



GUANGYANG SECONDARY SCHOOL
2019 PRELIMINARY EXAMINATION
Secondary Four Express / Five Normal Academic

CANDIDATE
NAME

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CENTRE
NUMBER

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INDEX
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CLASS /
REG NO.

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HUMANITIES
Paper 1 Social Studies

2272/2273/2274
26 AUGUST 2019
1 hour 45 minutes

Additional Materials for Candidates: Writing Papers

READ THESE INSTRUCTIONS FIRST

Write your answers on the writing papers provided.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

Section A

Answer **all parts** of Question 1.

Section B

Answer **both parts** of Question 2.

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

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 question, 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.

(a) Study Source A.

Why did the French government make this announcement? Explain your answer.

[5]

(b) Study Sources B and C.

Do you think the cartoonist in Source B would agree with the author in Source C? Explain your answer.

[7]

(c) Study Source D.

Does Source D prove that assimilation has worked for France? Explain your answer.

[6]

(d) Study Sources E and F.

Which of these two sources is more useful as evidence about assimilation in France? Explain your answer.

[7]

(e) “The assimilation policy has negative effects on French society.”

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

[10]

How does assimilation affect French society?

BACKGROUND INFORMATION

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

France is a country which adopts the policy of assimilation. It believes in the principle of *laïcité*, which means secularism. In France, there is a clear separation of religious affairs from governance and no religion is favoured over another. Immigrants make up a sizeable portion of the French population. To assimilate into French society, immigrants are required to put aside their affiliations to race, ethnicity and religion, and adopt the French language and culture so that they could eventually become French. The assimilation policy was adopted as the influx of immigrants was perceived to have weakened the sense of national identity in France. This perception grew stronger as France became more multicultural and diverse.

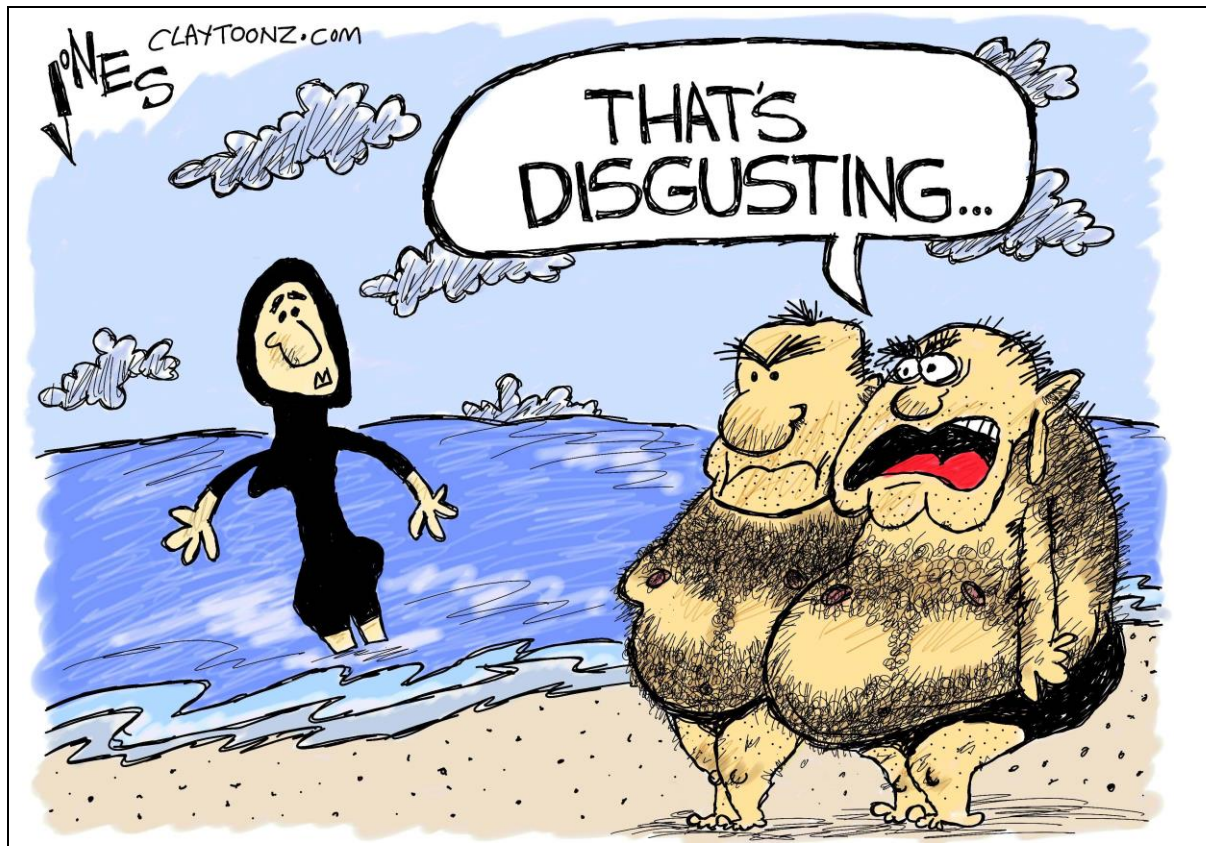
Study the following sources to assess how assimilation affects French society.

Source A: *From an announcement on immigration reforms in France published in a French international broadcasting newsroom, June 2018.*

The French government is doubling the number of French lessons it offers to immigrants. The government said that the country needed a policy "worthy of our republic for all those to whom we give the right to stay in France". Immigrants, who live in the country legally, will have 400 hours of free French language lessons available to them—double that of what was on offer before. New arrivals who are particularly struggling with the language can get up to 600 hours of lessons.

Immigrants are taught French values, and are given help on how to find a job and a place to live. Immigrant parents attending these classes will also be given free childcare. In addition, young immigrants will be given a new €500 (US\$591) "culture pass," which allows them to visit museums and other cultural institutions in the country.

Source B: A cartoon published following the introduction of the *burkini ban in France, August 2016.



*Burkini is any full-body swimsuit used by Muslim women to dress modestly.

Source C: From an article on the Washington Post on the burkini ban in France, August 2016.

There are certain security situations in which it is appropriate for rules to dictate what not to wear, such as prohibiting face masks when entering a bank. But banning the burkini is misguided. The effort seems to be propelled by an unspoken layer of suspicion and hysteria about Muslims. It is entirely possible to uphold France's desire for secularism without the state telling women what they can wear on a beach. Would the law also prohibit a nun from walking the pebbles of French beach in her outfit?

Certainly, some people may find it jarring to see a woman covered in this way. At other times, in other contexts, other people have found the uncovering of women just as jarring. This seems to be a situation in which the best answer is maximum freedom; the proper response is not to legislate but to let it be. The burkini is hurting no one, and leaving women to choose their own clothes would be a genuine achievement in pursuit of another *venerable French concept: liberty.

*Venerable means deserving respect because of age, high position, or religious or historical importance.

Source D: *A photograph of the French national soccer team training together ahead of the Women's World Cup. The photograph was published in a sports article entitled, "Women's World Cup: France's growing diversity is the foundation of its soccer success," June 2019.*



Source E: *From an article on the French government's assimilation efforts, published in Quartz, a business news organisation with its headquarters in New York City and London, October 2018.*

Many immigrants face social and economic isolation in France, and are often victims of discrimination. This is bad for them and the larger communities, as it limits social cohesion and assimilation of immigrants into local economies.

Cousins Omar and Mohammed from Damascus settled in France in 2017. For the first seven months, they lived in a public shelter, with nothing to do and nobody to talk to. They participated in a programme by the French government which helps young immigrants contribute to their new country. They learned about French culture, language, and values. They have found the programme making a difference to them.

They now participate in local activities and run sports activities for kids between the ages of six and 11. They also get weekly French classes. They are members of a volunteer civil service programme, created by the French government which helps young refugees become integrated into French society.

Source F: *From an article on experiences of immigrants in France, published in Bloomberg, an American news agency, January 2019.*

Argoug, an immigrant, tried for many years to get a job, but doors kept closing. Not because he lacked skills but because he lived in an urban area in northern France and had an Arab-sounding name. Millions of people of North African background, many of them citizens, live in suburbs scattered around cities across the country. Known as banlieues, they are often far from transport connections and public services. The residents have poor educational achievement. According to the Labor Ministry, people from suburbs like Argoug's are one-third as likely to find work as those from wealthier neighborhoods, and unemployment, especially among immigrants, is higher in France's suburbs than in surrounding urban areas. Climbing the ladder in France would take six generations for those born in low-income families to approach the mean income, compared with an average of 4.5 years across the 34 *OECD nations.

*The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. Their goal is to shape policies that foster prosperity, equality, opportunity and well-being for all.

Section B (Structured-Response Question)

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

2 Being Part of a Globalised World

Study the extracts carefully, and then answer the questions.

Extract 1

The Singapore government envisions Singapore to be a Smart Nation. It is about transforming Singapore through technology, so that it can become a leading economy powered by digital innovation and a world-class city and home that responds to different and changing needs. Senior citizens, however, may find it challenging to embrace the technology necessary to implement the Smart Nation initiative.

**Extract 2**

Globalisation leads to increased access to new markets for companies. It also leads to greater competition. When a company is unable to compete, it will not be able to produce goods and services at a low cost and will experience lower profits.

Extract 3

As economies continue to evolve due to globalisation, the nature of skills demanded will change too. Some workers may find that they either do not have or are unable to equip themselves with the relevant skills required for the jobs.

- (a) Extract 1 highlights Singapore's vision of a Smart Nation.

In your opinion, how can the Singapore government prepare its senior citizens for the Smart Nation initiative? Explain your answer with reference to **two** ways. [7]

- (b) Extracts 2 and 3 reflect on the negative economic impact of globalisation on companies and individuals.

Do you think that the negative economic impact of globalisation on companies is more significant than that on the individuals? Explain your answer. [8]

END OF PAPER

Copyright Acknowledgements:

Source A:	http://en.rfi.fr/france/20180605-france-offer-immigrants-400-hours-french-lessons
Source B:	https://themoderatevoice.com/219109/
Source C:	https://www.washingtonpost.com/opinions/global-opinions/frances-ridiculous-policing-of-womens-beachwear/2016/08/24/c33df37a-6a34-11e6-ba32-5a4bf5aad4fa_story.html?utm_term=.4ce4419085e0
Source D:	https://www.latimes.com/sports/soccer/la-sp-world-cup-france-20190605-story.html
Source E:	https://qz.com/1410589/macrons-creative-plan-to-help-refugees-in-france-assimilate/
Source F:	https://www.bloomberg.com/news/articles/2019-01-09/macron-s-push-for-affirmative-action-tests-a-pillar-of-french-identity
Extract 1:	https://www.smartnation.sg https://www.csa.gov.sg/gosafeonline/go-safe-for-me/homeinternetusers/how-to-help-seniors-stay-safe-online

SEC 4E/5N SS
PRELIM EXAM 2019
SBCS MARK SCHEME

1(a)	Study Source A.	
	<p>Why did the French government make this announcement? Explain your answer.</p> <p>*Answers must be phrased as a reason, otherwise = 0m</p>	[5]
L1	<p>Answers based on provenance/encourage immigrants to study French or French culture</p> <p>e.g. The French government made this statement because it was on their immigration reforms.</p>	[1]
L2	<p>Answers based on wider context</p> <p>e.g. The French government made this statement because there has been an influx of immigrants into France and this has threatened its national identity.</p>	[2]
L3	<p>Answers based on message/outcome</p> <p><u>Message</u> e.g. The French government made this statement because they wanted assure the immigrants that there are measures in place to help them. This can be seen from the doubling of the number of French lessons offered to immigrants and the help given to immigrants on how to look for a job and a home.</p> <p>OR</p> <p><u>Outcome</u> e.g. The French government made this statement because they wanted the immigrants to accept / adopt French way of life / assimilate into French society. This can be seen from the support given to the immigrants which range from 400 hours of free French lessons to free childcare to immigrant parents attending these classes.</p>	[3]
L4	<p>Answers based on both message and outcome</p> <p><i>Award the higher mark in the level for more fully developed answers, i.e. answers that focus on immigrants</i></p> <p>e.g. The French government made this statement because they wanted to assure the immigrants that there are measures in place to help them so that they will adopt the French way of life. This can be seen from the doubling of the number of French lessons offered to immigrants and the help given to immigrants on how to look for a job and a home.</p>	[4-5]

1(b)	Study Sources B and C.	
	Do you think the cartoonist in Source B would agree with the author in Source C? Explain your answer.	[7]
L1	Use of content, but no valid matching e.g. The cartoonist in Source B shows that the men were disgusted with the women in the burkini and the author in Source C view the banning of the burkini as misguided.	[1]
L2	Agree based on provenance e.g. The cartoonist would agree with the author as like Source C, the cartoon is also on the burkini ban.	[2]
L3	Agree or/and disagree based on valid matching of literal source content <i>Award higher mark for both agree and disagree</i> e.g. The cartoonist in Source B would agree with the author of Source C. The cartoonist has shown two men commenting how disgusting it was to see the lady in burkini and this agrees with the author in Source C which said that “some people may find it jarring to see a woman covered in this way.” OR/AND e.g. The cartoonist in Source B would disagree with the author of Source C. The cartoonist has shown two men feeling disgusted when they saw the lady in burkini which disagrees with the author in Source C which said that the “burkini is hurting no one.”	[3-4]
L4	Agree based on valid interpretation of Source B and matching of source content (i.e. must be on the burkini ban, specifically that authors are against the ban/ban is wrong etc) e.g. The cartoonist in Source B would agree with the author of Source C as like the author in Source C, the cartoonist is against the burkini ban. The cartoonist has drawn two men commenting that the lady in the burkini is disgusting when actually the men themselves have been drawn to look disgusting in their swimming trunks. The cartoonist wants to show that the men in the swimming trunks instead of the lady in the burkini are the ones who are disgusting as they have been drawn looking fat and ugly in their swimming trunks. This view of the cartoonist agrees with the author in Source C which says that the banning of the burkini is misguided and based on suspicion about Muslims.	[5-6]

	<p>OR Agree based on purpose i.e. both agrees that the burkini ban is not justified; both wants to highlight the unfair treatment of Muslims</p> <p>e.g. The cartoonist in Source B would agree with the author of Source C as both have the same purpose which is to show that the burkini ban is not justified. The cartoonist has drawn two men commenting that the lady in the burkini as disgusting when actually the men themselves look disgusting in their swimming trunks. The cartoonist wants to show that if such ugly looking men can choose to be in their swimming trunks at the beach, then the lady should also have the right to choose to wear the burkini. This view of the cartoonist agrees with the author in Source C which says that the banning of the burkini is misguided and a law would not have stopped a nun in her outfit from walking along the beach. The author also reminded that France has a “venerable French concept: liberty” and in the spirit of liberty, women should be given the choice to wear their own clothes.</p>	
L5	<p>Agree based reliability of Source C (Source C is a fair/objective/balanced view of burkini issue/considered different perspectives, highlighted French concept of liberty)</p> <p>e.g. The cartoonist in Source B would agree with the author of Source C as Source C portrays a fair/balanced consideration of the burkini issue. The author in Source C considered different perspectives by questioning if a nun in her outfit would be banned from walking on the beach in France like the lady in the burkini. The author also highlighted that in some contexts some people have found the “uncovering of women just as jarring” as “a woman covered” in burkini. The author also reminded that France has a “venerable French concept: liberty” and in the spirit of liberty, women should be given the choice to wear clothes of their choice. In this sense, the author of Source C has a more objective and fair view of the burkini issue, hence this would make the cartoonist in Source B agree with the author in Source C.</p>	[7]

1(c)	Study Source D.	
	Does Source D prove that assimilation has worked for France? Explain your answer.	[6]
L1	Yes based on provenance e.g. Yes, Source D proves as it shows players in the French national soccer team training together.	[1]
L2	No based on typicality (idea of 1 group does not represent the rest of French society) e.g. No, Source D does not prove that assimilation has worked for France. It is just showing players of the French national soccer team and is not representative of the rest of French society.	[2]
L3	Yes based on content e.g. Yes, Source D proves as it shows the French soccer team comprising of multi-ethnic players/players of different backgrounds training together.	[3]
L4	Yes based on cross reference to show that assimilation has worked for France <i>Award 5 marks for answers that are well-developed.</i> e.g. Yes, Source D proves as it shows the French soccer team comprising of multi-ethnic players not just the local French people. This shows that assimilation has worked for France as the multi-ethnic players who are likely to be immigrants or children of immigrants have been able to integrate into French society. This is supported by Source E which tells the story of Omar and Mohammed who with the help from the French government have learned about French culture, language and values and are in turn helping others become integrated into French society. Since Source E supports Source D therefore Source D proves that assimilation has worked for France. OR No, based on cross reference to show that assimilation has not worked for France e.g. No, Source D does not prove as it is not supported by Source F. Source D shows the French soccer team comprising of multi-ethnic players not just the local French people. This shows that assimilation has worked for France as the multi-ethnic players who are likely to be immigrants or children of immigrants are gainfully employed in the	[4-5]

	<p>French soccer team and not discriminated against in the area of employment. This however, is not supported by Source F which says that people with Arab-sounding name or North African backgrounds struggled for many years to get a job even though they have the skills.</p> <p>(Can also cross-refer to Source E to highlight social and economic isolation.)</p>	
L5	<p>Both elements L4 (prove and does not prove)</p> <p>OR</p> <p>No based on lack of reliability of Source D – question purpose of Source D</p> <p>e.g. No, Source D does not prove that assimilation has worked for France. Source D is a photograph published in a sports article entitled, “Women’s World Cup: France’s growing diversity is the foundation of its soccer success”. From the title of the article, it is clear that the article wants to highlight diversity as a success factor for the French soccer team. As such, they will put a photograph such as Source D to support the article. With such a motive/an intent, this puts into question the reliability of Source D as evidence to prove that assimilation has worked for France.</p>	[6]

1(d)	Study Sources E and F.	
	Which of these two sources is more useful as evidence about assimilation in France? Explain your answer.	[7]
L1	<p>Answers based on provenance</p> <p>e.g. Source E is more useful as it tells me about the French government’s assimilation efforts.</p>	[1]
L2	<p>Less useful because of what it does not say</p> <p>e.g. Source F is less useful as it does not give the statistics to show how unemployment among immigrants in the suburb is higher than in the urban areas.</p> <p>e.g. Source E is less useful as it does not tell me how the immigrants lived or whether they are employed.</p>	[2]
L3	<p>More useful based on content</p> <p>(either Source E or Source F is more useful based on content)</p>	[3]

	<p>e.g. Source E is more useful as it tells me that there were measures put in place to support and help the immigrants assimilate into the French society.</p> <p>e.g. Source F is more useful as it tells me about the experiences of the immigrants as they try to assimilate. It tells me how the immigrants struggled to get jobs, where they lived and how they were isolated.</p> <p>OR</p> <p>Typicality explained/Experiences of immigrants explained</p> <p>e.g. Source F is more useful as it is from the experiences of many immigrants and Source E is less useful it is on the experiences of only 2 immigrants.</p>	
L4	<p>Both L2 and L3 based on content (identifies one source as less useful and the other as more useful)</p> <p>e.g. Source E is more useful as it tells me that there were measures put in place to support and help the immigrants assimilate into the French society. Source F on the other hand is less useful as it does not tell me about assimilation in France. It only tells me about what the immigrants went through as they started living in France such as their struggles for job and housing.</p> <p>e.g. Source F is more useful as it tells me about the experiences of the immigrants as they try to assimilate living in France. It tells me how the immigrants struggled to get jobs, where they lived and how they were isolated. Source E is less useful as it does not tell me how the immigrants lived or whether they are employed. It only tells me about the government's efforts to help young immigrants become integrated into French society.</p>	[4]
L5	<p>Useful based on cross reference to establish reliability (answer on one source) <i>Award higher mark for more developed answers</i></p> <p>[Award L2/2 if reliability is not established]</p> <p>e.g. Source E is more useful as it tells me that there were measures put in place to support and help the immigrants assimilate into the French society. Young immigrants get weekly French classes to help them become integrated into French society. This is supported by Source A which states that immigrants are given free French language lessons. Since Source A supports Source E, therefore Source E is reliable and useful.</p>	[5-6]

	<p>[Award L2/2 if answer on less useful based on cross reference. Note: question is asking which is more useful as evidence.]</p> <p>e.g. Source F is less useful as it is not supported by Source D. Source F tells me how the immigrants struggled to get jobs and how they were isolated as they tried to assimilate into French society. This is not supported by Source D which shows that immigrants are gainfully employed in the French soccer team and not discriminated against or isolated. As Source D does not support Source F, therefore Source F not reliable and is less useful.</p>	
L6	<p>Useful and not useful based on cross reference to establish reliability and lack of reliability (answer must illustrate content from both sources, otherwise award L5/6)</p> <p>OR</p> <p>Chooses Source F as more useful on basis that it is backed by data (Labour Ministry and OECD) and Source E is less useful because it is claims that are not backed by data (claims that the efforts by French government have been successful not backed by data) (answer must illustrate content from both sources)</p> <p>(answers that address useful and not useful, and illustrate content from both sources but use different basis for useful and not useful – e.g. CR + backed by data, award L5/6)</p> <p>e.g. Source F is more useful than Source E. Based on the language used, Source F is objective as it presents the information as facts not so much as opinions. When talking about the chances of finding work and unemployment among immigrants, Source F is backed by data as it cited the Labor Ministry as its source of information. Also on the subject of reaching mean income, Source F compared low-income families in France with those in OECD countries, an international organisation that fosters equality and well-being for all. This makes Source F objective and reliable, therefore more useful than Source E.</p> <p>On the other hand, Source E is less useful. It only tells me about the government's efforts to help young immigrants become integrated into French society and focuses on how the efforts have benefited the immigrants. There is no data to back this claim. Although at the start, Source E mentions that immigrants face social and economic isolation, and discrimination, however there was no further discussion on this in the source. As such, Source E just wants to show that the French government has been successful in its assimilation efforts and since it is not backed by data, this makes Source E less reliable and so less useful than Source F.</p>	[7]

1(e)	<p>"The assimilation policy has negative effects on French society."</p> <p>Using sources in this case study, explain how far you would agree with this statement.</p>	[10]
L1	Writes about statement, no valid source use/ specific knowledge	[1]
L2	<p>Yes/No, supported by valid source use Award the higher mark for a more developed answer 1 source = 2m 2 sources = 3 – 4m 3 sources = 4m (must have source details and explanation)</p>	[2-4]
L3	<p>Yes + No, supported by valid source use Award the higher mark for a more developed answer 1 Y + 1 N (2 sources) = 5m 1 Y + 2 N (3 sources) = 6m 2 Y + 1 N (3 sources) = 6m 2 Y + 2 N (4 sources) = 7-8m 2 Y + 3 N (5 sources) = 8m 2 N + 3 Y (5 sources) = 8m</p> <p>** 8m = dependent on number of sources <u>as well as quality</u></p> <p>Unbalanced source: 1 Y + 4N (5 sources) = max 5-6m 3Y + 1N (4 sources) = max 5-6m</p> <p>Note: Consideration on number of sources used and the quality of analysis in deciding on marks in L2&L3</p> <p><u>Agree, negative effects on French society</u></p> <p>I agree because Source B shows two men commenting about a Muslim lady who tried to dress modestly in a burkini on a French beach as disgusting. This means that assimilation has created division/ill-feeling in the French society.</p> <p>I agree. Source C states that "banning the burkini is misguided" and it "seems to be propelled by an unspoken layer of suspicion and hysteria about Muslims." This tells me that assimilation has led to feelings of prejudice against Muslims.</p> <p>I agree. Source F states that immigrants faced difficulty in getting employed not because they lacked the skills but because they had Arab-sounding name and lived in urban areas, This tells me that assimilation has led to racial discrimination in France / discriminatory</p>	[5-8]

	<p>practice against immigrants who are Muslims or with North African background.</p> <p><u>Disagree, positive or no negative effects on French society</u></p> <p>I disagree. Source A states that “the French government is doubling the number of French lessons it offers to immigrants” and the government has a policy “worthy of our republic for all those to whom we have given the right to stay in France”. This means that not only would there be more support to immigrants to help them assimilate into French society but the government is giving due recognition to immigrants who are French citizens.</p> <p>I disagree. Source D shows the French soccer team comprising of multi-ethnic players not just the local French people. This shows that assimilation has been positive for France as the multi-ethnic players who are likely to be immigrants or children of immigrants are accepted and gainfully employed in the French soccer team.</p> <p>I disagree. Source E states that with the help from the French government, two cousins from Damascus have “learned about French culture, language and values. They have found the programme making a difference to them.” This means that assimilation has benefited the immigrants as they are given support to become integrated into French society.</p>	
	<p>BONUS MARKS: To score additional 2 marks, students use take any one of these 3 routes:</p> <p>1) through analysing at least one source in relation to its reliability, utility or sufficiency</p> <p>e.g. Source D wants to show that assimilation has been positive for France by showing the French soccer team comprising of multi-ethnic players not just the local French people. This shows that assimilation has worked for France as the multi-ethnic players who are likely to be immigrants or children of immigrants have been able to integrate into French society. However, Source D is just showing immigrant players in the French national soccer team and is not representative of the rest of the immigrants in the French society. Furthermore, from the title of the article, it is clear that the article wants to highlight diversity as a success factor for the French soccer team. As such, they will put a photograph such as Source D to support the article. With such a motive/an intent, this puts into question the reliability of Source D as evidence to prove that assimilation has been positive for France.</p>	

	<p>2) by sharing example(s) from their contextual knowledge</p> <p>e.g. I agree that the assimilation policy has negative impact on French society. For example the 2004 law prohibiting the wearing and displaying of religious clothing to reinforce the secular French national identity has brought about negative responses from the different groups of immigrants in France. The Muslims and Sikhs for example, took to the streets in France to demonstrate against the ban as they saw it as violating their individual rights and freedom of religion and expression. The French government on the other hand, defended its position as wanting to minimise distinctions between people and uphold French national identity.</p> <p>3) by giving a balanced conclusion/ resolution</p> <p>e.g. The sources show that there are two sides to the argument, that of the immigrants and that of the French government. The perspective from each side is valid and reasonable, and that the French government is responding to the needs of the immigrants, and removing barriers and providing support to help them assimilate into French society.</p>	
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SEC 4E/5N SS
PRELIM EXAM 2019
SRQ MARK SCHEME

(2a)	<p>Extract 1 highlights Singapore's vision of a Smart Nation.</p> <p>In your opinion, how can the Singapore government prepare its senior citizens for the Smart Nation initiative? Explain your answer with reference to two ways.</p>	7m
L1	Describes the topic i.e. Singapore's vision of a Smart Nation	[1]
L2	<p>Identifies / Describes two ways</p> <p><i>Award 2 marks for identifying one way and 3 marks for identifying two ways.</i> <i>Award 3 marks for describing one way and 4 marks for describing two ways.</i></p> <p>E.g. One way to prepare senior citizens in Singaporeans for Smart Nation is that the government can encourage senior citizens to attend courses for seniors to learn basic digital skills, including how to manage information and communication, and how to stay safe online. Seniors who are interested in learning basic digital skills can sign up for IT courses.</p> <p>E.g. Another way to prepare senior citizens in Singapore for Smart Nation is that the government could assist them in installing the internet or digital TV. Similar to how the government introduced digital TVs to all households and helping senior citizens to install startup box for the digital TV.</p>	[2-4]
L3	<p>L2 + Explains way <i>Award 5-6 marks for explaining one way</i> <i>Award 6-7 marks for explaining two ways.</i></p> <p>Note: An explanation is showing how the way leads to senior citizens taking up the Smart Nation initiative (e.g. using social media, communication tools, internet, going cashless)</p> <p>E.g. One way to prepare senior citizens in Singaporeans for Smart Nation is that the government can encourage senior citizens to attend courses for seniors to learn basic digital skills, including how to manage information and communication, and how to stay safe online. Seniors who are interested in learning basic digital skills can sign up for IT courses at the Infocomm Media Development Authority's (IMDA) Silver Infocomm Junctions (SIJs) and National Silver Academy. The courses could be done on a weekly or monthly basis. Such IT courses could be held in physical settings such as at community centres or at shopping malls, where talks</p>	[5-7]

	<p>can be given by the IT experts for senior citizens to learn for example about the different types of social media and communication tools as well as how these tools can be relevant to them and help them to communicate with their family. By encouraging senior citizens to learn such basic digital skills will make them feel more confident to want to use some of the communication tools. This can help them to embrace the digital age while staying safe online.</p> <p>E.g. Another way to prepare senior citizens in Singapore for Smart Nation is that the government could assist them in installing the internet or digital TV. Similar to how the government introduced digital TVs to all households and helping senior citizens to install startup box for the digital TV. The government could expand the coverage to help senior citizens to install the internet at a much reduced rate so that senior citizens could have easy access to the internet. In addition, post-installation service such as educating senior citizens on how to use the internet can be introduced so that they will learn how to access it. In doing so, senior citizens will be able to use the internet to explore the cyber-world via their electronic devices, or personal computers. As a result, senior citizens will be able to keep up with the Smart Nation initiative.</p>	
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2(b)	<p>Extracts 2 and 3 reflect on the negative economic impact of globalisation on companies and individuals.</p> <p>Do you think that the negative economic impact of globalisation on companies is more significant than that on the individuals? Explain your answer.</p>	[8]
L1	<p>Writes about the topic (i.e. globalisation/economic impact of globalisation) but without addressing the question.</p> <p>E.g. In a globalised world, there is greater interconnections and interdependence between people, ideas and activities. This is made possible due to the driving forces of globalization such as developments in transportation and growth of MNCs.</p>	[1-2]
L2	<p>Describes the impacts.</p> <p><i>Award 3 marks for describing one impact.</i> <i>Award 4 marks for describing both.</i></p> <p>E.g. Companies in a globalised world suffer stiff competition from other companies. This is because they could also produce and offer the same products and services. They have to compete for a share of the profits.</p> <p>OR/AND</p> <p>E.g. As globalisation increases the mobility of workers and jobs, some workers may be adversely affected by increased competition. Global companies are attracted to countries with lower labour costs and would close down their operations to shift to another location. Workers may also lose their jobs because they are not equipped with the skills required.</p>	[3-4]
L3	<p>Explains the impacts.</p> <p>Note: An explanation is showing how the negative economic impacts are significant.</p> <p><i>Award 5 – 6 marks for explaining one impact.</i> <i>Award 6 – 7 marks for explaining both.</i></p> <p>E.g. The negative economic impacts faced by companies are significant. Companies do suffer from increased competition from other companies in the global economy. Companies which are unable to anticipate changing markets and ensure that their products and services remain relevant and competitive would find it difficult to remain in operation. For example, in 2012, French hypermarket chain, Carrefour, closed its only branch in Singapore after 15 years. This was due to stiff competition from other companies offering similar products in Singapore which made it harder for Carrefour to compete for a share of profits from the global economy. As a</p>	[5-7]

	<p>result, Carrefour lost its share of the market and profits and had to close its operations in Singapore.</p> <p>OR/AND</p> <p>E.g. The negative economic impacts on individual are significant. Global companies are attracted to countries with lower labour costs and would close down their operations to shift to another location. For example, the Japanese fashion chain, Uniqlo, first started production in Shenzhen, China, because of the low labour cost. However as China's manufacturing and labour costs rose, it was no longer profitable for the company to base its product operations in China. In 2013, Uniqlo moved out of China into Vietnam where labour costs were half of that of China's. As a result, many Chinese became unemployed and faced the challenge of finding alternative employment. In addition, in a globalised economy, the nature of skills demanded will change. Workers may also lose their jobs if they are ill-equipped with the new skills. The negative economic impacts on individuals are significant because without jobs, individuals do not have any earnings. This will in turn negatively impact their standard of living as they have less money to support themselves or their families.</p>	
L4	<p>Both aspects in L3 plus explains the relative importance of each impact</p> <p>(Both examples in L3 plus) E.g. the negative economic impacts on companies are more significant because it would affect not only the employment opportunities of the employees of the companies but also the economy of the country as well. There could be an economic recession and this would affect the government's revenue which in turn would mean less resources for development and growth for the country. On the other hand, the negative economic impacts on individuals is less significant because there would still be the possibility of alternative employment and government support such as financial support schemes to help the individuals cope with the negative economic impacts.</p>	[8]