

ANGLO-CHINESE JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION 2025

GENERAL PAPER

8881/01

Paper 1

August 2025

Additional Materials: Cover Page and Answer Paper

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **one** question.

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

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

This document consists of 2 printed pages.



Anglo-Chinese Junior College
General Paper Department

GP 8881_1
ACJC 2025

[Turn over

2

Answer one question.

Answers should be between 500 and 800 words in length.

- 1. To what extent are the arts able to encourage constructive dialogue in your society?**
- 2. Assess the view that scientific progress is always worth the risks it poses.**
- 3. Evaluate the effectiveness of your society's efforts in promoting a sporting culture.**
- 4. 'The news should do more than just inform.' How far do you agree?**
- 5. 'It is better to be feared than loved.' How true is this of leadership today?**
- 6. Do you agree that people should always be given second chances?**
- 7. 'We are too quick to abandon tradition today.' Discuss.**
- 8. Does the pursuit of profit undermine the healthcare industry?**

**ANGLO-CHINESE JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION 2025**

GENERAL PAPER

8881/02

Paper 2

August 2025

INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains the passages for comprehension.

This document consists of 4 printed pages.



Passage 1. *An author presents the benefits of obeying authority.*

- 1 In a world where independence and rebellion seem sacrosanct, the idea of respecting authority feels unfashionable — an antiquated virtue marooned in the collective rush for autonomy. But beneath its traditional exterior lies an essential principle. Respecting authority is not about passive submission or blind obedience; it is about recognising the structures that preserve order, enable progress and foster mutual trust. Just as architecture depends on foundations to stand, societies and institutions rely on respected hierarchies to function. The global response to COVID-19 highlighted this clearly: in countries where public health officials were heeded — like New Zealand and South Korea — outcomes were markedly better. Where such authority was ignored, or flagrantly disregarded, systems buckled under the weight of disarray and mistrust. 5 10
- 2 Authority acts as a pillar of learning. A teacher’s presence in a classroom is not only instructional but also stabilising. When students respect the authority of their educators, they create space for discipline, focus and academic achievement. Conversely, where such respect has been casually undermined or intentionally eroded, chaos creeps in. Teachers find themselves managing not only unruly student behaviour, but also the variegated demands of know-it-all parents. Consequently, instead of learning and maximising their potential, students are left navigating uncertainty. 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, rather than the capricious whims of ignorant laymen. 15 20
- 3 In the workplace, respect for authority exists not to dictate but to direct, ensuring that teams align around common goals. Today’s *zeitgeist* of collaboration and empowering individual employees has much merit to it, but when taken too far, it can lead to dysfunctional teams where multiple hands vie for control over a single steering wheel. A healthy dose of authority offers a steady hand to guide a drifting ship. Even those with good ideas must, from time to time, defer to authority for the sake of unity. Furthermore, a healthy culture of authority not only empowers the leader to direct — it also allows its followers to flourish. The binding shackles of authority, paradoxically, allow people to confidently take ownership of the work they have been assigned. 25
- 4 Lest someone thinks that respect for authority necessitates swearing blind fealty to an individual, true respect for authority recognises broader civic norms which underpin social stability. Democracy, legal systems, governments and civil institutions can only function if people agree, on some level, to their legitimacy. When such legitimacy exists, it enables peaceful transitions of power, equal application of the law, and public trust in the unencumbered work of public officials. The United States’ longstanding tradition of peaceful transitions of political power bears testament to the power of respecting authority — even when the results are contested. Unfortunately, the breakdown of authority in the January 6 Capitol Riot, where Donald Trump incited an unruly mob to descend upon the Capitol in defiance of an election that was allegedly ‘stolen’, demonstrates what occurs when democratic norms fall under siege. 30 35 40
- 5 We must dismantle the militant dogmatism that respecting authority necessarily means surrendering independence. 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.

Passage 2. *An author describes the dangers of following authority blindly.*

- 1 Blind obedience may appear harmless on the surface, but it has the power to turn ordinary people into agents of extraordinary harm. An insidious consequence of excessive obedience is the erosion of individual moral responsibility. When individuals blindly follow orders, they often abdicate their personal moral compass, effectively outsourcing their ethical decision-making to authority figures. The diffusion of responsibility, where individuals justify their actions by claiming they were 'just following orders', allows them to distance themselves from the consequences of their behaviour. History is replete with examples of atrocities committed in the name of obedience, from the Holocaust to more recent instances of state-sanctioned violence. 5
- 2 From Galileo's defiance of the Church to the civil rights movement's challenge to racial segregation, progress has often been driven by those who dared to question authority. Progress, by its very nature, requires challenging the status quo and questioning established norms. Rigid compliance can stifle innovation and progress — the relentless pursuit of conformity creates a culture where novel ideas are dismissed. In contemporary society, the pressure to conform can manifest in bureaucratic inertia, where adherence to outdated procedures hinders efficiency and creativity. For example, in some government agencies, employees must still file paperwork by hand despite the availability of faster digital systems, simply because 'that's how it's always been done'. 10 15
- 3 In the realm of politics and social control, compliance can be a potent tool for maintaining oppressive power structures. Authoritarian regimes often rely on propaganda, manipulation and fear to induce compliance, effectively eroding civil liberties and suppressing dissent. The manipulation of information can create a climate of fear and conformity, where individuals are afraid to express their true opinions or challenge the prevailing narrative. Opposing voices are suppressed, alternative perspectives are marginalised, and critical thinking is stifled, creating an echo chamber. The rise of social media has further amplified these dynamics, with online echo chambers and algorithmic manipulation reinforcing existing biases and promoting conformity. 20 25

Passage 3. *This passage describes the personal experiences of two people and their views about leadership and authority.*

- 1 Mr Chen, a high school literature teacher, still remembers how a decision he made undercut both focus and achievement in his classroom. He required that all books discussed in class be approved by himself – justified, he believed, in the name of consistency and academic rigour. To the students, it felt more like control.
- 2 One day, a student brought in a novel that connected directly to the themes they were studying: identity, isolation and resilience. The class was unusually focused. Participation spiked and the students were the most engaged they had been all year. 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.’ 5 10
- 3 In contrast, while planning a campaign to boost vaccination rates in a rural area where scepticism was high, Rajiv initially leaned toward a conventional strategy involving posters, pamphlets and public forums. 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. 15 20
- 4 ‘We shifted our strategy,’ Rajiv continued, ‘and the results were better than I could’ve hoped. Not only did vaccination rates rise, but our relationships with the community deepened.’ The experience taught Rajiv that adaptability is not a sign of weakness but a key leadership strength.

Copyright Acknowledgments:

1. © Adapted; Americans used to respect public health. Then came COVID-19 from The Los Angeles Times at <https://www.latimes.com/opinion/story/2022-01-12/state-laws-pandemic-powers>; 12 Jan 2022
2. © Adapted; How Nazi’s Defense of “Just Following Orders” Plays Out in the Mind from Scientific American at <https://www.scientificamerican.com/article/how-nazi-s-defense-of-just-following-orders-plays-out-in-the-mind>; 19 Feb 2016
3. © Adapted; The Small but Mighty Danger of Echo Chamber Extremism from WIRED at <https://www.wired.com/story/media-echo-chamber-extremism>; 20 Jan 2023
4. © Adapted; Do Not Trust Yourself: How Ordinary People Can Easily Turn Cruel from Politics Today at <https://politicstoday.org/milgram-zimbardo-experiment-show-ordinary-people-can-easily-turn-cruel>; 12 Nov 2023

ANGLO-CHINESE JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION 2025

CANDIDATE
NAME

INDEX
NUMBER

GENERAL PAPER

8881/02

Paper 2

1 hour 30 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

The insert contains the passages for comprehension.

Note that up to 15 marks out of 50 will be awarded for your use of language.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

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

This document consists of 7 printed pages.



Your answers should be:

- written **in your own words as far as possible**. Where you select the appropriate material from the passage for your answer, you must still use your own words to express it.
- written in **continuous prose**.

From Passage 1

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

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.....

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..... [2]

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

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.....

..... [2]

3 Explain the paradox in lines 27-29.

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.....

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..... [2]

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

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..... [3]

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)?

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.....

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..... [2]

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]

- 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]

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> • <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> • <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>	1m

Any 2 points for 2m

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 also/ simultaneously 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, ... <i>Note: Examples do not have to be paraphrased.</i>	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 a condusive learning environment but <u>instead results in</u></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
<p>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)</p>	a	<p>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.</p> <p><i>Note: The essence must be that something must have been done <u>very differently</u> from the past, leading to success</i></p>	1m
<p>Passage 2</p> <p>Progress, by its very nature, requires challenging the status quo and questioning established norms. (lines 12-13)</p>	b	<p>(i) This supports the statement in passage 2 which is that in order to improve, one needs to go against standard practice</p> <p>(ii) because being receptive to innovative / radical / fresh / unconventional ideas can lead to success / be beneficial to all.</p>	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.