

ANDERSON SECONDARY SCHOOL
Preliminary Examination 2019
Secondary Four Express /
Secondary Five Normal Academic



CANDIDATE NAME:

CLASS:

INDEX NUMBER:

HUMANITIES

2272/01, 2273/01

Paper 1 Social Studies

2274/1, 2276/1

23 August 2019

1 hour 45 minutes

0800 - 0945h

Additional Materials: Writing paper

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

Answer **all** the questions.
Write your answers on the writing 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.

For examiner's use only:

Section A	/ 35 m
Section B	/ 15 m
Total	/ 50 marks

Section A (Source-based Case Study)

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

1 Being Part of a Globalised World

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 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 Sources A and B.

How far does Source A agree with Source B? Explain your answer, using details from the source. [5]

(b) Study Source C.

How useful is this source as evidence about the SkillsFuture Scheme? Explain your answer. [6]

(c) Study Source D.

Why did the National Trade Union Congress (NTUC) issued this advertisement? Explain your answer, using details from the source. [7]

(d) Study Sources E and F.

Does Source E make you surprised with Source F? Explain your answer. [7]

(e) 'The SkillsFuture movement benefits Singaporeans.'

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

How does the SkillsFuture Movement affect Singaporeans?

BACKGROUND INFORMATION

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

Globalisation has an economic impact on individuals. In response, SkillsFuture is a national movement started in 2015 to provide Singaporeans with opportunities to develop their fullest potential throughout life, regardless of their starting points. The objectives are to promote employer recognition and career development based on skills and mastery, and to foster a culture that supports and celebrating lifelong learning. Under this movement, every Singaporean aged 25 will receive \$500 of SkillsFuture Credit. The credit can be used on a range of government supported courses. Support is also given to help middle aged PMETs. For Singaporeans aged 40 and above, a minimum of 90% of training costs for Government approved courses will be subsidised. This is because PMET courses tend to cost more. The SkillsFuture movement will cost the government \$1 billion dollars from 2015 to 2020. As of 2018, 285,000 Singaporeans have started using their SkillsFuture Credit. However, there are criticism that while SkillsFuture might give Singaporeans certification and some new knowledge, it might not help Singaporeans get a new job.

Study the following sources to find out how the SkillsFuture movement affect Singaporeans.

Source A: *From a government write-up on the SkillsFuture website, 2018.*

No matter where you are in life – schooling years, early career, mid-career or silver years – you will find a variety of resources to help you attain mastery of skills. Skills mastery is more than having the right paper qualifications and being good at what you do currently; it is a mindset of continually striving towards greater excellence through knowledge, application and experience. With the help of the Future Economy Council, education and training providers, employers, unions – you can own a better future with skills mastery and lifelong learning. Your skills. Your asset. Your future.

Source B: *From an article written on the Commonwealth website on SkillsFuture, 1 June 2016.*

In my opinion, what is interesting about SkillsFuture is how it is refreshingly honest and innovative. This can be seen from how its attempts to tackle problems such as productivity growth, structural unemployment due to emerging industries and sunset industries and economic stagnation. SkillsFuture recognises that no solution to these problems can rely on government spending alone. It is important that Singaporeans welcome SkillsFuture. Lifelong learning may not guarantee definite rewards in terms of enhanced employment prospects and monetary returns. Such incentives are controlled by various factors such as the economic climate and industry performance. Nonetheless, SkillsFuture is an earnest attempt to tap on the hidden potential of Singaporeans to expand their individual productive capacities. It is our best chance at introducing dynamism and progress to our economy.

Source C: *An account of a Singaporean published in an independent local website, 1 November 2016.*

Mr Zulkipli, 51 was at the roadshow browsing for courses that would prepare him for a second career. He has always wanted to be a web designer and plans to start his second career as one. So he goes to take one of the SkillsFuture course. Armed with this knowledge, he goes to apply for a web designer job. Indeed, there are many web designer jobs offering a monthly salary between \$2000 and \$4000. How likely do you think he will be able to get this job with a good pay after finishing his SkillsFuture course? Do note that he has to compete with foreigners. So, after 6 months of non-success in trying to find his dream web designer job, Mr Zulkipli simply gives up. The next thing he may be asking himself is, what is the use of this SkillsFuture Credit Scheme?

Source D: *An advertisement for SkillsFuture, released by the National Trade Union Congress (NTUC), 2 January 2016.*



Source E: *From a letter published in the Straits Times, 20 March 2018.*

I was puzzled by the way financial resources are being used in SkillsFuture Credit. The funding support costs \$1 billion a year and go into paying for training providers, manpower resources to run the scheme and publicity. The result is a number which says 285,000 people benefited, but it does not tell if the funding support is showing results. It may be true that numbers tell part of the story. But mindset change is more effective in the long run. There is no straightforward answer as to whether the money is well spent. Trial and error are inevitable. It may be years before changes show results and there is also a possibility that the programme may fail. But ultimately, we need to be honest with ourselves about how we are doing.

Source F: *A statement made in Parliament on 7 March 2017 by Singapore's Education Minister.*

What is good about SkillsFuture is that it is very visible, and people do get excited. When SkillsFuture Credit was introduced, people started to discuss and reflect on what they should learn next. There was a certain excitement in the air. The downside is that it can be expensive. This is why we limit it to \$500 per Singaporean. Another downside is that we have little control on how people will spend the grant on the ground. And finally, what people spend on may not be entirely aligned with our growth strategies. However through our efforts to promote Lifelong Learning and SkillsFuture over the years, our training participation rate has jumped from 32% to 42% over the last ten years, with about half of the increase realised over the last three years. Annual training headcounts have increased over 70% to 380,000 today, over the last five years.

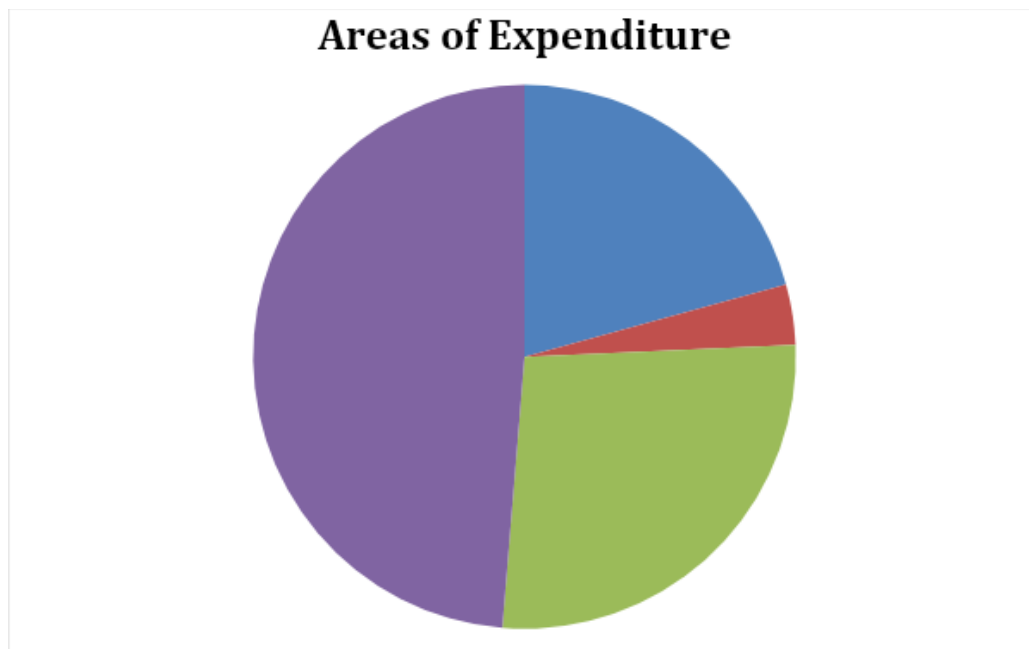
Section B (Structured-Response Question)
Question 2 is **compulsory** for all candidates.

2 Exploring Citizenship and Governance

Study the extracts carefully, and then answer the questions.

Extract 1

The Singapore Budget is prepared for each financial year, which begins on 1 April of every calendar year and ends on 31 March of the next calendar year. The Budget includes revised government revenue and spending projections for the current financial year, as well as the planned government revenue and expenditure for the upcoming financial year. The pie chart below shows the estimated breakdown of government expenditure by sector in the financial year of 2016.



Extract 2

One role of the government is to safeguard the interest of citizens. They do so by supporting Singaporeans in work and retirement.

Extract 3

One role of the government is to provide goods and services for the public. These good and services help to address the needs and interest of society.

- (a) Extract 1 shows the estimated breakdown of government expenditure by sector in the financial year in 2016.

In your opinion, what challenges does the Singapore government face in deciding the breakdown of government expenditure? Explain your answer with reference to **two** challenges. [7]

- (b) Extracts 2 and 3 describe two roles of the government in safeguarding the interests of citizens and providing goods and services for the public.

How far do you agree that safeguarding the interests of citizens is more important than providing goods and services for the public in working for the good of society? Explain your answer. [8]

END OF PAPER

Copyright Acknowledgements:

- Source A: SkillsFuture: <https://www.skillsfuture.sg/AboutSkillsFuture>
 Source B: Commonwealth Website: <http://www.yourcommonwealth.org/editors-pick/a-future-that-will-be-shaped-by-changing-skills/>
 Source C: NTUC Website: https://www.ntuc.org.sg/wps/portal/up2/home/searchresultsdetails?WCM_GLOBAL_CONTEXT=/Content_Library/NTUC/Home/Areas%20of%20Interest/Spotlight/57408f92-221e-49fb-af91-403898c05219
 Source D: The Online Citizen: <https://www.theonlinecitizen.com/2016/01/11/skillsfuture-credit-scheme-may-end-up-a-disappointment/>
 Source E: Straits Times: <https://www.straitstimes.com/forum/letters-in-print/review-if-skillsfuture-funds-are-really-well-spent>
 Source F: MOE: <https://www.moe.gov.sg/news/speeches/moe-fy-2017-committee-of-supply-debate-speech-by-minister-for-education-higher-education-and-skills-ong-ye-kung>

ANDERSON SECONDARY SCHOOL
SECONDARY FOUR EXPRESS/ SECONDARY FIVE NORMAL ACADEMIC
PRELIMINARY EXAMINATIONS (2019)
COMBINED HUMANITIES (SOCIAL STUDIES)

MARK SCHEME

Section A: Source-Based Case Study

- 1a Study Sources A and B.
How far does Source A agree with Source B? Explain your answer, using details [5]
from the source.

Target Skill: Comparison and contrast

<u>Level</u>	<u>Band Descriptor</u>	<u>Marks</u>
L1	<p>Similarity <u>or</u> difference of provenance/source type/ Similarity <u>or</u> difference, no criteria established/ no support <i>Award 2m for more elaborate answers</i></p> <p>e.g. Both sources are different as A is from a government website, while B is from the Commonwealth website.</p>	1-2m
L2	<p>Similarity <u>or</u> difference in content, criteria established Similarity <i>Award 4m for more elaborate answers</i></p> <p>e.g. <u>Both sources agree that SkillsFuture helps Singaporeans to improve capacity/ have a positive impact.</u> This is shown in A that "Skills mastery is more than having the right paper qualifications and being good at what you do currently; it is a mindset of continually striving towards greater excellence through knowledge, application and experience." This means that SkillsFuture allows Singaporeans to increase their knowledge. Source B agrees as "SkillsFuture is an earnest attempt to tap on the hidden potential of Singaporeans to expand their individual productive capacities. It is our best chance at introducing dynamism and progress to our economy." This means that SkillsFuture allow Singaporeans to further their abilities.</p> <p>Difference</p> <p>e.g. <u>Both sources disagree in whether SkillsFuture will improve their employment opportunities.</u> Source A agrees that SkillsFuture will improve the individual's job opportunities as "With the help of the Future Economy Council, education and training providers, employers, unions – you can own a better future with skills mastery and lifelong learning. Your skills. Your asset. Your future." This means that more knowledge can be translated to better job opportunities. However, Source B disagrees as "Lifelong learning may not guarantee definite rewards in terms of enhanced employment prospects and monetary returns. Such incentives are controlled by various factors such as the economic climate and industry performance." This means that employees must also be pragmatic to know that career success is more than just having the right skills.</p>	3-4m
L3	<p>Similarity <u>and</u> difference in content, criteria established (i.e. Both aspects of L3) <i>Award 5m for more elaborate answers</i></p>	4-5m

- 1b Study Source C.
How useful is this source as evidence about the SkillsFuture Scheme? Explain your answer. [6]

Target skill: Utility

<u>Level</u>	<u>Band Descriptor</u>	<u>Marks</u>
L1	<p>Useful, answers based on provenance or description <i>Award 1m for answers based on provenance or description.</i></p>	1-2m

	<p><i>Award 0 marks for answers based on why C is not useful without any explanation why.</i></p> <p>e.g. Source C is useful as it is by an independent local website.</p>	
L2	<p>Useful, answers based on the challenges of SkillsFuture</p> <p>e.g. <u>Source C is useful as it tells me that SkillsFuture does not guarantee a job.</u> This is shown in C that “Do note that he has to compete with foreigners. So, after 6 months of non-success in trying to find his dream web designer job, Mr Zulkipli simply gives up.” This means that many employers still prefer foreigners despite similar qualifications.</p> <p>Or</p> <p>Not useful due to typicality</p> <p>e.g. <u>Source C is not useful due to typicality.</u> It is an account of one Singaporean only. His views may not represent the views of other Singaporeans.</p>	3m
L3	<p>Reliable and useful due to motive/tone</p> <p>e.g. <u>Source C is reliable and useful as it is from an independent local website. Being an independent website, they are not affiliated to any political party. Hence, they are publishing based on information collated from independent sources.</u> Hence, it documents a Singaporean unable to find jobs despite the SkillsFuture course due to employer preference for foreigners, and locals who are younger. Hence C is reliable and useful.</p>	4m
L4	<p>Reliability and Useful based on cross reference</p> <p>e.g. <u>Source C is reliable and useful after cross reference to Source B. Both sources agree that SkillsFuture does not guarantee work opportunities.</u> It is shown in B that “Lifelong learning may not guarantee definite rewards in terms of enhanced employment prospects and monetary returns. Such incentives are controlled by various factors such as the economic climate and industry performance.” This means that the job environment is still volatile and subjected to many factors. It agrees with C’s view that Mr Zulkipli was unable to find a job after 6 months. Hence C is reliable and useful about the SkillsFuture scheme.</p>	4-5m
L5	<p>Useful in highlighting the losing battle to meet expectations of both employers and job seekers. (macro POV)</p> <p>e.g. <u>Source C is useful in understanding the losing battle government faced in meeting expectations of both job seekers and employers.</u> Employers looked beyond qualifications in job applications, while Singaporeans have overly optimistic expectations on what SkillsFuture can help them. This is shown in C that of the expectations of the Singaporean as “He has always wanted to be a web designer and plans to start his second career as one.” Hence he thought SkillsFuture will allow him to pursue his goals. However he was left disappointed as “Do note that he has to compete with foreigners. So, after 6 months of non-success in trying to find his dream web designer job, Mr Zulkipli simply gives up.” This means that many employers still prefer foreigners despite similar qualifications. This highlights the losing battle government faced in meeting expectations of both job finders and employers.</p>	5-6m

- 1c Study Source D.**
Why did the National Trade Union Congress (NTUC) issued this advertisement?
Explain your answer, using details from the source.

[7]

Target Skill: Making inferences - purpose

<u>Level</u>	<u>Band Descriptor</u>	<u>Marks</u>
L1	<p>Answers based on provenance, or stand without valid messages, or unsupported messages</p> <p><i>Note: SkillsFuture affect Singaporeans is not valid inference as it is the issue.</i></p>	1-2m

	e.g. The message is that SkillsFuture help Singaporeans secure jobs.	
L2	<p>Message based on valid inference on Singaporeans/ receiver of SkillsFuture <i>Note: SkillsFuture affect Singaporeans is not valid inference as it is the issue.</i></p> <p>e.g. <u>It was issued to tell us Singaporeans are resourceful/ proactive in finding jobs.</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked "I choose to empower myself for a better future." This means that Singaporeans take ownership in their professional development.</p> <p>Or</p> <p>Purpose on encouraging Singaporeans to use SkillsFuture to apply for courses/ find jobs</p> <p>e.g. <u>It was issued to tell get Singaporeans to use SkillsFuture credits to apply for courses.</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked "I choose to empower myself for a better future." This means that Singaporeans should use the \$500 SkillsFuture to find courses to study.</p>	3m
L3	<p>Message based on valid inference on SkillsFuture <i>Award 4m for inference with support</i> <i>Note: SkillsFuture affect Singaporeans is not valid inference as it is the issue.</i></p> <p>e.g. <u>It was issued to tell us that SkillsFuture is a comprehensive/ holistic/ useful scheme.</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked "I choose to empower myself for a better future." This means that the scheme has multiple uses for Singaporeans of different age, race, religion and competencies.</p>	4m
L4	<p>Context related to effects of Globalization on the volatility of jobs</p> <p>e.g. <u>It was issued because Globalization has led to a competitive job market where MNCs look for countries where they can get highest profits for production.</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked "I choose to empower myself for a better future." This means that workers need to retrain themselves constantly to stay relevant and help Singapore attract investments.</p> <p>OR</p> <p>Message with purpose Award L4/4 for L2 message+purpose Award L4/5 for L3 message+purpose</p> <p>e.g. e.g. <u>It was issued to tell us that SkillsFuture is a comprehensive/ holistic/ useful scheme (message).</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked "I choose to empower myself for a better future." This means that the scheme has multiple uses for Singaporeans of different age, race, religion and competencies. <u>This is so that Singaporeans will use the SkillsFuture Credits to find jobs (purpose).</u></p>	4-5m
L5	<p>Message + purpose + context Award L5/6 for L2 message + context + purpose Award L5/7 for L3 message + context + purpose</p> <p>e.g. <u>It was issued to tell us that SkillsFuture is a comprehensive/ holistic/ useful scheme (message).</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked "I choose to empower myself for a better future." This means that the scheme has multiple uses for Singaporeans of different age, race, religion and competencies. <u>This is so that Singaporeans will use the SkillsFuture Credits to find jobs (purpose).</u> <u>This is because Globalization has led to competitive market where MNCs look for countries they can get the highest profits for production (context).</u></p>	6-7m

- 1d Study Sources E and F.
Does Source E make you surprised with Source F? Explain your answer.

[7]

Target Skill: Comparison and Surprised

Level	Band Descriptor	Marks
L1	<p>Not surprised due to content of E or F Award 0 marks for arguments that does not address surprised or not surprised</p> <p>e.g. <u>I am not surprised with E as it states that it is difficult to measure the success of skillsfuture.</u> This is shown in E as "The result is a number which says 285,000 people benefited, but it does not tell if the funding support is showing results." This means that SkillsFuture is an expensive project with no clear outcomes.</p>	1-2m
L2	<p>Surprised/ Not Surprised based on agreement/ disagreement of content of Sources E and F</p> <p>e.g. <u>E makes me surprised with F as they disagree in whether SkillsFuture has promoted lifelong learning among Singaporeans.</u> Source E felt that the numbers have not translated to results. This is shown in E that "The result is a number which says 285,000 people benefited, but it does not tell if the funding support is showing results. It may be true that numbers tell part of the story. But mindset change is more effective in the long run." This means that the numbers do not reflect on a transformational change in workforce mentality towards lifelong learning. However, F disagrees. F claims that What is good about SkillsFuture is that it is very visible, and people do get excited. When SkillsFuture Credit was introduced, people started to discuss and reflect on what they should learn next." F also claims that there is evidence of lifelong learning as our training participation rate has jumped from 32% to 42% over the last ten years, with about half of the increase realised over the last three years. Annual training headcounts have increased over 70% to 380,000 today, over the last five years." Hence the increase in numbers reflect changing mindsets.</p> <p>e.g. <u>E does not make me surprised with F as they both agree that SkillsFuture is an expensive project.</u> This is shown in E that "It may be years before changes show results and there is also a possibility that the programme may fail. But ultimately, we need to be honest with ourselves about how we are doing." This means that the government needs to review whether the \$1 billion spent a year has been put to good use to achieve mindset change. This is also shown in F that "The downside is that it can be expensive. This is why we limit it to \$500 per Singaporean." This means that the project is costly.</p>	3m
L3	Both sides of L3	4m
L4	<p>Surprised/ Not Surprised due to motive/ tone/ purpose/ logical explanation of 1 source</p> <p>e.g. <u>I am not surprised with E as a lot of taxpayer's money have been invested in a scheme with no clear rubrics to measure success.</u> Hence it explains why the author was harsh in questioning why the government is spending \$1 billion on projects with no tangible outcome. This is reflected in E that "It may be years before changes show results and there is also a possibility that the programme may fail. But ultimately, we need to be honest with ourselves about how we are doing. This means that the government needs to review whether the \$1 billion spent a year has been put to good use to achieve mindset change.</p> <p><i>Other possible answers: Surprised with E as Singaporeans can be so harsh in criticising government.</i></p> <p>Or</p> <p>e.g. <u>I am not surprised with F as it was by the Education Minister. As an education minister, it is expected of him to defend the SkillsFuture Scheme under his charge.</u> This is because he is part of team that came up with this initiative. That explain why he was supportive of the program despite some weaknesses he exposed. He claimed that "However through our efforts to promote Lifelong Learning and SkillsFuture over the years, our training participation rate has jumped from 32% to</p>	5m

	<p>42% over the last ten years, with about half of the increase realised over the last three years. Annual training headcounts have increased over 70% to 380,000 today, over the last five years." This means that SkillsFuture has promoted lifelong learning from the increasing numbers. <u>The purpose is to convince members of Parliament to continue funding to support this project.</u></p> <p>Surprised/ Not Surprised due to cross reference to check one source</p> <p>e.g. I am not surprised with E after cross reference to B. Both sources agree that attending the course does not always translate to economic benefits. It is shown in B that "Lifelong learning may not guarantee definite rewards in terms of enhanced employment prospects and monetary returns. Such incentives are controlled by various factors such as the economic climate and industry performance." This means that employees must also be pragmatic to know that career success is more than just having the right skills. This agrees with E's view that the number of people who benefitted may not translate into results. Hence I am not surprised with E.</p>	
L5	<p>Not surprised due to limitations of retraining to <u>keep Singapore workforce competitive</u></p> <p>e.g. <u>E does not make me surprised by F as they agree on the limitations of retraining to keep Singapore's workforce competitive. Both sources acknowledge that the link between economic restructuring and retraining is unclear. I am not surprised with E as a lot of taxpayer's money have been invested in a scheme with no clear rubrics to measure success, beyond a possible mindset change. Hence it explains why the author was harsh in questioning why the government is spending \$1 billion on projects with no tangible outcome in helping Singaporeans find jobs.</u> This is reflected in E that "It may be years before changes show results and there is also a possibility that the programme may fail. But ultimately, we need to be honest with ourselves about how we are doing. This means that he hopes the government can set clearer benchmarks on what makes how skillsFuture leads to a competitive economic future.</p> <p><u>I am also not surprised with F as it was by the Education Minister. He tried to draw a vague connection between workforce competitiveness and the necessity of SkillFuture. This comes after criticism that SkillsFuture is limited in helping Singaporeans find jobs. That explain why he was supportive of the program despite some weaknesses he exposed. He claimed that "However through our efforts to promote Lifelong Learning and SkillsFuture over the years, our training participation rate has jumped from 32% to 42% over the last ten years, with about half of the increase realised over the last three years. Annual training headcounts have increased over 70% to 380,000 today, over the last five years." This means that SkillsFuture has promoted lifelong learning from the increasing numbers. The purpose is to convince members of Parliament to continue funding to support this project.</u></p>	6-7m

(e) 'The SkillsFuture movement benefits Singaporeans.' Using the sources in this case study, explain how far you would agree with this statement. [10]

Target skill: Assertion

Level	Band Descriptor	Marks
L1	Writes about statement, no valid use/ specific knowledge	1m
L2	<p>Yes/ No, supported by valid source use Award 2 marks for 1 explained source. Award 3-4 marks for 2 explained sources. Award 4m for 3 explained sources.</p> <p>SkillsFuture Movement benefit Singaporeans: A, B, D, F</p> <p>e.g. <u>Source A agrees that SkillsFuture Movement benefits Singaporeans. This is shown in A that "Skills mastery is more than having the right paper qualifications and being good at what you do currently; it is a mindset of continually striving towards greater excellence through knowledge, application and experience." This means that the job market is becoming more unpredictable. Hence, it's important to stay relevant to the changing economy.</u></p>	2-4m

	<p>e.g. <u>Source B agrees that SkillsFuture Movement benefits Singaporeans.</u> Source B agrees as “SkillsFuture is an earnest attempt to tap on the hidden potential of Singaporeans to expand their individual productive capacities. It is our best chance at introducing dynamism and progress to our economy.” <u>This means that the job market is competitive. SkillsFuture will attract more foreign direct investments (FDI) for Singapore.</u></p> <p>e.g. <u>Source D agrees that Skills Future benefits Singaporeans.</u> It is shown in D that four individuals are commenting on their journey on lifelong learning. All of them are prepared to learn more as one of them remarked “I choose to empower myself for a better future.” <u>This means that the scheme has multiple uses for Singaporeans of different age, race, religion and competencies. The scheme is a comprehensive/ holistic/ useful scheme that can help Singaporeans find jobs.</u></p> <p>Or</p> <p>SkillsFuture Movement does not benefit Singaporeans: B, C, E, F</p> <p>e.g. <u>Source B disagrees that lifelong learning benefit Singaporeans.</u> It is shown in B that “Lifelong learning may not guarantee definite rewards in terms of enhanced employment prospects and monetary returns. Such incentives are controlled by various factors such as the economic climate and industry performance.” <u>This means that employees must also be pragmatic to know that career success is more than just having the right skills. This will help them secure jobs.</u></p> <p>e.g. <u>Source C disagrees that SkillsFuture Movement benefits Singaporeans.</u> This is shown in C that “Do note that he has to compete with foreigners. So, after 6 months of non-success in trying to find his dream web designer job, Mr Zulkipli simply gives up.” This means employers are still bias towards Singaporeans when it comes to job availability. As a result, Singapore will still need to depend on foreigners to attract foreign direct investments.</p> <p>e.g. <u>Source F disagrees that SkillsFuture Movement benefits Singaporeans.</u> This is shown in F that “another downside is that we have little control on how people will spend the grant on the ground. And finally, what people spend on may not be entirely aligned with our growth strategies.” <u>SkillsFuture has been abused by locals pursuing their hobbies. The government needs to make improvements to prevent misuse.</u></p>	
L3	<p>Yes + No, supported by valid source use</p> <p><i>Award 5 marks for 2 explained source.</i></p> <p><i>Award 6 marks for 3 explained sources.</i></p> <p><i>Award 7-8 m for 4 explained sources.</i></p> <p><i>Award 8m for 5 explained sources.</i></p>	5-8m
**	Bonus 2 marks	Bonus marks 2

Section B: Structured-Response Question

2(a) Extract 1 shows the estimated breakdown of government expenditure by sector in the financial year in 2016. In your opinion, what challenges does the Singapore government face in deciding the breakdown of government expenditure? Explain your answer with reference to two challenges. [7]

Level	Band Descriptor	Marks
L1	<p>Writes about topic, unexplained</p> <p>Award 2m for additional details.</p>	1m
L2	<p>Identifies/describes reasons, unexplained</p> <p>Award 2m for identifying one reason and 3m for identifying two reasons.</p> <p>Award 3m for describing one reason and 4m for describing two reasons.</p>	2-4m
L3	<p>Writes about two reasons, explained</p> <p>Award 5m for explaining a reason, up to 6m.</p> <p>Award 6-7m for explaining both reasons.</p>	5-7m

	<p>e.g. <u>One challenge the Singapore government face is differing needs and interests.</u> A society can agree that certain basic needs such as food, clothing, shelter and personal security are necessary for a person. Beyond this, a diverse population may not be able to agree on common interests and what is most important for a happy and fulfilling life. For example, an efficient public transport system would be an important priority for those without their own mode of transport. However, those with their own mode of transport may be more concerned about an efficient road network to ensure that they are able to reach their destination quickly and efficiently. Tensions will also arise as we are a small country. For example, by 2030, about 58% of our land will be allocated to uses which will enable us to live, work and play. These uses include housing, employment, facilities and amenities as well as green spaces. This was more than the 51% landed allocated in 2010. This will affect the amount of land we can use for other needs and interests. <u>Given that government has limited resources, it would be impossible for everyone's needs and interests to be met fully. As such, decisions on how the expenditure should be used would need to be made.</u></p> <p>Or</p> <p>e.g. <u>One challenge the Singapore government face is disagreement on priorities.</u> These differences could be due to what citizens perceive as important to them to lead happy and fulfilling lives in Singapore. 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, citizens may disagree on which area the government should prioritize. Parents of school going children would likely want more resources invested in education. On the other hand, the elderly would prefer more resources to keep healthcare affordable to meet their medical needs. <u>Given that society has limited resources, the government has to decide which priorities are more urgent and important for that period of time. In doing so however, the government may not be able to meet all the demands of the society.</u></p>	
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(b) Extracts 2 and 3 describe two roles of the government in safeguarding the interests of citizens and providing goods and services for the public. How far do you agree that safeguarding the interests of citizens is more important than providing goods and services for the public in working for the good of society? Explain your answer. [8]

Level	Band Descriptor	Marks
L1	Writes about topic, unexplained Award 2m for additional details.	1-2m
L2	Describes. Award 3m for describing 1 point. Award 4m for describing 2 points.	3-4m
L3	Writes about two impact, explained Award 5-6m for explanation of 1 point. Award 6-7m for explanation of 2 points. <p>e.g. <u>One role of the government is to safeguard the interests of citizens. This is often done through legislation. This is to ensure that citizens will have a sense of security about living in the country. The interests of citizens can be safeguarded in various ways such as ensuring that there is no abuse by employers as well as a sense of security in old age.</u> For example, the government introduced the WorkRight Initiative to help both employers and employees understand their rights and responsibilities respectively. The area of focus includes ensuring employees receive timely salary payment, contributions to CPF, statutory leave entitlement and no excessive working hours. <u>This has helped over 42000 Singaporean beneficiaries, more than half were low wage workers. The WorkRight Initiative is intended to create awareness of employment rights amongst low wage workers and better ensure retirement security for this group of workers.</u></p> <p><i>Note: Examples on CPF and CPF Life are also accepted.</i></p> <p>OR</p> <p>e.g. <u>One role of the government is to provide goods and services for its citizens.</u> Governments devote significant resources to improving the well-being of their citizens. In their daily lives, citizens enjoy benefits from the provision of goods and services for the public. These goods and services are provided for or subsidized by governments so that <u>all citizens can have access to them.</u> An example of a service provided for the public is transportation. In Singapore, the government has worked towards developing a people</p>	5-7m

	<p>centered public transport system, which has amongst others, more connections and services through the MRT and LRT lines. One further improvement was the real time bus arrival information located in many bus stops. It is also supplemented by the mobile app MyTransport.SG. <u>Through this real time information, commuters can better estimate the amount of time they need to wait, board the bus and the time they will arrive at their work place. Commuters enjoy more convenience and is better able to plan ahead.</u></p> <p><i>Note: Example on premium bus services to CBD is also accepted.</i></p>	
L4	Writes about conclusion, explained	8m

Anderson Secondary School
4E/ 5N Social Studies Preliminary Examinations (2272/1, 2273/1, 2274/1, 2276/1)
Table of Specifications

(AO1) Assessment Objective 1: Knowledge

Candidates should be able to:

- demonstrate relevant factual knowledge.
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(AO2) Assessment Objective 2: Construct Explanation

Candidates should be able to:

- demonstrate an understanding of concepts and terms appropriate to the syllabus
- select, organise and apply the concepts, terms and facts learnt
- make judgements, recommendations and decisions.

(AO3) Assessment Objective 3: Interpreting and Evaluating Sources/Given Materials

Candidates should be able to:

- comprehend and extract relevant information
- draw references from given information
- analyse and evaluate evidence
- compare and contrast different views
- distinguish between fact, opinion and judgement
- recognise values and detect bias
- draw conclusions based on reasoned consideration of evidence and arguments.

Section A		Assessment Objectives		
<u>Section A: Source Base Case Study (35 marks) 35 %</u>		AO1	AO2	AO3
Inquiry Question:				
How does the SkillsFuture Movement affect Singaporeans?				
(a)	Skills: <u>Comparison</u> Marks: <u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>	
(b)	Skills: <u>Utility</u> Marks: <u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>	
(c)	Skills: <u>Inference with purpose</u> Marks: <u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>	
(d)	Skills: <u>Hybrid Surprised</u> Marks: <u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>	
(e)	Skills: <u>Assertion</u> Marks: <u>10</u>	<input type="checkbox"/>	<input type="checkbox"/>	

Section B		Assessment Objectives		
Section B : Structured Response Question (15 marks) 15 %		AO1	AO2	AO3
2 Exploring Citizenship and Governance				
<p>(a) Extract 1 shows the estimated breakdown of government expenditure by sector in the financial year in 2016. (7)</p> <p>In your opinion, what challenges does the Singapore government face in deciding the breakdown of government expenditure? Explain your answer with reference to <u>two</u> challenges.</p>		□		□
<p>(b) Extracts 2 and 3 describe two roles of the government in safeguarding the interests of citizens and providing goods and services for the public. How far do you agree that safeguarding the interests of citizens is more important than providing goods and services for the public in working for the good of society? Explain your answer. (8)</p>		□		□

Source X: *From an article published in an online newspaper, 2 September 2015.*

More skills, more knowledge, can't be bad for anyone, right? Manpower Minister said that SkillsFuture help Singaporeans move towards higher value skills, so that they can stay relevant and take advantage of opportunities in the new economy. The Minister is not wrong, but what he fails to address is job creation and how that comes about. SkillsFuture is based on the primary assumption that Singaporeans will be more employable when their skills, knowledge and experience are upgraded. The more dangerous assumption, which gives rise to the above is that job creation is not a problem in Singapore. If this assumption fails, so will SkillsFuture. The problem is worsen further by this concept that the "higher-value skills" that Minister Tan spoke about would bring in more job opportunities. In reality, technology and automation is killing jobs fast and changing the nature of work.

The Online Citizen: <https://www.theonlinecitizen.com/2015/09/02/ge-issues-skillsfuture-the-billion-dollar-pipe-dream/>