


<b>Class:</b>	<b>Register No:</b>	<b>Name:</b>
---------------	---------------------	--------------



**CRESCENT GIRLS' SCHOOL**  
**SECONDARY FOUR**  
**PRELIMINARY EXAMINATION 2019**

**COMBINED HUMANITIES**

**Social Studies**

**2272/1**  
**2273/1**  
**2274/1**

**30 August 2019**

**1 hour 45 mins**

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on your answer paper.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, papers clips, highlighters, glue or correction fluid.

**Section A**

Answer **all parts** of Question 1.

**Section B**

Answer **both parts** of Question 2.

At the end of the examination, fasten the answers to Section A and Section B **separately**.

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

---

This paper consists of **8** printed pages (including the cover page).

[Turn Over

**Section A (Source-Based Question) – 35 marks**

Question 1 is **compulsory** for all candidates.

Study the Background Information and the sources carefully, and then answer all the questions.

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

**1 (a)** Study Source A.

Why was this picture published?  
Explain your answer.

**[5]**

**(b)** Study Sources B and C.

To what extent are they different regarding adults with disabilities?  
Explain your answer.

**[6]**

**(c)** Study Source D.

How useful is this source regarding how welcoming Singaporeans are towards individuals with special needs?  
Explain your answer.

**[7]**

**(d)** Study Sources E and F.

Does Source E prove that Source F is wrong?  
Explain your answer.

**[7]**

**(e)** “Individuals with special needs are adequately supported in Singapore.”

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

**[10]**

## **Who is most responsible for meeting the needs of individuals with special needs in Singapore?**

### **BACKGROUND INFORMATION**

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

Special needs is a term used to describe individuals who require assistance in their daily living due to some form of impairment. Such impairments can range in severity and the amount and type of help each individual needs will vary. Some individuals can lead largely independent lives while others will require a great deal of help every day of their lives.

Special needs can fall into 4 main categories:

1. Physical, which are conditions that affect and limit a person's bodily functions and motor skills.
2. Developmental, which are conditions that affect a person's ability to think, make decisions, read and learn.
3. Behavioural/emotional, which are conditions that affect one's behaviour or emotional state.
4. Sensory, which are conditions that affect one's senses like blindness.

The Singapore government has made efforts to help people with certain types of needs but not all individuals with special needs get the help they require. Non-Government Organisations (NGOs) dedicated to specific needs do exist, like the Movement for the Intellectually Disabled of Singapore (MINDS), a charity that assists individuals with intellectual disabilities and SPD, a charity that helps people with physical, sensory and learning disabilities.

However, critics have argued that this is still not enough and more resources must be put in to help those who face such obstacles in their lives.

Study the sources below to understand who is most responsible for meeting the needs of individuals with special needs in Singapore.

**Source A:** *A screenshot from the website of Rainbow Centre, a local charity that supports children with disabilities.*

As a volunteer, you can make a difference by contributing your time, expertise and experience. Your presence and even the smallest of actions can touch a life.



**Source B:** *An adapted extract from a letter written by a member of the public to The Straits Times Forum titled “Do more to help those with disabilities in the workplace”, 12<sup>th</sup> October 2018.*

Children with special needs in Singapore are nurtured and protected reasonably well. However, this changes when they graduate. Without adequate support, most individuals with special needs do not thrive in the workplace despite being hired by well-intentioned employers and having the necessary qualifications and skills. Employees with developmental disabilities are most susceptible to workplace abuse as they are unable to stand up for themselves or communicate the problems they face in their workplace.

One type of abuse most parents and caregivers complain about is the verbal abuse of the individual, without the employer identifying problematic behaviours or providing suggestions for improvement. While the Government has done much to accommodate an increasing number of adults with disabilities in the workplace, parents and caregivers are not aware of where and how to register workplace grievances. A way around this would be to have an official central registry of people with disabilities.

**Source C:** *An adapted excerpt from an article posted on the SPD website about working adults with special needs, 10<sup>th</sup> May 2019.*

Azhari Bin Adam, who has visual impairment, is currently working in Watsons, a health and beauty retailer, as a customer service assistant. “Learning new things, having the sense of satisfaction when customers are happy and achieving sales targets are what I like most about my job,” said Azhari. He believes that having a disability does not mean that one is not able. To him, this job meant a lot as “it shows that persons with disabilities can work and achieve their career goals in life”.

Zakiyah Binte Zaniel has cerebral palsy and visual impairment. A part-time administrative officer with Iyad Perdaus, a voluntary welfare organisation, Zakiyah similarly felt that being employed is significant to her. “I can be independent financially and help my family to ease our daily expenses,” she said.

**Source D:** *An adapted extract of an article from a local news website focusing on social issues in Singapore, about Singapore's first play designed to be more inclusive of special needs individuals, 26<sup>th</sup> February 2019.*

*Not In My Lifetime* is a play by puppet theatre company The Finger Players. For The Finger Players, it is their first attempt at the Inclusive Arts; an approach to theatre that seeks to make the performance accessible to members of various disabled communities, from those with sensory differences to people with autism. The play contains several elements that make it more accessible to those with special needs. For audience members who are blind, a pre-show 'Touch Tour' allows them to physically feel around a small model of the set. For the deaf, closed captioning (subtitles and descriptions of sounds) is provided during the play, and the Touch Tour is accompanied by sign language interpretation. The performance hopes to normalise people with special needs and this can only be achieved by thoroughly recognising and considering them in our society.

**Source E:** *An adapted article from The Straits Times, 29<sup>th</sup> January 2019.*

Families of children with developmental needs will have better access to early intervention programmes\* from April 1, with new subsidies that will cut the cost of government programmes for most families – some by more than half. To cover the subsidies and fund the new programmes, the Ministry of Social and Family Development (MSF) announced yesterday it will channel \$60 million a year - 30 per cent more than \$45 million currently - into early intervention. The enhanced interventions are expected to benefit at least 4,500 children and their families. "With good early intervention, these children stand the best chance to improve their developmental progress," said Minister for Social and Family Development Desmond Lee. "We are going to reduce the cost of early intervention by increasing subsidies. On average, parents will see a reduction of about 30 to 70 per cent in fees."

*\*Early intervention programmes refer to programmes that are meant to support very young children under 6 years old with special needs.*

**Source F:** *An adapted extract from a report that surveyed parents of children with special needs that was conducted by the Lien Foundation, a local charity, 4<sup>th</sup> July 2016.*

About half of the parents surveyed had children studying in preschools. 46% of these parents encountered difficulties when enrolling their children in preschools. More than half of them (54%) observed that schools were unwilling to take their child because of their special needs, and about half (54%) encountered inexperienced or untrained teachers/staff. More than a third (37%) indicated that the school had no access to professionals to support their child.

Of those parents whose children with special needs were in preschools, just about half (55%) were satisfied with their child's education. Less than half of these parents felt their kids in preschools were adequately supported by the teachers, curriculum and school facilities. Less than half (46%) agreed that the teachers provide their child with the needed attention, and just about a third (34%) felt that the teachers in preschools are sufficiently trained to support their child's needs.

Acknowledgements:

- Source A: <https://www.rainbowcentre.org.sg/get-involved/>  
 Source B: <https://www.straitstimes.com/forum/letters-in-print/do-more-to-help-those-with-disabilities-in-the-workplace>  
 Source C: <https://www.spd.org.sg/i-love-my-job/>  
 Source D: <https://www.ricemedia.co/culture-events-singapore-first-play-special-education-not-in-my-lifetime/>  
 Source E: <https://www.straitstimes.com/singapore/more-support-for-kids-with-special-needs>  
 Source F: <http://lienfoundation.org/sites/default/files/Inclusive%20Survey%20Part%202%20-%20Press%20Release%20Lien%20Fdn%20Final%5B1%5D.pdf>

## 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

More than a million people take the Mass Rapid Transit (MRT) daily and there is a likelihood that terrorists might slip in without anyone noticing. The Singapore government has started to implement security checks at MRT stations and we, as citizens, should also play our part instead of seeing these security measures as a hassle or an annoyance. This will help to ensure that we keep ourselves safe and sound.

#### Extract 2

About fifty years ago, the government announced its aim to give Singaporeans 100 per cent home ownership so that all citizens would have a valuable and tangible stake in the country. Lee Kuan Yew, Singapore's first Prime Minister, believed that a home-owning society would be more stable than a home-renting one.

#### Extract 3

In a meritocratic society, everyone is allowed the opportunity to succeed based on their results and achievements, and the most talented are selected based on these non-discriminatory challenges.

- (a) Extract 1 is about Singapore's ongoing efforts to ensure the safety and security of its people at MRT stations.

In your opinion, how can individuals contribute towards the safety and security of Singapore? Explain your answer using two strategies.

[7]

- (b) Extract 2 and Extract 3 illustrate providing a stake for everyone and practising meritocracy as ideas guiding governance respectively.

Do you think providing a stake for everyone plays a more significant role in guiding governance in Singapore than practising meritocracy? Explain your answer.

[8]

**END OF PAPER**