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Marisling Secondary School

Graduation Examination 2015

Combined Humanities
Subject: (Social Studies 2194/01) Question Booklet Level: 4 Course: Normal Academic

Date: 14 July 2015 Duration: 1h 45min

Name: _____ Index No: _____ Class: _____

Materials provided:
Writing paper x4
String x1

READ THESE INSTRUCTIONS FIRST

Write your answers on the writing paper provided.
Write your name, index number and class 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, glue or correction fluid.

Section A
Answer all parts of Question 1.

Section B
Answer one question.

Begin Section B on a fresh sheet of paper.
The number of marks is given in brackets [] at the end of each question or part question.

INFORMATION FOR CANDIDATES

Tie Sections A and B together for submission.
Hand in the Question Booklet and Answers separately.

For Examiner's Use	
Section A	35
Section B	15
Total	50

Section A: Source-Based Case Study

Question One is compulsory for all candidates.

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 (a) Study Source A.
What can you tell from this source about the Sri Lankan government? Explain your answer. [5]
- (b) Study Source B.
Why do you think the cartoonist published this? Explain your answer. [7]
- (c) Study Source C.
How useful is this source as evidence about the outcome of the war between the government and the LTTE? Explain your answer. [7]
- (d) Study Sources D and E.
How similar are these two sources? Explain your answer. [8]
- (e) Study Source F.
Are you surprised by this source? Explain your answer. [8]

Was the civil war an effective way to resolve the conflict in Sri Lanka?

BACKGROUND INFORMATION

Read this carefully. It may help to answer some of the questions.

The conflict between the Sri Lankan government and the Liberation Tigers of Tamil Eelam (LTTE) lasted nearly three decades and is one of the longest-running civil wars in Asia. More commonly known as the Tamil Tigers, the LTTE wants an independent state for the island's Tamil minority. Following a fierce, year-long military offensive, the Sri Lankan government claimed in May 2009 that it had defeated the LTTE and killed its leader, Vellupillai Prabhakaran. Did the death of the LTTE leader resolve the conflict in Sri Lanka? For a lasting peace, experts say the government will need to find a political solution to the ethnic conflict between the majority Sinhalese and the minority Tamils that has plagued the country since its independence. The civil war has killed nearly seventy thousand, and observers have accused both the LTTE and the Sri Lankan military of human rights violations, including abduction, extortion, and the use of child soldiers.

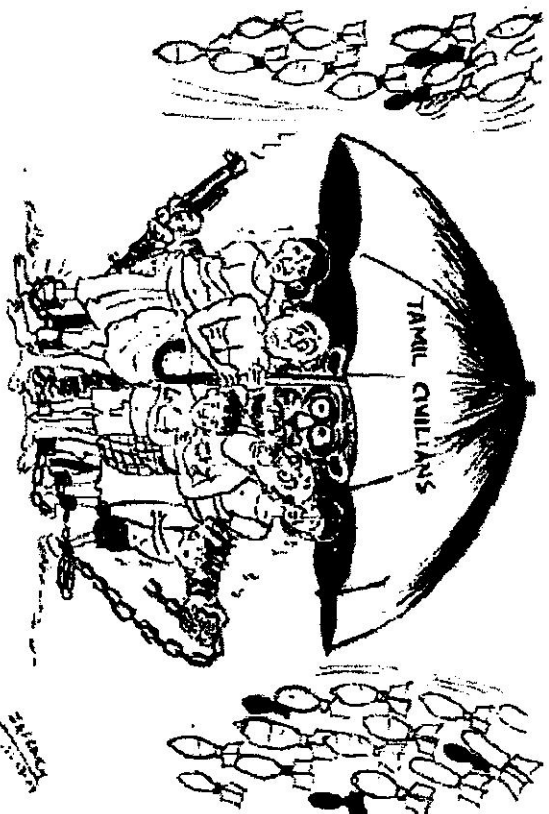
Study the following sources to find out more about the conflict in Sri Lanka.

Source A A comment by a Sinhalese government official published in a Sri Lankan newspaper, September 2007

Any organisation that uses terrorist tactics to achieve its goals should expect to be persecuted* to the fullest extent. Using suicide bombers and child soldiers, the Tamil Tigers are no better than any other terrorist organisation. The Sri Lankan government may not be perfect, but at least the government has to answer to the world for its actions. The Tamil Tigers are accountable to no one. How can we as a state who has experienced so much terror by the Tamil Tigers not support the Sri Lankan government? We should not stop the government from trying to eliminate this terrorist organisation but instead help the government. In doing so, maybe we can prevent more innocent Tamil and Sinhalese civilian deaths.

*Persecute: subject (someone) to hostility and ill-treatment, especially because of their race or political or religious beliefs

Source B A cartoon published on the official website of the Sri Lankan Ministry of Defence in March 2009



Source C A report published by *The Times* newspaper (United Kingdom newspaper) in May 2009

Sri Lanka's Government has consistently denied killing civilians in the battle to wipe out the Tamil Tigers and blamed the rebels for any deaths. An investigation has found evidence of 20,000 civilian deaths. The majority died under government guns. Confidential UN documents, the testimony of witnesses who lived through the bombardment and expert analysis of photographs that were taken on a helicopter flight over the no-fire zone attest* to the deaths of thousands of Tamils, killed while acting as unwilling human shields by the Tamil Tigers, who claimed to be their liberators*. Intended as a haven for civilians, the no-fire zone became a killing field instead for the thousands trapped between the rebels and the army.

*Attest: provide or serve as clear evidence of

*Liberators: persons who set (someone) free from imprisonment, slavery, or oppression

Source D Taken from United States government, Committee on Foreign Relations, Washington, DC, December 2009

The war in Sri Lanka may be over, but the underlying conflict still simmers. *Contrary* to conventional wisdom, Sri Lanka is not a post-conflict environment. While the fighting between the Government and the LTTE may have ended, the reasons for the political and social conflict (that also gave rise to youth militancy and armed clashes in the 1970s and 1980s) will take time to address. Those root causes must be tackled soon and with a sense of urgency to prevent the country from backsliding.

**Contrary: opposite in nature, direction, or meaning, as opposed to*

Source E Comment made by former Singapore Minister Mentor, Mr Lee Kuan Yew (Taken from TamilNet, 29 May 2010, Saturday)

Tamilis have been in the island of Sri Lanka as long as the Sinhalese. Sri Lanka is not a happy "united" country. The present President of Sri Lanka believes he has settled the problem now that the Tamil Tigers are killed, and wants others to believe that too. I don't think they [Tamilis] are going to be submissive or go away. I have read the Sri Lankan's President's speeches and I knew he was a Sinhala extremist. I cannot change his mind.

Source F Comments made by a senior government official from Sri Lanka in May 2009 during a public conference to address the conflict in Sri Lanka

The decision was taken by the government not to use any heavy weapons from the beginning of this month. From that time onwards there was no heavy shelling. I am surprised that *The Times*, like a jilted old woman, is continuing a bitter campaign against Sri Lanka based on unproven figures and unsupported assertions. The simple fact is that Sri Lanka eliminated a detestable terrorist group and in the process rescued over 250,000 hostages held as a human shield by the terrorists.

Section B: Structured-essay Questions

Answer one question.

2 Governance in Singapore

- (a) Explain how the principle 'Reward for Work and Work for Reward' helps in the governance of Singapore. [5]
- (b) Explain two other principles that help in the governance of Singapore. [10]

3 Bonding Singapore

- (a) Explain how does building a national identity helps to manage the ethnic diversity in Singapore. [5]
- (b) Explain two other measures that help to manage the ethnic diversity in Singapore. [10]

4 Globalisation

- (a) Explain the social impacts of globalisation on the world. [5]
- (b) Explain two other impacts of globalisation on the world. [10]

End of Paper

Acknowledgement of sources

Background information: <http://www.cif.org/terrorism-organizations-and-networks/sri-lanka-in-south1402>

Source A: Adapted from a Sri-Lankan newspaper website

Source B: Adapted from official website of the Sri Lanka Ministry of Defence

Source C: Adapted from *The Times* newspaper website

Source D: Adapted from United States Senate's Foreign Affairs website

Source E: Adapted from TamilNet

Source F: Adapted from the comments made by a senior government official from Sri Lanka in May 2009 during a public conference to address the conflict in Sri Lanka

**Marsiling Secondary School
Graduation Exam 2015**

Suggested Answers

Section A

- 1 (a)** Study Source A.
What can you tell from this source about the Sri Lankan government? Explain your answer. [5]

L1	Gives relevant content, but no inference Do not award 2 marks unless the answer deals directly with the Sri Lankan government. e.g. Source A tells me that LTTE will be stopped because they used suicide bombers and child soldiers. [2 marks]	1 – 2
L2	Inferences about the general situation rather than the Sri Lankan government e.g. Source A tells me that what the Tamil Tigers are doing is not allowed because it mentioned about persecuting them.	3
L3	Inference about the Sri Lankan government Award 4 marks for unsupported inference, and 5 marks for supported inference. e.g. Source A tells me that the Sri Lankan government is taking down the LTTE for the good of the country. [4 marks] because it says that Tamil Tigers are no better than any other terrorist organisation as they use suicide bombers and child soldiers and that trying to eliminate them can perhaps help prevent more innocent Tamil and Sinhalese civilian deaths. [5 marks] OR e.g. Source A tells me that the Sri Lankan government is more reliable than the LTTE. [4 marks] because it mentioned that the Sri Lankan government may not be perfect but at least it has to answer to the world for its actions, while the Tamil Tigers are accountable to no one. [5 marks]	4 – 5

- (b)** Study Source B.
Why do you think the cartoonist published this cartoon? Explain your answer. [7]
Note: this question asks 'Why'; only answers which provide a reason can therefore be awarded.

L1	Answers based on Provenance e.g. Because the Sri Lankan Ministry of Defence wants to let everyone knows what is happening to the Tamil civilians. OR Generalised answers not using source content or context e.g. He published this cartoon because it is important.	1
L2	Because of the context i.e. no use of source content Award 2 marks for general context, and 3 marks for specific context of the conflict. e.g. Because of the conflict between the Sri Lankan government and the LTTE. [2 marks] e.g. Because of the Sri Lankan government's attacks on the LTTE during that period of time. [3 marks]	2 – 3
L3	Message: to say what had happened i.e. these answers show no awareness that the statement is just the pro-Sri Lankan government cartoonist's representation of events. They regard the representation as factual. e.g. Because he wants to tell the Sri Lankans that the LTTE is causing the Tamils to suffer and therefore, the government is trying to take them down. As seen in Source B, a group of people (representing the Tamil civilians) are chained up and held by a tiger (representing the Tamil Tigers). The civilians were trembling and looking very scared. All these thus suggest that the Tamil Tiger is causing harm to them and thus the government is trying to attack the Tamil Tigers (as seen by the bullets/projectiles dropping down from presumably airplanes).	4 – 5
L4	L3 + Purpose: to win support Note: purpose is the intended impact of the message on the behavior of the audience. Award 6 marks for undeveloped answers, and 7 marks for developed answers. e.g. Because he wants the Sri Lankans to support the government. [6 marks] He knows how important it is to garner the support of the Sri Lankans in order to fully take down LTTE and win the trust of the people in Sri Lanka. [7 marks]	6 – 7

- (c) Study Source C.
How useful is this source as evidence about the outcome of the war between the government and the LTTE? Explain your answer. [7]

L1	Provenance e.g. Source C is useful because it is from a foreign newspaper organisation and thus should be neutral. OR Undeveloped assertions about provenance e.g. Source C is not useful because it is just a UK perspective of what is happening in Sri Lanka, which might not be truly representative of the facts.	1
L2	Useful because of the information it provides about the war between the government and the LTTE Award the higher mark in the level for more fully developed answers. e.g. Source C is useful because it tells us about the negative impacts of the war between the government and the LTTE, which resulted in 20,000 civilian deaths. OR Not useful because of what it does not tell you something about: the war between the government and the LTTE i.e. something specific about the conflict that it does not show. e.g. Source C is not useful because it does not tell you any positive outcome of the war between the government and the LTTE, it only reported on the negative impacts (the killings) of it.	2 – 3
L3	Both aspects of L2	4
L4	Useful because reliable (based on cross-reference) i.e. these answers perceive the source as reliable as it is supported by another source. Answers must explain why the source is unreliable; it they do not, then L1. e.g. Source C is useful because it is reliable. Source C is supported by Source A which mentioned that LTTE had used suicide bombers and child soldiers and that stopping them may then help to prevent more innocent Tamil and Sinhalese civilian deaths. Not useful because unreliable (based on cross-reference) i.e. these answers perceive the source as unreliable as it did not present the positive outcome of the war as it is challenged by another source. Answers must explain why the source is unreliable; it they do not, then L1. Award the higher mark in the level for more fully developed answers. e.g. Source C is not useful as it is unreliable. Source C is challenged by Source F, in which there were positive outcomes of the war quoted. Source F mentioned that 250,000 hostages were rescued during the	5 – 6

	process of taking down the LTTE.	
L5	L4 plus still useful as evidence of how the external party want to represent the conflict Answers which argue useful as evidence of the external party's point of view of the conflict, but without addressing L4, award L4/5 marks. e.g. L4+ Source C is still useful as evidence of the war between the government and the LTTE as it gives a factual report of the consequences of the war, allowing the rest of the world to judge for themselves, whether it was a good idea to want to take down the LTTE violently.	7

(d) Study Sources D and E.
How similar are these two sources? Explain your answer. [8]

L1	Use of content but not valid matching e.g. Source D says that the conflict in Sri Lanka is still ongoing and Source E says that the Tamils are not going to be submissive or go away, hence they are similar.	1
L2	Similarity/Difference of provenance/source type/topic e.g. Similar: both are comments from foreign governments/officials. e.g. Different: Source D is from US while Source E is from Singapore. e.g. Similar: They are both about the state of affairs in post-war Sri Lanka.	2
L3	False matching i.e. claiming a difference because one source says something which the other source does not say. e.g. Source D mentioned that they are some root causes that needs to be tackled but Source E did not mention about it, hence they are different.	3
L4	Similarity OR Difference of content i.e. direct matching of content to make direct comparisons. Look for linking words such as 'however', 'similarity'... etc. Award the higher mark in the level for more fully developed answers. e.g. Sources D and E are similar because both sources indicate that the conflict has not been resolved even though the war has ended in Sri Lanka. e.g. Sources D and E are different because Source E suggested that the Sri Lankan's President's stance has a part to play in the conflict, whereas Source D only mentioned that there are some root causes that need to be addressed soon.	4 – 5
L5	Similarity AND Difference of content Award 6 marks for well-supported similarity and difference.	6
L6	Similarity/Difference of propaganda nature/purpose of sources Award the higher mark in the level for more fully developed answers. e.g. Similar because in both sources the purpose is to emphasise to the rest of the world that the post-war Sri Lanka is not peaceful and get them to help Sri Lanka / pressurise the Sri Lankan government to resolve the underlying issues in Sri Lanka.	7 – 8

(e) Study Source F.
Are you surprised by this source? Explain your answer. [8]

L1	Uses source content, but no statement of surprise e.g. The source states that the government has rescued 250,000 civilian during the process.	1
L2	Identifies things which are/are not surprising, unexplained e.g. I think it is surprising that he said that the government has stopped using heavy weapons and that they have rescued many civilians.	2
L3	Surprised/Not: unexplained provenance e.g. I am not surprised that he would speak for the government.	3
L4	Surprised that someone would admit doing bad things i.e. common sense, everyday empathy explained, using source content – surprised that anyone would admit these things. e.g. I am not surprised that he would speak for the government as he is a senior government official and thus it is natural for him to speak for the government.	4
L5	Surprised/Not: explained by cross-reference to other sources i.e. whether or not you are surprised is judged by whether other source(s) agree with what Source F says or not. Award the higher mark for answers that are more well explained. e.g. I am surprised that he says the government has rescued civilians during the war because it is not supported / challenged by Source C, which stated that, 'an investigation found evidence of 20,000 civilian deaths' and that, 'the majority died under government guns'. e.g. I am not surprised that he says the government has eliminated a terrorist organisation and saved many civilians as it is supported by Source A, in which the LTTE is said to be a terrorist organisation and that helping the government to take them down can help to prevent more innocent Tamil and Sinhalese civilian deaths.	5 – 6
L6	Not surprised that the senior government official would publish this, explained Award 7 marks for the idea that it is not surprising that a government official would comment in such a way that makes the government look good, and 8 marks for purpose explained. e.g. It is not surprising that the senior government official would speak for the government. [7 marks] This is because he would want to assure the Sri Lankans that the government is doing the right thing and tries to win the support and trust of the Sri Lankans. [8 marks]	7 – 8

2 Governance in Singapore

- (a) Explain how the principle 'Reward for Work and Work for Reward' helps in the governance of Singapore. [5]

L1	Writes about the governance of Singapore. <i>i.e. with no description / explanation of the factor 'Reward for Work and Work for Reward'</i>	1
L2	Describes about 'Reward for Work and Work for Reward'. <i>Award the higher mark in the level for more fully developed answers.</i>	2-3
L3	Explains how 'Reward for Work and Work for Reward' helps in the governance in Singapore <i>i.e. Shows link between the factor and the governance of Singapore. Award the higher mark in the level for more fully developed answers.</i> Reward for Work and Work for Reward E.g. Meritocracy is the key part of the principle 'Reward for Work and Work for Reward'. Meritocracy means a system that rewards hard work and talent. When people are rewarded based on their abilities and hard work, they are encouraged to do well. For example, students who perform exceptionally well in their studies and co-curricular activities are rewarded. The Edusave Scholarship and Merit Bursary schemes reward the top 10% and 25% of students in schools and the Institutes of Technical Education. Surplus from Singapore's has also been shared among all Singaporeans as a form of reward for their hard work, especially the lower-income group. The 'Grow & Share' Package is one such example. Meritocracy helps to give everybody in society an equal opportunity to achieve their best and be rewarded for their performance, regardless of race, religion and socio-economic background. This thus encourages people to work hard to be recognised and hence helps to spur the workforce and the society forward.	4-5

- (b) Explain two other principles that help in the governance of Singapore. [10]

L1	Explains two other principles that help in the governance of Singapore. <i>Award 1 mark for identifying one principle and 2 marks for identifying two principles.</i> E.g. Two other principles are 'Leadership is Key', 'Anticipate Change and Stay Relevant' and 'A Stake for Everyone, Opportunities for All' (any two).	1-2
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L2	Describes other principle (s) in the governance of Singapore. <i>Award 3 marks for describing one principle and an additional mark for any supporting detail.</i>	3-5
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L3	Explains one other principle in the governance of Singapore <i>i.e. shows link between the principle and the governance of Singapore. Award 6 marks for an explanation of one other principle and additional marks for supporting details, up to a maximum of 8</i>	6-8
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L4	L3 + Explains another principle in the governance of Singapore <i>i.e. shows link between the principle and the governance of Singapore. Award 9 marks for an explanation of a second principle and an additional mark for supporting details.</i> E.g. Leadership is Key Honest and capable leaders are needed to maintain stability in the government and to make the right decisions for the country. These leaders must have moral courage and integrity to do what is right and not what is popular with the people. The government realised that good leadership and good governance do not occur by chance. Potential leaders are specially selected and groomed. Besides talent and ability, leaders are also selected based on their good character. Honesty is a higher valued quality among the leaders of Singapore. Our leaders must be incorruptible so as to win the confidence and respect of the people. Anticipate Change and Stay Relevant The decisions made by the government need to be forward-looking. NEWater is an example of how the government prepares for the future by ensuring a robust and sustainable water supply. Singapore has four sources of water, known as the Four National Taps, namely, water from our reservoirs, imported water from Malaysia, NEWater and desalinated water. To ensure that our water supply is more robust and less dependent on other countries, Singapore has found alternative water supplies by producing NEWater and desalinated water. The government communicated with the people through various channels such as schools, newspapers and large-scale events to assure Singaporeans that NEWater is clean and safe for drinking. A visitor centre was also set up to educate the public about the NEWater process and its importance in helping Singapore to achieve water sustainability.	9-10
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	Tourism has always been an important component of Singapore's economy. However, in recent years, the tourism sector faced competition with more countries in Asia developing major tourist attractions. To capture the growing market, Singapore needs to improve the tourist industry. In April 2005, the government decided to build two Integrated Resorts at Marina Bay and Sentosa. The Integrated Resorts is a large-scale development offering multiple world-class attractions and it is an entire complex of classy hotels, luxury shops, fancy	
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restaurants, spectacular shows, convention centres all found in one single destination. <u>Ethnic example will do</u> To anticipate change and stay relevant, Singapore has to be open to new ideas, and be willing to take risks. Students can stretch their potential by coming up with creative and innovative ideas. Every Singaporean, needs to upgrade their knowledge and skills to stay employable and contribute to the nation.	A Stake for Everyone, Opportunities for All Having a say in decision-making develops in people a greater sense of belonging to the country. More opportunities have been created to involve the people in decision-making. For example in 2004, the government consulted the people on the issue of having a casino as part of an integrated Resort. During feedback sessions, many people voiced their support and concerns about the government's proposal. Some were in support of the development as it will bring about more job opportunities, more tax revenues...etc. However, some were also worried about the social impacts of a casino, such as the possible increase in divorce rates, breakups of families and crimes, erosion of work principles and moral values...etc. After considering the concerns raised, the government decided to go ahead with the setting up of a casino as part of an Integrated Resort. To ease the anxiety over the development of the casino, the National Council for Problem Gambling (NCPG) has been set up to help persons and families who might get addicted to gambling. One of the measures introduced is the implementation of Casino Exclusions and Visit Limits, which acts as social safeguards that can help stop or limit problem gamblers and those in financial hardship from entering or frequenting the casinos in Singapore.
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3 Bonding Singapore (a) Explain how does building a national identity helps to manage the ethnic diversity in Singapore. [5]		
L1	Writes about the ethnic diversity in Singapore. i.e. with no description/explanation of the factor 'building a national identity'.	1
L2	Describes 'building a national identity'. Award the higher mark in the level for more fully developed answers.	2-3
L3	Explains how 'building a national identity' helps to manage the ethnic diversity in Singapore. i.e. Shows link between 'building a national identity' and managing ethnic diversity in Singapore. Award the higher mark in the level for more fully developed answers. E.g. Building a National Identity Multi-racialism The policy of multi-racialism promotes equality among the races, with no special rights granted to any particular racial or religious group. Everyone has equal opportunities to succeed, regardless of their background. Favouring a certain group of people, because of their race or religion is prohibited by the Constitution. Since everyone is seen as a valued member of the Singapore society, a sense of national identity as Singaporean is created. Common Practices Common practices are actions that Singaporeans carry out together. Singing the national anthem, taking the pledge and attending the flag raising ceremony are examples of the common practices carried out in schools. These common practices help to foster national identity. Inculcating loyalty and national pride towards Singapore is one way to get Singaporeans to see themselves as one people. Bilingualism The policy of bilingualism was introduced in schools in 1966. Students were expected to learn English and their own Mother Tongue. With bilingualism, English is used as the language linking the different ethnic groups. Mother Tongue language is used to impact moral values and cultural traditions of each race. As English is a non-native language for the ethnic groups, no one has an advantage over others. The use of English has helped improve communication among Singaporeans. With better communication, it will help reduce misunderstandings and conflicts among the various ethnic groups.	4-5

(b) Explain two other measures that help to manage the ethnic diversity in Singapore. [10]

L1	Explains two other measures that help to manage the ethnic diversity in Singapore. <i>Award 1 mark for identifying one measure and 2 marks for identifying two measures.</i> E.g. Two other measures are 'Safeguarding the Interests of Minority Groups' and 'Developing Common Space'.	1-2
L2	Describes other measure(s) that help to manage the ethnic diversity in Singapore. <i>Award 3 marks for describing one measure and an additional mark for any supporting detail.</i> <i>Award 5 marks for describing another measure.</i>	3-5
L3	Explains other measure that helps to manage the ethnic diversity in Singapore. <i>i.e. shows link between the measure and managing the ethnic diversity in Singapore.</i> <i>Award 6 marks for an explanation of one other measure and additional marks for supporting details, up to a maximum of 8</i>	6-8
L4	L3 + Explains another measure in managing the ethnic diversity in Singapore <i>i.e. shows link between the measure and managing the ethnic diversity in Singapore.</i> <i>Award 9 marks for an explanation of a second measure and an additional mark for supporting details.</i> E.g. Safeguarding the Interests of Minority Groups Minority Representation The policy of minority representation gives minority groups a say in governance. It is also a way to safeguard the interests of the minority groups. The Presidential Council of Minority Rights (PCMR) and the Group Representation Constituency (GRC) are two examples of how representation of minority groups is achieved. The PCMR consists of members from minority racial and religious groups. It ensures that no racial or religious group is disadvantaged as a result of a law that is passed in Parliament. The GRC ensures that at least one of the candidates in the team contesting in the General Election is from the minority racial communities such as Malay, Indian or Eurasian. The GRC system ensures that the minority racial groups are represented in the Parliament. In this way, the concerns and needs of the minority groups are made known to the government.	9-10

Development Association (SINDA), Mandaki and the Eurasian Association play an important role in helping members of their community who are less fortunate to get aid in their studies and training for their jobs. Self-help groups also give moral support to members of their own community. <u>This helps Singaporeans to cope and compete with one another on an equal footing. By doing so, people from the minority groups will be able to improve their social and economic positions in the society.</u> Since 2002, the self-help groups have embarked on joint projects such as a joint tuition programme. These joint efforts allow students from different ethnic groups to attend the same tuition classes in tuition centres run by CDAC, Mandaki and SINDA. This provides the opportunity for youths from different ethnic groups to interact and get along with one another. Developing Common Space Events and Programmes Organised by Grassroots Organisations Grassroots organisations such as People's Association (PA) create common space through their wide range of programmes and activities developed to cater to the needs and interests of every Singaporean. One of the programmes conducted for students is a home visit or home stay opportunity with a host family from another ethnic group. This allows participants to gain a better understanding of the cultures and customs of other races. With mutual respect, strong friendship can be built over time. Opportunities Offered by Educational Institutions Educational institutions such as schools and tertiary institutions are open to every Singaporean, regardless of race or religion. Students of different racial and religious groups study together. The daily interaction that takes place among students during lessons and school activities provides an opportunity for friendships to be cultivated and strengthened. The implementation of Co-Curricular Activities (CCA) in schools helps to promote closer bonds among youths from all races. The variety of activities conducted during CCAs provides opportunities for students to work closely with and understand one another. Students from different races come together to play games and work on a task. This helps to build teamwork among them. Students also learn to appreciate one another's talents and respect one another as individuals. Common Living Space Provided by Public Housing In the 1980s, it was observed that there were too many people from the same racial group living in the same housing estate. The situation could hinder the social bonding among people from the different races. In 1989, the Ethnic Integration Policy was introduced. It puts a limit on the proportion of races in every neighbourhood and block. This ensures that there is an even distribution of the different races in all the housing estates. <u>Living together in the same neighbourhood provides opportunities for people from different ethnic groups to interact.</u> The Inter-Racial and Religious Confidence Circles (IRCCs) comprise of leaders from the community-based and religious organisations from	
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each constituency. The IRCCs serve as a local level inter-faith platform to promote racial and religious harmony amongst the community through various activities such as inter-faith dialogues, inter-faith heritage trails, as well as ethnic and religious celebrations. Through these activities, the different communities are able to come together to forge bonds and friendships with one another. This will help to build trust and confidence amongst the various communities which will in turn, strengthen social cohesion in Singapore. Shared Experience through National Service Another area where common space is created for the various races to interact is National Service. National Service, introduced in 1967, requires all able-bodied men to serve in the defence of the country. The shared experiences, for example, going through military training during National Service, help to strengthen the bond among the men.	
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4 Globalisation

(a) Explain the social impacts of globalisation on Singapore. [5]

L1	Writes about Globalisation. i.e. with no description/explanation of the social impacts of globalisation in the world.	1
L2	Describes the social impacts of globalisation. Award the higher mark in the level for more fully developed answers.	2-3
L3	Explains how the social impacts of globalisation affect Singapore. i.e. Shows link between globalisation and its social impacts on Singapore. Award the higher mark in the level for more fully developed answers. Social impacts Increased Knowledge of Foreign Culture E.g. One of the social impacts of globalisation is the increased knowledge of foreign culture. Increased travel, access to the Internet or foreign movies have led to better knowledge of other histories, cultures and people's way of life from different parts of the world. For example, Singaporeans have increased awareness of the different cultures through their travel overseas and access to information on the internet. This has promoted sensitivity to other cultures and helps to promote respect for different cultures. Loss of Local Culture Another social impact of globalisation is the loss of local culture. Due to the infusion of foreign culture through popular food outlets or music, local culture, languages and values seem less attractive in comparison. Domination of global brands such as McDonald's and Starbucks has made their presence felt in the consumer market in developing countries such as China. Attraction of pop culture from developed countries such as rap music, Korean pop (Kpop) music and MTV have influenced youths from developing countries. This has resulted in a loss of local culture as an increasing number of youths who shun their own rich traditions in preference for popular foreign culture. As a result, many people feel uncomfortable with foreign cultures as it may lead to the loss of their local culture and values.	4-5

(b) Explain two other impacts of globalisation on Singapore. [10]

L1	Explains two other impacts of globalisation on Singapore. Award 1 mark for identifying one impact and 2 marks for identifying two impacts. E.g. Two other impacts are economic impacts and environmental impacts.	1-2
L2	Describes other impact(s) of globalisation on Singapore. Award 3 marks for describing one impact and an additional mark for any	3-5

	<i>supporting detail.</i> <i>Award 5 marks for describing another impact.</i>	
L3	Explains other impact of globalisation on Singapore. <i>i.e. shows link between the impact and how it affects Singapore.</i> <i>Award 6 marks for an explanation of one other impact and additional marks for supporting details, up to a maximum of 8</i>	6-8
L4	L3 + Explains another impact of globalisation on Singapore <i>i.e. shows link between the impact and how it affects Singapore.</i> <i>Award 9 marks for an explanation of a second impact and an additional mark for supporting details.</i> E.g. Economic impacts Improvement in standard of living Increase in trade and foreign investments has led to more revenue for the country and the revenue is used by the government for education, defence, housing and transportation to improve the lives of its citizens. For example, countries like Singapore have managed to attract investments from other countries and this has helped to create jobs for the citizens. Thus, with more revenue, the government was able to develop better infrastructure for the people. The rising incomes of the people have allowed them to afford better housing, products and education. With free trade, consumers are also able to buy a variety of foreign goods beside local goods and this had led to a better quality of life. Increased competition among nations Increased competition among nations has a serious impact on countries' economies. Due to globalisation, there is intense competition among countries to attract foreign talents to further drive their economies. For example, many TNCs relocated to China during the 1970s due to the lower cost of production. Another example is the development of new airports in Malaysia and Thailand which compete with Changi Airport to be the region's airport hub. Due to increased competition, developing countries with poor infrastructure and political instability will lose out due to the competition and their countries will remain poor as they are unable to attract investments. Furthermore, the developed nations will have to continue to reinvent themselves or offer incentives to attract investment from TNCs such that they will not lose jobs. Thus, increased competition may lead to developing nations losing out and unable to break out of their poverty cycle. Competition for talent Globalisation offers people opportunities to work abroad. Countries compete to attract talents to boost their economies and there is a great demand for highly-skilled people. Advanced economies with shrinking populations are trying to attract foreign talents from abroad to boost their	9-10

	economy. Emerging economies such as China and India are trying to attract back their own people who had previously left for studies or work in developed countries. Globalisation has led to a brain drain in certain countries. As people are more mobile, highly skilled workers may move to countries which offer better opportunities instead of staying at their home countries to contribute. As a result, talents from poorer developing countries may move to developed countries because of better job opportunities and as a result, poorer developing countries lose out as they are losing talents to help develop their nations. Widening income gap between the rich and the poor Globalisation has resulted in rapid development in some countries – the world's largest TNCs are based in developed countries such as the US, Germany and Japan. However, it has also contributed to the spread of poverty in other developing countries. This is because poorer developing countries such as Somalia lack the knowledge, technology or skilled workers to produce goods that are better than that of developed countries. Thus, they are not able to compete with developed countries. Furthermore, TNCs locate labour-intensive, low-skilled industries in developing countries whereby TNCs exploit the workers as workers are usually paid low wages and work in poor conditions. For example, a Nike worker in Indonesia only earns less than US\$1 per day. Even in developed countries, there is an increasing income gap between the skilled and unskilled workers as skilled workers enjoy greater job opportunities and higher wages. Thus, the widening income gap between countries have led to citizens in poorer developing countries to remain in poverty as they are unable to compete against the more developed countries and profits mainly go to the TNCs in developed countries. The widening income gap within a country may lead to social tension between the rich and the poor. Environmental impacts Environmental management Globalisation has led to greater awareness among countries that sustainable development is the key to future growth. Sustainable development refers to the need to preserve the environment so that future generations can have the resources to meet their needs too. This has resulted in countries taking active steps to preserve the environment. For example, countries such as Singapore have taken active steps to preserve the environment through having nature reserves and reducing carbon dioxide emission. Thus, this has helped to preserve the environment. Environmental Degradation Globalisation has led to an improvement in standard of living which indirectly led to environmental degradation. For example, China's Three Gorges Project arises due to the need to produce electricity for the population. Another example is the demand for goods such as furniture which have led to increased rate of deforestation in forests such as the	
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Amazon forests. These have led to increased soil erosion, which in turn causes the extinction of animals and plants as they lose their habitats. Thus, environmental degradation has caused severe consequences on the biodiversity of the environment.

Global Warming

The increased mobility of people and goods has indirectly led to greater quantities of greenhouse gases such as carbon dioxide and nitrogen oxides produced. This is due to the increased use of aeroplanes, ships and other forms of transport. Furthermore, the increased production of goods to meet the increased demands has led to factories emitting such fumes daily. This has resulted in an increase in global temperature and has led to environment problems such as the rise in sea level which will destroy properties at low-lying coastal areas such as those in India and will affect food population due to the change in weather patterns. Thus, people will be greatly affected by the change in global temperature.