



DUNMAN HIGH SCHOOL
General Certificate of Education Advanced Level
Higher 1

PRELIMINARY EXAMINATION

CANDIDATE
NAME

QUESTION
NUMBER

CIVICS
GROUP

INDEX
NUMBER

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GENERAL PAPER

8881/01

Paper 1

1 September 2025

1 hour 30 minutes



READ THESE INSTRUCTIONS FIRST

Write your **name**, **civics group**, **index number** and **question number** in the spaces provided on the question paper and on all the work you hand in.

Write in dark blue or black ink. Do not use staples, paper clips, glue or correction fluid / tape.

An answer booklet will be provided with this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **one** question.

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

All questions in this paper carry equal marks.

This document consists of **2** printed pages.

[Turn over

2

Answer **one** question.

Answers should be between 500 and 800 words in length.

- 1 To what extent should local businesses be prioritised over foreign ones?
- 2 Consider the argument that cooperation among countries is only motivated by self-interest.
- 3 To what extent can climate change be addressed without sacrificing the comforts of modern life?
- 4 Assess the argument that your society does not embrace change enough.
- 5 Consider the view that comics or their screen adaptations hold little educational value today.
- 6 'Our use of technology has narrowed, rather than broadened, what we experience.' Discuss.
- 7 How far does religion influence national policies?
- 8 To what extent does your society really accept people with disabilities?

CANDIDATE NAME	CIVICS GROUP 6C	CENTRE/INDEX NUMBER
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DUNMAN HIGH SCHOOL
General Certificate of Education Advanced Level
Higher 1

YEAR 6 PRELIMINARY EXAMINATION

GENERAL PAPER

8881/02

Paper 2

03 September 2025

INSERT

1 hour 30 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the passages for comprehension.

This document consists of 4 printed pages.

[Turn over

Passage 1. *An author considers how rudeness can lead to positive outcomes.*

- 1 How many times have we seen viral videos of people behaving poorly in public? Today, we observe the ever-worsening decline in civility and lament the mannerisms of the youth. We pine for how we used to give way and open the door for others. 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 underdogs bark and bite back. 5
- 2 However, it is crucial to note that perceptions of rudeness vary across different cultures. For instance, in the United States, people exhibit rudeness because they value self-expression. 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. 10
- 3 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. Of course, being rude entails having the shrewdness to know when to crack the whip to achieve one's aims. Unsurprisingly, those who are selectively rude excel in their personal effectiveness and efficiency. They are aware that they should mind their behaviour when they are with customers or with people in power. 15
- 4 Those who spurn rudeness believe that the desire to be civil is an exercise of morality. Civility entails treating others with respect, tolerance and consideration. But if one wants to be moral, one must also know that, in order to be good, sometimes one cannot be nice. To disrespect, mock, or shame can actually be moral gestures. Cancel culture exemplifies just that: rudeness is wielded as a sharpened blade of justice, used unflinchingly to expose, confront, and shame those who trample on our shared humanity. When #MeToo survivors and supporters used Twitter to demand accountability, many were harsh in calling out not just producers who abused their power, but the broader complicity of Hollywood. Angry public condemnations effectively pushed the narrative when polite calls for change to address sexual harassment had long been ignored. 25
- 5 While many would imagine that rudeness results in a tense and conflict-driven community, this willingness to be forthright could ironically create a level of trust as everyone is being authentic. Instead of guessing what truly lies behind the politically correct front, what you see is what you get. However, all adherents to this provocative style of 'tell it as it is' must be ready that when faced with brash comments, top dogs are not going to simply roll over and accept challenges to their authority. 35
- 40

Passage 2. *Another author discusses the problems of incivility.*

- 1 You're more likely to be cut off in traffic today than witness a murder, but both would leave a mark on you. Rudeness might not grab any headlines, but it is omnipresent, and precisely because rudeness is so common, it is not a petty issue. Being robbed is a misfortune; being treated rudely threatens one's self-respect. In the first case we lament; in the second case, we seethe. 5
- 2 Once we step out of the house, we can see how public spaces have been colonised by private behaviour: listening to loud music; bellowing into phones on buses; swearing noisily in libraries... It is behaviour unbecoming of a citizen, and chips away at the very foundation of our communal spirit, leaving cracks where unity once flourished. People are less cognisant of their function as a component in the wider social organism. If public life becomes less welcoming, wouldn't fewer people choose to engage with each other, ultimately deepening the divisions within our society? 10
- 3 Rudeness affects not just aggressor and victim, but others besides. It subjects victims to stress and downward spiral when they ruminate on the issue. Furthermore, rudeness can make its victims feel like an island stranded in a sea of isolation. In addition, those who witness the behaviour can also be adversely affected, experiencing anger. Just witnessing one incident of rudeness in the morning (like a customer shouting at a barista or a commuter barrelling past others to board a train) can affect a person for the rest of the day, producing a desire to avoid interacting with others. These consequences should make people think twice before lashing out. 15 20
- 4 Another issue is that rudeness is emotionally contagious. 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 likely to escalate on both sides, potentially leading to aggression. On a larger scale, such dynamics can have serious consequences in the political realm, where undiplomatic language between leaders of nations can erode trust and undermine diplomatic relations. 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. 25
- 5 Perhaps what rudeness ultimately reveals is not just a lapse in manners, but a deeper disconnection from one another. Yet, that same insight offers hope, because it means that even small gestures of kindness can help mend the fabric of our shared lives. In choosing civility, we make space for understanding and a more compassionate world. 30

Passage 3. *An author provides advice on how to manage rudeness in children.*

- 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. This made me reflect: Does no one teach children what respectful behaviour actually looks like anymore? 5
- 2 Rudeness, I strongly believe, is a learned behaviour. Children aren't born disrespectful; they arrive in the world innocent and eager to learn. 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. 10
- 3 That's why teaching empathy and respectful communication from an early age is so important. 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.
- 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. 15



DUNMAN HIGH SCHOOL
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Higher 1

YEAR 6 PRELIMINARY EXAMINATION

CANDIDATE
NAME

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CIVICS
GROUP

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INDEX
NUMBER

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GENERAL PAPER

8881/02

Paper 2

03 September 2025

1 hour 30 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your civics group, index number and name in capital letters on all the work you hand in.

Write in dark blue or black pen.

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

DO NOT WRITE ON ANY BARCODES.

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.

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

For Examiner's Use	
Short Answer Questions	/ 11
Summary	/ 8
New Item Type Questions	/ 4
Application Question	/ 12
Language	/ 15
Total	/ 50

This document consists of 7 printed pages, 1 blank page and 1 Insert.

[Turn over



Answer all questions.

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

.....

.....

.....

..... [2]

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

.....

.....

.....

.....

..... [3]

3 In paragraph 3, explain how the author illustrates his claim that 'rudeness is seen to help us achieve workplace authority' (line 16).

.....

.....

.....

..... [2]

- 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]

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

.....

.....

.....

..... [2]

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]

- 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]

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DUNMAN HIGH SCHOOL
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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
<p>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>.</p>	<p>(a) The author suggests that being polite is uncomfortable/causes unease or strain</p> <p>(b) because we have to constantly <u>suppress</u> our <u>true feelings or impulses</u></p> <p>OR</p> <p><u>have to be</u> constantly <u>politically correct</u>.</p> <p>(Markers' comments: For Pt (a), we need emotional impact. No word for word substitution which distorts contextual meaning)</p> <p style="text-align: right;">1 pt = 1m</p>

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

However, it is crucial to note that perceptions of rudeness vary across different cultures. For instance, in the United States, people exhibit rudeness because they value self-expression.

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**.

A. Perception of the aggressor / cause of rudeness (cue: "because" and "stems from")

- (i) In the USA, rudeness may arise from appreciating **being open / speaking their minds**,
- (ii) while in Japan, rudeness is caused by **not being mindful of others** in social situations.

B. Public attitude towards rudeness

- (i) In the USA, being blunt or outspoken can be **respected**,
- (ii) while in Japan, being impolite is generally **frowned upon/disapproved of**

OR

- (i) In the USA, people see rudeness as a symbol of **confidence / power**,
- (ii) While in Japan, it is seen to upset **mutual respect / threaten social cohesion**.

C. Who bears responsibility for the emotional impact of rudeness

- (i) In the USA, the person on the receiving end is often expected to be **emotionally resilient / not get upset**,
- (ii) but in Japan, the person talking is expected to be **thoughtful / sensitive** in how they communicate / **to not upset anyone**.

OR

- (i) In the USA, the onus is on the **listener to not get upset**
- (ii) but in Japan, the onus is on the **speaker to be thoughtful and sensitive**.

(Markers' Comments: Award 1m per pair of clearly contrasted point. If there is no signposting and fair comparison, then 0 m.)

3. In paragraph 3, explain how the author illustrates his claim that 'rudeness is seen to help us achieve workplace authority' (line 16). [2]

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

Cancel culture exemplifies just that: rudeness is wielded as a **sharpened blade** of justice,

used **unflinchingly** to

expose, confront, and shame those who

trample on

our shared humanity. (lines 30-31)

a) [Identify] The use of metaphor '**sharpened blade** of justice'
[Unpack] likens rudeness to an effective/powerful **weapon/tool** that can be **used against wrongdoers/injustice** as it pierces through the noise.

(Markers' Comments: answers that write both "sharpened" and "blade" **cannot be double credited if the explanations are the same** (i.e. just give 1m).

b) [Identify] The absolute word '**unflinchingly**'
[Unpack] suggests that rudeness is legitimate when used **with firmness / courage / without hesitation to fight injustice.**

c) [Identify] The rule of three in the phrase "**expose, confront, and shame**"
[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**

(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.)

d) [Identify] The metaphorical phrase "**trample on**"
[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.

e) [Identify] The phrase "**our shared humanity**"
[Unpack] justifying rudeness as a means to safeguard the **commonality of the human experience / our fundamental values.**

(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.)

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]

<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 underdogs bark and bite back.</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>(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, top dogs are not going to simply roll over and accept challenges to their authority.</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 <u>OR</u> by mentioning that powerful people may themselves fight back against the underdogs’ rudeness. <u>OR</u> 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>

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

B. in the second case, we seethe .	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 ruminare	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

Paragraph 4		
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>
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. (<i>context</i>) 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
<p>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>	<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/vengeance 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 more worthwhile/effective. [clear comparison]</p> <p>OR</p> <p>This is the opposite of the Passage 1 statement, which claims people treated badly should primarily respond with rudeness, and instead opt for polite conduct. [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>
<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>	<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/vengeance is the way to comforts victims and helps them deal with bullies. Instead, it suggests rudeness is not a release from having to hold oneself back, and therefore not a relief.</p> <p>OR</p>

	<p>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.</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