Name _____( ) Class:_____

CHIJ KATONG CONVENT
END-OF-YEAR EXAMINATIONS 2016
Secondary 3 Express

COMBINED HUMANITIES
PAPER 1, SOCIAL STUDIES

Duration: 1 hour 45 minutes

Classes: 303, 304, 305, 306

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.
Write in dark blue or black ink.
You may use a soft pencil for any rough working.
Do not use staples, paper clips, glue or correction fluid/tape.

Section A
Answer **all parts** of Question 1.

Section B
Answer **both parts** of Question 2.

Begin your answer to Section B on a new and separate sheet of paper.

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

At the end of the examination, hand in separately:

i) Section A
ii) Section B
iii) Question Paper

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SECTION A (Source-Based Case Study)
Question 1 is **compulsory** for all candidates.

1 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 of the issue to help you interpret and evaluate the sources.

1 (a) Study Source A.

Why do you think the cartoon was published? Explain your answer, using details of the cartoon. [6]

(b) Study Source B.

Why do you think the woman made this comment? Explain your answer. [7]

(c) Study Sources C and D.

How different are Sources C and D? Explain your answer. [7]

(d) Study Source E.

How useful is this source as evidence that the burqa ban for women in France is justified? Explain your answer. [8]

(e) Study Source F.

Do you believe what the source says with regard to the impact of the burqa ban in France? Explain your answer. [7]

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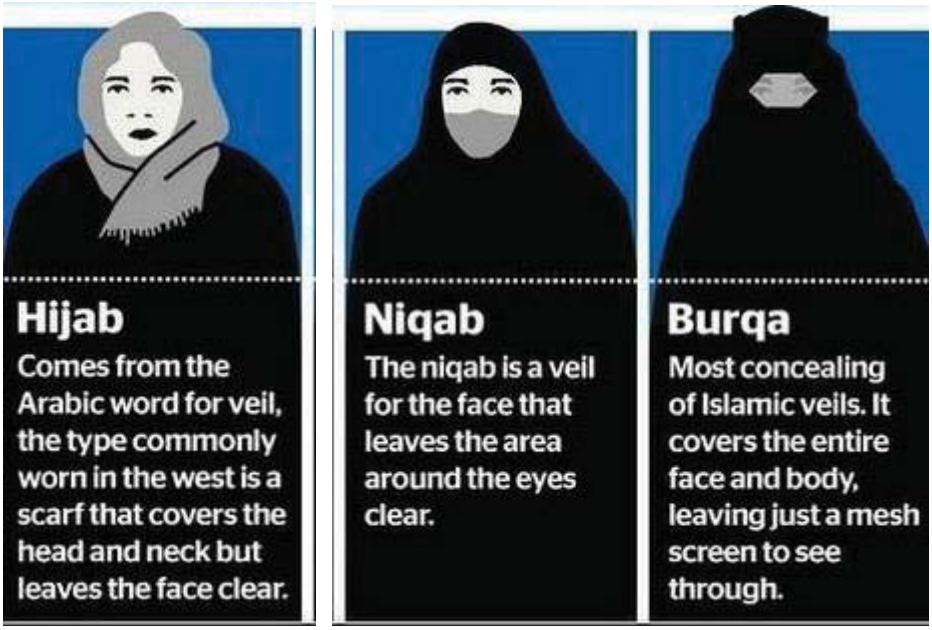
How far has France been justified in its ban of the Muslim headscarf?

BACKGROUND INFORMATION

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

In 2011, under the rule of President Nicholas Sarkozy, France passed a law that forbids women from wearing a face veil in any public setting, a law that many of the Muslim community of France sees as “forced assimilation”. It was argued that its main goal was to prevent anyone from being able to hide their identity in public, help promote freedom and respect for women and finally, enable everyone to integrate. The current government is already considering tightening laws on standard headscarves or the hijab.

Forced assimilation is a process that pressures religious or ethnic minority groups to culturally assimilate into an established and larger community. This is to bind together the diverse population, a brotherhood that erases all differences to create the “French people.” The pursuit of this nationwide equality, however, has led to an aggressive suppression of diversity.



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Source A: *A cartoon published in the UK national press about the French burqa ban, published in 2011.*



Source B: *A comment made by a French Muslim woman, an experienced nanny who was affected by the headscarf issue, published in an international news agency.*

> Currently, I look after three children from families of all beliefs, Christian to atheist. They have never minded about my headscarf. For childminders now, it feels like the state wants to question us about our religion in terms of being fit for the job. This is unfair, discriminatory and absurd. What worries me now is the government deliberately stirring things, creating divisions in society by pushing for new laws. It's sending the wrong message to a society which should be inclusive.

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Source C: *A speech made by the previous French President, Nicolas Sarkozy when he first introduced the burqa ban, in 2009.*

France is a country where there is no place for the burqa, where there is no place for the women to be seen as submissive. The full veil is not welcome in France because it runs contrary to our values of a woman's freedom and liberty. Let us undertake not to give opponents of democracy and sexual equality the chance for a victory which would put our society in a very difficult situation. We cannot accept to have in our country women who are prisoners behind netting, cut off from all social life, deprived of identity. Our republic has made a lot of efforts to ensure that France becomes a united country, and that everyone can integrate.

Source D: *An article written by a scholar, published by a western news agency.*

This ban on burqas can absolutely be seen as a form of forced assimilation. Laws such as France's burqa-ban imply that Muslims are backward and must forcibly be changed, or face the consequences. This attitude is reflected where the rights of a Muslim woman are seen as secondary to protecting the nationalism of the country. This law has noble intentions as it has been argued in support of women's rights and freedom in France. But France's embrace of equality will worsen broader Muslim concerns of feeling targeted and discriminated against by such measures, dividing instead the French society.

Source E: *Comments by a non-Muslim French woman on the burqa ban.*

For me the burqa is a sign of submission and what is submission? It means it denies liberty and women are almost enslaved. So I was really for this prohibition on the burqa. We cannot accept that someone is completely covered in France. The ban is beneficial to the Muslim community as it liberates women from oppression. Are we choosing the right of a woman to show her face or are we choosing the right of a religious chief to impose the burqa?

Source F: *A comment made by a professor who spent years studying the impact of the controversial burqa ban in France.*

The burqa ban has been a total failure. It has encouraged Islamophobia as well as given Muslim extremists more cause to feel the need to rise up against the French state. It had the effect of sending a message that Islam is not welcome in France. People had the impression that the women wearing the veil were abused by men. But in ten years, I have never met a woman who was forced to wear a veil by a man. People presented this cliché that Muslim women needed to be saved. We now live in a society where people think it's normal to insult Muslim women wearing the full veil just because they are disobeying the law. It's a total rupture with society.

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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

The Inter-Racial and Religious Confidence Circles (IRCC) has worked hard over the years to build strong relationships amongst leaders of different racial and religious groups. This work is critical, because relationships are at the heart of building trust and understanding, which in turn are essential for maintaining racial and religious harmony.

Despite efforts to strengthen racial and religious harmony in Singapore, minor incidences do occur.

Adapted from Mr Lawrence Wong, then Acting Minister for Culture, Community and Youth

Extract 2

Immigration policy has been a critical factor in ensuring that the manpower needs of the economy is met. This is necessary to ensure the continued economic development in Singapore.

Extract 3

Many migrants have chosen Singapore to be their home either to live here permanently or to work here as a choice. This is due to its strong socio-cultural environment which is well-recognised worldwide.

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(a) Extract 1 states that racial and / or religious tensions do occur in Singapore.

In your opinion, what can individuals do to promote racial and religious harmony? Explain your answer using **two** strategies. [7]

(b) Extract 2 and Extract 3 state that 'immigration policy' and 'socio-cultural environment' have contributed to the formation of a highly diverse society in Singapore

Do you think 'immigration policy' has a more critical role to play than 'socio-cultural environment' in contributing to the formation of a highly diverse society in Singapore? Explain your answer. [8]

Copyright Acknowledgements:

Source A *©http://www.englishblog.com/2011/04/cartoon-sarkos-burqa-ban.html#.V66I01R95dg*
Source B *©https://www.theguardian.com/world/2013/jul/22/frances-headscarf-war-attack-on-freedom*
Source C *©https://www.theguardian.com/world/2009/jun/22/islamic-veils-sarkozy-speech-france*
Source D *©http://blogs.reuters.com/great-debate/2015/01/16/to-become-french-leave-your-identity-behind/*
Source E *© www.pri.org/stories/2015-05-30/does-frances-burqa-ban-protect-or-persecute*
Source F *©http://www.thelocal.fr/20151012/france-burqa-ban-five-years-on-we-create-a-monster*

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Suggested Answers for 3E EOY Social Studies 2016

Section A (Source-Based Question)

1a)	**Study Source A.** **Why do you think the cartoon was published? Explain your answer, using details of the cartoon.**	**[6]**
L1	**Answers based on provenance** *e.g. The source was published in the UK national press.*	**[1]**
L2	**Because of what he wanted to say (i.e. message)** Award the higher mark for more fully developed answers. *e.g. The message of this source is to show that the French President's decision to introduce the burqa ban is unjustified and he should be ashamed for introducing such law that alienates Muslim women from the French community. The irony comes from the woman's use of the expression 'cover one's face in shame', which echoes the ban on covering one's face in public.*	**[2-3]**
L3	**Because of consideration of wider context** *e.g. The cartoonist drew this cartoon as a response to the burqa ban introduced in France and he was aware of the negative impact that the burqa ban had on the Muslim women in the country.* *e.g. The cartoonist drew this cartoon as he knew there has been much debate towards the burqa ban in both France and in the international community, on whether the ban was justified or it only brought about negative impact on the society.*	**[4]**
L4	**Because of the impact he wanted his speech to have** Award the higher mark for more fully developed answers. *e.g. The cartoonist wants to criticise the French President for introducing the burqa ban in France as it only serves to alienate the Muslim women in France, rather than including them in the French community. Thus, the cartoonist wants to illustrate the introduction of the burqa ban as something shameful. This is in the hope that the French President and the parliament would reconsider reviewing this law so that the Muslim women in France would not be discriminated against as they are now portrayed as shameful for being submissive to the religion.*	**[5-6]**

1b)	**Study Source B.** **Why do you think the woman made this comment? Explain your answer, using details of the picture.**	**[7]**
L1	**Answers based on provenance** *e.g. She made this comment as she was affected by the headscarf issue.*	**[1]**

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L2	**Because of what she wanted to say (i.e. is message)** Award the higher mark for more fully developed answers. *e.g. She made this comment as she wanted to show that the headscarf issue has brought negative impact not only to the Muslim women, but it has also divided the French society. She believes that the headscarf she puts on is not a problem, and would not affect her ability to work well as a nanny. She mentions, "it feels like the state wants to question us about our religion in terms of being fit for the job. This is unfair, discriminatory and absurd. What worries me now is the government deliberately stirring things, creating divisions in society by pushing for new laws."*	**[2-3]**
L3	**Because of consideration of wider context** Award the higher mark for more fully developed answers. *e.g. The woman made this comment as she was aware of the negative treatment received by Muslim women in France who puts on the veil, by the French authorities.* *e.g. The woman wrote this to bring awareness to the French community about the feelings Muslim women have with regards to the veil issue and the impact it had on them.*	**[4-5]**
L4	**Because of the impact he wanted his speech to have** Award the higher mark for more fully developed answers. *e.g. The women wanted to convince the French government that the issue on the Muslim headscarf only serve to discriminate the Muslim women, even affecting their ability to work. She is hopeful that the government would be aware of the impact this issue has on the Muslim women, and review any policy that involves the Muslim headscarf so that the women would feel accepted. Only then can there be no division in society.*	**[6-7]**

(c)	**Study Sources C and D.** **How different are Sources C and D? Explain your answer.**	**[7]**
L 1	**Difference, based on provenance** *e.g. These sources are different as Source C is a speech made by the previous French President but Source D is an article written by a scholar.*	**[1]**
L2	**False Matching** *e.g. These sources are different because Source C states that women with burqa is deprived of identity but Source D does not tell me anything about this.*	**[2]**
L3	**Similarity Or Difference based on valid matching of source content, supported**	**[3-4]**

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	Award the higher mark for clear similarity or difference and with support from both sources. *e.g.* ***The sources are similar as both sources state that the burqa law was meant to ensure the freedom and rights of women.*** *Source C states, "France is a country where there is no place for the burqa, where there is no place for the women to be seen as submissive. The full veil is not welcome in France because it runs contrary to our values of a woman's freedom and liberty." Similarly, Source D states, "This law has noble intentions as it has been argued in support of women's rights and freedom in France.* *e.g.* ***Both sources are different as it state the different impact the burqa ban will have on the French society. In Source C, it mentions that the law will ensure the unity of the French citizens, but Source D states that the law will lead to division in the French society. Source C states,*** *"Our republic has made a lot of efforts to ensure that France becomes a united country, and that everyone can integrate." However, Source D mentions, "But France's embrace of equality will worsen broader Muslim concerns of feeling targeted and discriminated against by such measures, dividing instead the French society."* *(accept any valid similarity/difference statements)*	
L4	**Both aspects of L3**	**[5]**
L5	**Difference in purpose, supported** Award the higher mark for more fully developed answers. *e.g. They are different in purpose. Source C's purpose is to justify to the French citizens the necessity of the burqa ban in France as it serves to unite the country and ensure the freedom and liberty of women. This is in the hope that French citizens will be convinced that the law will benefit the country and thus support it. However, Source D's purpose is to convince international community that the burqa ban is not justified as it only serves to divide the country by discriminating against the rights of the Muslims. This is in the hope that the international community can pressure the French government to review the law.* *[Note: Award L3/4 for purpose without evidence.]*	**[6-7]**

1(d)	**Study Source E.** **How useful is this source as evidence that the burqa ban for women in France is justified? Explain your answer.**	**[8]**
L1	**Provenance** *e.g. The source is useful because it is a comment by a French woman.* **OR** **Typicality** *e.g. The source is not useful because it only shows the account of one person, and hence may not be reflective of the views of others.*	**[1]**

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L2	**Useful because of the information it provides about the burqa ban for women in France** Award the higher mark in the level for more fully developed answers. *e.g. The source is useful as it shows that the burqa ban for women in France is justified as it liberates them from being oppressed and ensures their freedom. The source states, "The ban is beneficial to the Muslim community as it liberates women from oppression."* **OR** **Not useful because of what it does not say about the burqa ban for women in France.** *e.g. The source is not useful in telling me that the burqa ban for women in France is justified as it fails to show that the law could discriminate Muslim women, and alienate from the society. Thus, the law is not justified.* *OR* *e.g. The source is not useful because it does not tell us the negative impact of the law.*	**[2-3]**
L3	**Both aspects of L2** Award the higher mark in the level for more fully developed answers. *e.g.* Both L2 examples	**[4]**
L4	**Evaluation of source content based on cross-reference to other sources.** Award 5 marks for cross-reference for one aspect and 6 marks for cross-references for both aspects. **<u>Useful</u>** *e.g. The source is useful as it shows that the burqa ban for women in France is justified as it liberates them from being oppressed and ensures their freedom. The source states, "The ban is beneficial to the Muslim community as it liberates women from oppression." Source C can support Source E. Source C states, that burqa law is justified as it is meant to ensure the freedom and rights of women. Source C shows, "France is a country where there is no place for the burqa, where there is no place for the women to be seen as submissive. The full veil is not welcome in France because it runs contrary to our values of a woman's freedom and liberty."* **Or/And** **<u>Not useful</u>** *e.g. The source is not useful in telling me that the burqa ban for women in France is justified as it fails to show the negative impact of the law which discriminate Muslim women, and alienate them from the society. Source D disagrees with Source E. Source D mentions, "But France's embrace of equality will worsen broader Muslim concerns of feeling targeted and discriminated against by such measures, dividing instead the French society." This shows that the law only will result in the alienation of the women as they are denied their rights to practice their religion.*	**[5-6]**

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L5	**Not Useful because unreliable (provenance in context)** i.e. Answers must explain why source is reliable, if not L1/1. Award the higher mark in the level for more developed answers. *e.g. Source D is not useful because it may not be reliable. Coming from a non-Muslim French woman, she may not understand the reason why some Muslim women choose to put on the veil and cover their faces, and thus assumed that they have been forced to put it on, and are being enslaved by the religion. Thus, it may not be a true portrayal on whether the burqa ban is justified. Her purpose is to convince the French Muslim women that the law is a necessity to liberate them from being oppressed, in the hope that these women will support the policy and be against the wearing of the burqa.*	**[7-8]**

1(e)	**Study Source F.** **Do you believe what the source says with regards to the impact of the burqa ban in France? Explain your answer.**	**[7]**
L1	**Undeveloped provenance** Zero marks given if no stand stated. *e.g. I believe Source F as it is a comment by a professor.*	**[1]**
L2	**No: Typicality, explained** *e.g. I cannot believe Source F as it only shows the account of one person, hence it may not reflect the views of other people.*	**[2]**
L3	**Yes, believe explained by source content** Award the higher mark in the level for more developed answers. *e.g. I believe Source F as it shows that the impact of the burqa ban has been negative. The source shows that the law has failed as it discriminates the Muslim women, as well as it gave rise to more hatred towards the government and the people in France. Source F states, "The burqa ban has been a total failure. It has encouraged Islamophobia as well as given Muslim extremists more cause to feel the need to rise up against the French state. It had the effect of sending a message that Islam was not welcome in France."*	**[3-4]**
L4	**Yes, believe explained by cross-reference** Award the higher mark in the level for more developed answers. *e.g. I believe Source F as it shows that the impact of the burqa ban has been negative. The source shows that the law has failed as it discriminates the Muslim women, as well as it gave rise to more hatred towards the government and the people in France. Source F states, "The burqa ban has been a total failure. It has encouraged Islamophobia as well as given Muslim extremists more cause to feel the need to rise up against the French state. It had the effect of sending a message that Islam was not welcome in France." This can be supported with Source D as it also shows that the law only serves to divide the people and alienate the Muslim population, as it disregards their rights to practice the religion. Source D mentions, "But France's embrace of equality will worsen broader Muslim concerns of feeling targeted and discriminated against by such measures, dividing instead the French society." This shows that the law only will result in the*	**[5-6]**

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	alienation of the women as they are denied their rights to practice their religion.	
L5	**Yes, believe as it is reliable based on provenance in context** Award the higher mark in the level for more developed answers. *e.g. I can believe Source F as the source is reliable since the comment is made by a professor who has spent years studying the impact of the burqa ban since its introduction. Thus, through his research, he probably could analyse the significance of the ban in France objectively. His purpose is to convince the French government that the burqa ban has been a failure. It has resulted in dividing the country, as the Muslim population are being discriminated by the people in France, leading to extremist feelings amongst them. He hopes that the French government would consider reviewing the ban.*	**[7-8]**

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Section B (Structured-Essay Question)

2(a)	Extract 1 states that racial and / or religious tensions do occur in Singapore. In your opinion, what can individuals do to promote racial and religious harmony? Explain your answer using **<u>two</u>** strategies. [7]	
L1	**Describes the topic i.e. racial and religious harmony in Singapore** *e.g. In Singapore, racial and religious harmony is highly valued. With growing religiosity in the region, Singapore needs to do more to safeguard its racial and religious harmony.*	**[1-2]**
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. Individuals need to exercise greater care and sensitivity in how they speak with others or how they react to a situation which could threaten racial and religious harmony. [2]* E.g. *Individuals can champion efforts at promoting racial and religious harmony. For example, during festive celebrations or housewarming / birthday celebrations, they can extend invitations to other races to nurture friendly and positive racial ties. [4]*	**[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 led to the promotion of racial and religious harmony.** *E.g. Individuals need to exercise greater care and sensitivity in how they speak with others or how they react to a situation which could threaten racial and religious harmony. For example, they cannot use words which stereotype a certain racial or religious groups or pass comments which outrightly condemn certain behaviours or practices of any racial and religious groups. Actions which encourage one to discriminate a certain racial or religious groups or boldly call for a certain counter-reaction resulting from a racial or religious incident local or abroad, should not be condoned. For example, In September, a Malay woman was approached by a man of another race, who uttered the words "suicide bomber" to her. In November, about a week after the Paris attacks, the words 'Islam murderers' were found scribbled at a bus-stop and on a toilet seat in a mall. These cannot be tolerated in Singapore. How one behaves to an incident local or abroad determines the future of Singapore.* ***<u>One needs to be calm in such a situation, understand that these are actions of the minority, work towards improving relations and prevent actions which could emotionally retard us and potentially cause a crack in our harmonious society. This way, racial and religious harmony can be safeguarded / promoted and we can continue to live as One Singapore</u>****.*	**[5-7]**

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	E.g. Individuals can champion efforts at promoting racial and religious harmony. For example, during festive celebrations or housewarming / birthday celebrations, they can extend invitations to other races to nurture friendly and positive racial / religious ties. This could encourage inter-racial, inter-religious interactions and break down all misconceptions or misunderstandings about a certain racial or religious groups. Recently there was a story that went viral on how a non-Muslim westerner refused to sit next to a Muslim lady in a plane, thinking that she might be a terrorist. However, when the Muslim lady started a conversation with her and explained her good intentions, the misconception the westerner had about her was instantaneously corrected. The two then respected each other's differences and became friends. ***From this example, it shows that all it takes was a first move to converse with each other to allow for greater understanding and acceptance. Common spaces must thus be nurtured and cherished to develop deep understanding and respect for different cultures and traditions. Hence, through actions that encourage inter-racial mingling and interactions, differences could be used to bridge commonalities and bring about greater social respect, national identity and harmony in the country.***	

2(b)	Extract 2 and Extract 3 state that 'immigration policy' and 'socio-cultural environment' have contributed to the formation of a highly diverse society in Singapore Do you think 'immigration policy' has a more critical role to play than 'socio-cultural environment' in contributing to the formation of a highly diverse society in Singapore? Explain your answer. [8]	
L1	**Writes about the topic i.e. diversity but without addressing the question.** *e.g. Singapore is a highly diverse society as with globalisation, many people from overseas either came here to work or make Singapore their home.*	**[1-2]**
L2	**Describes the ideas that shaped diversity** Award 3 marks for describing one idea that shaped diversity. Award 4 marks for describing both ideas that shaped diversity. *e.g. As a result of Singapore's rapid industrialisation, many workers were needed in the post-1970s to operate factory machinery. Due to this manpower needs, immigration policy was relaxed to allow foreigners to come and work here through issuing of work permits to them. These workers were needed in construction sites, factories and shipyards and were not allowed to stay permanently or start families in Singapore. [3]* *(As above plus) E.g. Singapore's socio-cultural environment – one that includes strong community support, a safe environment and a quality education system, attracts migrants to settle in the country. Home to a wide range of ethnic communities and cultures from all over the world, foreigners could easily adapt to the Singapore environment. Groups formed along these community lines would gather in certain districts to strengthen community ties.*	**[3-4]**
L3	**Explains the ideas that shaped diversity**	**[5-7]**

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Award 3 marks for explaining one idea that shaped diversity.
Award 4-5 marks for explaining both ideas that shaped diversity

Note: An explanation is showing how the idea contributed to the formation of a highly diverse society in Singapore

Immigration Policy

E.g. Rapid industrialisation in the post-1970s meant more manpower was needed in Singapore to operate heavy machinery. However, at that time, there was not many skilled labour who could meet these needs hence the necessity to invite foreign labour into the country. This resulted in an immigration policy which encouraged people to come and work in Singapore through the issuing of work permits to support the knowledge-based economy These foreign labours were needed in construction sites, shipyards and factories. Though they were not allowed to stay permanently in Singapore or start families in Singapore, they could bring their own family into Singapore. Furthermore, a declining population coupled with a brain drain Singapore made the government open its door to another wave of migrants into the country to meet the growing competitiveness of Singapore as a shrinking population would pose great challenges for Singapore. ***The influx of foreign labour into the country from various countries led to a diversity of cultures, practices and customs from their countries of origin. This meant that socially and culturally, people in Singapore get to experience a rich lifestyle and interactions with people from all backgrounds. This would strengthen their cross-cultural interactions and experiences with one another****, **making Singapore a cosmopolitan society**. For example, the multiracial society that we experience today be it in schools or the workplaces coupled with the growing number of immigrants amongst us, help us better understand about each other's cultures and ethics, contributing to our depth knowledge of the world – people and its cultures. In addition, the talents, skills and valuable experiences and business networks of these immigrants further contribute to Singapore's economy, a critical need for Singapore at that time.*

Socio-Cultural Environment

The ability of Singapore to attract immigrants till today lies in its good image in the eyes of the public, as one that holds strong community support, a safe environment and a quality education system.

These serve as pull factors for immigrants to choose to reside in Singapore as they view Singapore as a place where they can earn a living to support their families back in their hometown, hence Singapore becomes an inviting place for people who seek to earn a living. **This has led to the formation of various support groups who gather in certain districts, helping them to feel more at home while adapting to life in Singapore and strengthening their engagements with their own and other communities.** For example, it is common to see Indonesians congregating in Geylang area, the Filipinos in Orchard area and the Thais in Golden Mile Complex. With the growth of these communities, Singapore's cultural landscape has changed, adding to the diversity in Singapore. Hence it is no surprise that some Singaporeans love to eat these international foods or get intrigued by some of their pop cultures like the Korean soap operas/ Korean-pop bands. To these

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	immigrants, they see Singapore as a place that they can easily adapt as they get to practise their own culture while integrating with the existing cultural diversity in Singapore. Hence this wave of immigrants into the country bringing along with them their own cultural influences further add to the diversity in the country. Another pull factor which promotes Singapore's socio-cultural environment is its renowed world-class education system. Singapore's education system based on the principles of meritocracy and transparency, is admired by the international audience for its effectiveness and high standards. **This has pushed immigrants to opt for Singapore's public schools rather than their own international schools. With the pool of foreigners in our education system, generations of students get the opportunity to mingle with international students who come from a different cultural background from them, hence widening their social circles, deepening their cross-cultural exchanges and strengthening their understanding for one another. For example, through school projects and events, exposure to international cultural performances happen either during assembly shows or Racial Harmony Day. All these have brought about greater diversity in schools.** Most importantly, immigrants choose Singapore for being known to be a safe country in the world. In 2014, Singapore was ranked the second safest country in the world. For example, it is normal for people in Singapore to go out at nights and travel from one district to another without having to worry for their own safety. **The safe environment, brought about by the tight security in the country and its tight laws enables people to move freely and without suspicion of each other, leading to a socially and racially harmonious society, despite its known diversity.**	
L4	**Both aspects in L3 plus Explains the relative importance of each idea that shaped diversity**	**[8]**

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