



DUNMAN HIGH SCHOOL
General Certificate of Education Advanced Level
Higher 1

YEAR 6 PRELIMINARY EXAMINATION

Paper 2 - Comprehension

Answer Scheme

From Passage 1

1. In paragraph 1, what does the author mean by 'pains induced by polite restraint' (line 5)?
[2]

From the passage	Suggested answer
However, the truth is that we often want to be rude and enjoy being rude – after all, it frees us from the (a) <u>pains</u> induced by (b) <u>polite restraint</u> .	(a) The author suggests that being polite is uncomfortable/causes unease or strain (b) because we have to constantly <u>suppress</u> our <u>true feelings or impulses</u> OR <u>have to be</u> constantly <u>politically correct</u> . (Markers' comments: For Pt (a), we need emotional impact. No word for word substitution which distorts contextual meaning) 1 pt = 1m

2. In paragraph 2, identify the contrasts the author makes between the perceptions of rudeness in the United States and Japan. [3]

From the passage	Suggested answer
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<p>However, it is crucial to note that perceptions of rudeness vary across different cultures. For instance, in the United States, people exhibit rudeness <u>because they value self-expression</u>. Consequently, people may admire those who are more direct, seeing it as a sign of strength. Often, the recipient of the hurtful comment is expected to toughen up and not take things personally. In Japan, though, rudeness often stems from a lack of social awareness. As such, people look down on rudeness, as it disrupts group harmony. Hence, the speaker is expected to manage their words carefully to protect relationships and avoid causing offence.</p>	<p><u>A. Perception of the aggressor / cause of rudeness (cue: “because” and “stems from”)</u></p> <p>(i) In the USA, rudeness may arise from appreciating <u>being open / speaking their minds</u>, (ii) while in Japan, rudeness is caused by <u>not being mindful of others</u> in social situations.</p> <p><u>B. Public attitude towards rudeness</u></p> <p>(i) In the USA, being blunt or outspoken can be <u>respected</u>, (ii) while in Japan, being impolite is generally <u>frowned upon/disapproved of</u></p> <p>OR</p> <p>(i) In the USA, people see rudeness as a symbol of <u>confidence / power</u>, (ii) While in Japan, it is seen to upset <u>mutual respect / threaten social cohesion</u>.</p> <p><u>C. Who bears responsibility for the emotional impact of rudeness</u></p> <p>(i) In the USA, the person on the receiving end is often expected to be <u>emotionally resilient / not get upset</u>, (ii) but in Japan, the person talking is expected to be <u>thoughtful / sensitive</u> in how they communicate / <u>to not upset anyone</u>.</p> <p>OR</p> <p>(i) In the USA, the onus is on the <u>listener to not get upset</u> (ii) but in Japan, the onus is on the <u>speaker to be thoughtful and sensitive</u>.</p> <p>(Markers' Comments: Award 1m per pair of clearly contrasted point. If there is no signposting and fair comparison, then 0 m.)</p>
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3. In paragraph 3, explain how the author illustrates his claim that ‘rudeness is seen to help us achieve workplace authority’ (line 16). [2]

From the passage	Suggested answer
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Despite the lingering reservations about rudeness in some societies, increasingly, rudeness is seen to help us achieve workplace authority. Several **studies** have found that people tend to **associate** rudeness with having the **confidence** to speak up and lead others.

Furthermore, from **my experience**, when you are rude, people **take extra care not to upset you**: your subordinates become more sincere in tasks you delegate to them, and your peers thoughtfully pre-empt and commit themselves to avoid unnecessarily eating up your time. (lines 15-21)

The two ways are:

a) [*Technique*] The author cites evidence from **research** that demonstrates

[*Context*] a **correlation** between rudeness and dominance as it signals **self-belief / ability / assuredness to stand up for one's views**. [1]

b) [*Technique*] The author references a **personal anecdote** that shows how

[*Context*] one's candour communicates to co-workers that one is to be **taken seriously / treated with due consideration/respect**. [1]

(Markers' Comments: **Both** technique and context must be present for that mark to be given. Technique can be lifted, but linked to how it 'illustrates' workplace authority (through association or observed trends))

4. From lines 29-30, explain **two** ways in which the author uses language to convey his conviction that rudeness in cancel culture is justified. [2]

From the passage	Suggested answer
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Cancel culture exemplifies just that: rudeness is wielded as a sharpened blade of justice,	<p>a) [Identify] The use of metaphor 'sharpened blade of justice'</p> <p>[Unpack] likens rudeness to an effective/powerful weapon/tool that can be used against wrongdoers/injustice as it pierces through the noise.</p> <p>(Markers' Comments: answers that write both "sharpened" and "blade" cannot be double credited if the explanations are the same (i.e. just give 1m).</p>
used unflinchingly to	<p>b) [Identify] The absolute word 'unflinchingly'</p> <p>[Unpack] suggests that rudeness is legitimate when used with firmness / courage / without hesitation to fight injustice.</p>
expose, confront, and shame those who	<p>c) [Identify] The rule of three in the phrase "expose, confront, and shame"</p> <p>[Unpack] adds emphasis to the need for rudeness/ shows an escalation of actions /variety or comprehensive array of ways we can be rude /tangible actions that rudeness can bring about /harsh responses IN ORDER TO counter injustice</p> <p>(Markers' Comments: for points (a) to (c), accept if the students can recognise how rudeness is not the norm, but we can make an exception for it in light of the wrongdoing it is trying to address.)</p>
trample on	<p>d) [Identify] The metaphorical phrase "trample on"</p> <p>[Unpack] suggests that the wrongdoers' actions showed a strong disregard of others / were severely harmful, so much so that it justifies/ warrants/ legitimises the use of rudeness.</p>
our shared humanity . (lines 30-31)	<p>e) [Identify] The phrase "our shared humanity"</p> <p>[Unpack] justifying rudeness as a means to safeguard the commonality of the human experience / our fundamental values.</p> <p>(Markers' Comments: 1m for each identified / quoted use of a specific language device, accompanied by sound unpacking of how language use conveys contextual meaning. Reminder for students to be more precise in their quotation and unpacking.)</p>

5. In what ways is the final sentence (lines 38-40) an effective conclusion to the author's argument as set out in paragraph 1? [2]

From the passage	Suggested answer
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<p>(Para 1, lines 3-6 – Introduction) However, the truth is that we often want to be rude and enjoy being rude – after all, it frees us from the pains induced by polite restraint. It is both relief and remedy, especially for those who are used to being thumbed down. Finally, the <u>underdogs</u> bark and bite back.</p> <p>(Para 5, lines 38-40 – Final sentence in the Conclusion) However, all adherents to this provocative style of ‘tell it as it is’ must be ready that when faced with brash comments, <u>top dogs</u> are not going to simply roll over and accept challenges to their authority.</p>	<p>(a) [function] The final sentence makes a reference to the last line of the first paragraph [context] reinforcing the contrast in the power dynamics between the stakeholders <u>OR</u> by referencing the theme of power</p> <p>(b) [function] The reference to ‘top dogs’ in the conclusion and ‘underdogs’ in the introduction/wordplay [context] gives a sense of completion to the passage / links to /echoes the earlier idea of people being suppressed (Markers’ Comments: Students must quote ‘underdog/top-dogs’ if they are referencing wordplay; Sense of completion is enough, no need to unpack the theme of power. Students must signpost clearly their 2 points if attempting (a) and (b))</p> <p>(c) [function] The final sentence of Paragraph 5 serves as a warning /advice / provides balance to / qualifies the argument [context] on how to be prepared that people in power are not simply going to give in when we want to be rude, as presented in Paragraph 1 OR by mentioning that powerful people may themselves fight back against the underdogs’ rudeness. OR By highlighting how there is no complete shift in power dynamics as envisioned in Paragraph 1.</p> <p>1 pt = 1m (Markers’ Comments: answer <u>must</u> be relevant to the introduction)</p>
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From Passage 2

6. Summarise the negative impacts of rudeness. Write your summary in no more than 120 words. [8]

Text Reference	Main idea	Paraphrase
Paragraph 1		
A. Being robbed is a misfortune; being treated rudely threatens one’s self-respect . In the first case we lament;	esteem	A. Being treated rudely can lower our confidence / create a slight made to one’s authority / lower our self-esteem...

B. in the second case, we see the.	anger	B.... and make us angry
Paragraph 2		
C. public spaces have been colonised by private behaviour ... People are less cognisant of their function as a component in the wider social organism .	Public domain taken over by private behaviour	C. Etiquette / consideration for others in public spaces is being disregardedand we are less aware of our role in a larger community .
D. It is behaviour unbecoming of a citizen, and chips away at the very foundation of our communal spirit, leaving cracks where unity once flourished. ... ultimately deepening the divisions within our society?	Chips away communal spirit and unity cracks	D. Rudeness erodes the sense of belonging we have with the people around us and undermines the sense of togetherness / which further drives frictions in society
E. ...public life becomes less welcoming ,	Public life less welcoming	E. Interactions with other members of the community become less desirable / The community appears to be less friendly/more intimidating
F. wouldn't fewer people choose to engage with each other	Victims reduce engagement and deepen division	F. People would opt to withdraw from mingling/associating/dealing with each other
Paragraph 3		
G. rudeness affects not just aggressor and victim, but others besides ... those who witness the behaviour can also be adversely affected,	Bystanders/ witnesses are adversely affected	G. Observers / third parties / those seeing bad behaviour unfold before them can also suffer / have negative consequences
H. It subjects victims to stress and downward spiral when they ruminate on the issue.	Further stress/ downward spiral when they ruminate	H. The people subjected to rudeness would enter a vicious cycle of worry/anxiety when they fixate/reflect on the incident
I. rudeness can make its victims feel like an island stranded in a sea of isolation .	Island... Stranded in a sea of isolation	I. Victims can feel alone / unsupported
J. experiencing anger	Anger	J. Witnesses feel outrage

K. producing a desire to avoid interacting with others.	Even these bystanders desire to avoid interactions with others	K. Resulting in these witnesses engaging in seclusion /withdrawal from engagement with the public <i>[Distinct from pt F only if they acknowledge the context of different audience]</i>
Paragraph 4		
L. rudeness is emotionally contagious	Spread	L. Rudeness is transmissible/ Rudeness triggers similar responses in others / can spread
M. Known as the incivility spiral , this idea holds that those who experience rudeness are likely to respond in kind . Rudeness begets rudeness – the exchange of slights and insults is then	Spiral / cycle	M. Rudeness creates more rudeness in return / People react to rudeness with rudeness as well There is a cycle of rudeness
N. likely to escalate on both sides, potentially leading to aggression.	aggression	N. Which can lead to violence / physical altercations / hostility
O. (context) such dynamics can have serious consequences in the <u>political</u> realm, where undiplomatic language between leaders of nations can erode trust and undermine diplomatic relations	Political consequences: Trust and relations	O. It can also raise suspicions / compromise political credence / mar international ties (context of politics / international arena must be present)
P. When U.S. President Donald Trump called North Korean leader Kim Jong-un 'Little Rocket Man' in his first term, it sparked a wave of retaliatory threats that heightened international tensions , making peaceful cooperation more difficult.	Tensions	P. Series of responses / to and fro increased global unrest / created conflicts / hostile relationships

Point-Mark Table [Total 14 points]

Points	1-2	3-4	5-6	7	8	9	10	11+
Marks	1	2	3	4	5	6	7	8

From all the passages

7. Passage 1 states that rudeness is ‘**both relief and remedy, especially for those who are used to being thumbed down**’ (lines 5–6). Identify **one** specific idea from Passage 3 which can be used to undermine this statement. Justify your answer. [2]

From the passage	Suggested answer
Idea from Passage 3, Para 3: Children need to know that rudeness is never justified . Even when faced with bullying at the playground, they should learn to stand up for themselves with certainty and grace , demonstrating strength through respectful behaviour. (lines 12-14)	<p>[IDENTIFY] Passage 3 para 3 paraphrase (1m):</p> <p>Passage 3 advises on how children should be taught that rudeness is never warranted, and to instead assert themselves with dignity / show resilience through good conduct.</p> <p>[JUSTIFY] Possible justification (1m): This undermines the idea in Passage 1 that retribution/revenge is the way to comforts victims and helps them deal with bullies, but that instead, speaking up for one’s self confidently but politely is <u>more worthwhile/effective</u>. [clear comparison] <i>OR</i></p> <p>This is the opposite of the Passage 1 statement, which claims people treated badly <u>should primarily respond with rudeness, and instead opt for polite conduct</u>. [general principle and other possible alternatives]</p> <p><i>ORA – any justification that isn’t just an exact repeat of the Passage 3 idea, links to the Passage 1 statement but isn’t just a paraphrasing of it, and makes logical sense.</i></p>
Idea from Passage 3, Para 4: As a parent, I’ve also realised that rudeness often masks something deeper: frustration, fear, or feeling unheard. When a child lashes out, it’s not always intentional disrespect; sometimes, it’s the only way they know to express overwhelming emotions . This doesn’t excuse the behaviour, but it does call for compassion. What seems like defiance may actually be a cry for help .	<p>[IDENTIFY] Passage 3 para 4 paraphrase (1m):</p> <p>The author in Passage 3 suggests that rudeness is a symptom of a child’s inner emotional turmoil and distress or of deeper underlying issue / distress signal / signal that something is wrong / sign that the child needs more attention.</p> <p>[JUSTIFY] Possible justification (1m): This undermines the claim because the idea in Passage 1 that retribution/revenge is the way to comforts victims and helps them deal with bullies. Instead, it suggests rudeness is <u>not a release from having to hold oneself back, and therefore not a relief</u>. <i>OR</i></p>

	<p><u>It argues that rudeness is not taking action against someone else / a form of solution taken consciously by the aggressor. Hence it is not a remedy at all — it does not solve the child's problem, it only signals/is a symptom of deeper distress.</u></p> <p>(Markers' Comments: The students still need to engage EITHER relief or remedy in showcasing undermine.)</p>
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8. Passage 2 argues that '**Rudeness affects not just aggressor and victim, but others besides**' (line 13). Identify **one** specific idea from Passage 3 which can be used to support this statement. Justify your answer. [2]

From Passage 3	Suggested answer
<p>OPTION 1: Yesterday, my daughter came home in tears after watching her best friend being mocked and shouted at by an older child at the playground. When I asked why she was crying, she responded that she absolutely couldn't understand why someone would be so utterly disrespectful, and she was very upset with herself for not knowing what to do. (lines 1-4)</p>	<p>[IDENTIFY] Passage 3 paraphrase (1m): Passage 3 provides the anecdote that the author's daughter was: (i) feeling infuriated/ frustrated, (ii) [<i>Context – anything that shows being an onlooker/bystander</i>] after seeing her friend being verbally attacked by an older child.</p> <p>[JUSTIFY] Possible justification (1m): The anecdote/example illustrates how rude behaviour has serious emotional consequences on not only the instigator and sufferer, but also onlookers/witnesses, leading them to endure feelings of frustration. [substantiation through example] <u>OR</u> The example illustrates how rude behaviour has serious emotional consequences on not only the instigator and sufferer, as bystanders can feel helpless when observing such an incident, highlighting a natural response to rudeness experienced by someone else as stated in Passage 1. [cause + effect]</p> <p><i>ORA – any justification that isn't just an exact repeat of the Passage 3 idea, links to the Passage 2 statement but isn't just a paraphrasing of it, and makes logical sense</i></p>

OPTION 2:

But over time, many begin to **mirror** the attitudes of the adults around them. These everyday moments can quietly **teach** children that it is acceptable to lack courtesy.

[IDENTIFY] Passage 3 paraphrase (1m):

Passage 3 highlights how children **emulate/imitate** the **rude actions** of the adults around them.

OR

Passage 3 highlights how adults' daily actions **shape** children into **thinking rudeness is tolerable**.

OR

Passage 3 highlights how children **internalise** how **rudeness is tolerable**.

[JUSTIFY] Possible justification (1m):

Impressionable children who **witness** rude incidents are also negatively impacted by rudeness. This **further elaborates who else**, besides the direct people involved in the incident, **might be affected** by rudeness similar to how the example **illustrates** that rude behaviour has serious emotional consequences on not only the instigator and sufferer.

[Elaboration of a general point]

ORA – any justification that isn't just an exact repeat of the Passage 3 idea, links to the Passage 2 statement but isn't just a paraphrasing of it, and makes logical sense