

2014 JC2 GP PRELIMINARY EXAMINATION PAPER 2
ANSWER SCHEME

- 1 What do the words 'may seem synonymous' (line 3) tell you about games and play? **Use your own words as far as possible.** [1m]

Lifted	Paraphrased
Although the words <i>play</i> and <i>game</i> may seem synonymous ,	Games and play may <u>appear similar</u>
they in fact refer to broadly distinguishable stages of development ... <i>play</i> refers to the young child's activities characterised by freedom from all but personally imposed rules...outside the activity, such as winning the game. (line 5-line9)	but in <u>reality/actually each is linked to a different phase of development/each has different set of characteristics.</u>

1=0m, 2=1m

- 2 What are the differences between play and games in paragraph 1? **Use your own words as far as possible.** [3m]

Lifted	Paraphrased
Complex , adult games... play on simpler levels, ..play relating to an earlier stage and game to a more mature one	The differences are 1) Play has to do with the <u>initial phase</u> of an individual's (cognitive) development while games are linked to his <u>more advanced phase</u> . Or Play has to do with <u>younger</u> players while games involve <u>older</u> players. Or Unlike games which are <u>more advanced and sophisticated</u> , play requires <u>basic skills</u> .

<p>Play characterised by freedom from all but personally imposed rules...</p> <p>Games ... are characterised by agreed-upon, often externally imposed, rules...</p> <p>...rules (which are changed at will),</p>	<p>2) Play only involves <u>rules decided by the individual himself while games have rules set through group consensus</u>.</p> <p>OR</p> <p>Unlike rules in games, those in play are <u>flexible</u>.</p>
<p>Play ..characterised by the absence of any goals outside the activity itself.</p> <p>Games ..are usually competitive and characterised... by a goal and purpose outside the activity, such as winning.</p>	<p>3) Play is purely for <u>enjoyment</u> while <u>targets are set</u> in games.</p>

1=1m, 2=2m, 3=3m

(Note: If the contrast is not captured, no marks will be awarded. I.e. contrast must be captured, even if it is implied.)

- 3 Explain the author's attitude towards adults who 'may be too eager to see children behave maturely before they are ready to do so' (lines 38-39). **Use your own words as far as possible. [2m]**

Lifted	Paraphrased
<p>(Attitude)</p> <p>(Explanation) Some adults, unfortunately, may be too eager to see children behave maturely before they are ready to do so.</p>	<p>1) The author is <u>unsupportive/critical/disapproving</u> of such adults because</p> <p>2) He thinks adults are being <u>overly impatient</u> in expecting the children to play like them / He thinks that it is <u>too premature</u> to expect the child to develop advanced or adult-like attributes</p> <p>OR</p> <p>They fail to recognise that children <u>require more time</u> before they are able to acquire advanced skills in games / Adult-like attributes <u>need to be nurtured</u> / The adults' action <u>may hinder the development or growth of the child in the long run</u>.</p>

1=1m, 2=2m

NOTE for Question 3:

- 1) If students identify an attitude that is relevant, but the corresponding explanation identified is not correct, only 1 mark will be awarded
- 2) If students get the explanation correct, but present the attitude inaccurately, they will still get 1 mark provided the attitude is consistent with/fit the explanation given (eg attitude: disagrees with/against). If the attitude is inconsistent/does not fit the explanation given (e.g. attitude – sarcastic), no marks given.

4 According to the author, why is playing games a ‘serious undertaking’ (line 41)? **Use your own words as far possible.** [2m]

Lifted	Paraphrased
...a serious undertaking: on its outcome rest his feelings of self-esteem	1) Playing games is a ‘serious undertaking’ because it has impact on the child player’s <u>self-worth</u> (Note: Emotional well-being accepted, but not emotions.)
and competence	2) and it is a reflection of his <u>ability</u> .
To put it in adult terms, playing a game is a child’s true reality ; this takes it far beyond the boundaries of its meaning for adults.	3) It concerns how <u>the child views the actual world/ it is an actual life experience</u> for him / It is an <u>authentic experience</u> for him. (Note: Real life is accepted.)

1-2=1m, 3=2m

5 What is the author hinting at by his use of the words ‘at least most of the time’ (line 44)? [2m]

Inferred	Paraphrased
Losing, for example, is not just a part of playing the game, as it is for adults (at least most of the time), but something that puts the child’s sense of his own competence in question and often undermines it .	The author is hinting that 1) For adults <u>defeat is usually considered a mere feature of games / a feature of games which has no real significance or implications</u> 2) However, <u>there are instances</u> when adults behave their children/ will <u>regard defeat too seriously</u> . (Note: Do not accept “some adults/majority adults” as it is not about the number.)

1=1m, 2=2m

6 Explain why, according to the author, children's attempt to 'correct their fortune in order to win' (line 52) may be viewed as 'outrageous' (line 59). **Use your own words as far as possible.** [2m]

Lifted/Inferred	Paraphrased
So they correct their fortune in order to win –asking for an extra turn (as opposed to making a move while an opponent is out of the room)... their insisting on changing the rules.	It is because 1) When they request for an additional try, it is a clear attempt to <u>manipulate the rules</u> . (explanation of what the attempt involves) (Note: If student writes, "follow the rules", award BOD)
As a child – and to cheat in this way – he slowly becomes more experienced in playing the game and needs to cheat less often, and in a less outrageous manner.	2) This attempt is viewed as a <u>blatant/direct/outright</u> disregard for rules. (‘outrageous’ to be captured) (inferred)

1=1m, 2=2m

7 Explain, **in your own words as far as possible**, why 'improving the child's chances of winning may be necessary' (line 61).[3m]

Lifted	Paraphrased
Improving the child's chances of winning may be necessary if he is to play often enough to become sufficiently expert to win playing by the rules.	It is necessary because 1) it encourages him to play more as he <u>becomes more skilled</u> at the game.
Winning makes him more and more secure about his ability to hold his own in the game,	2) This further builds his <u>confidence</u> .
and soon he will give up changing the rules altogether, although he will by no means win every time.	3) Child will no longer be compelled to change the rules/will not resort to cheating
...an occasional loss will no longer be experienced as such a severe defeat that he must avoid the game altogether.	4) Yet he is <u>more able to accept defeat</u> /so that the child doesn't feel discouraged.
.. instrumental in helping the child cope with challenges in future as an adult.	5) This helps him to <u>handle/tackle/manage problems</u> in the future.

1-2=1m, 3-4=2m, 5=3m

8 Suggest, **in your own words as far as possible**, how ‘the parent’s pleasure in playing will increase with the child’s’ (line 68). [2m]

Inferred	Paraphrased
The parent’s pleasure in playing will increase with the child’s.	<p>1) When the child <u>experiences victory in games</u>, he becomes more confident/ happier.</p> <p>(Explanation of how the child’s pleasure will increase)</p> <p>2) With the child’s accomplishment, the parent will become <u>more satisfied</u> with the child’s accomplishment.</p> <p>(Explanation of how the parent’s pleasure will increase)</p> <p><i>Answers should be consistent with the context of the passage i.e games and process of socialisation. (Eg: an answer that states that parents’ pleasure is increased because they enjoy the time spent with their children will not be accepted.)</i></p> <p>(Note: It is not about parent and child playing on the same level.)</p>

1=1m (Pt 1), 2=2m

9 Summary

	Using material from paragraph 2 and 3, summarise what the author has to say about how games help in the process of socialization.	
	Start with: <i>"Games help in the socialization process by..."</i>	
	Lifted Sentences	Paraphrased Sentences
	PARAGRAPH 2	
1	a child must become able to control... ..himself in order to do so controlling most of all, his tendency to act aggressively to reach his goals	This helps them exercise self-discipline, Curbing our competitive tendencies or helping ourselves exercise self-restraint or discipline when trying to achieve our aims/objectives
2	enjoy the continuous interaction with others that is involved	so they will find pleasure in socialising/bonding(inferred)
3	in playing games with friends who are also opponents	and distinctions between peers and rivals are often blurred in reality/ with their peers who are also their rivals.
4	Controlling one's selfish and aggressive tendencies is not something that can be learned overnight	It gives us the time and opportunity to practice self-discipline to master ourselves (inferred)
5	When he begins playing games... changes the rules to suit himself but that results in the game breaking down	Games will give children the initial awareness that changing of rules may cause social processes to fail
6	Consequently he comes to believe that the rules are unalterable	leading them to conclude that rules are rigid/ unchangeable.
7	until he has become a teenager – sometimes even later than that – can he comprehend that rules are voluntarily agreed upon can be freely altered as long as all participants agree to such changes (line 21)	However, upon reaching adolescence, they realise that rules are crafted based on consensus OR These rules are flexible as long as everyone accepts them.
8	and have no other validity	The rules crafted are unique to the game itself.
9	"Concept of "democracy" where we have a freely negotiated consensus..."	Such processes expose the child to the concept of democracy.
	PARAGRAPH 3	
10	When children are free to do as they like in games not supervised by adults/ experimentation with rules...(line 36) / if they impatiently push for the game to get started without further delay (line 37)	Allowing children to explore the game without intervention
11	children may require hours of fruitful deliberation before they agree on rules	places them in situations where they have/must establish a system through

	and related issues	lengthy discussions with others.
12	Only by pondering at great length the advantages and disadvantages of various possible games	When they do this, they understand the pros and cons of their decisions,
13	their relative appropriateness to the conditions at hand	how relevant they are,
14	and what rules should apply	the regulations that should be employed and
15	and why	the rationale for them,
16	develop their abilities to reason	his rationalization skills,
17	to judge what is appropriate and what is not	sense of discernment,
18	to weigh arguments	evaluative skills
19	to learn how consensus can be reached	and negotiation skills are honed/sharpened.
20	and how important such consensus is to the society.	This further highlights the need for general agreement to be sought in society.

Points	Marks
13+	8
11-12	7
9-10	6
7-8	5
5-6	4
3-4	3
2	2
1	1

10 AQ

According to the author, games can teach children skills and values that can affect their lives in the future. How far do you agree with his observations on the importance of games to the process of socialisation? Relate your opinions to your own society.

Students should cite relevant examples of games and evaluate how they influence the socialisation process so as to show the importance of games.

The discussion need not be confined to children. Better scripts are able to recognise the learning involved in games that will later influence various aspects of an individual's social life.

Ideas from the text that students can respond to :

Para	Ideas from the text
2	Rules in games are important to the socialisation process. Young players learn to negotiate once they know that rules and guidelines are set through group consensus.
3	Through games, children learn to think deeper about the significance of different aspects of games as a social activity.
4	The concepts of winning and losing in games do affect an individual's (especially a child's) self-concept. Young people, unlike most adults, can be affected by defeat.
5	Winning is important. It helps young players to learn to gradually accept defeat more readily . This is why adults, especially parents, need to spend time playing games with their children.

Possible Responses

Games are important to the socialisation process

Games in school are meant to reinforce social skills learnt. Schools do take the playing of games seriously (eg sport CCAs, interschool games, sports day, telematch)

Games provide a good opportunity to reinforce values especially those relevant to inter-cultural interactions.

For most young people, games do reflect their competence level and affect their reputation as well as the reputation of the institution they represent. This is especially so when National School Games (NSG) receive media attention.

It is common to see rules and guidelines being tweaked according to specific objectives/outcomes that the games are intended to achieve (eg games as icebreakers, games incorporated into lessons, games as part of bonding activities, localisation of international TV games).

Certain features of games do hinder the positive impact that they are supposed to have on the socialisation process.

Games can turn ugly sometimes. An injury can lead to arguments or even fights.

Parents, especially 'kiasu' parents, may not be able to adjust their expectations when playing games with their children. Instead of finding it pleasurable, they may find the activity very frustrating. Such an activity is not likely to have much positive impact on the socialisation process of the child.