



**DUNMAN HIGH SCHOOL
MID-YEAR EXAMINATION 2021
YEAR 4 ENGLISH LANGUAGE PAPER 2
ANSWER KEY**

Section A [15 marks]

1	<p>"My mother does not like me going through her things." (lines 8-9).</p> <p>What does this detail suggest about the mother's personality? [1m] Qns type: Language use for impact (suggest)</p> <table border="1"> <thead> <tr> <th>From the passage</th><th>Answer</th></tr> </thead> <tbody> <tr> <td>My mother does not like me going through her things so I had to take great care to put everything back in place.</td><td> <p>She is secretive/ a private person [1]</p> <ul style="list-style-type: none"> - values privacy - keep things from others - guarded <p>X unwilling to open up/ detached / close-off (exp)</p> <p>X She is an organised person/ does not like mess.</p> <p>Note: can list but need to be related to the context.</p> </td></tr> </tbody> </table>	From the passage	Answer	My mother does not like me going through her things so I had to take great care to put everything back in place.	<p>She is secretive/ a private person [1]</p> <ul style="list-style-type: none"> - values privacy - keep things from others - guarded <p>X unwilling to open up/ detached / close-off (exp)</p> <p>X She is an organised person/ does not like mess.</p> <p>Note: can list but need to be related to the context.</p>
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2	<p>In paragraph 2, explain fully why the narrator's mother cried. [2m] Qns type: Inferential</p> <table border="1"> <thead> <tr> <th>From the passage</th><th>Answer</th></tr> </thead> <tbody> <tr> <td> <p>Once, she caught me rummaging through the drawer of her dresser, where she keeps jewellery, letters and wedding photographs, and caned me. She told me it was wrong to look through other people's belongings and that she did not raise me to be a thief.</p> <p>When I asked her who the man in the photograph was, she brought the cane down on my thighs again, crying hard even as she left long streaks all over my legs.</p> </td><td> <p>(a) Evidence: The narrator "asked her who the man in the photograph was." [1m]</p> <ul style="list-style-type: none"> - E.D for evidence penalised - award 1 mark if inference correct but no evidence/ wrong evidence <p>(b) Infer: she cried as it brought up sad/ painful memories or it was a sensitive question, which is why she cried OR she was reminded of her husband who left her. [1m]</p> <ul style="list-style-type: none"> - miss/sad about the man - lost/ divorced the husband </td></tr> </tbody> </table>	From the passage	Answer	<p>Once, she caught me rummaging through the drawer of her dresser, where she keeps jewellery, letters and wedding photographs, and caned me. She told me it was wrong to look through other people's belongings and that she did not raise me to be a thief.</p> <p>When I asked her who the man in the photograph was, she brought the cane down on my thighs again, crying hard even as she left long streaks all over my legs.</p>	<p>(a) Evidence: The narrator "asked her who the man in the photograph was." [1m]</p> <ul style="list-style-type: none"> - E.D for evidence penalised - award 1 mark if inference correct but no evidence/ wrong evidence <p>(b) Infer: she cried as it brought up sad/ painful memories or it was a sensitive question, which is why she cried OR she was reminded of her husband who left her. [1m]</p> <ul style="list-style-type: none"> - miss/sad about the man - lost/ divorced the husband
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		<p>- hard to think about her husband</p> <p>Note: it is not about the initial perception i.e. the mother thought her son was a thief.</p>						
3	<p>In paragraph 4, which two words have the same meaning as pervade? [1m]</p> <p>Qns type: Language use for impact (evidence)</p> <table><tr><th>From the passage</th><th>Answer</th></tr><tr><td>The sticky smell of deep frying and cigarette smoke permeated the air, suffusing the kopitiam with an oppressive warmth.</td><td><p>‘Suffusing’ and ‘permeated’.</p><p>2 words = 1 mark</p></td></tr></table>		From the passage	Answer	The sticky smell of deep frying and cigarette smoke permeated the air, suffusing the kopitiam with an oppressive warmth.	<p>‘Suffusing’ and ‘permeated’.</p> <p>2 words = 1 mark</p>		
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4	<p>In paragraph 4, the narrator describes his observations at the kopitiam.</p> <p>Explain how the language used in this paragraph emphasises the bustling atmosphere at the kopitiam. Support your ideas with two details from the paragraph.[2m]</p> <p>Qns type: Language for impact (evidence+explain)</p> <p>Note: Quote + explanation (link to key word ‘bustling’)</p> <table><tr><th>From the passage</th><th>Answer</th></tr><tr><td><p>- drink orders flew through the air</p></td><td><p>- customers are shouting across the room to give their orders [1]</p><p>- there are many/constant orders/ sheer number of orders</p><p>- customers are noisy/lively (don’t repeat for the other evidence)</p><p>X they are busy (but why? not specific to the evidence)</p><p><i>Describes the noise/commotion</i></p></td></tr><tr><td><p>- as servers moved like clockwork from table to table, clearing cups and relaying requests</p></td><td><p>- servers handled the immense requests quickly/ fast</p><p>- servers were constantly moving around to attend to the customers [1]</p><p>- the servers had to multitask</p><p>X overwhelmed/ they are busy</p><p>X they are moving hastily (chaotic, not bustling)</p><p><i>Describes the constant movement of the people</i></p></td></tr></table>		From the passage	Answer	<p>- drink orders flew through the air</p>	<p>- customers are shouting across the room to give their orders [1]</p> <p>- there are many/constant orders/ sheer number of orders</p> <p>- customers are noisy/lively (don’t repeat for the other evidence)</p> <p>X they are busy (but why? not specific to the evidence)</p> <p><i>Describes the noise/commotion</i></p>	<p>- as servers moved like clockwork from table to table, clearing cups and relaying requests</p>	<p>- servers handled the immense requests quickly/ fast</p> <p>- servers were constantly moving around to attend to the customers [1]</p> <p>- the servers had to multitask</p> <p>X overwhelmed/ they are busy</p> <p>X they are moving hastily (chaotic, not bustling)</p> <p><i>Describes the constant movement of the people</i></p>
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7	<p>From paragraph 9, why do you think the mother softened when she received the photograph? [1m] Qns type: Language for impact (Suggest)</p> <table border="1" data-bbox="309 1084 1477 1494"> <thead> <tr> <th data-bbox="309 1084 892 1122">From the passage</th><th data-bbox="892 1084 1477 1122">Answer</th></tr> </thead> <tbody> <tr> <td data-bbox="309 1122 892 1494"> <p>Para 10: She tore off the wrapping, studied the photograph in the frame and put it on her bedside table. Her features dissolved into a softness I had not seen in a long time.</p> </td><td data-bbox="892 1122 1477 1494"> <p>The photograph reminded her of the happy memories she shared with the narrator.</p> <p>Focus is on the photograph.</p> <ul style="list-style-type: none"> - touched by the photograph - grateful for the gift <p>X mother was happy- general quality (but why?)</p> </td></tr> </tbody> </table>	From the passage	Answer	<p>Para 10: She tore off the wrapping, studied the photograph in the frame and put it on her bedside table. Her features dissolved into a softness I had not seen in a long time.</p>	<p>The photograph reminded her of the happy memories she shared with the narrator.</p> <p>Focus is on the photograph.</p> <ul style="list-style-type: none"> - touched by the photograph - grateful for the gift <p>X mother was happy- general quality (but why?)</p>
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8

The structure of the text reflects the narrator's characteristics as shown from his life with his mother. Complete the flow chart by choosing one phrase to summarise her main thoughts and feelings presented in each part of the text. There are some extra words you do not need to use.

Narrator's characteristics

Dutiful	Observant	Caring
Calm	Sensitive	Cautious
		Thoughtful

Para 1-2:	Curious (Given)	
Para 3:	Thoughtful	<i>"I deliberated for some time before choosing her favourite flavour: pandan."</i> <i>"inserted a photograph of us taken during my birthday trip"</i> <i>"hid the frame under her pillow."</i>
Para 4:	Dutiful	<i>"waited for my mother to finish work"</i> <i>"indicating with a nod where to take the plates. Immediately, I served the food"</i> <i>"Without having to ask, I doubled up"</i>
Para 5 -6:	Observant	Observant of the surroundings/ people: <i>"The sky was clotted..."</i> <i>"My mother was busy behind her stall..."</i> <i>"I liked to observe my mother..."</i> <i>"He looked frightened, frightening."</i>
Para 7-13:	Sensitive	<i>"hoping to change the mood"</i>

Section B [35 marks]

9. In your own words, state the reason why “so many Asian-American kids do so well in school” (line 1) according to researchers. [2m]

Qns type: Language – Paraphrase

From the passage	Answer
...the unique style of Asian-American parenting .	<p>The reason lies in the <u>peculiar/ particular/ distinctive/ distinct/ particular</u> style of [paraphrase “unique” – 1m]</p> <p>- special/one of a kind</p> <p>X different (not the same) / extraordinary</p> <p><u>Upbringing or raising/bringing up their children</u></p> <p>[paraphrase “parenting” – 1m]</p> <p>- take care/ guide/discipline/groom</p> <p>Accept: how they teach their children</p>

10. Explain **fully** how **paragraph 1** demonstrates that Asian-American kids do very well academically? [2m]

Qns type: Inferential

From the passage	Answer
A visit to the University of California's most selective campuses shows how very well Asian-American kids do academically: While Asian Americans constituted 14 percent of the state population, they made up about 40 percent of the freshman class at UCLA and 37 percent of the entering class at University of California, Berkeley.	<p><u>Evidence: [1m]</u></p> <p>The statistics show that while Asian-American constituted “14 percent of the state population, they made up about 40 percent of the freshman class at UCLA and 37 percent of the entering class at University of California, Berkeley” [1m – Lifted]</p> <p>OR</p> <p>while Asian Americans make up a small minority of the state population, they take up the <u>majority of places</u> [1-Paraphrase]</p> <p><u>Inference: [1m]</u></p> <p>This demonstrates that <u>Asian-American kids outperform/do much better than their peers</u> of other ethnicities by a large margin</p> <p>OR</p>

	<p>Many can make it to prestigious/top/elite colleges in the state universities. [1]</p> <p>X Many can make it to universities.</p> <p>Note: cannot only mention any university.</p> <p>Award 1 mark if inference correct but no evidence/ wrong evidence</p>
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11. Which word in **paragraph 2** has the same meaning as 'famed'? [1m]

Qns type: Literal

From the passage	Answer
	The word is "legend".

12. State **two** ways in which Asian-American parenting affects the way Asian-American kids spend their time as shown in **paragraph 3**. [2m]

Qns type: Literal

From the passage	Answer
	<p>Asian-American kids:</p> <ul style="list-style-type: none"> · spend more time studying than other kids/ studied six hours more per week than their white peers. · did more homework/ did homework more frequently than their peers. · devote less of their time to chores, part-time jobs and dating than their peers. (accept if they omit one in the list, or say personal time) <p>If they combine "study" and "homework" as academic, accept it as ONE way.</p> <p>1 mark per point. Any two of the three points.</p>

13. According to **paragraph 4**, what did Confucius teach people to do? **Answer in your own words.** [2m]

Qns type: Language – Paraphrase

From the passage	Answer
The 5th-century B.C.E. philosopher taught that people should <u>strive</u> their whole lifetime to <u>perfect</u> themselves.	<p>He taught that people should try hard/ dedicate/ devote/endeavour/ make every effort/ spare no effort/ do their best/ do their utmost/ labour [paraphrase "strive" – 1m]</p> <p>x spend/use/ aim their whole life</p>

	<p>to improve/ hone/ better/ develop themselves</p> <p>OR</p> <p>To achieve their best/ideal selves. - flawless [paraphrase “perfect” – 1m].</p>
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14. What does “it” (line 30) refer to? [1m]

Qns type: Literal

From the passage	Answer
	“it” refers to knowledge [1m]

15. Using your own words as far as possible, summarise the impact of Confucian beliefs on Asian cultures.

USE THE MATERIAL FROM PARAGRAPHS 5 – 8.

The impact of Confucian beliefs on Asian cultures is evident in... ..

	PAR A	LIFTED	OWN WORDS
1	5	...the widespread Asian belief that when striving for academic success, <u>effort</u> counts more <u>than innate ability</u> .	the way Asians prize endeavour/ <u>hard work</u> over <u>talent/natural ability</u> , *For either point 1 or point 2, you need to have the word "study" or "academic success" (mentioned at least once)
2	5	...while Asians more often believe that studying makes a person <u>more intelligent</u> .	believing that <u>intelligence</u> is malleable / <u>smarter</u> / intelligence can be improved
3	6	Both the Chinese and Japanese cultures also embrace the idea that children are like seedlings, and need <u>parental shaping and trimming</u> as they grow.	Asian cultures reckon that children need to be (carefully) <u>nurtured</u> by parents from a young age <i>Note: No literal paraphrase</i>
4	6	Parents have the common conviction is that <u>early habits will dominate</u> .	because <u>early(from young age)</u> habits follow one through life,
5	6	That is why a majority of Asian-American parents teach their pre-schoolers basic reading, writing and math, hoping also to imbue them with perseverance, concentration and focus.	which is why pre-schoolers receive academic instruction for the purpose of inculcating positive values/habits. <i>Note: It is one idea.</i>
6	7	This belief influences Asian <u>parents</u> to view that <u>educating their children well</u> is their top responsibility.	Asian parents thus take it upon themselves to ensure their children are <u>instructed well</u>
	8	Chinese parents hope that it will translate to their children getting a <u>good education</u> .	
7	7	<u>Children</u> in turn <u>succeed in school</u> as a way <u>to honour</u> their family.	In turn, children are expected to do well academically to <u>glorify</u> the family.
8	8	Chinese parents carry out their parental responsibility by relying on the notion of guan — which literally means " <u>to control</u> " — but also denotes " <u>to care for</u> ".	Asian parenting is simultaneously <u>authoritative and loving</u> in nature,

9	8	Chinese parents focus on <u>managing</u> <u>various aspects of their children's lives.</u>	expressed via attentive <u>supervision</u> of children's lives
10	8	At the same time, they look after <u>their children's welfare.</u>	and their <u>well-being.</u>
11	8	Asian efficacy in parenting is judged by how well their children do in school.	Ultimately, Asian parents are assessed according to their children's performance in school.

- 16 Seal discusses the degrees of involvement of Asian-American parents in their children's education. Are her views from paragraphs 9 to 12 applicable to Singapore?

You should provide a balanced response.

Point 1

In paragraph 9, Seal states Chinese parents spent more time on creating an educational environment for their children.	
APPLICABLE	INAPPLICABLE
Reason: This is highly applicable to Singapore society because parents in Singapore also invest heavily to create an educationally-enriched context for their children.	Reason: This is mostly inapplicable to the Singapore context because the ability to enrich their children's environment is highly dependent on parents' socioeconomic status.
<p style="text-align: center;">Contextualisation</p> <p><u>Points of Comparison</u></p> <ul style="list-style-type: none"> Physical study environment Extra homework/academic enrichment/tuition Provision of books/reading materials Access to learning/education apps and programmes Non-academic enrichment (Music lessons/language school) 	
Contextualisation: The highly competitive nature of Singapore society prompts parents in Singapore to invest much of their time and energy towards the educational development of their children. Even though the education system in Singapore caters to the holistic development of students, providing world-class and cutting edge academic instruction along with myriad options for co-curricular activities, all of which are substantially funded by the state, many parents still feel the need for their children to gain a competitive edge. This explains why expenditure on tuition, or additional academic instruction, and on "enrichment" activities such as piano lessons or coding classes is rising exponentially year on year.	Contextualisation: While Singapore is generally an affluent society and the majority of Singaporeans are middle-income earners, the cost of living is fairly high and disposable income is limited. This means that the majority of parents in Singapore have to make careful choices about where to invest their time and money. The consequence is that many children only receive enrichment or educational exposure in the form of additional academic instruction. The development of the whole child is mostly entrusted to the education system.
Eg+explain: <u>Possible Examples</u> <ul style="list-style-type: none"> Prevalence of study furniture stores offering ergonomic desks and chairs, e.g. Ikea, Secret Lab Discuss the multitude of tuition centres all across Singapore and how the majority of commercial spaces seem to be taken up by tuition centres. The 	Eg+explain: <i>For someone arguing the inapplicable stand, the expectation is that they will highlight that parents in Singapore are not creating an educational environment or context, but focus only on one or two of the aspects/POCs listed above.</i> <u>Possible Examples</u> <ul style="list-style-type: none"> There are far higher numbers of

<p>ubiquity and “success” of Learning Lab and its ilk can be discussed.</p> <ul style="list-style-type: none"> ● In terms of books/reading culture, discuss the popularity of NLB and how parents can be seen dragging a trolley or luggage bag full of books to and from the library. ● Discuss the rise of Koobits and coding apps that children can play on smart phones and tablets. ● A lot of money is invested in music lessons, sports academies, and other activities that can give students an edge in DSA selection. 	<p>children receiving “tuition” then there are children taking up music lessons or participating in sports activities. This is in spite of the availability of low-cost music and sports enrichment via community clubs and ActiveSG.</p> <ul style="list-style-type: none"> ● Vice versa, for parents who want their children to pursue the arts or sports, there is an academic cost. The long school days and sheer amount of after-school work that children have to contend with means that it is often an either-or proposition.
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Point 2

In paragraph 10, Seal posits that many Asian-American parents expect their children will know how to organise themselves and study on their own by the time they are in high school.	
APPLICABLE	INAPPLICABLE
Reason: This is mostly applicable because students in Singapore receive formal instruction in schools, in addition to that from their parents, about managing their learning and their lives in general.	Reason: This is highly inapplicable in the Singapore context because many parents coddle their children well into adulthood.
<p style="text-align: center;">Contextualisation</p> <p><u>Points of Comparison</u></p> <ul style="list-style-type: none"> ● Organise personal schedules ● Keeping up with school work ● Juggle extra-curricular activities ● While excelling academically ● Expected to exercise maturity in preparation for real world challenges 	
<p>Contextualisation: In Singapore, parents naturally guide their children to develop positive personal habits such as being punctual and present for school, recording the tasks and assignments they receive in school in notebooks or student handbooks, and teaching them to set aside time each day to revise and to work on what they learn in school each day. Beyond that, students in Singapore, especially those in primary school, receive formal instruction on how to organise their lives. Form teachers teach students how to use organisers, how to plan revision schedules, and transmit effective</p>	<p>Contextualisation: In Singapore, the spectre of “helicopter parenting” looms large over the landscape. Because Singapore is such a competitive society and because parents in Singapore typically only have one or two children, children are highly valued in Singapore society. Thus, parents go out of their way to cater to their children’s every need and desire. Children are regarded to be so precious that they cannot undergo hardship or challenges for fear of harm coming to them or so that they might focus fully on their academic development.</p>

study techniques. The overarching purpose of the Singapore education system is to develop the whole child.	
<p>Eg+explain:</p> <p><u>Possible Examples</u></p> <ul style="list-style-type: none"> ● In primary school, while school days typically stretch from 7.30 in the morning to around one in the afternoon, participation in co-curricular activities means that the school day might stretch till four in the afternoon or even six in the evening. ● In secondary school, school days typically last from 7.30 in the morning to six in the evening most days. In junior college, this stretches to eight or nine in the evening because of co-curricular activities. ● The hectic schedules of students in Singapore requires them to be able to juggle multiple commitments at the same time. It is impossible to survive and thrive in the education system without some measure of maturity or the ability to organize one's own schedule. For the most part, students in Singapore are capable of doing so as their results and achievements attest. 	<p>Eg+explain:</p> <p><u>Possible Examples</u></p> <ul style="list-style-type: none"> ● It is not uncommon to witness domestic helpers helping children, even secondary school students, carry their school bags to school. At its most extreme, this phenomenon also extends to full-time national servicemen who get their helpers to lug their backpacks home the moment they "book out" from camp. ● Some parents give near-total freedom to their children in every aspect but academic. As long as the child fulfills basic expectations, they are free to squander their time and attention on distractions. The consequence is that apart from academic knowledge and skills, high school students can be highly immature. <p><i>It's difficult to provide concrete examples for this stand.</i></p>

Point 3

In paragraph 11, Seal asserts that Asian-American parents also gave their high school kids far more indirect support at home than did their white counterparts.	
APPLICABLE	INAPPLICABLE
Reason: This is highly applicable in the Singapore context especially as it pertains to highly educated and affluent parents who take a keen interest in their children's educational journey.	Reason: This is mostly inapplicable in Singapore society because the majority of parents are middle-income earners who cannot afford such expenditure of time and effort towards their children's education.
Contextualisation	
<u>Points of Comparison</u> <ul style="list-style-type: none"> ● College planning and preparation ● Saving money for college ● Making the home a conducive place for learning ● Consistent acts of love and care 	

<p>Contextualisation: Highly educated and affluent parents in Singapore society possess the bandwidth, knowhow, social connections, and financial means to play a meaningful role in providing indirect support to their children. Many such parents have themselves traversed the educational journey that their children aspire to and are thus able to advise them on the institutions that can best enable them to succeed in their chosen field. Furthermore, the affluence of such parents means that there is sufficient disposable income to be set aside for their children's educational needs. That said, due to the existence of the Central Provident Fund (CPF) in Singapore's social welfare system, every parent in Singapore is able to save for their children's education to varying degrees.</p>	<p>Contextualisation: The hectic and competitive nature of life in Singapore has an impact on family life in Singapore. Many children do not enjoy strong and intimate relationships with their parents because work dominates and often overrides time with family. While most parents maintain at least superficial interest and knowledge about their children's educational journey and aspirations, many leave specific and comprehensive intervention with respect to university admissions to schools since the Singapore education system has significantly increased its capacity to advise and guide students on their educational and career goals.</p>
<p>Eg+explain:</p> <p><u>Possible Examples</u></p> <ul style="list-style-type: none"> • There is a growing number of educational consultancy firms in Singapore who specialise in facilitating pre-university and university admissions. One such firm is Crimson Education. This suggests that there is a growing demand from parents in Singapore for assistance in planning their children's pathway to university, be it local or foreign. • Apart from the ability to pay local university fees via CPF, many parents purchase educational endowment products from insurance companies or commit to a long-term savings plan from banks. • Brand's essence of chicken is a well-known and popular product among parents because it is believed to be highly nutritious and beneficial for the mental development of children. It is a symbol of the acts of love and care that parents in Singapore shower their children with. 	<p>Eg+explain:</p> <p><u>Possible Examples</u></p> <ul style="list-style-type: none"> • After primary school, many parents have difficulty helping or being deeply involved in their children's educational experiences because of the complexity of post-primary education. Even for highly educated parents, it might be too vast and formidable landscape to navigate. As such, parents might not be able to provide indirect support even if they are willing and able. • The ability to provide indirect support presupposes that parents either have additional time and money or are able to make the time and effort to provide indirect support. Thus, in Singapore, parents from lower-income and lower-middle-income families simply do not have the capacity to provide indirect support. They struggle to make ends meet and their children are left largely to their own devices. • Discuss ECG curriculum and provision of two ECG counsellors per school and how such resources reduce the necessity for parents to provide indirect support.

Point 4

In paragraph 12, Seal suggests that even low-income Asian-American families provide a great deal of indirect, out-of-school support	
APPLICABLE	INAPPLICABLE
Reason: This is highly applicable to Singapore society as most parents in Singapore, regardless of their socioeconomic status, strive to be involved in their children's educational journey.	Reason: This is highly inapplicable to the Singapore context because parents from low-income families have neither the personal nor the social bandwidth to provide such support.
<p style="text-align: center;">Contextualisation</p> <p><u>Points of Comparison</u></p> <ul style="list-style-type: none"> • Checking children's homework • Attend school meetings • Networking with co-workers and other parents • Rely on older siblings or relatives for tutoring and academic advice • Talked up role models • Relatives expected to join in exercising guan • 	
<p>Contextualisation: Many parents in Singapore take it upon themselves to do what they can to support their children because educational attainment is perennially one of the most effective ways to succeed in Singapore. The general expectation in Singapore society is that parents are partly responsible for their children's development at minimum. The most basic form of involvement would be to be cognisant of their children's progress in school and to provide relevant support in response.</p>	<p>Contextualisation: Parents from low-income families typically have to work long hours to make ends meet in a Singapore society that requires at least \$1397 per person monthly to enjoy a basic standard of living. Many low-income jobs involve shift work which prevents parents who perform such work to be present when the children are home from school. Furthermore, many low-income families struggle with social problems and issues such as broken families, domestic abuse, and are generally less participative in community.</p>
<p>Eg+explain:</p> <p><u>Possible Examples</u></p> <ul style="list-style-type: none"> • While lower-income parents may not be able to check their children's homework personally, they are able to outsource this role to tutors. They do so either by relying on government-subsidised avenues (CDAC, SINDA, Mendaki) or by directing a significant portion of the family budget to paying for tuition. • Parent-teacher meetings in schools generally enjoy a high rate of attendance. Lower-income parents have 	<p>Eg+explain:</p> <p><u>Possible Examples</u></p> <ul style="list-style-type: none"> • While some parents from low-income families might want to be more actively involved in their children's education and lives, the demands of their job might prevent them from doing so. • The ability to check their children's homework requires at least an A Levels qualification or higher. • Most parent-teacher meetings are organised on the assumption that

a greater motivation to attend such meetings because of their limited ability to help their children directly. They are typically quite eager to work in close concert with teachers to track their children's progress in school.

parents are able to meet with teachers during office hours or are able to take leave from their work at short moment's notice.

- Networking with co-workers and other parents assumes that there are points of contact with such parents or co-workers who are able to help.