today" (2m) [Phrase Qn]

From Text	Suggested answer	Notes
For a considerable portion of the twentieth century, the conventional nuclear family—comprising father, mother, and their offspring—functioned not only as a prevalent domestic arrangement but as a revered cultural paradigm, emblematic of societal stability, economic utility, and the unbroken transmission of values across generations. Yet, with the continual reshaping of social structures and cultural sensibilities, this appears to be a relic of a bygone era today.	<p>Necessary context = the conventional/nuclear/traditional family/family structure with mum, dad and child</p> <p><u>(a) relic (1m)</u> <u>Marking principle: this point requires reference to value</u></p> <p>important / dominant / prevalent / valuable / relevant</p> <p><i>Allow “lifts” of words from para 1: prevalent, revered</i></p> <p><u>(b) bygone era today (1m)</u> <u>Marking principle: this point requires comparison between past to present</u></p> <p>in the past...but now / has now lost / no longer / used to be</p> <p>Note: Outdated / outmoded / obsolete: award (a) +(b) as it conveys the idea of “relevance” + time comparison</p> <p>No context = 0m</p>	<p>Close reading to find a clear subject.</p> <p><i>CAM Definition of “relic”: an object from the past especially one that has no modern value except for meaning or importance in history</i></p> <p><i>While “relic” may have multiple meanings, contextually, it hints to the definition above</i></p>

2. Explain how the author uses language in lines 14-18 to convey their strong disapproval of marriage. (3m)

From passage	Suggested Answer
Rising divorce rates, the prohibitive expense of matrimonial ceremonies, and the immense burden of lifelong commitment have engendered a growing and, perhaps, justified skepticism toward the institution itself. So why even bother? Being single is no longer viewed as a transitional state but as a legitimate life choice as people seek happiness outside the shackles of marriage.	<p>(a) “prohibitive” expense of marriage Context: <u>expense/financial cost of marriage/weddings</u> (a1: identification of language) The author uses (the word) “prohibitive” (a2: explanation of language use) to describe that <u>the cost of marriage/weddings</u> is so high / exorbitant / sky-high / excessive / unaffordable</p> <p>DNA: expensive / high cost / huge financial costs / is unnecessary / a luxury</p> <p>(b) “immense (burden)” DNA “burden” Context for this point: <u>“commitment of marriage”</u> must be seen (e.g. staying married / maintaining your marriage, for one’s whole life). It may be conveyed as the student is paraphrasing “burden” (e.g. responsibility)</p> <p>(b1: Identification of language) The author uses (the words/phrase) “immense burden” (b2: explanation of language use) to describe that <u>the commitment of marriage</u> is crushing / overwhelming / causes suffering / takes a toll / is draining</p> <p>OR</p> <p>enormous (degree) pressure (negative) / extremely large (degree) to shoulder/to bear (negative) / a huge (degree) burden (negative)</p> <p>OR (time-frame interpretation of “immense”) Everlasting effort / always weigh you down / something to deal with (-ve) for the rest of their lives (degree)</p> <p>DNA: - a large responsibility to take on (no negative connotation)</p>

	<p>- large / big / a lot (not enough degree)</p>
	<p>(c) “immense” “prohibitive” Context: <u>consequence</u> of marriage (c1: Identification of language) The author used (intensifiers such as) “immense” and “prohibitive” (c2: explanation of language) to criticize how the institution of marriage has enormous consequences. [1m]</p> <p>DNA: The author uses words like “immense” and “prohibitive” to convey that marriage is a huge responsibility that one should not take up. (c1, no c2 – inaccurate context)</p>
	<p>(d) “so why even bother?” / “even” / a rhetorical question Context: <u>marriage</u></p> <p>(d1: identification of language) The author questions “so why even bother?” / uses the word “even” / a rhetorical question</p> <p>(d2: explanation of language use) which conveys that <u>marriage</u> is not worth considering / futile / worthless / of no value / irrelevant / we should not care about marriage / a waste of effort /</p> <p>DNA: it is too troublesome/stressful (should be about marriage not having value, not about marriage being harmful)</p>
	<p>(e) “shackles (of marriage)” / DNA “the author uses a metaphor” (they have to quote the metaphor since there is more than one) Context: <u>marriage</u></p> <p>(e1: identification of language) The author uses (the word/metaphor of) “shackles” (e2: explanation of language use) to convey the idea that <u>marriage</u> is holding us back / restrictive / limits one’s freedom / stifling / constraining / tied down / binds you / restrains you / trapped</p> <p>DNA if student merely replaces metaphor with another metaphor: jail / handcuffs / prison / imprisons</p>

3. In paragraph 4, what distinctions does the author draw between the past and present perceptions of children? [2m] [Contrast Qn]

From Passage	Banned words	Suggested answer
<p>Historically, offspring were seen as extra hands for household chores, successors to the family name, and a form of financial security in one's twilight years. In contemporary discourse, however, children are perceived less favourably. Many believe that children demand sustained financial commitment, and caring for them is often taxing, causing stress to their parents. The emergence of DINKs (Dual Income, No Kids), and the even more pointed acronym DINKWADs (Dual Income, No Kids With A Dog), <u>signals a broader cultural shift</u>—one that favours self-determination over the obligations of parenthood.</p> <p>DNA: In contemporary discourse, however, children are perceived less favourably</p> <p>→ In the paragraph, this line is positioned as a transitional statement into the key points as to <i>why</i> they are perceived less favourably</p>	<p>Extra Hands Taxing</p> <p>Financial Security Twilight years</p> <p>Sustained Financial</p> <p>Cultural shift Self-determination obligation</p>	<p>Marking principle: The words used for (1) and (2) need to clearly contrast.</p> <p>In the past, children were seen as (a1) additional sources of manpower / additional workers (in the household) / lighten their parents loads / relieve them of work / helpers (conveys both extra + hands), but now, they are perceived to (a2) require effort to raise / tiring</p> <p>DNA for a2: parents need to take care of them (doesn't convey taxing), troublesome (causes problems), put pressure (is a paraphrase of "stress"), stressful, severely affecting one's mental well-being / well-being / an emotional burden</p> <p>(b – financial security vs financial commitment: "financial security in twilight years" "sustained financial commitment")</p> <p>In the past, children were seen as (b1) monetary support / an investment / people who will provide for when their parents are older / for their elderly parents / when their parents retire / parents need not worry about money after retirement (b2) but now children require long-term / constant / continuous / consistent / expenditure / spending / monetary outlay / investment</p> <p>DNA for b2: "a lot / a large amount" of money (does not convey "sustained")</p> <p>(c – cultural shift from "self-determination" vs "obligation")</p> <p>In the past, (c1) it was a norm to have children/people felt they had to have children/there was a societal expectation/duty/responsibility to have children, whereas now, (c2) couples are now free to not have children/to choose.</p> <p>1m for each correct contrast. Max of 2m.</p>

4. In paragraph 5, the author asserts that “conceiving” and “raising” a child without a spouse is now possible. Give two examples of how the author illustrates this and explain how each example supports his assertion. [2] [Author’s Illustration of X]

From passage	Banned/key words	Suggested answer
But what if you wanted children but not a spouse? From conceiving to raising the child, it’s no longer just a fantasy today. With reproductive technologies like In-vitro fertilization (IVF) and surrogacy , the old tether between marriage and parenthood has been severed. Likewise, with alternative family structures , such as co-parenting agreements , individuals are reimagining the architecture of support beyond the confines of the traditional nuclear household.	<p>“Reproductive technology” (IVF and surrogacy are allowed to be lifted as they are technical terms)</p> <p>Without a spouse Conceive</p> <p>Alternative structures OR “Co-parenting agreements”</p> <p>Without a spouse Raise</p>	<p>(a1 – technique) <u>He mentions/cites the existence of technologies that help you give birth / medical techniques that assist pregnancy / conceive</u> OR IVF and surrogacy (both examples must be present)</p> <p>DNA: alternative methods for having children / new techniques for making babies (no technology) DNA grossly technically inaccurate paraphrases of IVF and surrogacy</p> <p><u>A2 principle</u></p> <ul style="list-style-type: none"> - How they conceive independently - How they conceive non-conventionally (should be about not sex) <p>(a2 – link to how this enables one to have children <u>without a spouse</u>) supports the idea that you can give birth / make a child / reproduce alone / independently / without a husband or wife in marriage / without marriage / rather than the traditional route / without sex / (a1+a2) = 1m</p> <p>(b1 - technique) <u>He uses the example/reference to/cites unique / different family arrangements / types / forms / units / redefined the systems of assistance that transcend the typical nuclear family</u> OR joint/shared custody/childcare after separation/even when not married / parents in separate households sharing custody</p> <p>DNA: shared childcaring responsibilities / where fathers and mothers share the responsibility of childcare</p> <p><u>B2 principle</u></p> <ul style="list-style-type: none"> - How they raise without living together/being married - How they raise with support from someone other than a spouse <p>(b2 – link to how this enables one to have children without marriage) which show that one can bring up / take care of with the help of other people / (b1+b2) = 1m</p>

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

From passage	Suggested Answer
As the world continues to evolve, society must come together to acknowledge these new family structures . If the traditional model was once a reflection of our collective <u>values</u> , then the models emerging today beg the question: what <u>values</u> will we allow to shape <u>families</u> in the future?	<p>(a) Call to action (a1 – identify/quoting technique) The author uses a call to action / states that “society must come together” /</p> <p>(a2 – explanation in <u>context</u>) emphasizing that we/everyone/people/readers should <u>acknowledge these new (family) structures</u>. [Note: the context may be captured in a1 if the student quotes the whole question]</p> <p><u>Marking principle for a2: need to unpack “come together” + action (context)</u></p> <p>(b) Use of personal pronoun / inclusive language (b1- identify/quoting technique) The author uses the personal pronoun / ‘we’/ ‘our’ (b2 – explanation in <u>context</u>) to engage with the reader/connect/include the reader to the issue of <u>collective values/(family) values in the future</u> / to make the issue of (context) a shared concern</p> <p>DNA: to connect with the reader (not clearly about ending)</p> <p>(c) Use of rhetorical qn (c1 – identify/quoting technique) The author uses a rhetorical question / questions / asks “what <u>values</u> will we allow to shape families in the future”? (c2 – explanation in <u>context</u>) <u>about collective values/(family) values in the future</u> to end on a thought-provoking note / to leave the reader with something to think about / to leave them with an impactful thought / to invite reflection</p> <p>DNA for c1 – engages the reader DNA for c2: -to grab the interest of the reader (sounds like hook, not ending) - to reiterate his argument (the idea in the question is a new idea)</p>

CPAQ

7. Passage 1 states that “children demand sustained financial commitment”.

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

Passage	Banned Words	(a) Paraphrase chosen idea (1m for a)	(b1) Paraphrase given statement Banned words “sustained” “financial”	(b2) Link between chosen idea and given statement (1m for b1+b2)
<p>From the maternity ward to university fees, the receipts just keep getting longer. (lines 8-7)</p> <p>* The context of parent/child must be evident in (a) or (b2). If there is no link to “parent/child” at all, do not award (b2)</p>	<p>“maternity ward to university” “fees” “receipts” “keep” “longer”</p>	<p>In Passage 3, the author states that (number of things to pay keeps increasing) the amount of things parents pay for through their children’s life is increasing. Accept: the amount of things parents pay for only increases</p> <p>OR</p> <p>(duration of paying) parents need to continuously pay for their children’s expenses OR have to pay for their child throughout their life OR from birth to higher education/adulthood</p> <p>OR</p> <p>(cost keeps increasing) Parents need to pay more and more/ the amount needed is increasing</p>	<p>Which supports the idea that money needs/must/is required to be spent on children for a long time / extended period of time</p> <p>OR</p> <p>Children are seen as a long-term expenditure / investment</p> <p>OR</p> <p>Children are a life-long responsibility that costs money</p> <p>OR</p> <p>Children are a life-long monetary liability/burden/drain.</p> <p>OR</p> <p>Children drain your money forever.</p>	<p>Marking Principle: (1) Should show that money is spent on the child for a long time</p> <p>since the children have no ability to pay on their own till they grow up</p> <p>OR</p> <p>since their children are financially dependent on them for a long-time</p> <p>OR</p> <p>since they have to keep paying for their children (“repeated idea of b1 but fills logical gap”)</p>

Q7 (cont.)

Passage	Banned Words	(a) Paraphrase chosen idea (1m for a)	(b1) Paraphrase given statement Banned words “sustained” “financial”	(b2) Link between chosen idea and given statement (1m for b1+b2) Teaching principle: The justification should answer the question “How is this long-term?” in order to close the gap.
Parents, fettered by the constant cycle of work (line 7) * The context of parent/child must be evident in (a) or (b2). If there is no link to “parent/child” at all, do not award (b2)	“fettered” “constant cycle”	In Passage 3, the author argues that parents are tied down by the non-stop / incessant / daily need to work	Which supports the idea that money needs/must/is required to be spent on children for a long time / extended period of time OR Children are seen as a long-term expenditure OR Children are a life-long responsibility that costs money OR Children are a life-long monetary liability/burden/drain. OR Children drain your money forever . Note “ investment ” cannot be accepted as “financial” as investments are not necessary financial.	Marking Principle: (2) Should show that money is spent on the child for a long time since the children have no ability to pay on their own till they grow up OR since their children are financially dependent on them for a long-time OR since they have to keep paying for their children (“repeated idea of b1 but fills logical gap”)
(Women)... slogging it until they are finally ready to face the world on their own . * The context of parent/child must be evident in (a) or (b2). If there is no link to “parent/child” at all, do not award (b2)	“slogging” “ready” “on their own”	In Passage 3, the author argues that parents/women need to keep working / work for a long time until the child is independent / can fend for themselves .		

8. Passage 2 states that “the traditional family is the principal conduit through which values are imparted”

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

Passage	Banned Words	(a) Paraphrase chosen idea (1m for a)	(b1) Paraphrase given statement Banned words “principal” “values” “imparted”	(b2) Link between chosen idea and given statement (1m for b1+b2)
<p>...<u>in school</u>, with <u>professionals</u> who know how to shape his learning and character in ways I cannot</p> <p>* The context of school/teachers must be evident in (a) or (b2). If there is no link to “school” at all, do not award (b2)</p>	<p>“shape” “character” “in ways I cannot”</p>	<p>In Passage 3, the author says that <u>experts / teachers / professionals</u> are able to nurture / guide / mould her son’s virtues / principles / morals / values which parents are unable to</p> <p>DNA for “character”: sense of identity attitude personality thinking process Life lessons Personal development Personal skills Behaviours How to act</p>	<p>This undermines the idea that the traditional family is the primary / most important / main way that people learn virtues/develop character</p> <p>OR</p> <p>The traditional family is the primary way that virtues are passed on.</p> <p>DNA for “values”: sense of identity attitude personality thinking process Life lessons Personal development Personal skills Behaviours How to act</p>	<p>as teachers have better skills / know-how / training / are more able to understand children / can better communicate with children / the main / the best people to do so</p> <p>OR</p> <p>because teachers are more effective/better/more important than parents / because teachers are able to teach children in a way that parents are unable to.</p> <p>OR</p> <p>Parents require aid from others to educate their children / since the parent is unable / don’t know how to to do the teaching / parents are not good enough</p>

Passage	Banned Words	(a) Paraphrase chosen idea (1m for a)	(b1) Paraphrase given statement Banned words “principal” “values” “imparted”	(b2) Link between chosen idea and given statement (1m for b1+b2)
<p>There, he will rejoin the swirl of the <u>playground</u> and most authentically learn how to navigate friendships and disputes fairly amidst the chaos of his <u>classmates</u>.</p> <p>* The context of school/classmates must be evident in (a) or (b2). If there is no link to “school” at all, do not award (b2)</p>	<p>“most” “learn” “fairly”</p>	<p><u>In school/the playground/among their classmates</u>, are the best/unparalleled place that children can be taught / gain lessons/absorb/ acquire skills about how to manage / deal with / negotiate relationships OR conflict in a way that is sensible / just / morally right / with integrity / impartially / even-handedly / reasonable</p>	<p>This undermines the idea that the traditional family is the primary / most important / main way that people learn virtues/beliefs /develop character</p> <p>OR</p> <p>The traditional family is the primary way that virtues are passed on.</p>	<p>Marking Principle: (1) Comparison between playground/classmates and parents (i.e. playground/classmates are better than parents)</p> <p>as the playground/classmates are better / more effective than the traditional family / the school is the main / the best place for children to learn these values</p> <p>OR</p> <p>as they can better relate to their peers / they learn better through interacting with others / as one can only learn <i>social skills</i> from peers / they spend more time in school / they are closer in age to their peers</p>

<p>Parents, fettered by the constant cycle of work (line 7)</p> <p>* The context of parent/child must be evident in (a) or (b2). If there is no link to “parent/child” at all, do not award (b2)</p>	<p>“fettered” “constant cycle”</p>	<p>In Passage 3, the author argues that parents are tied down by the non-stop / incessant / daily need to work</p>		<p>As parents have no time/no bandwidth/no energy to be the main teacher of their child.</p>
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Summary

6. Summarise the positive impacts of a traditional family on the individual.

	From Text	Banned/key words	Paraphrased
1	the experience of forming such a family—raising children, supporting a partner, and nurturing a shared household—remains one of life's most profound sources of fulfilment .	Profound Fulfilment	Individuals find great / deep / immense / strong purpose / meaning / satisfaction / contentment / happiness / sense of accomplishment / sense of achievement in having a traditional family.
2	<u>In moments of hardship</u> , whether emotional, financial or physical, it is often the family that provides the firmest foundation , OR offering a depth of support that few other bonds can rival .	All these words are banned regardless of which option they are attempting Firmest Foundation Depth / "Few other bonds can rival" support	<u>In times of crisis/difficult times (context)</u> , your family is a big / major / main / huge source of strength OR Offer you great encouragement / care OR boost your morale greatly / offer an extremely reliable/dependable relationship / are crucial in helping you / reliability which other people cannot provide
3	Even today, the traditional family is the principal conduit through which values are imparted from one generation to the next	Principal Values Imparted	The traditional family is the primary / main / fundamental / core / most important mode for transferring / teaching / passing on / inculcating beliefs / virtues / morals / principles of life to people.
4	making the home the first place children learn these practical skills . OR <i>(full paraphrase of the examples)</i> Grandparents and parents comprise an intergenerational support system that teaches them how to communicate, solve problems and manage time ,	All these words are banned regardless of which option they are attempting Learn Practical skills OR Teach Communicate Solve Problem Manage	The traditional family is where children/one is provided pragmatic / real-world / useful / applied / tangible / concrete / applicable / everyday life lessons / abilities / competencies required for daily life OR They also gain knowledge on how to interact with others, overcome obstacles and use their <u>time</u> effectively/well/organize their time / being efficient .

5	Without this foundational scaffolding, children may struggle to navigate predicaments <u>when they grow up.</u>	Struggle Navigate Predicaments	Children/people will be equipped / can / are able to / find it easier to deal / manage / solve problems / issues / challenges / difficult situations <u>in adulthood / later on in life / in the long run / next time / when they grow up.</u>
6	A two-parent household, it seems, provides children with everything needed for their mental well-being . OR (paraphrase of example) A 2017 Australian study found that children in single-parent, blended, and stepfamilies were more likely to experience certain mental health challenges , compared to those from nuclear families.	All these words are banned regardless of which option they are attempting "everything needed for" mental Well-being OR More likely Mental Challenges	Principle: This point has to be phrased as a benefit, not a direct paraphrase. It improves/is good for their psychological/emotional health/wellness/welfare OR Children in traditional families have a lower / reduced chance / prevalence / occurrence of psychological conditions/issues . Accept: Develops their psyche Given them positive mindsets healthy mind emotionally stable strong mind
7	Children from such households also tend to do better in <u>school</u>	do better	Children from such households get higher grades / get more desirable marks / have stronger academic performance / outperform others <u>in school</u> *Comparative "better" needs to be captured and paraphrased
8	and eventually have higher incomes <u>as adults.</u>	higher incomes	And earn more (money)/be better paid / better livelihoods <u>in the future / next time / in the long run / when they grow up / as adults / when they start working.</u> Note: Accept paraphrase or lift of "eventually" e.g. "go on to / ultimately" as the context "adults" *Comparative "higher" needs to be captured and paraphrased
9	Chief among these is the clear division of roles between <u>the spouses</u> , OR (full paraphrase of elaboration) <u>mothers</u> may devote themselves more fully to the care of children and the stewardship of the household , while <u>fathers</u>	All these words are banned regardless of which option they are attempting Clear Division roles OR	It allows for an unambiguous / indisputable / defined / obvious / notable / effective split / separation / distinction / allocation of labour / responsibilities / tasks <u>between spouses / husband and wife / mother and father / in a marriage / partners / within a couple.</u> OR It allows the <u>wife</u> to give her attention to domestic affairs / the home while the <u>husband</u> focuses on job progression / progress at work

	concentrate their efforts on professional advancement .	Devote Household Concentrate "Professional advancement"	
10	which can foster a highly efficient domestic dynamic If context of spouses is not present in 9, 10 needs a reference to spouses/ household.	Foster highly Efficient dynamic	It leads to / forms a very / exceedingly / greatly / extremely productive / streamlined / effective / systematic / productive / organised relationship / interaction / communication / teamwork
11	Moreover, <u>in households where both partners contribute economically</u> , the result is often enhanced financial stability If context is not present for pt 11 + 12, penalize the first correct paraphrase.	Enhanced "Financial stability"	<u>In cases where both work/dual-income households</u> , they are less concerned/worried about money/expenses OR can live more comfortably *Comparative "enhanced" needs to be captured and paraphrased
12	and an elevated standard of living .	Elevated "standard of living"	<u>(In cases where both work/dual-income households)</u> and enhanced/improved/better quality of life / well-being / living conditions lifestyles . *Comparative "elevated" needs to be captured and paraphrased

1-2	3-4	5	6	7	8	9	10 or more
1	2	3	4	5	6	7	8