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2204/01

Thursday 18 August 2016

1 hour 45 minutes

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Name: _____ () Class: Sec _____

Write your name, class and index number clearly in the spaces at the top of this page provided. Do not open this question paper until you are told to do so.

Write all answers in the paper provided.

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

Answer all parts of Question 1.

Answer one question.

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

The total mark for this paper is 50.

Answer all the questions.

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 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.

Why did the blogger make such a comparison in Source A? Explain your answer. [7]

- (b) Study Source B.

Are you surprised? Explain your answer. [7]

- (c) Study Source C.

Who do you think is the author of this source? Explain your answer. [5]

- (d) Study Sources D and E.

Can Source E prove Source D wrong about the employability of Singaporeans? Explain your answer. [8]

- (e) Study Source F.

How useful is Source F as an indication of Singapore's education system? Explain your answer. [8]

This Question Paper consists of 6 printed pages, including this page.

[Turn over

How effective is the Singapore education system in preparing Singaporeans for the future?

BACKGROUND INFORMATION

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

Education in Singapore is managed by the Ministry of Education, which controls the development and administration of state schools. Singapore's education system has been described as world-leading and is widely recognised by many other countries. This can be seen when Singaporeans often rank top in international science and mathematics competitions. Critics of the system state that education in Singapore is rigid and examination focused, which compromises on creativity which is important for the future. In response to such concerns, MOE has been placing greater emphasis on creative and critical thinking that would meet the challenges of the global economy and ensure that Singaporeans stay employable.

Study the following sources to find out whether Singapore's education system is effective in preparing Singaporeans for the future.

Source A: An excerpt from an article published on a Singaporean website in 2013.

Finland ¹	Singapore
Teachers of primary and secondary schools study for five years up to master's level.	In Singapore, 19-year-olds do relief teaching in secondary schools.
This year alone, 2,000 applied for 100 spots in the primary school teacher-education programme in one Finnish institution.	This statistic sounds like the number of applicants for NUS Medicine.
Education is free from pre-school to university level.	If you're going to university in Singapore, get a bank loan.
Classes have an average of 25 students in Finland.	Classes have an average of 40 students in Singapore.

Finland¹: Finland's education system has been recognised internationally as one of the best in the world.

Source B: A Singaporean who renounced² his citizenship and is currently a British citizen working as a banker in Britain.

I do feel that in Singapore, there are two fundamental problems. Firstly, the balance is wrong – there is too much emphasis on the breadth of knowledge: this is worst during secondary school where students are made to prove just how versatile they are in completely different disciplines from Physics to English Literature to Mathematics. Many students are going to do very general courses at poly/university which try to give them a broad range of skills rather than turn them into specialists. Upon graduation, they struggle to find a job because they are just not highly skilled enough in any particular discipline. They are undoubtedly well educated but are just not in a position to easily find a job. They have a great breadth of knowledge but lack depth in any area – their expensive education has failed to prepare them for the job market.

Renounce²: To formally and legally give up/reject a right or a position.

Source C: Taken from a website, published in 2016.

We have a strong education system. Singapore students aim high and they achieve very good results. We have good schools, with capable school leaders and teachers, and facilities that are amongst the best in the world. We are building on these strengths as we prepare the next generation of Singaporeans for the future. This is a future that brings tremendous opportunity, but it will also bring many changes that we cannot foresee today. The task of our schools is to give our young the chance to develop the skills, character and values that will enable them to continue to do well and to take Singapore forward in this future. We are also giving our students a more broad-based education to ensure their all-round or holistic development, in and out of the classroom. These approaches in education will allow us to nurture our young with the different skills that they need for the future.

Source D: A Singaporean Small-and-Medium Enterprise (SME) owner shares his thoughts regarding recruitment on a business website, 2014.

It is getting more challenging to attract quality local workforce over the years. The mind-set of certain Singaporeans especially the young ones are appalling. At this point of writing, I, CEO of a company is waiting for a candidate who is late for 60 mins (without informing). Most of the times when they do turned up, they "demand" unrealistic expectation with very little results to show. Ironically, they dream about working 4 hours work week and yet becoming the next Mark Zuckerberg. The young people in Singapore worries me. They lack courage, hunger and fire in them. It seems that they have been living in a cotton candy world called Singapore. Is this the future of our country? Can you blame company and entrepreneurs like us seeking foreign talents? I'm concerned about our country's competitiveness if this is the quality of our young generation.

Source E: *The Global Employability University Ranking results in 2015. The ranking was based on more than 2 200 recruiters from 21 different countries, who were asked to vote for the universities that – based on their professional experience – were producing the best 'ready-for-work' graduates.*

Rank	Institution	Country	Score
1	Harvard University	United States	662
2	University of Cambridge	United Kingdom	633
3	University of Oxford	United Kingdom	609
4	California Institute of Technology	United States	597
5	Yale University	United States	575
6	Massachusetts Institute of Technology	United States	571
7	Stanford University	United States	552
8	Columbia University	United States	531
9	Princeton University	United States	509
10	University of Toronto	Canada	483
11	Technical University of Munich	Germany	411
12	University of Tokyo	Japan	398
13	École Normale Supérieure	France	386
14	Hong Kong University of Science and Technology	Hong Kong	378
15	Imperial College London	United Kingdom	369
16	Peking University	China	363
17	National University of Singapore	Singapore	360

Source F: *A Singaporean responding to the question "What do Singaporeans think about Singapore's education system" on a website, 21 January 2016.*

I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce. This is something many Western countries lack. The decades of education would not be so meaningful if someone is unable to find a decent job to support oneself at the end of the day. Sure, western education systems have more "freedoms", and are less stressful (generally), but this is often achieved at the expense of rigour. Many students are able graduate despite not attaining basic literacy and numeracy skills. It is frightening when we consider that these are the very same people who might be designing buildings, managing money, and treating patients in the future.

Section B (Structured-Essay Questions)

Answer one question.

2 Bonding Singapore

- (a) Explain why external threats pose a problem for the Singapore government in maintaining social cohesion in the country. [5]
- (b) Explain two other challenges that pose a problem for the Singapore government in maintaining social cohesion. Which challenge is more serious? Explain your answer. [10]

3 Globalisation

- (a) Explain why the widening income gap poses a problem for governments around the world. [5]
- (b) Explain two other impacts of globalisation that can pose a problem for governments around the world. Which impact is more disastrous? Explain your answer. [10]

4 Decline of Venice

- (a) Explain why the complacency of Venetians posed a problem for the Venetian government during the 15th – 18th century. [5]
- (b) Explain two other difficulties that posed a problem for the Venetian government during the 15th – 18th century. Which difficulty was more significant? Explain your answer. [10]

End of Paper

Acknowledgements:

- Source A Mothership.sg, "18 Ways Finland's education system beats Singapore's hands down", 30 September 2013. Taken from: <<http://mothership.sg/2013/09/18-ways-finlands-education-system-beats-singapore-hands-down/>>
- Source B "Two major flaws in the Singapore education system," 5 May 2015. Taken from: <<http://limpehft.blogspot.sg/2014/05/two-major-flaws-in-singaporean.html>>
- Source C "Education", Last updated: 2016.
- Source D Chee, Ken, "SME Owner: Of course we'd hire foreigners over locals, Young Singaporeans have no hunger!" 24 Sept 2014. Taken from: <<http://redwiretimes.com/cow-beh-cow-bu/sme-owner-course-wed-hire-foreigners-locals-young-singaporeans-hunger/>>
- Source E Channel News Asia, "NUS Graduates ranked 17th", 12 November 2015. Taken from: <<http://www.channelnewsasia.com/news/singapore/nus-graduates-ranked-17th/2254878.html>>
- Source F Tan, Don, "What do Singaporeans think about Singapore's education system." In Quora, 21 January 2016. Taken from: <<https://www.quora.com/What-do-Singaporeans-think-about-Singapore-education-system#>>

**KENT RIDGE SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2016**

COMBINED HUMANITIES (SOCIAL STUDIES)

2204/01

SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)

Thursday 18 August 2016

1 hour 45 minutes

1 hour 45 minutes

Name: _____ () Class: Sec _____

INSTRUCTIONS TO CANDIDATES

Write your name, class and index number clearly in the spaces at the top of this page provided.
Do not open this question paper until you are told to do so.

Write all answers in the paper provided.

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

Section A

Answer all parts of Question 1.

Section B

Answer one question.

The number of marks is given in brackets [] at the end of each question or part question.
The total mark for this paper is 50.

Answer Scheme

This Answer Scheme consists of 18 printed pages, including this page.

Turn over

Section A (Source-Based Case Study)

1(a)	Study Source A. Why did the blogger make such a comparison in Source A? Explain your answer.	7
L1	Lifts from source/Does not answer to the question. Source A states "Teachers of primary and secondary schools study for five years up to master's level." Source A tells me that Finland has a better education system than Singapore.	1
L2	Inference made, with no reference to the comparison. <i>Award 3 marks for inference made, supported.</i> The blogger wanted to - Show that Singapore's education system was not effective/good. - Show that Finland's education system was good. - Criticise/complain about Singapore's education system. - Point out the flaws in Singapore's education system. - Show that teaching is a respected and popular career choice in Finland. The blogger wanted to show that Singapore's education system was not effective. I know this because Source A states "In Singapore, 19-year-olds do relief teaching in secondary schools." This implies that the quality of teaching is not good since 19-year-olds, who are only three years older than Secondary Four students, are teaching. They are also not trained as a teacher and thus, will not be able to teach effectively. <i>Note: inferences are awarded only if inference is phrased as a reason.</i>	2-3
L3	Inference made, with reference to the comparison. <i>Award 4 marks for inferences made, supported</i> <i>Award 5 marks for purpose, unsupported.</i> The blogger wanted to - Show that teachers in Finland is more qualified for the job as compared to a teacher in Singapore. - Show that teaching is a respected profession more so in Finland than in Singapore. - Show that Singapore's education system was not as good as/worse than Finland's/Finland's education system was better than Singapore's. - Prove that Singapore's education system was not as good as/worse than Finland's. - Criticise/complain about Singapore's education system by comparing the two countries' education systems. The blogger wanted to criticise/complain about Singapore's education system by comparing the two countries' education systems. I know this because Source A states that in Finland, "Teachers of primary and secondary schools study for five years up to master's level" while in Singapore, "In Singapore, 19-year-olds do relief teaching in secondary schools." This implies that the quality of teachers in Finland is better than the quality and the possible qualifications of teachers in Singapore. This means that with more qualified teachers, there will be effective teaching and learning in schools as compared to Singapore. As such, Singapore's education system is not on par with Finland and thus, has problems that need to be resolved in order to improve and be as good as Finland's education system as Finland has one of the best education system in the world.	3-5

	<i>Note: inferences are awarded only if inference is phrased as a reason.</i>	
L4	L3 + Provenance explained. Award 7 marks for purpose contextualised. The blogger is trying to complain (A) to MOE (A) regarding the problems seen in the Singapore education system through comparing the two countries' education systems (I). I know this because Source A compares the support and the quality of education in Finland to Singapore's through different comparisons. This can be seen in Source A where in Finland, "Teachers of primary and secondary schools study for five years up to master's level" while in Singapore, "In Singapore, 19-year-olds do relief teaching in secondary schools." This implies that the quality of teachers in Finland is better than the quality and the possible qualifications of teachers in Singapore. This means that with more qualified teachers, there will be effective teaching and learning in schools as compared to Singapore. As such, Singapore's education system is not on par with Finland. The blogger probably hopes that MOE can learn from Finland's education system and make changes to improve Singapore's system as Finland has one of the best education system in the world. (R). In recent years, Singaporeans are getting more vocal about the increasingly stressful environment in education. There are also concerns if such a rote learning, examination focused system is useful for Singapore's future. Many, with the internet and globalised world, are reading up and learning about other successful yet alternative education systems such as Finland's. By drawing the comparisons and studying the difference between the two systems, it is possible that the blogger is trying to express his frustration and desire for Singapore's education to evolve and keep up with the times. [Context]	6-7

1(b)	Study Source B. Are you surprised? Explain your answer.	7
L1	Answers to the question without any reason/invalid reason. Yes, I am surprised by Source B. No, I am not surprised by what Source B has to say. <i>Note: No marks awarded if student does not answer to the question.</i>	1
L2	Yes OR No, based on provenance. Award 3 marks for provenance, explained. Yes, I am surprised by what Source B says because he is a Singaporean. [2m] No, I am not surprised by what Source B says because he is a Singaporean who has renounced his citizenship and is no longer working in Singapore. It is thus natural that he criticises the education system as he too, probably was not able to find a job in Singapore and thus, migrated overseas to find a job. [3m]	2-3
L3	Yes AND/OR No, based on content, explained. Award 4 marks for a well-developed paragraph. Yes, I am surprised that Source B would claim that well-educated Singaporeans are unable to find jobs because it is unexpected. Source B states "Upon graduation, they struggle to find a job because they are just not highly skilled enough in any particular discipline. They are undoubtedly well educated but are just not in a position to easily	3-4

	find a job. They have a great breadth of knowledge but lack depth in any area – their expensive education as failed to prepare them for the job market." This implies that despite their good education, Singaporeans do not have enough knowledge to qualify for certain jobs in the market. However, this is unexpected because he was able to find a job in Britain – which meant that the education he received in Singapore as a student, which he was criticising about, helped him to secure a job in Britain, which is a developed country similar to Singapore. AND/OR No, I am not surprised that Source B would claim that Singaporeans are unable to find jobs because it is expected. Source B states "Many students are going to do very general courses at poly/university which try to give them a broad range of skills rather than turn them into specialists. Upon graduation, they struggle to find a job because they are just not highly skilled enough in any particular discipline." This implies that due to the education system where students study very general courses in tertiary institutions, they do not have the specific knowledge nor skillset required of certain jobs in the market. As such, it is natural that they would find it difficult to find employment since their qualifications, though high, are inadequate and unsuitable for the job market. <i>Note: Students must be able to explain WHAT they are surprised by and WHY they are surprised by that. It is also acceptable that what they are surprised or not surprised by, are different (in other words, specific claim can be different).</i>	
L4	Yes AND/OR No, based on reliability (cross-reference) Award 6 marks for a well-developed paragraph. Yes, I am surprised that Source B would claim that well-educated Singaporeans are unable to find jobs because it is unexpected. Source B states "Upon graduation, they struggle to find a job because they are just not highly skilled enough in any particular discipline. They are undoubtedly well educated but are just not in a position to easily find a job. They have a great breadth of knowledge but lack depth in any area – their expensive education as failed to prepare them for the job market." This implies that despite their good education, Singaporeans do not have enough knowledge to qualify for certain jobs in the market. However, this is unexpected because he was able to find a job in Britain – which meant that the education he received in Singapore as a student, which he was criticising about, helped him to secure a job in Britain. Furthermore, I am surprised because Source B is unreliable. Source B is unreliable as it is contradicted by Source E. Source E is the ranking results from a Global Employability University Ranking where out of 2 000 recruiters from 21 different countries, NUS rank 17th in the world in terms of producing the best 'ready-for-work' graduates. This means that Singaporeans who were educated in NUS were deemed as people who were ready to work and thus, more employable as compared to many other universities and tertiary institutions around the world. This meant that Singaporeans are highly prized as employees and thus, will be able to find jobs. Since Source E contradicts Source B, Source B is not reliable and thus, it is surprising that Source B would claim that well-educated Singaporeans are unable to find jobs. [Other acceptable cross-ref: Source C and F, but evidence needs to be well explained] No, I am not surprised that Source B would claim that Singapore provides an education that emphasises on the breadth of knowledge because Source B is reliable. Source B states "Firstly, the balance is wrong – there is too much emphasis on the breadth of knowledge: this is worst during secondary school where students are made to prove just how versatile they are in completely different disciplines from Physics to English literature to Mathematics." This implies that Singapore focuses on providing a breadth of subjects ranging from Literature to Physics during Secondary School. Source B is	5-6

	reliable as it is supported by Source C. Source C states "We are also giving our students a more broad-based education to ensure their all-round or holistic development, in and out of the classroom." This implies that Singapore focuses on a broad-based education to ensure a holistic development for Singaporeans. Since Source C supports Source B, Source B is reliable and thus, it is not surprising that Source B would make such a claim regarding the broad-based nature of Singapore's education system.	
L5	Not Surprised, provenance explained. I am not surprised that Source B would claim that Singaporeans are unable to find jobs despite being educated because it is expected. Source B states "Many students are going to do very general courses at poly/university which try to give them a broad range of skills rather than turn them into specialists. Upon graduation, they struggle to find a job because they are just not highly skilled enough in any particular discipline." This implies that due to the education system where students study very general courses in tertiary institutions, they do not have the specific knowledge nor skillset required of certain jobs in the market. <i>The Singaporean has gone through the Singapore education system and thus, speaks from experience. He could have been unable to find a job in Singapore and thus, was bitter about the situation as he had to migrate and find a job overseas. As such, it is not unexpected that he is critical about Singapore's education system. Furthermore, it is possible that he did not like Singapore at all and thus, chose to migrate and renounce his Singaporean citizenship. Either way, he probably dislikes Singapore and thus, it is not surprising that he would adopt a critical stance towards the education system.</i> <i>Note: There is not enough information for students to make an inference regarding the purpose of the author so no marks are awarded if students attempt to answer using purpose, although it is acceptable if students are able to pick up on the negative tone.</i>	7

1(c)	Study Source C. Who do you think is the author of this source? Explain your answer.	5
L1	Provides a correct answer, unsupported. E.g. an educator/teacher, Ministry of Education, Minister of Education, Prime Minister, someone working in the Ministry of Education/government.	1
L2	Provides a correct answer, supported. <i>Award 2 marks for answer supported by a reason, unexplained.</i> <i>Award 3 marks for answer supported by an inference/reason explained.</i> <i>Award 4 marks for answer supported by an inference/reason and evidence from source.</i> The author of this source is the Ministry of Education. I know this because Source C is claiming that the Singapore education system is effective in developing Singaporean children well. (2m) The author of this source is the Ministry of Education. I know this because Source C is claiming that the Singapore education system is effective in developing Singaporean children well. This would be what I would expected MOE to say in their website. (3m) The author of this source is the Ministry of Education. I know this because Source C is claiming that the Singapore education system is effective in developing Singaporean children well. Source C states "We are also giving our students a more broad-based education to ensure their all-round or holistic development, in and out of the classroom." This implies that "we" as the Ministry of Education, focuses on a broad-based education	2-4

	to ensure a holistic development for Singaporean children. This is what I would expect MOE to say/claim in their website. (4m)	
L3	Provides a correct answer based on purpose, supported. The author of this source is the Ministry of Education. I know this because Source C is trying to assure (A) Singaporean parents (A) that the education system here is effective in developing Singaporean children (I). Source C states "We are also giving our students a more broad-based education to ensure their all-round or holistic development, in and out of the classroom." This implies that "we" as the Ministry of Education, focuses on a broad-based education to ensure a holistic development for Singaporean children. This is what I would expect MOE to say/claim in their website so that Singaporean parents would be reassured of MOE's objectives and in the quality education that their children would receive (R).	5

1(d)	Study Sources D and E. Can Source E prove Source D wrong about the employability of Singaporeans? Explain your answer.	8
L1	Yes OR No without specific claim. <i>Award 2 marks if a valid reason is given, without a specific claim.</i> <i>Award 2 marks for answers based on provenance.</i> Yes, Source E can prove Source D wrong because both sources contradict. No, Source E cannot prove Source D wrong. No, Source E cannot prove Source D wrong because Source D is more reliable, with a perspective from an actual potential employer in Singapore.	1-2
L2	Yes AND/OR No, based on misinterpretation of Source E. No, Source E cannot prove Source D wrong regarding the employability of Singaporeans because both sources agree that Singaporeans are not very employable. Source D states "It is getting more challenging to attract quality local workforce over the years" and "Can you blame company and entrepreneurs like us seeking foreign talents? I'm concerned about our country's competitiveness if this is the quality of our young generation." This implies that Singaporeans are not attractive as potential employees as they are not of acceptable quality to SMEs. Similarly, Source E is the ranking results from a Global Employability University Ranking where out of 2 2000 recruiters from 21 different countries, NUS rank 17th in terms of producing the best 'ready-for-work' graduates. This means that NUS is ranked below many different universities and are not even in the top 3. Also, the score given to NUS is 360, which is almost half of the first university, Harvard University that has a score of 662. As such, Source E shows that Singaporeans are not very employable.	3
L2	Yes, based on comparison. Yes, Source E can prove Source D wrong regarding the employability of Singaporeans because both sources contradict. Source D states "It is getting more challenging to attract quality local workforce over the years" and "Can you blame company and entrepreneurs like us seeking foreign talents? I'm concerned about our country's competitiveness if this is the quality of our young generation." This implies that Singaporeans are not attractive as potential employees as they are not of acceptable quality to SMEs. On the other hand, Source E is the ranking results from a Global Employability University Ranking where out	4

	of 2 2000 recruiters from 21 different countries, NUS rank 17 th in the world in terms of producing the best 'ready-for-work' graduates. This means that Singaporeans who were educated in NUS were deemed as people who were ready to work and thus, more employable as compared to many other universities and tertiary institutions around the world. This meant that Singaporeans are highly prized as employees and thus, will be able to find jobs. Since both sources contradict each other in terms of Singaporeans' employability, it is possible for Source E to prove that Source D is wrong.	
L3	No, based on comparison or reliability based on content. No, Source E cannot prove that Source D is wrong as both are referring to two different issues regarding the employability of Singaporeans. Source D focuses on the attitude of the Singaporeans while Source E focuses on the level of education with regards to their employability. Source D states "Most of the times when they do turned up, they 'demand' unrealistic expectation with very little results to show. Ironically, they dream about working 4 hours work week and yet becoming the next Mark Zuckerberg. The young people in Singapore worries me. They lack of courage, hunger and fire in them." and "Can you blame company and entrepreneurs like us seeking foreign talents?" This implies that Singaporeans are not attractive as potential employees as they do not have a good attitude towards work and are not willing to work hard. On the other hand, Source E is the ranking results from a Global Employability University Ranking where out of 2 2000 recruiters from 21 different countries, NUS rank 17th in the world in terms of producing the best 'ready-for-work' graduates. This means that Singaporeans who were educated in NUS were deemed as people who were ready to work and thus, it is possible to conclude that with a good education from Singapore, Singaporeans can find jobs easily. Even though both sources are different in terms of the employability of Singaporeans, the reasons provided for the employability or lack thereof, are different and thus, it is not possible for Source E to prove that Source D is wrong.	5
L4	Yes AND/OR No, based on reliability (cross-reference). Award 6 marks for both Yes and No. Yes, Source E can prove Source D wrong about Singaporeans being unemployable because Source E is reliable. Source E is reliable in showing that Singaporeans are attractive to employers. Source E is the ranking results from a Global Employability University Ranking where out of 2 2000 recruiters from 21 different countries, NUS rank 17th in the world in terms of producing the best 'ready-for-work' graduates. This means that Singaporeans who were educated in NUS were deemed as people who were ready to work and thus, more employable as compared to many other universities and tertiary institutions around the world. Furthermore Source E is reliable as Source F supports Source E. Source F states "I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce. This is something many Western countries lack. The decades of education would not be so meaningful if someone is unable to find a decent job to support oneself at the end of the day." This implies that Singapore's education system is effective and is able to produce graduates with the skillset required by the workforce and thus, Singaporeans are employable and attractive to employers. Since Source F supports Source E, Source E is reliable and hence, can prove that Source D is wrong since both sources contradicts. AND/OR No, Source E cannot prove that Source D is wrong about Singaporeans being unemployable because Source E is not reliable. Source E is not reliable in showing Singaporeans are attractive to employers. Source E is the ranking results from a Global Employability University Ranking where out of 2 2000 recruiters from 21 different countries, NUS rank 17th in the world in terms of producing the best 'ready-for-work' graduates. Even though this may imply that Singaporeans are attractive to employers, it	5-6

	is unreliable as it is only based on NUS graduates as opposed to all universities and tertiary institutions. As such, it is unable to be representative of how employable or how attractive Singaporean graduates are to employers. Furthermore, Source E is not reliable because it is contradicted by Source B. Source B states "They are undoubtedly well educated but are just not in a position to easily find a job. They have a great breadth of knowledge but lack depth in any area – their expensive education as failed to prepare them for the job market." This implies that Singaporeans are not well-prepared for the job market and are failed by Singapore's education system. They are not employable. Since Source B contradicts Source E, Source E is unreliable and therefore, cannot be used to prove that Source D is wrong regarding the employability of Singaporeans. <i>Note: No marks are awarded if students cross-reference to Source D to check for reliability. It is also possible to argue using the reliability of Source D.</i>	
L5	L4 + No, provenance explained. <u>No, based on Source D's provenance</u> Source E cannot prove that Source D is wrong because Source D is not reliable about Singaporeans being unemployable. Source D is not reliable as it is from one SME owner and it is his opinion and experience. He cannot represent all companies, private or public, with regards to the employability of Singaporeans. Furthermore, Source D could be biased as Source D has a hidden agenda. The SME owner is trying to justify his reasons for hiring more foreigners than locals so that Singaporeans/netizens can empathise with his situation and not blame SMEs for choosing to hiring foreigners. [7m] <u>No, based on Source E's provenance</u> No, Source E cannot prove that Source D is wrong about Singaporeans being unemployable because Source E is limited in terms of its usefulness as evidence that Singaporeans are highly employable. This is because Source E's ranking results, with Singapore being ranked 17th globally, is limited to specific universities. Given the number of tertiary institutions and Singaporeans who start work after their diplomas after polytechnics, it is inaccurate to assume that Source E's ranking is representative of the employment situation in Singapore. This is further supported by the universities that ranked above Singapore – there are different universities from the same country – and as such, the ranking results is more indicative of the strength of each university as opposed to the employability of graduates of a particular country. [8]	7-8

1(e)	Study Source F. How useful is Source F as an indication of Singapore's education system? Explain your answer.	8
L1	Yes AND/OR No, based on provenance or reason unexplained/ not supported. Yes, Source F is useful as an indication of Singapore's education system because it is based on a Singaporean's perspective. AND/OR No, Source F is not useful as an indication of Singapore's quality education system because it is only an opinion of one Singaporean.	1-2
L2	Yes AND/OR No, based on content, supported. Award 4 marks for BOTH Yes and No, supported. Yes, Source F is useful as an indication of Singapore's quality education system because	3-4

	It is reliable. Source F states "I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce." This implies that Singapore's education is good as it produces capable students. AND/OR No, Source F is not useful as an indication of Singapore having a quality education system because it is not reliable. Source F states "I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce." Even though this may imply that Singapore's education is good, Source F is not reliable. This is because Source F is only an opinion/experience of one person. It cannot represent the actual quality of Singapore's education system. <i>"Other acceptable specific claim: success of Singapore's education in meeting the needs of the economy/indication of Singapore's education system in ensuring the employability of Singaporeans"</i>	
L3	Yes AND/ OR No, based on cross-referencing. Award 6 marks for both sides. Yes, Source F is useful as an indication of Singapore's quality education system because it is reliable. Source F states "I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce." This implies that Singapore's education is good as it produces capable students. Furthermore, Source F is reliable because Source C supports it. Source C states "We have good schools, with capable school leaders and teachers, and facilities that are amongst the best in the world. We are building on these strengths as we prepare the next generation of Singaporeans for the future." This implies that the quality of education in Singapore is high as Singapore has capable educators and good facilities to ensure quality education. Since Source C supports Source F, Source F is reliable and hence, is useful as an indicator of Singapore's quality education system. AND/ OR No, Source F is not useful as an indication of Singapore having a quality education system because it is not reliable. Source F states "I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce." Even though this may imply that Singapore's education is good, Source F is not reliable. This is because Source F is only an opinion/experience of one person. It cannot represent the actual quality of Singapore's education system. Furthermore, Source F is not reliable as it is contradicted by Source A. Source A states "In Singapore, 19-year-olds do relief teaching in secondary schools" and "If you're going to university in Singapore, get a bank loan." This implies that Singapore has a poor quality of education as even unqualified 19-year-olds are employed to be relief teachers and it is extremely expensive to afford higher education such as universities. Since Source A contradicts Source F, Source F is unreliable and thus, is not useful as an indication of Singapore having a quality education system. <i>Note: Students are required to provide the specific claim in order for cross-referencing to be accepted.</i>	5-6
L4	L3 + Limited in usefulness, provenance explained. Award 8 marks for a more balanced answer, answering directly to the utility of the source. Source F is limited in its usefulness. It is useful insofar as to provide a Singaporean perspective of the education system but it cannot be used as evidence for the actual	7-8

situation of the education system in Singapore. Source F is a response to a question posed regarding what Singaporeans think about Singapore's education system and thus, as a Singaporean, he is able to provide the perspective that comparatively, Singapore's education system is able to prepare Singaporeans for the future and ensure that they are employable. This can be seen in "I think that Singapore's education excels at producing competent students, and is closely aligned with the needs of the workforce. This is something many Western countries lack. The decades of education would not be so meaningful if someone is unable to find a decent job to support oneself at the end of the day." However, since it is only his perspective and his opinion that is not supported by statistics and facts, it is limited in its usefulness as an indicator of the actual quality and effectiveness of the system. It would be inaccurate and unfair to make a generalisation based on his response, as genuine as his response might be.	
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Section B (Structured-Essay Questions)

- 2a) Explain why external threats pose a problem for the Singapore government in maintaining social cohesion in the country. [5]

Level	Descriptors	Marks
1	Writes about the issue. There are many problems that the Singapore government has to deal with in order to maintain social cohesion.	1
2	Describes the given factor. Award the higher mark in the level for more fully developed answers. External threats pose a problem for the Singapore government in maintaining social cohesion in the country. External threats such as transnational terrorism can destroy the social bonds of people in Singapore. This can be seen in 2001 when Singapore experienced such an external threat. 34 Jemaah Islamiyah (JI) members were arrested for their involvement in terrorist-related activities in Singapore. This included fund-raising and making of bombs targeting the US embassy and other government buildings from 2001 to 2002. The arrests led to mixed reactions among the people in Singapore. Some Singaporeans became afraid and suspicious of the Muslim community as the threat of terrorism because too close for comfort. Muslim community leaders had to quickly denounce the JI group, dousing any suspicion of links with them.	2-3
3	L3: Explains how given factor relates to the issue. i.e. shows link between factor and its hindrance to the government in maintaining social cohesion. Award the higher mark for more fully developed answers. External threats pose a problem for the Singapore government in maintaining social cohesion in the country. External threats such as transnational terrorism can destroy the social bonds of people in Singapore. This can be seen in 2001 when Singapore experienced such an external threat. 34 Jemaah Islamiyah (JI) members were arrested for their involvement in terrorist-related activities in Singapore. This included fund-raising and making of bombs targeting the US embassy and other government buildings from 2001 to 2002. The arrests led to mixed reactions among the people in Singapore. Some Singaporeans became afraid and suspicious of the Muslim community as the threat of terrorism because too close for comfort. Muslim community leaders had to quickly denounce the JI group, dousing any suspicion of links with them. External threats pose a problem for the Singapore government as it could lead to fear and suspicions among the different racial and religious communities in Singapore. This could in turn, lead to hostilities and social tension, which could be a tough problem that the government has to overcome or resolve in order to maintain social cohesion and harmony in the country.	4-5

- 2b) Explain two other challenges that pose a problem for the Singapore government in maintaining social cohesion. Which challenge is more serious? Explain your answer. [10]

Level	Descriptors	Marks
1	Identifies other factor(s). Award 1 mark for identifying one factor and 2 marks for identifying another factor. Misperceptions between racial groups/misperceptions between religious groups.	1-2
2	Describes other factors. Award 3 marks for describing one factor and an additional mark for describing other factor. Misperceptions among racial groups pose a problem for the Singapore government in maintaining social cohesion. This is because misperceptions can lead to racial suspicions and hostilities, and eventually, conflict and disharmony. The 1964 racial riot is a stark reminder of what racial suspicions and hostilities can lead to. In 1964, the Malaysian political party, UMNO worked together with Malay newspapers in Singapore on an anti-PAP campaign. They raised allegations that the Singapore Malays' rights and interests were overlooked by the pro-Chinese PAP. This incited anger amongst the Singapore Malays who then construed the allegations as true. Such misperceptions and anger culminated during the Prophet Mohammad's birthday procession where the Chinese and Malays fought. The attacks became a racial riot in which people were killed and property was damaged. AND/OR Misperceptions among religious groups pose a problem for the Singapore government in maintaining social cohesion. Misunderstandings and misperceptions among religious groups can lead to religious conflicts and violence in Singapore, especially when members of a particular religious group see actions taken by another group as disrespectful and insulting to their religion. When such a wrong perception occurs, it could result in conflict and violence. An example is the Maria Hertogh riots in 1950. A custody battle for Maria Hertogh became an issue when the Muslims felt disrespected by the British who placed Maria, a Muslim, in a convent and annulled her marriage with her Muslim husband. These misperceptions worsened when Maria was declared to be given to her biological parents instead of Che Aminah. The Muslims rioted outside the court and this led to deaths and damaged properties.	3-4
3	Explains one factor. Award 5 marks for explanation of one other factor and an additional mark for any supporting detail. Misperceptions among racial groups pose a problem for the Singapore government in maintaining social cohesion. This is because misperceptions can lead to racial suspicions and hostilities, and eventually, conflict and disharmony. The 1964 racial riot is a stark reminder of what racial suspicions and hostilities can lead to. In 1964, the Malaysian political party, UMNO worked together with Malay newspapers in Singapore on an anti-PAP campaign. They raised allegations that the Singapore Malays' rights and interests were overlooked by the pro-Chinese PAP. This incited anger amongst the Singapore Malays who then construed the allegations as true. Such misperceptions and anger culminated during the Prophet Mohammad's birthday procession where the Chinese and Malays fought. The attacks became a racial riot in which people were killed and property was damaged. Such an incident meant that	5-6

	misperceptions among racial groups pose a problem for the Singapore government as misperceptions could lead to hostilities, potentially spilling into violence and death. There would be social tensions and no harmony. As such, this would be a problem that the Singapore government have to resolve in order to maintain social cohesion among Singaporeans. OR Misperceptions among religious groups pose a problem for the Singapore government in maintaining social cohesion. Misunderstandings and misperceptions among religious groups can lead to religious conflicts and violence in Singapore, especially when members of a particular religious group see actions taken by another group as disrespectful and insulting to their religion. When such a wrong perception occurs, it could result in conflict and violence. An example is the Maria Hertogh riots in 1950. A custody battle for Maria Hertogh became an issue when the Muslims felt disrespected by the British who placed Maria, a Muslim, in a convent and annulled her marriage with her Muslim husband. These misperceptions worsened when Maria was declared to be given to her biological parents instead of Che Aminah. The Muslims rioted outside the court and this led to deaths and damaged properties. The Maria Hertogh riot is thus an example of what misperceptions among religious groups could result to in Singapore. The negative impact of such misperceptions would hinder the efforts of the Singapore government in ensuring social cohesion in the society and thus, poses a problem for the Singapore government.	
4	L3 + explains the other factor. Award 7 marks for an explanation of a second factor and an additional mark for any supporting detail. See L3 for example.	7-8
5	L4 + Explains relative importance of the two chosen factors. Award the higher mark in the level for more fully developed answers. Misperceptions among religious and racial groups are <u>both equally serious as challenges for the Singapore government to handle. This is because Singapore is a multi-racial and multi-religious society</u> and thus, either types of misperceptions have the potential to tear the social fabric of Singapore into pieces.	9-10

3a) Explain why widening income gap poses a problem for governments around the world. [5]

Level	Descriptors	Marks
1	Writes about the issue. Widening income gap is a problem for the world.	1
2	Describes the given factor. Award the higher mark in the level for more fully developed answers. Widening income gap poses a problem for governments around the world. Globalisation has rapidly increased the income gap between the rich and the poor countries, as well as in the developed countries. The rich in the developed countries continue to prosper because of better opportunities, while the poor and lowly-skilled workers face economic uncertainties such as retrenchment.	2-3

3	L3: Explains how given factor relates to the issue. i.e. shows link between factor and its impact on governments around the world. Award the higher mark for more fully developed answers. Widening income gap poses a problem for governments around the world. Globalisation has rapidly increased the income gap between the rich and the poor countries, as well as in the developed countries. The rich in the developed countries continue to prosper because of better opportunities, while the poor and lowly-skilled workers face economic uncertainties such as retrenchment. This becomes a problem for governments as the widening income gap leads to inequality in the society. Such inequality may lead to tension between the rich and the poor, thus destabilising the society socially. Hence, the widening income gap can lead to social problems that governments around the world will have to tackle and resolve.	4-5
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3b) Explain two other impacts of globalisation that can pose a problem for governments around the world. Which impact is more disastrous? Explain your answer. [10]

Level	Descriptors	Marks
1	Identifies other factor(s). Award 1 mark for identifying one factor and 2 marks for identifying another factor. Global warming/deforestation/increased competition among nations for resources or talents/loss of local identity	1-2
2	Describes other factors. Award 3 marks for describing one factor and an additional mark for describing other factor. Loss of local culture is another impact of globalisation that poses a problem for government around the world. Global brands such as Starbucks and McDonald dominate the consumer market in developing countries. These corporations, with their standardised methods of operation are identical in appearance. As such, this can create a largely homogenous culture across the world. It is also possible for certain cultures to be globalised, leading to youths being negatively influenced as they lose interest in the local culture. AND/OR Deforestation is also another impact of globalisation that poses a problem for governments around the world. Rainforests in many countries have been cut down to make way for development of industries, agriculture, housing and transportation. Some governments allow trees to be cut down at a rapid rate as economic activities such as forestry, mining and cattle ranching can generate revenue for the country. For example, the tropical rainforests in Indonesia are disappearing very quickly as they are being cleared by small-scale farmers and plantation owners to plant cash crops. The forests are also being cleared for development projects such as building of factories and transport facilities. Although these projects enable Indonesia to achieve a higher level of economic development, it also reduces Indonesia's rainforest at a very rapid rate. This can bring problems such as soil erosion, extinction of flora and fauna, increase in flooding and haze.	3-4
3	Explains one factor.	5-6

	<i>Award 5 marks for explanation of one other factor and an additional mark for any supporting detail.</i> Loss of local culture is another impact of globalisation that poses a problem for government around the world. Global brands such as Starbucks and McDonald dominate the consumer market in developing countries. These corporations, with their standardised methods of operation are identical in appearance. As such, this can create a largely homogenous culture across the world. It is also possible for certain cultures to be globalised, leading to youths being negatively influenced as they lose interest in the local culture. These global brands and pop culture are viewed as an advancement of foreign cultures and many people are uncomfortable with it. They perceive these influences to be forcing their beliefs, cultures and language upon the rest of the world, and eroding the local culture, which can lead to a loss of local identity and a sense of belonging to the country. As a result of that, it can affect the social cohesion of the nation, which will pose a problem for the governments around the world. OR Deforestation is also another impact of globalisation that poses a problem for governments around the world. Rainforests in many countries have been cut down to make way for development of industries, agriculture, housing and transportation. Some governments allow trees to be cut down at a rapid rate as economic activities such as forestry, mining and cattle ranching can generate revenue for the country. For example, the tropical rainforests in Indonesia are disappearing very quickly as they are being cleared by small-scale farmers and plantation owners to plant cash crops. 'Slash and burn' methods are also used by farmers to clear forests. With the rapid depletion of forests, problems like soil erosion, extinction of flora and fauna, increase in flooding and haze can occur. As such, the economic gains are achieved at the expense of the citizens and the region due to deforestation. Health issues can crop up due to the haze, while tourism may drop, affecting the economy of the country, which becomes an economic problem for the governments. Soil erosion and flooding may mean an increase in budget from the government to build or repair structures to prevent such environmental problems, which poses a financial issue for governments as well.	
4	L3 + explains the other factor. <i>Award 7 marks for an explanation of a second factor and an additional mark for any supporting detail.</i> <i>See L3 for example.</i>	7-8
5	L4 + Explains relative importance of the two chosen factors. <i>Award the higher mark in the level for more fully developed answers.</i> Deforestation is more disastrous than loss of local culture as it poses more problems for governments than the loss of local culture. This is because deforestation leads not only to environmental issues, but also economic and health issues as compared to the loss of local culture which causes mostly social issues in the government. Furthermore, deforestation lasts longer in terms of its impact compared to the loss of local culture as government can resolve the issue by emphasising more on local cultures.	9-10

4a) Explain why the complacency of Venetians posed a problem for the Venetian government during the 15th – 18th century. [5]

Level	Descriptors	Marks
1	Writes about the issue. The Venetian government faced many problems during the 15th – 18th century.	1
2	Describes the given factor. <i>Award the higher mark in the level for more fully developed answers.</i> The complacency of Venetians posed a problem for the Venetian government during the 15th – 18th century. Having lived in peace and prosperity for decades, many Venetians became complacent. Their focus was no longer on security issues. They were more concerned about maintaining their wealth than the safety of the city-state. Nobles became less involved in important matters such as the administration and development of the city-state. Instead, they indulged in fine living by holding lavish parties and Carnevals that last for six months each time. In general, Venetians became distracted from their daily duties and productive work, choosing to live their lives with entertainment and arts.	2-3
3	L3: Explains how given factor relates to the issue. <i>i.e. shows link between factor and its negative impact on Venice.</i> <i>Award the higher mark for more fully developed answers.</i> The complacency of Venetians posed a problem for the Venetian government during the 15th – 18th century. Having lived in peace and prosperity for decades, many Venetians became complacent. Their focus was no longer on security issues. They were more concerned about maintaining their wealth than the safety of the city-state. Nobles became less involved in important matters such as the administration and development of the city-state. Instead, they indulged in fine living by holding lavish parties and Carnevals that last for six months each time. In general, Venetians became distracted from their daily duties and productive work, choosing to live their lives with entertainment and arts. This posed a problem for the Venetian government because such complacency affected not only commoners but the nobles working in the government. This led to a general decline of productivity which caused economic problems for Venice as money was spent carelessly without thoughts for Venice's future. As such, it was a problem and a hindrance for the Venetian government who had to keep the city-state growing and developing.	4-5

4b) Explain two other difficulties that posed a problem for the Venetian government during the 15th – 18th century. Which difficulty was more significant? Explain your answer. [10]

Level	Descriptors	Marks
1	Identifies other factor(s). <i>Award 1 mark for identifying one factor and 2 marks for identifying another factor.</i> Economic competition/political threats/external threats.	1-2
2	Describes other factors. <i>Award 3 marks for describing one factor and an additional mark for describing other factor.</i>	3-4

	One difficulty that posed a problem for the Venetian government during the 15th – 18th century was the discovery of new sea routes by other countries. A Portuguese explorer, Vasco de Gama discovered a new sea route from Europe to the East by going around the Cape of Good Hope. This meant an alternative sea route that allowed the Portuguese to compete directly with the Venetians in the spice trade. Furthermore, since Venice's route via the Mediterranean Sea followed by an overland route was both time-consuming and dangerous, such a new sea route became a better alternative for traders. This discovery destroyed Venice's monopoly on the lucrative spice trade and reduced greatly the large profits which Venetians traders had been earning. AND/OR Another difficulty that posed a problem for the Venetian government during the 15th – 18th century was foreign threats faced by Venice. As a small city-state, Venice switched allies often as a strategy to maintain her sovereignty and protect her overland trade routes in Europe. Such a strategy did not work in Venice's favour in the long run as major European powers grew tired of Venice's acts of switching alliances. Eventually, in response to Venice's strategy and her rise in power, a military alliance, the League of Cambrai, was formed among major European powers. They sought to reduce the power of Venice through military campaigns.	
3	Explains one factor. Award 5 marks for explanation of one other factor and an additional mark for any supporting detail. One difficulty that posed a problem for the Venetian government during the 15th – 18th century was the discovery of new sea routes by other countries. A Portuguese explorer, Vasco de Gama discovered a new sea route from Europe to the East by going around the Cape of Good Hope. This meant an alternative sea route that allowed the Portuguese to compete directly with the Venetians in the spice trade. Furthermore, since Venice's route via the Mediterranean Sea followed by an overland route was both time-consuming and dangerous, such a new sea route became a better alternative for traders. This discovery destroyed Venice's monopoly on the lucrative spice trade and reduced greatly the large profits which Venetians traders had been earning. Given the fact that Venice rose to power through trade, the discovery of new sea routes posed a problem for the Venetian government. The Venetian government needed to find ways to protect their monopoly of the spice trade in order to sustain their country economically. As such, the discovery of new sea routes was a problem for the Venetian government as it threatened the city-state economically. OR Another difficulty that posed a problem for the Venetian government during the 15th – 18th century was foreign threats faced by Venice. As a small city-state, Venice switched allies often as a strategy to maintain her sovereignty and protect her overland trade routes in Europe. Such a strategy did not work in Venice's favour in the long run as major European powers grew tired of Venice's acts of switching alliances. Eventually, in response to Venice's strategy and her rise in power, a military alliance, the League of Cambrai, was formed among major European powers. They sought to reduce the power of Venice through military campaigns. This posed a problem for the Venetian government as they had to respond to such military threats. Taxes were raised in order to finance the employment of its mercenary armies and replenish its supply of	5-6

	weapons as Venice fought against the League of Cambrai. This led to an economic decline for Venice as resources were drained and trade routes in mainland Europe were disrupted. Politically, Venice also suffered as Venice could not maintain political control over her territories during the military campaigns. The Venetian government had to cope with foreign threats both politically and economically. (Other factors are acceptable)	
4	L3 + explains the other factor. Award 7 marks for an explanation of a second factor and an additional mark for any supporting detail. See L3 for example.	7-8
5	L4 + Explains relative importance of the two chosen factors. Award the higher mark in the level for more fully developed answers. <u>Foreign threats was a more significant difficulty faced by the Venetian government as it affected not only the economic development of Venice but also the political strength of Venice as a maritime power during that period of time.</u> The discovery of new sea routes affected Venice economically only but foreign threats drained Venice economically while affecting them politically as well. Not only trade was disrupted, Venice had to contend for its political influence and position in Europe and thus foreign threats was a more significant difficulty faced by the Venetian government that later contributed to its eventual downfall.	9-10

End of Answer Scheme

TABLE OF SPECIFICATIONS ('O' LEVEL Elective Social Studies)			
Section A	Topics	AO 1 + 2 (mark allocation)	AO 1 + 3 (mark allocation)
1a	Effectiveness of Singapore's education system		7
1b			7
1c			5
1d			8
1e			8
Section B	Section B	AO 1 + 2 (mark allocation)	AO 1 + 3 (mark allocation)
2a	Challenges to bonding Singapore	5	
2b		10	
OR			
3a	Impact of globalisation	5	
3b		10	
OR			
4a	Decline of Venice	5	
4b		10	
Total		15	35

