



CEDAR GIRLS' SECONDARY SCHOOL

Preliminary Examination

Secondary Four

HUMANITIES

Paper 1 Social Studies

2272/01

2273/01

26 August 2019

1 hour 45 minutes

Additional Materials: Answer Paper
Cover Page

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.
Write in black or blue pen.
Do not use paper clips, highlighters, glue or correction fluid.

Section A

Answer **all parts** of Question 1.

Section B

Answer **both parts** of Question 2.

Write all answers on the answer paper provided.

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

This document consists of **6** printed pages and a Cover page.

[Turn over

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 answer all the questions.

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

(a) Study Source A.

What is the author's message? Explain your answer, using details of the source. [5]

(b) Study Source B.

Why did the cartoonist draw the cartoon? Explain your answer. [6]

(c) Study Sources C and D.

How far does Source C show that Source D was wrong about discrimination in France? Explain your answer. [7]

(d) Study Sources E and F.

Does Source E help in your understanding of the problems raised in Source F? Explain your answer. [7]

(e) 'France's policy of assimilation has been effective in helping its new immigrants'.

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

Has the assimilation policy created social tension in 21st century France?**BACKGROUND INFORMATION**

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

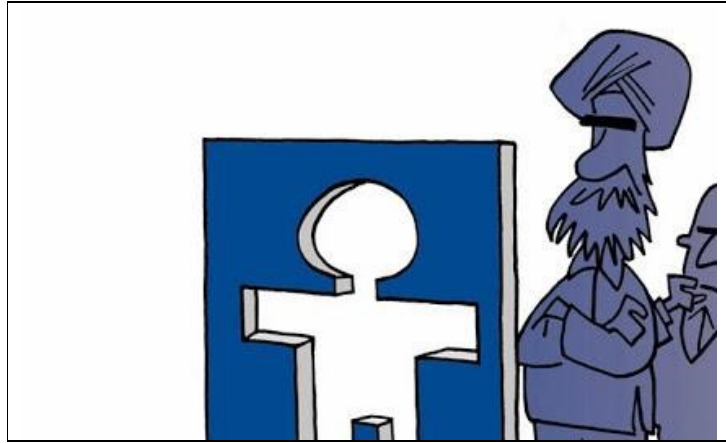
France's assimilation policy requires all citizens to adopt the beliefs and practices of the majority in the country. It was meant to create a homogenous society where immigrants are no different from the native French. However, with an increased number of immigrants, particularly from the North African region, its assimilation policy is under threat – minority communities, including Muslims, are reluctant to remove their religious symbols in public. They also do not consider themselves as fully 'French'. As a result, the immigrants have difficulties fitting in and are also discriminated in schools, at the workplace, and even in the neighbourhoods they live in. This caused many (both local and international communities) to question the effectiveness of assimilating the minorities into French society.

Study the following sources to assess the success of the assimilation policy in France today.

Source A: *Adapted from the website of a privately-run French school. The school was established in 1954. From 1959, it had incorporated France's assimilation policy in its education system.*

Every year, we welcome more than one hundred new non-French speaking students from all over the world. Most don't speak French; some don't speak English either. We teach them French, and French culture, and English; we help them build the skills they need to adapt to all school systems and excel. Up to and including first grade, children are placed with age peers who are often already bilingual. Invariably, these children are orally fluent in French within a few months. Beginning in second grade and up to 10th grade, new non-French speaking students enrol in "adaptation" classes where they follow a one-year French immersion program. A senior advisor follows them closely and, the following year, they join the mainstream where they continue to be supported with a special French programme, including three additional hours of French each week and individual support, as required.

Source B: *A Canadian cartoonist's view on France's policy of assimilation, published in 2013.*



Source C: *An account by Awa Timera, a 26-year old Frenchwoman, whose parents are from Senegal, during an interview in March 2016. She works in corporate recruiting, narrowing down lists of potential candidates for her clients.*

I remember on one occasion, in 2016, a client who was hiring for a management position rejected all of my proposed candidates because of their ethnic backgrounds. The client said, "I don't want black or Arabic people."

It's really hard to put your finger on racism because it's really subtle. But this comment stuck with me because it was so blatant. I really had tears ... because you think that people don't like you ... they don't want you to have a job that you deserve.

I am happy to be French and the opportunities the country has given me. I would like to see more opportunities for people with immigrant backgrounds, but I am doubtful about what steps the government would take to get there.

Source D: *A Frenchman's response to the online question "Is racism an issue in France?" It was uploaded in August 2016.*

No, it's not a problem in France. Let me explain:

Look at the current government, there are Blacks, Jews, Chinese, Muslims, etc. They have as much rights, same help from the government, same voting rights, same education, same health care, same opportunities to get jobs. I know many people who migrated to France and succeeded, it wasn't a problem to get a job or anything; there are many non-native French firefighters, police, ministers, doctors, etc. You make sure you learn your French, speak French, follow the French way, and I tell you...all will be good.

I really wanted to answer this question because I have spent 4 years outside France, in an island in Tahiti. In some places you couldn't walk 500m without getting insulted, pushed, or attacked as a white-man (even sometimes people in the bus throw things at you when you walk in the street).

Source E: *An extract from a report by Brookings Institution, a non-profit public policy organisation based in the USA. The report was published in 2001.*

France recently begun to pay more attention to issues of discrimination. Since the late 1990s, there has been a steady number of reports by anti-racist associations and other groups highlighting the level of racial or ethnic discrimination in housing projects, discotheques, and places of employment. The government recently addressed these concerns by establishing a racism hotline that residents could call if they experienced discrimination. The operators were overwhelmed with hundreds of thousands of complaints over the first few months, thousands of which they forwarded to new regional coordinating agencies that were designed to monitor and combat racial discrimination.

Source F: *Results of a survey conducted by Ipsos Polling Institute* across 22 countries. It looks into locals' perceptions towards immigrants in their countries, published in 2016.*

Just 11 percent of French people felt that immigration had an overall positive impact; the average global figure over the 22 countries surveyed was 20 percent. More than half of French people (54 percent) said immigration was "causing their country to change in ways they don't like", a figure which again was higher than the global average of 46 percent.

Yves Bardon, an Ipsos director in France, said that the media bombardment of images of migrants and refugees arriving on Europe's shores "have heightened the fear of uncontrollable migration throughout most of Europe, with the key issue being their ability to integrate". Indeed, 63 percent of those surveyed in France said most refugees "won't be able to integrate" and 60 percent were concerned about the effect of immigration on public services.

**Ipsos Polling Institute is a French-established market research company. It has many branches overseas. In 2016, it conducted a global survey on the issue of large-scale immigration to countries such as France.*

SECTION B (Structured-Response Question)

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

2 Exploring Citizenship and Governance

Study the extracts carefully, and then answer the questions.

Extract 1

The Cross Island Line (CRL) rail project is slated to be a crucial part of the MRT network, joining the eastern part and western part of Singapore directly. Targeted to complete around 2030, the CRL has to pass through the Central Catchment Nature Reserve (CCNR). This had upset nature groups who pointed out that the CRL will result in damage to the valuable and irreplaceable flora and fauna found in the CCNR. They had lobbied the government for the CRL to be built around the CCNR, rather than cutting through the CCNR. However, the government argued that the suggestion will add an extra \$2 billion to the cost of the CRL. Furthermore, the suggestion from the nature groups will affect the lives of the families around the CCNR.

Extract 2

The government of each country is given the authority to govern the country. Apart from conducting the affairs of the country, they make decisions which shape policies and programmes that address the needs and interests of society. In addressing these needs and interests, the government contributes towards the good of society.

Extract 3

Citizens can and should do more to contribute to society. The outcomes of their participation are shaping national policies and societal issues in different ways.

- (a) Extract 1 illustrates the challenges in deciding on what is good for Singapore.
- In your opinion, why does the government face challenges in deciding on what is good for Singapore? Explain your answer with reference to **two** reasons. [7]
- (b) Extracts 2 and 3 reflect on the role of government and citizens in working for the good of society.
- Do you think that the government or citizens have the greater impact in working for the good of society? Explain your answer. [8]

End of Paper

Copyright Acknowledgements:

Source A	http://www.ecolejeanninemanuel.org/en/our-educational-principles/adapt-curriculum.html
Source B	http://bado-badosblog.blogspot.com/search/label/National%20Newspaper%20Award
Source C	https://www.pri.org/stories/2018-03-21/how-france-uses-le-testing-combat-hiring-discrimination
Source D	https://www.quora.com/Is-racism-an-issue-in-France
Source E	https://www.brookings.edu/articles/race-policy-in-france/
Source F	https://www.thelocal.fr/20160823/immigration-negative-for-france-majority-says

2019 Prelim S4 Humanities (SS)
Answer Scheme

1(a) Study Source A.

What is the author's message? Explain your answer, using details of the source. [5]

Level	Descriptions	Marks
1	Writes about topic E.g. Efforts are put in schools to educate young immigrants.	1
2	Answers based on content <i>Award 2m for content unsupported.</i> <i>Award 3m for content supported with evidence.</i> E.g. The school wants to prepare its new students (especially new immigrants) to adapt to being a French citizen. The child is taught 'French and English' and in school, receive 'additional support' such as 'immersion programme' hence they will be able to pick up the skills taught in school faster and can cope with school.	2-3
3	Answers based on message <i>Award 4m for message unsupported.</i> <i>Award 5m for message supported with evidence (and link to assimilation in school).</i> <i>*Award 3m for sub-message.</i> E.g. The author is informing parents of immigrant backgrounds who have school-going children that the school will prepare their children to assimilate into the French way of life. Its message is to advertise on its success in helping new immigrants integrate into their new life in France. This will reassure the parents as there are many ways to help the children cope with learning French as well as English, as evident by 'the variety of support prior to school as well as from grades 2 to 10'. It is thus promoting itself as the school of choice for new immigrants by giving them opportunities to learn in a structured way and even mix with the locals, showing its effectiveness in assimilating the children into schools.	4-5

1(b) Study Source B.

Why did the cartoonist draw the cartoon? Explain your answer.

[6]

Level	Descriptions	Marks
1	Because of context E.g. Because wanted to show that France has a policy of assimilation.	1
2	Because of message <i>Award 2m for message.</i> <i>Award 3m for message supported with evidence.</i> E.g. Because he wanted to show that France wants its citizens to conform to the ideal of being a French citizen by putting aside their religious identities. The cartoon shows that to pass through the door, the immigrants will have to remove religious symbols like the turban and headscarf, to fit into the 'mould' set by France.	2-3
3	Because of purpose (context) <i>Award 4m for purpose, unsupported.</i> <i>Award 5m for purpose supported with evidence.</i> <i>Award 6m for purpose with context.</i> E.g. Because he wanted it published so as to mock the policy of assimilation in front of the international audience so that they would pressure the French government to abandon the policy. Because he wanted to show his anger and discomfort / empathising with the new immigrants, highlighting the unfairness or unreasonable French policy. It was published in the context of showing the difficulties of some immigrant communities having to fit in and inevitably giving up their own identities, due to the policy of assimilation. As a result, they do not blend in and hence they were discriminated. Thus, the cartoonist was critical of the policy because it forces the people to conform to an ideal which will rob their own religious/ethnic identity.	4-6

1(c) Study Sources C and D.

How far does the content in Source C show that Source D was wrong about discrimination in France? Explain your answer. [7]

Level	Descriptions	Marks
1	<p>Answers based on topic</p> <p>E.g. Source C experienced the failure of assimilation policy first-hand.</p> <p>E.g. Source D is not wrong because he observed that the immigrants fit in.</p> <p>E.g. Source C is merely referring to one incident.</p>	1
2	<p>Wrong OR Not Wrong due to content <i>Award 2m for Stand & content, unsupported.</i> <i>Award 3m for Stand & content, supported with evidence.</i> <i>Award 4m for additional details.</i></p> <p>E.g. Source C shows that Source D was wrong about discrimination in France. Source C mentions that discrimination exists at the workplace but Source D says that discrimination does not exist and that the assimilation policy allows the immigrants to easily get jobs and move on with their lives/be successful as seen in 'look at the current government, there are Blacks, Jews, Chinese, Muslims.' All citizens are treated equally. However, Source C mentions that there's still cases of discrimination whereby her client explicitly said that he did not want potential employees of 'blacks or Arabs' descent.</p> <p>E.g. Source D was not wrong. Source C was wrong as she did mention that the country did provide 'opportunities' for her to have a good job. This is mentioned in Source D when he observed that there were many 'non-native French' taking up jobs in the civil service and how the 'opportunities' given to the citizens were the same. France's policy of assimilation did give the citizens a common ground for them to do better in life.</p>	2-4
3	Both aspects of L2	5
4	<p>Wrong, provenance showing difference in perspectives <i>Award 6m for Stand + perspectives, unsupported (for 1 Source).</i> <i>Award 7m for Purpose in context, supported with evidence (for 2 sources).</i></p> <p>E.g. Both sources are sharing their perspectives on the assimilation policy and how it has/has not led to discrimination. Source C proves that Source D was wrong.</p> <p>In Source C, the author said that some native French are not receptive towards immigrants of colour. She criticizes the assimilation policy as not protecting the interests of the immigrants; not being enough so that more could be done to help French citizens with immigrant backgrounds. Hence, the locals discriminate them by being 'bluntly racists' and not giving them the jobs based on their qualifications or abilities. She has experienced it first-hand, as a French citizen with immigrant background i.e. parents were from Senegal, so she is saying that there's still racial undertones in how people discriminate one another. It is subtle, so it takes someone from the minority community to detect the discriminatory remarks. Her personal experience at the workplace shows that discrimination still takes place.</p> <p>However, the author in Source D praises the policy as it allows the immigrants to easily get jobs and move on with their lives/be successful as seen in 'look at the current government, there are Blacks, Jews, Chinese, Muslims.' He believes that all citizens are treated equally as long as they are receptive to the policy of assimilation. 'It's not a problem in France'</p>	6-7

	<p>meaning that discrimination is uncommon in France but not in other countries where he experienced it in Tahiti, for being a 'white-man' and discriminated for no other reason than his skin colour. It could also be seen that as a white-man in France/native Frenchman, he might not have experienced such discrimination and hence is defensive that the policy has been successful in assimilating everyone into the French way of life.</p>	
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1(d) Study Sources E and F.

Does Source E help in your understanding of the problems raised in Source F?
Explain your answer. [7]

Level	Descriptions	Marks
1	<p>Yes / No, answers based only on content of E or F only</p> <p>E.g. Yes, Source E talks about the French not happy with the arrival of immigrants and hence the problems they might create on the locals.</p> <p>E.g. No, Source E had racism hotline and agencies to combat racial discrimination but its still not successful.</p>	1
2	<p>No, based on matching content from Source E with Source F Award 2m for matching content (don't understand), unsupported. Award 3m for matching content (don't understand), supported with evidence.</p> <p>E.g. No, Source E does not help me to understand the problems in Source F. Source E says that the government addressed the discrimination issue by having 'hotlines' and 'regional coordinating agencies designed to monitor and combat racial discrimination'. However, in Source F, there was nothing done to the media when they continued to bombard the public with 'images of migrants and refugees', causing the locals to fear the negative 'effect of immigration on public services'. As the media was not controlled, the locals continued to discriminate against the new immigrants.</p>	2-3
2	<p>Yes, based on matching content from Source E to Source F Award 3m for matching content (understand), unsupported. Award 4m for matching content (understand), supported with evidence.</p> <p>E.g. Yes, Source E helps me to understand the problems in Source F. This is because the French have been discriminating the immigrants at their place of residence, workplace and entertainment joints, as published by Brookings Institute. This continues in Source F where their perception of immigrants is worse than the other countries'. This is because they believed that the immigrants are 'causing their country to change in ways they do not like'.</p>	4-5
3	<p>Yes, Purpose of source Award 6m for Purpose, supported with evidence. Award 7m for additional details. [Award 5m for Purpose, unsupported].</p> <p>E.g. Yes, Source E helps me to understand the problems in Source F as the provenance of both sources show that they are merely sharing the locals' views towards immigrant communities in France. The results in Source E showed the <u>poor perceptions</u> that the French have towards new immigrants were <u>deep-seated</u>; they were racially biased since 2001 (when the report was published) or even earlier. This led them to openly discriminate the new immigrants. The biased mindset is corroborated by Source F which showed that only '11% see immigration had an overall positive impact'. As such, they continued to be biased and the problem is worsened when even more immigrants landed on their shores in 2016, worsening the situation.</p> <p>Consider timing of the sources</p>	6-7

(e) 'France's policy of assimilation has been effective in helping its new immigrants'.

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

Level	Description		Marks
1	Writes about statement without valid source use		1m
2	Yes/ No, supported by valid source use		2-4m
3	Both aspects of L2		5-8m
	Disagree – not effective	Agree – effective	
	Source B: forced to conform to French ideals and ways; lost their original identity	Source A: structured educational programme to help young immigrants assimilate quickly and obtain relevant skills set required in the future	
	Source C: racial discrimination at the workplace is still practiced; limited opportunities to help new immigrants	Source D: equal treatment for all leading to upwards social mobility	
	Source F: native French citizens not willing to assimilate due to their perceived fears of immigrants		
	Source E: rampant discrimination towards immigrants		
+2	<p>**To score additional 2 marks, candidates can take any one of these 3 routes:</p> <ul style="list-style-type: none">- through analysing at least one source in relation to its reliability, utility or sufficiency <p>Source E is reliable because the survey was conducted by Ipsos, mainly to collect and present data to governments and relevant parties. It presents information so that interested parties would be able to see trends and understand the sentiments on the ground. Moving on, these parties might have to tweak their public policies to change the situations. For instance, Source E shows the negative French perception towards new immigrants, and hence helps explain why discrimination is still practiced in France today.</p> <ul style="list-style-type: none">- by sharing example(s) from contextual knowledge <p>The Sikh community in France, especially the men, organised a protest march against a planned law to restrict the wearing of religious symbols in public schools, in 2003. They were upset as they were not able to fulfil part of their religious obligation as it was impossible to keep the wearing of turbans private.</p> <ul style="list-style-type: none">- by giving a balanced conclusion / resolution <p>At the national level, the policy of assimilating new immigrants into France has been successful as seen in Sources A and D. By adopting the French values and practices, the immigrants were able to make improvements to their lives and move up their socio-economic status. However, there were also other native French who were prejudiced, as seen in Sources C and E. As such, there should</p>		10m

	<p>be more dialogues instead of protest marches, in order to resolve such tensions. Dialogues for both locals and new immigrants, so that they could come to a consensus or an understanding of the assimilation policy. It will also force the government to rethink the policy in the context of the demography of the immigrants, esp. in the era of globalisation. This would prevent other negative incidents from occurring as the people will not blame each other too quickly.</p>	
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Cedar Girls Secondary School
Humanities: Social Studies
SRQ A Marking Scheme

		Paragraph One	Paragraph Two	Total Score
Level 1: Identification (What is it?)	Case One	Identification is valid	Identification is missing or not valid	Level 1/2 marks (for first paragraph)
	Case Two	Identification is missing or not valid	Identification is valid	Level 1/2 marks (for second paragraph)
	Case Three	Identification is valid	Identification is valid	Level 1/3 marks
<p>The government faces challenges in deciding on what is good for Singapore because of unequal sharing of costs.</p> <p>The government faces challenges in deciding on what is good for Singapore because of differing priorities.</p> <p>The government faces challenges in deciding on what is good for Singapore because of differing needs and interests.</p>				
Level 2: Description (What does it look like?)	Case One	Description is Present	No Description	Level 2/3 marks (for first paragraph)
	Case Two	No Description	Description is Present	Level 2/3 marks (for second paragraph)
	Case Three	Description is Present	Description is Present	Level 2/4 marks
<p>The government faces challenges in deciding on what is good for Singapore because of unequal sharing of costs. For example, in building an efficient transportation system for the country, it is necessary to build expressways for smooth traffic flow. While society will generally benefit, residents living near the expressways may be affected by the noise and dust generated from the constructions of the expressways and the subsequent traffic using the expressways.</p> <p>The government faces challenges in deciding on what is good for Singapore because of differing priorities. For example, the citizens of a country may agree that it is important for the country to provide affordable healthcare, a good education and a clean environment. However, they may disagree on which area the government should prioritise. Parents with school-going children would likely want more resources to be invested in education. On the other hand, the elderly would likely prefer more resources to keep healthcare affordable to meet their medical needs.</p>				
Level 3: L2 + Explanation (Where does it)	Case One	Level marks 3/5	Level marks 3/5	Level marks 3/6

lead to?)	Case Two	Level marks 3/5	Level marks 3/6	Level marks 3/6
	Case Three	Level marks 3/6	Level marks 3/5	Level marks 3/6
	Case Four	Level marks 3/6	Level marks 3/6	Level marks 3/7

The government faces challenges in deciding on what is good for Singapore because of unequal sharing of costs. For example, in building an efficient transportation system for the country, it is necessary to build expressways for smooth traffic flow. While society will generally benefit, residents living near the expressways may be affected by the noise and dust generated from the constructions of the expressways and the subsequent traffic using the expressways. When a decision is made, some individuals or groups will bear greater costs than others. These individuals and groups have to bear with the inconveniences that come with the decision. However, there will be individuals and groups who do not wish to bear the costs and will want the government to affect someone else instead. This is a manifestation of the Not In My BackYard syndrome.

The government faces challenges in deciding on what is good for Singapore because of differing priorities. For example, the citizens of a country may agree that it is important for the country to provide affordable healthcare, a good education and a clean environment. However, they may disagree on which area the government should prioritise. Parents with school-going children would likely want more resources to be invested in education. On the other hand, the elderly would likely prefer more resources to keep healthcare affordable to meet their medical needs. Due to varying personal circumstances like age and socio-economic backgrounds, different people have different priorities. These differences could be due to what they perceive as important for them to lead happy and fulfilling lives in Singapore. Although each person's perspective is different from others, Singaporeans would still want the government to address their own concerns first. This creates a challenge in deciding on what is good for Singapore.

Cedar Girls Secondary School
Humanities: Social Studies
SRQ B Marking Scheme

		Paragraph One	Paragraph Two	Total Score
Level 1: Writes about the topic without addressing the question				1-2 marks
Level 2: Description of Given Factors	Case One	Example is valid but no awareness of example	---	Level 2/3 marks (for first paragraph)
	Case Two	---	Example is valid but no awareness of example	Level 2/3 marks (for second paragraph)
	Case Three	Example is valid and awareness of example is demonstrated	Example is valid but no awareness of example	Level 2/3 marks (for first paragraph)
	Case Four	Example is valid but no awareness of example	Example is valid and awareness of example is demonstrated	Level 2/3 marks (for second paragraph)
	Case Five	Example is valid and awareness of example is demonstrated	Example is valid and awareness of example is demonstrated	Level 2/4 marks
Level 3: L2 + Explanation of Given Factors to address the key word or phrase in the question	Case One	Level 3/5 marks	Level 3/5 marks	Level 3/6 marks
	Case Two	Level 3/5 marks	Level 3/6 marks	Level 3/6 marks
	Case Three	Level 3/6 marks	Level 3/5 marks	Level 3/6 marks
	Case Four	Level 3/6 marks	Level 3/6 marks	Level 3/7 marks

Level 4: L3 + Conclusion = 8 marks

Do you think that the government or citizens have the greater impact in working for the good of society? Explain your answer.

Level 2:

The government have an impact in working for the good of society. For example, the government introduced the WorkRight Initiative to help both employees and employers understand their rights and responsibilities respectively. The WorkRight Initiative is intended to create awareness for employment rights among low-wage workers and better ensure retirement security for this groups of workers.

Citizens have an impact in working for the good of society. For example, citizens took part in the 'Our Singapore Conversation' to provide feedback and suggestions to influence the decisions of the government. This exercise enabled conversations among citizens and between citizens and the government. Over one year, the government learnt about Singaporeans' aspirations that helped to chart future plans for Singapore.

Level 3:

The government have an impact in working for the good of society. For example, the government introduced the WorkRight Initiative to help both employees and employers understand their rights and responsibilities respectively. The WorkRight Initiative is intended to create awareness for employment rights among low-wage workers and better ensure retirement security for this groups of workers. The government makes decisions for all Singaporeans which affect the daily lives of present and future Singaporeans. Thus, its policies affect the entire population. Furthermore, it has the most resources in Singapore which empowers it to make policies that can benefit the people directly.

Citizens have an impact in working for the good of society. For example, citizens took part in the 'Our Singapore Conversation' to provide feedback and suggestions to influence the decisions of the government. This exercise enabled conversations among citizens and between citizens and the government. Over one year, the government learnt about Singaporeans' aspirations that helped to chart future plans for Singapore. The Singapore society has many different needs which require different resources, time and energy to deal with. In an increasingly complex world, the government is not all-knowing and all-powerful. Thus, citizens can step in to close any gap. Their actions can benefit many people directly and the improvements that result can be immediate. Their actions can also inspire others to make similar improvements for the good of the Singapore society.

Level 4: **Both aspects in L3 plus explains the relative importance of each outcome**

For this question, the accepted answer is for students to explain that both given factors complement each other in working for the good of society.