NAME:	CLASS:	REG. NO:

ANG MO KIO SECONDARY SCHOOL
END-OF-YEAR EXAMINATION 2016
SECONDARY THREE EXPRESS

COMBINED HUMANITIES
SOCIAL STUDIES (2267 / 01)

Total marks: 50

5 October 2016, Wednesday

1 hour and 45 minutes

Setter: Mdm. G. Anantha & Mr. Kenneth Foo

READ THESE INSTRUCTIONS FIRST

Write your name; register number and class on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.

Section A

Answer **all parts** of Question 1.

Section B

Answer **both parts** of Question 2.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of the question or part question.

This document consists of **8** printed pages, including the cover page.

[Turn over]

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Section A (Source-based Case Study)

Question 1 is **compulsory** for all candidates

1 Effects of Living in a Diverse Society

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 and understanding of the topic to help you interpret and evaluate the sources.

(a) Study Source A.

What does Source A tell you about social mobility in Singapore? Explain your answer using details from the graph. [5]

(b) Study Sources B & C.

How different are the sources? Explain your answer. [7]

(c) Study Source D.

Does Source D prove that social mobility cannot be achieved? Explain your answer. [7]

(d) Study Source E.

Why did the cartoonist publish this cartoon? Explain your answer using details from the cartoon. [6]

(e) ‘‘It is no longer possible to attain social mobility in Singapore.’

Using sources in this case study, explain how far you would agree with this statement. [10]

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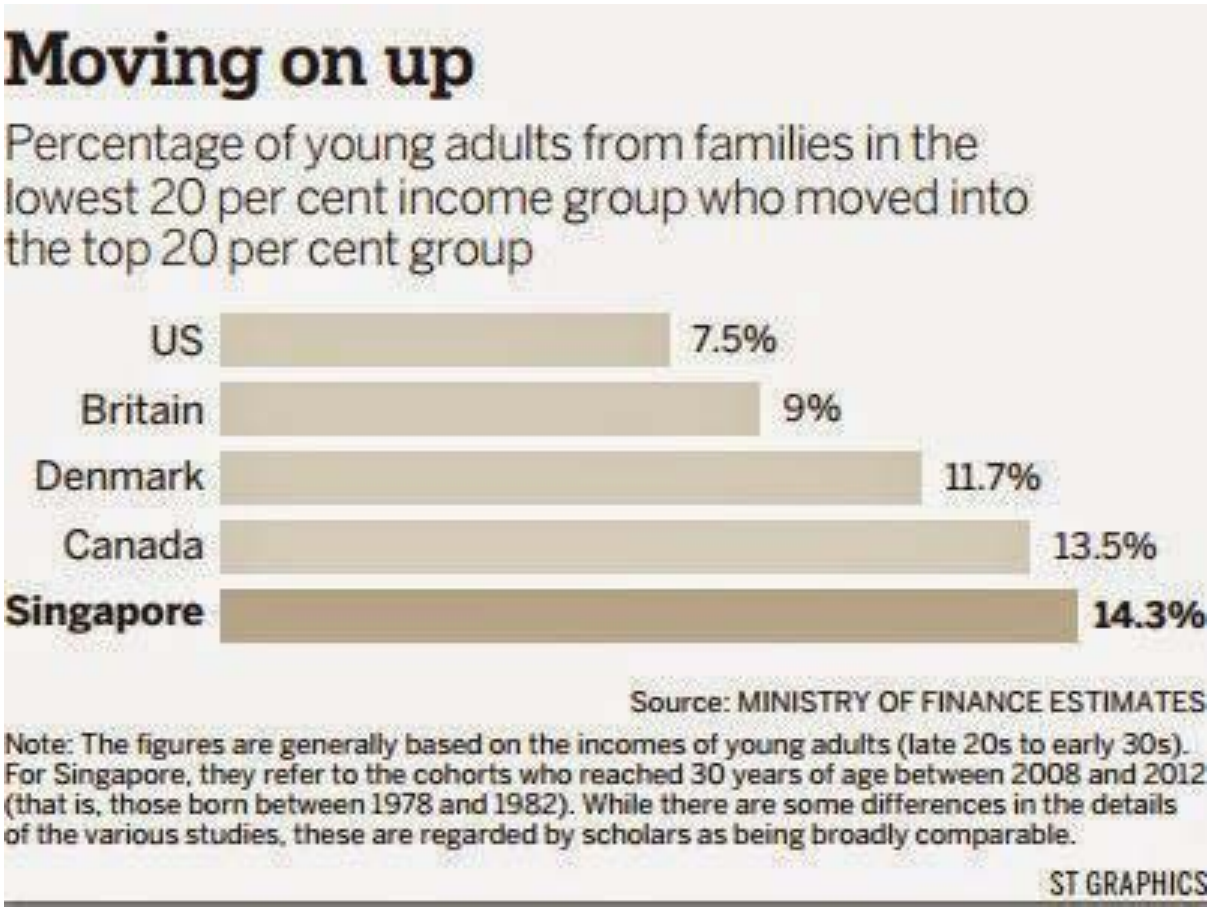
Is there social mobility in Singapore today?

BACKGROUND INFORMATION

Income gaps between the lower and higher income groups have increased over the years in Singapore. This has led to many Singaporeans feeling that social mobility is being limited. Therefore, the Singapore government emphasizes re-training and the learning of new skills to enable Singaporeans of a lower income group to stay relevant to economic demands. This would help to improve their social mobility. Another way to ensure that every Singaporean has the opportunity to progress is by upholding the principle of meritocracy, where one is rewarded based on merit, regardless of race, language, religion or socio-economic status. It has been one of the main guiding principles which has contributed to the success of Singapore today. Hence, there should be opportunities for social mobility through meritocracy.

Study the following sources to find out the different views of whether there is social mobility in Singapore today.

Source A: An infographic from The Straitstimes on social mobility across a few developed countries, published in 2015.



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Source B: Part of the comments on Singapore's education system by an article in Financial Times published on 22 July 2016.

It is taken for granted in the West that some children have greater ability at particular subjects than others. Not so in Singapore, where diligence is prized over talent. Tim Oates, who was in charge of a review of England's national curriculum in 2010-2013 and is now director of research at the exam board Cambridge Assessment, says this approach is finally being adopted in the English system. "It is a different approach to ability – really, a major overhaul of the way in which children are viewed," he says. "A switch from a learning model that is ability-based, to a model which says that all children are capable of anything, depending on how it is presented to them and the effort which they put into learning it. This learning model would level the playing field for the children."

Source C: Excerpt from Financial Times published on 22 July 2016.

The opportunity to ascend from humble origins to the elite of Singapore's society is becoming increasingly rare, observers say. Social mobility is diminishing in Singapore because of the rising cost of education, says Michael Barr, an associate professor in international relations at Flinders University in Adelaide. "A few decades ago, education was a way that poor people could rise," he says. "That has become less and less so. It costs money to engage in tuition. It costs money to engage in extra-curricular activities. You have to be middle-class to have the resources to put into your child's education; a tiger mother with deep pockets."

Source D: An opinion piece from a journalist in Singapore, published in the Straits Times on 27 August 2016.

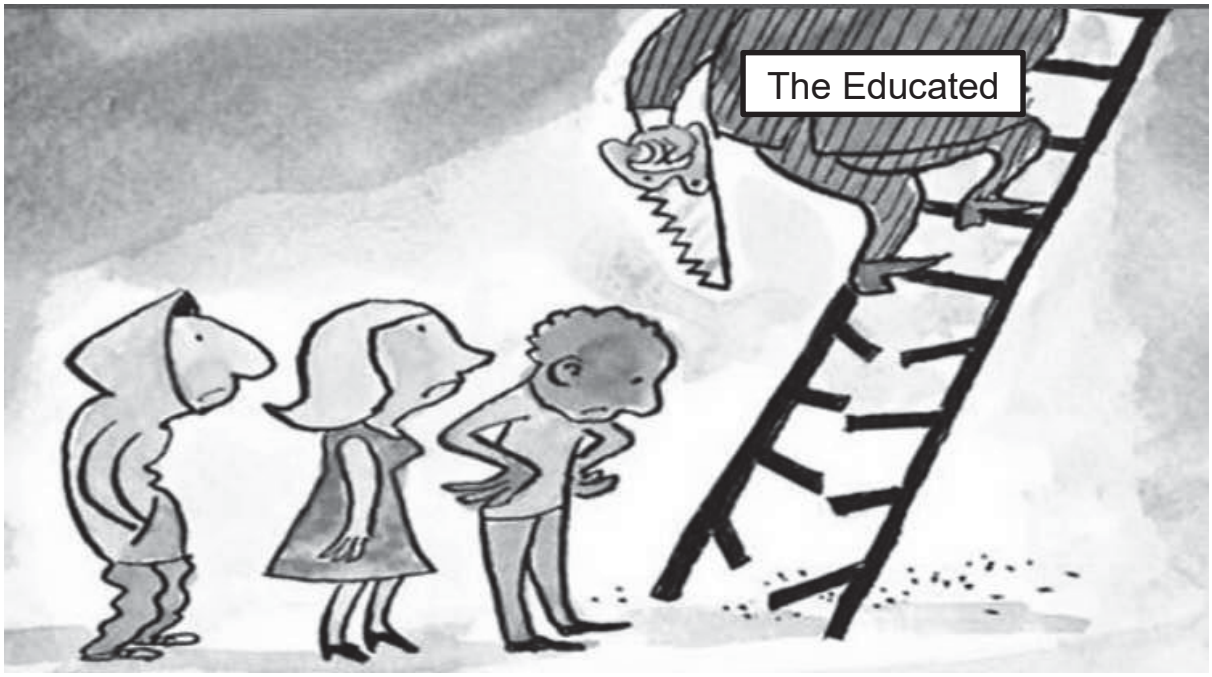
I found it interesting, that in Prime Minister Lee Hsien Loong's National Day Rally speech on Sunday, he singled out disruption from globalisation and technological progress as the "defining" economic challenge of our generation.

In his speech, he acknowledged how segments of society (e.g. taxi drivers and retail staff) have had their livelihoods threatened by new technology and suggested the need for the Government to level the playing field for everyone.

I would argue, that disruption has not just widened the income or wealth gap, it has also skewed the odds in favour of the privileged and highly educated at the expense of the blue-collar worker, thereby creating a "skills gap" which many struggle to bridge.

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Source E: A cartoon published on the Singapore Business Review website, an online business magazine.



Source F: Excerpt from Deputy Prime Minister Tharman's speech at an international conference on social mobility, 26 May 2016.

There are also efforts to improve the education system, by changing the curriculum to suit a child's learning abilities and reducing the emphasis on examinations, Mr Tharman commented.

"We are reducing the emphasis of examinations in our early primary years, we are broadening the way we measure students at the end of primary school and we are broadening the way in which secondary schools and our tertiary institutions select our students so it is not just based on one final examination score."

This is an "extremely important reform" to broaden the concept of meritocracy and recognise a range of skills and talents, he added.

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Section B (Structured-Response Question)

Question 2 is **compulsory** for all candidates.

2 Living in a Diverse Society

Study the extracts carefully, and then answer the questions.

Extract 1

Over the past few years, the Singaporean-foreigner divide has come under sharp focus, with high profile outbursts of hostility occurring from time to time, grabbing headlines and prompting political leaders - including the Prime Minister himself - to weigh in on several occasions.

More often than not, the incidents can be traced to insensitive or offensive comments made on the internet by one side or the other. Anti-foreigner sentiments dominate internet chatter, so much so that “foreign trash Singapore” has become a Google auto-fill option.

Extract 2

Other countries and Singapore have much to gain from a strong partnership, including the exchange of knowledge and skills. Such partnerships across many fields have enabled diverse collaborations between professionals.

Extract 3

In a diverse society like Singapore, the increasing presence of foreigners has brought about problems in interactions between different cultural groups due to a lack of understanding.

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(a) Extract 1 states that recently there is an increasing number of Singaporeans passing negative remarks towards foreigners living in Singapore.

In your opinion, how can the integration of foreigners living in Singapore be improved? Explain your answer using **two** strategies. [7]

(b) Extract 2 and Extract 3 reflect on the different outcomes of interactions and exchanges among a more diverse population in Singapore.

Do you think that the **exchange of skills and knowledge** is more important than the effect of **prejudice and misconceptions** in the government's decision to allow more foreign manpower? Explain your answer. [8]

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Acknowledgements of sources:

Source A :	*Infographic from The Straitstimes (secondary source)*
Source B :	*http://www.ft.com/cms/s/2/2e4c61f2-4ec8-11e6-8172-e39ecd3b86fc.html*
Source C :	*http://www.ft.com/cms/s/2/2e4c61f2-4ec8-11e6-8172-e39ecd3b86fc.html*
Source D :	*http://www.straitstimes.com/opinion/do-more-to-level-playing-field-as-disruption-opens-skills-gap*
Source E:	*http://sbr.com.sg/hr-education/commentary/are-singaporeans-still-socially-mobile*
Source F:	*http://www.channelnewsasia.com/news/singapore/social-mobility-in/2818920.html*

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SUGGESTED ANSWERS (3EXPRESS / 3TT)

SECTION A: Source-based questions.

1(a)	Study Source A.	Exp	TT
	What does this source tell you about social mobility in Singapore? Explain your answer using details from the graph.	[5]	
L1	**Describes the graph.**	1	1-2
L2	**Makes an inference, unsupported.** Source A shows that among the developed countries, Singapore has achieved greatest social mobility.	2-3	3-4
L3	**Makes an inference, supported** Source A shows that among the developed countries, such as US, Britain, Denmark and Canada Singapore has achieved greatest social mobility. This is evident from the graph which shows 14.3% of young adults in Singapore aged late 20s to early 30s were able to move from the bottom 20% of income group to top 20% of the income group. Therefore, this shows that people in Singapore are still able to achieve social mobility when compared to people in other developed countries.	4-5	5
1(b)	Study Sources B & C		
	How different are the sources? Explain your answer.	[7]	
L1	**Similarity in provenance** E.g. Both sources are from Financial Times.	1	1-2
L2	**Difference / Similarity in content, unsupported** The two sources are different in their views of whether social mobility can be achieved in Singapore. Both sources say through education, social mobility can be achieved for certain population segments in Singapore.	2	2-3
L3	**Difference OR Similarity in content, supported** The two sources are different in their views of whether social mobility can be achieved in Singapore. This can be seen from Source B, "this learning model would level the playing field for the children", which suggests that every child would be given th e same opportunity to succeed in school, thus showing that social mobility can be achieved. However in Source C, "the opportunity to ascend from humble origins to the elite of Singapore's society is becoming increasingly rare" suggests the opposite of what is presented in B and that it is actually becoming harder to achieve social mobility. OR Both sources say through education, social mobility can be achieved in Singapore. As seen in Source B, "to a model which says that all children are capable of anything, depending on how it is presented to them and the effort which they put into learning	3-4	4-5

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	it" which shows that the education model practiced in Singapore allows for social mobility to be achieved. Similarly, Source C states that "A few decades ago, education was a way that poor people could rise … That has become less and less so" which implies that it is still possible to make it to a higher income level through education, except that it is becoming increasingly difficult. Therefore, both sources agree that it is possible to achieve social mobility through education in Singapore.		
L4	**Similarity AND Difference in content, supported**	**5-6**	**6**
L5	**Difference in viewpoint /purpose** Award the higher mark for better developed answers. Both sources present a different viewpoints on whether there is still social mobility in Singapore. While Source B says that social mobility can be achieved in Singapore by making suitable changes to the education system Source C says that social mobility can only be achieved if the child enjoys a high socio-economic status which allows them to have additional resources available for the development of the child which gives the child a head start in his/her development in the formative years. OR Both Sources differ in purpose. Source B which is an article published in the Singapore Financial Times was published to convince Singaporeans that Singapore provides equal opportunities for everyone. In this way, the government believes that based on sound educational principles as well as adopting the correct methodology in the classroom, and practising the principle of meritocracy would improve the socio economic status of many Singaporeans. (evidence from Source B) However, in Source C, an excerpt from Financial Times, was published to convince Singaporeans that upholding meritocracy would simply not improve social mobility of the people. The writer of the article aims to convince the government to provide sufficient resources needed to improve the status of those in the lower income groups so that social mobility will be made possible in Singapore. (evidence from Source C).	**6-7**	**7**
1(c)	Study Source D.		
	Does Source D prove that social mobility cannot be achieved in Singapore? Explain your answer	**[7]**	
L1	**Yes / No based on provenance**	**1**	**1-2**
L2	**Proves/ Does not prove based on content** Award the higher mark for a fully developed answer. The source shows that social mobility is not possible for those who do not have much education or any specific skills. The evidence in Source D is 'I would argue that disruption has not just widened the income or wealth gap, it has also skewed the odds in	**2-3**	**3-4**

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	favour of the privileged and highly educated at the expense of the blue-collar worker, thereby creating a "skills gap" which many struggle to bridge.' This proves that social mobility is not possible for many Singaporeans who are not highly educated as well as those who do not have knowledge of specific skills.		
L3	**Proves/ Does not prove based on provenance** The source proves that social mobility is not possible. This source is an excerpt of a speech made by Prime Minister Lee Hsien Loong and therefore is reliable since he has knowledge about the profile of the workforce as well knowledge of their income level. He is also aware of the extent to which social mobility can be achieved, given the background of the workers.	**4**	**5**
L4	**Proves/ Does not prove based on cross referencing** Award the higher mark for a fully developed answer Source D does prove that social mobility cannot be achieved because some children come from lower income families and therefore do not have the means to upgrade themselves and are most likely to remain poor. This view is supported in Source B which tells me that children whose parents are able to afford tuition classes can perform better in schools and can earn a much higher income later in their lives. Since Source B supports Source D in saying that social mobility is only possible with better education, Source D is reliable and therefore proves that it not possible for the lesser educated and the lowly skilled workers to move up the social ladder. OR Source D does not prove that social mobility is not possible when cross referred to Source A. Source A shows that Singapore has the highest percentage of people 14.3% achieving social mobility compared to other developed countries like Canada and US. Since Source A contradicts Source D, Source D is not reliable and does not prove that social mobility is not possible in Singapore.	**5-6**	**6**
L5	**Proves/Does not prove with purpose explained.** Award the higher mark for a more fully developed answer. Source D does prove that social mobility is harder to achieve in Singapore. In making this speech Prime Minister Lee Hsien Loong is warning the Singaporean workforce of the dangers of being left behind in an increasingly technology-reliant world.(message) Therefore this speech is made to persuade the less educated as well as the lowly skilled workers to upgrade themselves to meet the economic demands of the country.(outcome) Thus, given such a purpose, Source D proves that social mobility is difficult to achieve in Singapore.	**6-7**	**7**

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1(d)	Study Source E	Exp	TT
	Why did the cartoonist draw this cartoon? Explain your answer using details from the cartoon.	[6]	
L1	**Describes the cartoon.**	1	1-2
L2	**Makes inferences, unsupported** It is possible for the educated to achieve social mobility. The educated are denying the less educated of achieving social mobility.	2	3
L3	**Makes inferences, supported** It is possible for the educated to achieve social mobility. The educated seem to be moving up the social ladder. The educated are denying the less educated of achieving social mobility. After moving up the ladder, he has cut off the steps and has made it impossible for the others to move up the social ladder.	3-4	4-5
L4	**Explains message/outcome** The cartoonist is convincing Singaporeans that through education, one can achieve social mobility in Singapore. (message)	5	6
L5	**Explains message and outcome.** The cartoonist is convincing Singaporeans that through education social mobility can be achieved and those who are not highly educated would be disadvantaged. In putting across this message, he hopes to persuade Singaporeans to focus on improving themselves through education and to spare a thought for those who are not highly educated. (outcome)	6	-
1(e)		**Exp**	**TT**
	It is no longer possible to attain social mobility in Singapore. Using sources in this case study, explain how far you would agree with this statement.	[10]	
L1	**Writes about statement, no valid source use**	1	1-2
L2	**Yes/ No, supported by valid source use** It is no longer possible to attain social mobility in Singapore. For instance in Source C, the writer says that it is no longer possible to attain social mobility through education these days. In Source D. PM Lee acknowledged that blue-collar workers have had their livelihoods threatened with new technology and this has widened the income gap between the rich and the poor, making it difficult for the for the blue collar worker to bridge the 'skills gap'. Source E also shows that the educated has moved up the social ladder implying that he has attained social mobility and the less educated find themselves cut off from moving up the social ladder. OR It is possible to attain social mobility in Singapore. Source A shows that adopting an appropriate learning model would allow for the levelling of the playing field of the children and this would then result in attaining social mobility. In Source B, the graph shows that among the developed countries Singapore has the	2-4	3-5

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	highest percentage of social mobility at 14.3% compared to Canada's 13.5% and Denmark's 11.7%. Source F shows that changes in the education system are made to suit the needs of a child and the Singapore government has made important reforms in the education system to recognise a whole range of skills and talent to broaden the concept of meritocracy in order to allow for greater social mobility.		
L3	**Yes+ No, supported by valid source use** Both elements of L2	**5-8**	**6-8**
	Note: Consideration on number of sources used and the quality of analysis in deciding on marks in L2 &L3		
	To score additional 2 marks, candidates can take any of these 3 routes.		
	• **Through analysing at least one source in relation to its reliability, utility or sufficiency** Source E seems to show very clearly that the less educated would have a difficult time moving up the social ladder. This could be a biased view. This is because the Singapore government is taking steps, making reforms to the education system and recognising skills and talent as well as to practise meritocracy in levelling up the field for those from disadvantaged homes. This would then allow for greater social mobility for many children. [+2]		
	• **By sharing example(s) from their contextual knowledge** I do not agree that it is no longer possible to attain social mobility. In Source A, the graph shows that it is possible to attain social in Singapore compared to many other developed countries. The percentage of people attaining social mobility is 14.3% compared to Britain's 9% and Denmark's 11.7%. It seems to convince Singaporeans that there are very high chances of attaining social mobility in Singapore. This is true because from what I know, some of the taxi drivers I have spoken to have been able to educate their children in the university, some of them became doctors, getting scholarships from the government. This shows that it is possible for children of blue collar workers to move up the social ladder. [+2]		
	• **By giving a balanced conclusion or resolution** There is certainly a case for and against social mobility. Much essential work is done by the government to improve the education system to level up the playing field. This is clearly expressed in Source F which says the government is recognising a range of skills and talents and to broaden the concept of meritocracy to allow for social mobility. However, there are also concerns about attaining social mobility as suggested in Source D. In this Source PM Lee acknowledges that certain segments of the society will be disadvantaged especially the blue collar workers and the odds will in favour of the privileged and highly educated. [+2]		

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Section B: Structured-Response Question

	Answer	Marks
2(a)	**Extract 1 states that recently there is an increasing number of Singaporeans passing negative remarks towards foreigners living in Singapore.** **In your opinion, how can the integration of foreigners living in Singapore be improved? Explain your answer using <u>two</u> strategies.**	
L1	**Describes the topic i.e. integration of foreigners** *e.g. Singaporeans are unhappy with the foreigners living here because they are overcrowding public spaces.*	**1**
L2	**Identifies / Describes strategies** Award 2 marks for identifying one strategy and 3 marks for identifying two strategies. Award 3 marks for describing one strategy and 4 marks for describing two strategies. *e.g. Foreigners living in Singapore can be better integrated through profiling them positively engaging in day-to-day activities with Singaporeans via social media. For instance the Ministry of Communication and Information could commission a series of short films or advertising campaigns that feature common everyday scenarios of living in Singapore with the insertion of characters portraying different foreigners in the films. The theme of the films would be foreigner integration, and the characters playing both the foreigners and Singaporeans would be profiled as engaging in relaxed conversations over common and local lifestyle topics. These films can then be distributed over both mainstream and social media.* *The integration of foreigners living in Singapore could also be improved by involving some of these foreigners in our Residents' Committee (RC) work in the heartlands. The Residents' Committees found across most housing estates in Singapore could start to recruit foreign residents and involve them in their community outreach and other work.*	**2-4**
L3	**L2 + Explains strategy** Award 5-6 marks for explaining one strategy. Award 6-7 marks for explaining two strategies. **Note: An explanation is showing how the strategy addresses the integration of foreigners living in Singapore.** *e.g. Foreigners living in Singapore can be better integrated through*	**5-7**

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	profiling them positively engaging in day-to-day activities with Singaporeans via social media. For instance the Ministry of Communication and Information could commission a series of short films or advertising campaigns that feature common everyday scenarios of living in Singapore with the insertion of characters portraying different foreigners in the films. The theme of the films would be foreigner integration, and the characters playing both the foreigners and Singaporeans would be profiled as engaging in relaxed conversations over common and local lifestyle topics. These films can then be distributed over both mainstream and social media. Such films or advertisements (and their spread online) would encourage Singaporeans to see the ease of communicating with foreigners in our local setting. Being able to see foreigners engaging in common activities with Singaporeans will help to change the way they view foreigners and become more accepting of the foreigners gradually. *The integration of foreigners living in Singapore could also be improved by involving some of these foreigners in our Residents' Committee (RC) work in the heartlands. The Residents' Committees found across most housing estates in Singapore could start to recruit foreign residents and involve them in their community outreach and other work. This would provide more opportunities for Singaporeans to understand and interact with the foreigners especially when the RCs make door-to-door visits and try to find out how the residents are doing generally. Apart from directly increasing the contact between the foreigners and Singaporeans, such outreach efforts would build up the impression that the foreigners are making an effort to integrate themselves into the community and Singapore. Singaporeans would therefore appreciate and understand the foreigners more, which would help improve the integration of foreigners living in Singapore.*	
2(b)	**Extract 2 and Extract 3 reflect on the different outcomes of interactions and exchanges among a more diverse population in Singapore.** **Do you think that the exchange of skills and knowledge is more important than the effect of prejudice and misconceptions in the government's decision to allow more foreign manpower? Explain your answer.**	
L1	**Writes about the topic (i.e. foreign manpower) but without addressing the question** *e.g. In recent times, Singapore has increasingly welcomed foreign manpower. Such foreigners have come from China, India, and Bangladesh. [2]*	**1-2**
L2	**Describes the role of the groups**	**3-4**

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	Award 3 marks for describing one group. Award 4 marks for describing both groups. *e.g. Foreign manpower allows for exchanges in knowledge and skills, for example, in the areas of research and development with overseas experts. Foreign scientists can share their knowledge and expertise to help strengthen research competencies and collaborations with Singaporeans. For instance, under the Biomedical Research Council, internationally renowned scientists with the expertise and knowledge to jump-start the country's biomedical sciences moved to Singapore. [3]* *(As above plus) e.g. In a diverse society like Singapore's, negative sentiments can arise when people jump to conclusions about others and make incorrect judgements due to insufficient understanding of cultural differences and erroneous assumptions. Such threats to diversity may occur as prejudices may lead to discrimination against the victims, who are either hurt or excluded from the interactions in a diverse society. For example, the denial of rental accommodation to some foreign races and nationalities in Singapore due to the misconceptions that Singaporeans may have towards them. [4]*	
L3	**Explains the role of the groups** **Note: An explanation is showing how each group weighs up in managing the inflow of foreign manpower to Singapore** Award 5-6 marks for explaining one group. Award 6-7 marks for explaining both groups. *e.g. Foreign manpower allow for exchanges in knowledge and skills, for example, in the areas of research and development with overseas experts. Foreign scientists can share their knowledge and expertise to help strengthen research competencies and collaborations with Singaporeans. For instance, under the Biomedical Research Council, internationally renowned scientists with the expertise and knowledge to jump-start the country's biomedical sciences moved to Singapore. This openness to learn and collaborate with overseas scientists has led to robust research, which in turn has led to significant discoveries made in Singapore, like the H1N1 flu vaccine. Therefore the exchange of skills and knowledge between foreign manpower and Singaporeans has been beneficial and positive. [6]* *(As above plus) e.g. In a diverse society like Singapore's, negative sentiments can arise when people jump to conclusions about others and make incorrect judgements due to insufficient understanding of cultural differences and erroneous assumptions.*	**5-7**

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	Such threats to diversity may occur as prejudices may lead to discrimination against the victims, who are either hurt or excluded from the interactions in a diverse society. For example, the denial of rental accommodation to some foreign races and nationalities in Singapore due to the misconceptions that Singaporeans may have towards them. These instances of discrimination have caused unnecessary hurt and deepened prejudice against foreigners. Therefore, prejudice is dangerous and can create an environment where discrimination can happen more often, thereby creating the impression that many Singaporeans are xenophobic. Hence, having to manage prejudice and misconceptions is a negative consequence that arises from the continued inflow of foreign manpower to Singapore. [7]	
L4	**Both aspects in L3 plus explains the relative importance of each group** *(Both examples above plus) e.g. Although foreign manpower provide skills and knowledge to Singapore, we must also not neglect the cultural differences and hence possible misunderstandings that they may bring with them. Therefore, both are equally important considerations and represent a necessary trade-off for the government to weigh in their continued desire to attract foreign manpower to Singapore.*	**8**

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