



MARKING GUIDE FOR TEACHERS (2024 Prelim – Youth and Work)

From Passage 1

Question	Answer	Marks	Guidance
1	<p>1. Explain the author's use of the word 'conduit' (line 8).</p> <p>i) NOT ONLY A MEANS TO AN END... CONDUIT TO A LIFE OF PURPOSE AND PASSION. The author uses 'conduit' to suggest that work in the new horizon is seen by the young as a pathway/channel/through which can achieve greater meaning/fulfilment. (1)</p>	1	1 mark for explaining the use of the word in the context of the passage
2	<p>2. In Paragraph 2, what distinctions does the author make between traditional and current career aspirations?</p> <p>i) CLIMBING THE CORPORATE LADDER vs WORK THAT IS LESS DEMANDING... ALLOWS TIME TO PURSUE PERSONAL INTERESTS The young are not looking at merely progressing in their career / rising in the rank/status BUT RATHER, they place a higher premium today on work that allows for work-life balance /quality time for oneself. (1)</p> <p>ii) MERE EMPLOYMENT vs CAREERS THAT ALIGN WITH THEIR VALUES... CONTRIBUTE TO A SENSE OF PURPOSE They are <u>not just</u> looking for a job BUT a career that coheres with their beliefs and brings fulfilment. (1)</p> <p>iii) SIMPLY A MEANS TO EARN A LIVING vs MAKING AN IMPACT They are not just looking to sustain their livelihood BUT work that allows them to influence others /make a difference to others (1)</p>	3	1 mark for each suitable pair provided
3	<p>What is the author implying about young people's attitudes towards outdoor careers by using the words 'sprinting' (line 21) and 'crave' (line 22)?</p> <p>i) SPRINTING TOWARDS CAREERS THAT PROMISE MORE THAN A VIEW FROM A SKYSCRAPER WINDOW The author uses "sprinting" to imply that the young are focused / determined / single-minded when it comes to outdoor careers (1)</p> <p>ii) CRAVE... EXPERIENCES THAT ONLY MOTHER NATURE CAN OFFER</p>	2	<p>1 mark for each correct explanation, to a maximum of 2 marks.</p> <p>Candidates should provide a clear link between each of the words and the implication of the word.</p>

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	“Crave” suggests a (deep / compelling) desire / (intense) longing to experience the pristine and unadulterated nature of outdoor careers (1)		
4	<p>In Paragraph 4, how did the pandemic result in young people opting to lead the ‘digital nomad lifestyle’ (line 27)?</p> <p>i) FLIPPED THE SCRIPT ON TRADITIONAL WORK ENVIRONMENTS The pandemic changed / made people rethink what a working space should look like (1)</p> <p>ii) BROKE THE CHAINS OF THE OFFICE DESK liberating them from conventions (1)</p> <p>iii) SPARKED A REALISATION: WHY SETTLE FOR A SEDENTARY LIFE WHEN THE WORLD IS YOUR OYSTER? Young people came to understand that they could work /there were opportunities anywhere in the world rather than staying put in one place. (1)</p>	2	1 mark for each correct explanation, up to a maximum of 2 marks.
5	<p>What does the phrase ‘generational duty’ (line 34) suggest about young individuals’ views of climate change?</p> <p>i) GENERATIONAL DUTY The phrase suggests that young people view tackling climate as their <u>collective responsibility</u> /a responsibility involving <u>all</u> in their cohort (1)</p>	1	1 mark for explaining the connotation of the entire phrase
6	<p>How does the author’s choice of the words ‘canvas’ and ‘brush’ (line 43) in the conclusion support the main message of the passage?</p> <p>i) THE WORLD IS YOUR CANVAS ‘Canvas’ represents the potential / possibilities / opportunities available / product you can create /</p> <p>ii) YOUR CAREER IS THE BRUSH the ‘brush’ symbolises they have the means / tools / ability / autonomy needed to paint their future.</p> <p>iii) Together, they reinforce the main message that young individuals have the power to design their work and life paths in ways that reflect their values / passions / aspirations OR emphasise the creativity and agency that young people possess in shaping their careers / lives [ORA]</p>	2	<p>1 mark for each explanation (i/ii) <i>which links to the main message</i> (iii)</p> <p>Canvas and brush may be unpacked together as an art metaphor</p>

From Passage 2

Question	Answer	Marks	Guidance
6	<p>7. Summarise the reasons why young people are seeking more stable jobs. Write your summary in no more than 120 words.</p> <p>From paragraph 1: 1 UNSETTLING LAYOFF REPORTS: data shows there have been alarming retrenchments / stories of people being dismissed from their jobs</p> <p>2 DISCOURSE... IMPENDING (economic) DOWNTURN: discussions about a potential economic recession</p> <p>3 PALPABLE IMPACT ON THE PSYCHE: significantly affected the mindset of recent graduates</p> <p>4 TUMULTUOUS... COLLEGIATE JOURNEY// DISRUPTIVE FORCES: challenging period/period full of interruptions <u>when they were students</u></p> <p>5 SOLIDIFIED CONVICTION: strengthened the belief <u>in stable jobs</u></p> <p>6 CULTIVATE PERSONAL ENJOYMENT: foster (individual) satisfaction</p> <p>7 SUPPORT... PREFERRED LIFESTYLES: sustain their desired ways of living</p> <p>8 A PROSPECT OFTEN REALISED <u>ONLY</u> WITHIN THE FRAMEWORK OF STABLE CAREER TRAJECTORIES: an opportunity often achievable <u>only</u> through stable career paths</p> <p>From paragraph 3: 9 PREFERENCE FOR ENTERPRISES...LEGACY OF RESILIENCE AND ENDURANCE: drawn to companies/organisations which have a proven track record of steadfastness</p> <p>10 SCARS...PREVIOUS GENERATIONS GRAPPLE WITH OCCUPATIONAL INSTABILITY/WEATHER THE REVERBERATIONS OF ECONOMIC DOWNTURNS: The lasting impact of seeing those in the past struggle with job instability and the impacts of economic recessions</p> <p>From paragraph 4: 11 INSTILLED... MORE PRUDENCE: have ingrained greater caution in the younger generation / become more careful</p> <p>12 QUEST TRANSCENDS MERE EMPLOYMENT: pursuit goes beyond simply finding a job</p> <p>13 OFFER <u>LONG-TERM</u> FULFILMENT: look for careers that provide <u>enduring</u> satisfaction</p> <p>14 WHAT HAS CHANGED IS WHAT DEFINES A DREAM JOB...ONE THAT SECURES FINANCIAL CERTAINTY: Perceptions of an ideal job have shifted to one that ensures economic stability / a steady income</p>	8	<p>Refer to grid</p> <p>Use ✓ for each point identified. Then, award marks using the conversion table.</p>

Point-Mark Table

No of Points identified		Marks awarded
10+	=	8
9	=	7
8	=	6
7	=	5
6	=	4
5	=	3
3-4	=	2
1-2	=	1

From all the passages

Question	Answer	Marks	Guidance
7	<p>8. Passage 1 states that young people search for ‘careers that align with their values and contribute to a sense of purpose in their lives’ (lines 14–15).</p> <p>Identify one specific idea from Passage 3 which can be used to <u>undermine</u> this statement. Justify your answer.</p> <p><u>Valid specific ideas found in the passage to be communicated in candidates’ own words:</u></p> <ul style="list-style-type: none"> i) He confided in me that even if he had to accept a job outside his passions, he would do it in the name of sustenance. (lines 9-11) ii) Other friends have quickly snapped up job offers for fear of losing their slim opportunity of a career in a competitive job market (lines 11–12) iii) These considerations have led me to question whether we should pursue our passions if it ultimately leaves us disillusioned (lines 18–19) <p><u>Examples of paraphrasing:</u></p> <ul style="list-style-type: none"> i) Alex, who represents young people, would take a job outside his interests if necessary to make a living. ii) The author shares her observation of her peers in a rush to take on jobs out of worry of not being able to find one. iii) The author says certain factors have led her to question if it is worthwhile pursuing one’s passions as it may leave one feeling disenchanted / disheartened in the end. <p><u>Examples of justification:</u></p> <ul style="list-style-type: none"> • <u>Current contexts and considerations</u> could steer them towards other jobs. • Their worries are <u>based on practical considerations</u> / external pressures / existing realities. • This runs contrary to Passage 1’s idea that the young look for work that satisfies one’s interests and beliefs, as in Passage 3, <u>the author who is a young person herself is doubtful of such pursuits.</u> <p>Accept other wording as long as the justification is valid in relation to the correctly identified specific point.</p>	2	<p>Idea: young people want jobs that align with values/purpose</p> <p>1 mark for a correctly identified a SPECIFIC IDEA, to a maximum of 1 mark.</p> <p>1 mark for a linked logical JUSTIFICATION.</p>
8	<p>9. Passage 2 states that young people gravitate to occupations that ‘support their preferred lifestyles’ (line 16).</p> <p>Identify one specific idea from Passage 3 which can be used to <u>support</u> this statement. Justify your answer. [2]</p> <p><u>Valid specific ideas found in the passage to be communicated in candidates’ own words:</u></p>	2	<p>Idea: Young people prefer jobs that support the lifestyles they want</p>

10. The reading passages offer a range of perspectives on how young people today make career choices. How far do you agree or disagree with the views expressed?

Support your answer with reference to:

- the ideas and opinions from at least one of the reading passages
- examples drawn from your own experience and that of your society.

Question	Answer
10	<p>The reading passages offer a range of perspectives on how young people today make career choices. How far do you agree or disagree with the views expressed?</p> <p>Support your answer with reference to:</p> <ul style="list-style-type: none"> • the ideas and opinions from at least one of the reading passages • examples drawn from your own experience and that of your society. <p>1 REQUIREMENTS. Candidates should:</p> <ul style="list-style-type: none"> • Explain how young people today make their career choices and examine their reasons and motivations • Support their views with reasoned argument • Show understanding of the ideas and attitudes in the passages • Explain the extent of their agreement with them <p>2 EXPLANATION. Candidates should show understanding of some of the following issues:</p> <p>Young people in Singapore today have grown up in vastly different times as opposed to their parents (and the older generation). <u>Consider the implication of this context, using the following guiding questions.</u></p> <ul style="list-style-type: none"> • What are some of the political, economic, social and technological changes that have affected Singapore? Some specific contexts that candidates may provide include: <ul style="list-style-type: none"> ○ How young people today have less deference for authorities, hence the aversion to jobs that operate with a hierarchical structure, ○ The growing awareness of the need to prioritise mental health and finding purpose in one's life, ○ The changes brought about by COVID-19, ○ How young people are increasingly wired as digital natives. ○ The implications of the meteoric improvements to A.I. and how this may shift young people's perception of what are prized careers in the future ○ The Singaporean dream and whether it is still relevant to young people today. Has the Singapore Dream changed for Gen Z? ○ How the older generations (e.g. their parents) view work and how might these attitudes affect the career choices of young people? ○ The educational landscape today and the government's move towards multiple pathways ○ Media portrayals of work, e.g. being an influencer, content creator being increasingly popular and embraced ○ Rising costs of living in Singapore ○ Perceptions of what constitutes "success" in Singapore • What are current and prevailing mindsets and attitudes to work and career choices amongst the young? What have led to these mindsets and attitudes? • How do these changes affect the way young people view work or choose their careers? <p><u>Discussing issues of purpose and passion:</u></p> <ul style="list-style-type: none"> • Should young people in Singapore choose careers that give them purpose? • Is it wrong for young people to choose careers based on their purpose and/or

	<p>passion? Why or why not?</p> <ul style="list-style-type: none"> • How might choosing careers based on one's passion be beneficial or detrimental? • What might cause young people to choose careers based on their passion? <p><u>Discussing issues of stability:</u></p> <ul style="list-style-type: none"> • Why do many young people opt for careers that provide them with stability despite a greater discourse on the need to find careers that give one meaning and fulfillment? • What might cause young people to choose careers that are stable? <p><u>Weighing the importance of purpose and passion, as opposed to stability:</u></p> <ul style="list-style-type: none"> • When/where purpose and stability conflict, what should young people prioritise in their search for a career? Why? • Where should the line be drawn between purpose/passion and stability? <p>3 <u>EVALUATION</u>. Candidates should:</p> <ul style="list-style-type: none"> • Show reasons for supporting/rejecting some of these views • Validate their opinions and observations by examining how the ideas apply or do not apply to contexts and characteristics of Singapore • Give examples from their own and their society's experience in support of their view • Put forward original ideas on the various considerations and concerns of young people's career choices today
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BAND DESCRIPTORS FOR THE ASSESSMENT OF CONTENT

Assessment is based on the candidate's performance across the application question only.

The numbers within the Descriptor relate to the following three areas, as indicated in the previous table:

- 1 Requirements
- 2 Explanation
- 3 Evaluation

Band	Descriptor	Mark
4	1 <u>sustained</u> focus on the requirements of the question; <u>balanced</u> response 2 cogent answer with <u>very good understanding</u> of the terms and issues raised by the passages 3 <u>convincing evaluation</u> , <u>making judgements</u> and developing arguments to <u>logical conclusions</u> ; elaboration and support through <u>personal insight and experience</u> , with <u>apt illustration</u>	10-12
3	1 <u>good focus</u> on the requirements of the question with <u>some evidence of balance</u> 2 <u>good understanding</u> of the terms and issues raised by the passages 3 attempted evaluation but <u>not always convincing</u> ; <u>mostly valid illustration</u>	7-9
2	1 <u>some focus</u> on elements of the question with <u>an attempt at balance</u> 2 <u>some understanding</u> of the terms and issues raised by the passages 3 <u>superficial analysis</u> ; <u>limited development of ideas</u> and <u>few illustrations</u>	4-6
1	1 <u>limited focus</u> on the question with little or no balance 2 <u>limited degree of understanding</u> with a higher incidence of misinterpretation 3 <u>summary or restatement of the text</u> with a few <u>undeveloped and assertive comments</u> ; <u>little or no illustration</u>	1-3
0	Nothing in the answer meets any of the criteria.	0

BAND DESCRIPTORS FOR THE ASSESSMENT OF LANGUAGE

Assessment is based on the candidate's performance across the summary and application questions.

Band	Descriptor	Mark
4	Very good linguistic ability and organisation of ideas: <ul style="list-style-type: none"> • few spelling, punctuation and grammar errors which do not interfere with meaning • very good use of varied vocabulary and sentence structures • very clear, fluent, effective use of language throughout • sustained attempt to rephrase the text language • very well-organised in cohesive paragraphs 	12-15
3	Good linguistic ability and organisation of ideas: <ul style="list-style-type: none"> • occasional spelling, punctuation and grammar errors which mostly do not interfere with meaning • good use of varied vocabulary and sentence structures • mostly clear, fluent, effective use of language • some attempt to rephrase the text language • well-organised in paragraphs 	8-11
2	Limited linguistic ability with sound organisation of ideas: <ul style="list-style-type: none"> • spelling, punctuation and grammar errors which sometimes interfere with meaning • limited variety of vocabulary and sentence structures • use of language is limited • limited attempt to rephrase the text language • some attempt to organise ideas in paragraphs 	4-7
1	Weak linguistic ability with poor organisation of ideas: <ul style="list-style-type: none"> • frequent spelling, punctuation and grammar errors which interfere with meaning • little variety of vocabulary and simple sentence structures • use of language is basic • little to no attempt to rephrase the text language • little attempt to organise ideas in paragraphs 	1-3
0	Nothing in the answer meets any of the criteria.	0

Areas to pay attention to:

- Vocabulary: consider the variation on vocabulary and its appropriateness to the task.
- Idiom and expression: consider whether it is apt and lively.
- Sentence structures: consider the range of varied structures used.
- Paragraphing: consider the aptness and range of discourse markers.
- Syntax/grammar: correct use of tenses, plural forms, etc.
- Handling of number/agreement: is it secure?
- Accuracy and handling of punctuation.
- Accuracy in the use of articles, prepositions, etc.