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CHIJ ST JOSEPH'S CONVENT PRELIMINATION EXAMINATION

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HUMANITIES

Paper 1 Social Studies

Secondary 4 Express/ 5 Normal Academic

2272/01, 2273/01

Wednesday, 25 August 2021
1 hour 45 minutes

FOR EXAMINER'S USE	
SECTION A	35
SECTION B	15
TOTAL	50

This document consists of **8** printed pages including **1** blank page.

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SECTION A (Source-Based Case Study)

Answer **all** questions.

Exploring Citizenship and Governance

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** Study Source A.
What is the cartoonist's attitude about the problem of climate change? Explain your answer. [5]
- 2** Study Source B.
Why was the photograph put up on the website? Explain your answer. [6]
- 3** Study Sources C and D.
How far would these sources agree about the responses needed to tackle climate change? Explain your answer. [7]
- 4** Study Sources E and F.
Having read Source E, are you surprised by Source F? Explain your answer. [7]
- 5** 'Governments should be responsible for managing the climate change crisis.'
Using the sources in this case study, explain how far you would agree with this statement. [10]

Who should be responsible for tackling climate change?

BACKGROUND INFORMATION

Climate change refers to the long-term shift in average global weather patterns. Global warming, a rise in the average global temperature, is one measure of climate change. Over the past 100 years, global temperatures have been increasing faster than ever before mainly due to human activities. Experts warn that even small increases in global average temperatures can lead to severe impacts such as rising sea levels that can result in catastrophic flooding.

People around the world are making concerted efforts to be more environmentally conscious such as reducing the use of plastic, reusing materials to slow down the production of materials churned out by factories and recycling goods to prevent wastage. Many have pressed their governments to tackle climate change. Some believe that it is the responsibility of the government to tackle climate change since it is in the best position to make large-scale decisions. In Singapore, at the 2019 National Day Rally, Prime Minister Lee Hsien Loong spoke on the need to understand, mitigate, and adapt to climate change and shared the government's plan to do so. Despite this pledge by the government, many climate activists feel that Singapore's mitigation efforts against climate change are inadequate.

Study the following sources to assess who should be responsible for tackling climate change.

Source A: *A cartoon published in Singapore in 2019. The man in the cartoon represents world leaders.*



Source B: A photograph put up on the website of the Singapore Climate Rally, an NGO in Singapore. It shows participants staging a die-in* during Singapore's first climate rally in Hong Lim Park on 21 September 2019. One of the signs in the background reads 'Postcard to my MP'.



*Die-in refers to a demonstration in which people lie down as if they are dead.

Source C: *Adapted from a speech made by an 11-year-old climate activist, at the Singapore Climate Rally, 21 September 2019.*

In the last two years, one of the things that has gotten my attention is issues relating to the environment. I'm more alert and sensitive towards media and conversations about single-use plastics, water, and climate change. I feel that the government needs to do more. They can introduce compulsory subjects into our school curriculum where children are taught about their relationship to the environment, and how their responsible efforts will have an impact. In turn, their actions will influence their parents, and their children in the future as well. Such an initiative will be a sustainable, multi-generation approach towards fighting climate change as a nation.

Source D: *Adapted from an extract of a Facebook post made by Member of Parliament Louis Ng, 19 October 2019, in response to the call for action by youths at the Singapore Climate Rally.*

Like you, we are concerned about climate change and we understand the importance of mitigation measures to tackle climate change. Hence, at the community level, environmentally friendly efforts by my fellow MPs are focused on different areas to address climate change. These include raising awareness through education and hands-

on action, reducing use of single-use items, promoting a green environment and also very importantly minimising carbon emissions.

Thank you for speaking up for the generations ahead of you. My fellow MPs and I have always believed that speaking up is a good start and it starts with each of us as individuals. Our efforts at the community level is a good start but I believe that as **activists of a cause, we should always take the first step and be prepared to be part of the solution. When this happen, the solution to climate change will be a sustainable one.**

Source E: *Extract taken from an online article published by a non-government 'think tank'* which advises on global issues.*

What can be done to limit global warming? Take public transport instead of the car or, for longer journeys, the train rather than fly. Eat less meat and more vegetables, pulses and grains, and don't forget to turn off the light when leaving a room or the water when shampooing. The implication here is that the urgency for addressing climate change is on individual consumers. By changing consumption patterns on a large scale we might be able to influence companies to change their production patterns to more sustainable methods. Some experts have argued that everyone (or at least those who can afford it) has a responsibility to limit global warming, even if each individual action is insufficient in itself to make a difference.

*Think tank refers to a body of experts providing advice and ideas on global issues.

Source F: *From the website of TRAIID, a charity in the United Kingdom, which specialises in turning clothes waste into funds and resources to reduce the environmental and social impacts.*

Worth over a trillion dollars, the global apparel industry is one of the less obvious but major contributors to climate change. In a recent survey conducted, it was found that while as many as 60 per cent of consumers are aware of fashion's impact on the environment, most do not do anything to change the way they shop for clothes. 7 in 10 of them buy new clothes at least once every six months. The main barriers to changing consumption behaviour were identified as cost (35 per cent), apathy (25 per cent) and a lack of variety and style (18 per cent). Fashion brands can shape consumer behaviour by adopting a more sustainable approach of producing items that are stylish and cost-effective. There is one consolation though: 70 per cent of the 1,060 consumers surveyed said they were open to recycling, swapping or upcycling their clothes if given the right nudge.

SECTION B (Structured-Response Questions)

Both questions are **compulsory** for all candidates.

Being Part of a Globalised World

Study the extracts carefully, and then answer the questions.

Extract 1

The following headline shows the impact of globalisation on individuals.

Concerns about competition for jobs from foreigners dominate first day of parliamentary debate on President's Address



By NAVENE ELANGOVAN

Published AUGUST 31, 2020

Updated SEPTEMBER 01, 2020

26 SHARES



Extract 2

The integration of national economies into a global economic system has been one of the most important developments of the last century. This process of integration, often called globalisation, has led to a remarkable growth in economic activities between countries.

Extract 3

Countries which are plugged into the global market are exposed to external economic shocks, causing a negative impact on their local economy, which is often difficult to manage.

- 6 Extract 1 shows how Singaporean workers are concerned about competition for jobs as a result of globalisation.

In your opinion, how can the government help individuals cope with this competition for jobs? Explain your answer with reference to **two** ways.

[7]

- 7 Extract 2 and Extract 3 show the economic outcomes of globalisation on countries around the world.

Do you think the positive outcome of globalisation is more significant than the negative outcome on countries? Explain your answer.

[8]

- END OF PAPER -

**CHIJ St Joseph's Convent
2021 Secondary 4E5NA Preliminary Examination
Humanities- Social Studies**

Issue: Who should be responsible for tackling climate change?

1. Study Source A.

What is the cartoonist's attitude about the problem of climate change?
Explain your answer.

[5]

Question target: Drawing inference

Level	Descriptors	Marks
L1	<p>Describe the source with no interpretation OR misinterpretation of source e.g. The cartoonist's attitude is dangerous. [L1/1]</p> <p>Award L1/2 for answers that reflect the <u>generic</u> role of govts/ world leaders e.g. The cartoonist's attitude is that world leaders are responsible for the problem of climate change.</p>	[1-2]
L2	<p>Identifies the cartoonist's <u>critical/ negative</u> attitude about the problem of climate change <i>Award L2/3 if explanation of source clearly shows the negative attitude of cartoonist.</i> e.g. The cartoonist is <u>critical</u> of the problem of climate change. [L2/2] This is evident as the source shows This suggests that governments around the world are not taking action to deal with the problem of climate change even though they may be aware of the severity of the situation. [L2/3- valid interpretation in explanation]</p>	[2-3]
L3	<p>Valid interpretations about the problem of climate change (must be expressed as an attitude) <i>Award 4m for answers that are well-supported and explained.</i> e.g. The cartoonist feels that <u>world leaders are nonchalant about the need to tackle climate change</u>. [L3/3] This is evident in the source where the man (who represents world leaders) has fallen asleep while reading the newspaper on news about 'Global Warming'. The kettle (which represents Earth) is left boiling furiously on the stove. The latter reflects the state of the earth which is warming rapidly. Hence, the cartoonist is trying to suggest that world leaders are aware of the dire state of the global warming but are not taking action to mitigate the problems. [L3/4] e.g. The cartoonist's attitude is that <u>world governments do not care about the problem of climate change</u>. [L3/3]</p>	[3-4]
L4	L2 (i.e. attitude) + L3 (i.e. valid inference/ interpretation of the response of world leaders)	[4-5]

	<p><i>Award 5m for answers that are well-supported and explained.</i></p> <p>e.g. The cartoonist is <u>unhappy about</u> (or <u>critical of</u>) the problem of climate change <u>as he feels that governments are nonchalant about the need to tackle climate change</u>. [L4/4] This is evident in the source where the man (who represents world leaders) has fallen asleep while reading the newspaper on news about 'Global Warming'. The kettle (which represents Earth) is left boiling furiously on the stove. The latter reflects the state of the earth which is warming rapidly. Hence, the cartoonist is suggesting that world leaders are aware of the dire state of the global warming but are not taking action to mitigate the problems. [L4/5]</p>	
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2. Study Source B.

Why was the photograph put up on the website? Explain your answer.

[6]

Question target: Drawing inference about the purpose of a source

Note: Award 0m for answers that are not phrased as reasons.

Level	Descriptors	Marks
L1	<p>Because of generalised context</p> <p>e.g. It was put up in the website <u>because</u>:</p> <ul style="list-style-type: none"> • more people are increasingly becoming concerned with the issue of climate change. • it wants to inform people that Singapore held its first climate rally in 2019. 	[1]

L2	<p>Because of what the Singapore Climate Rally wanted to convey (i.e. sub-messages)</p> <p>e.g. The photograph was put up <u>because</u> the group wanted to:</p> <ul style="list-style-type: none"> convince Singaporeans to that there is a need to speak up/ raise awareness about climate change highlight that the government is responsible for tackling climate change/ government is not doing enough to tackle climate change/ government's effort is inadequate in mitigating the problems of climate change highlight that climate change is a serious issue 	[2-3]
L3	<p>Because of the important message that SG Climate Rally wanted to convey (i.e. main message)</p> <p><i>Award 4m only to answers which are well-supported.</i></p> <p>Note: Important message should be about any of the following ideas:</p> <ul style="list-style-type: none"> Negative impact of climate change on humans/ suffering Climate change is dangerous/ severe (idea of harm implied) <p>OR</p> <p>Because of valid outcome (OC) desired</p> <p><i>Awards L3/4 only for impact that is supported.</i></p> <p>e.g. so as to rally the support from Singaporeans to put pressure on the government to take action to mitigate the effects of climate change</p> <p>e.g. so that the Singapore government will take more action to make a positive change to climate change (Support: Postcard to MP)</p> <p>e.g. so that Singaporeans will find ways to raise the issue of climate change to the government</p>	[3-4]
L4	<p>Both aspects of L3</p> <p><i>Award 6m only for answers that are well-supported and explained. Evidence must clearly support the message and impact identified.</i></p> <p>Note: Answer must be phrased as a reason and message and outcome must match.</p> <p>e.g. The photograph was put up <u>because</u> the group wanted to convince Singaporeans the problem of climate is severe as it can cause adverse impact on humans. This is evident... (describes photograph and explains link to Message). Hence, it was put up on the website (repeat question stem) so that Singaporeans will put pressure on the government to take action to mitigate the effects of climate change.</p>	[5-6]

3. Study Sources C and D.

How far would these sources agree about the responses needed to tackle climate change? Explain your answer.

[7]

Question target: Drawing comparison about the responses needed to tackle climate change

Level	Descriptors	Marks
L1	<p>Agreement/ disagreement based on provenance/ False matching</p> <p>e.g. They would have agreed as both are about the Singapore Climate Rally held in 2019 which is a response to tackle climate change.</p> <p>e.g. They would not agree as about the responses as Source C is by a climate activist while Source D is by an MP. Since Source C is a speech by a climate activist, he would feel surely feel that government efforts in tackling climate change is inadequate and hence, not agree with the MP in Source D.</p>	[1]
L2	<p>Agreement OR disagreement based on the responses of ONE source, with no comparison</p> <p>e.g. Source C would agree that <u>the responsibility for dealing with climate change lies with the government</u>, who “can introduce compulsory subjects into our school curriculum where children are taught about their relationship to the environment, and how their responsible efforts will have an impact.”</p> <p>OR</p> <p>Agreement OR disagreement, <u>without</u> dealing with responses to climate change</p> <p>e.g. They would agree that <u>climate change is a concern</u>. Source C states that there are more “media and conversations about single-use plastics, water, and climate change,” which shows how the issue is gaining more urgency and publicity. Source D states that the government “are concerned about climate change” and “understand the importance of mitigation measures.” They are similarly monitoring the situation to tackle the problem.</p>	[2-3]
L3	<p>Agreement OR Disagreement based on the responses in BOTH sources (i.e. comparison of sources)</p> <p><i>Award 5m to answers that are well-supported and explained.</i></p> <p>Note: To cap marks at L3/4 if the idea that students are matching comes through only in the explanation.</p> <p>e.g. They would agree that <u>education should be a response to tackle climate change</u>. [I] Source C states that, “The government can introduce compulsory subjects into our school curriculum where children are taught about their relationship to the environment, and how their responsible efforts will have an impact,” [E] which shows that education will be crucial in tackling climate change [E]. Source D similarly shows that MPs/ the government take efforts</p>	[4-5]

	<p>to address climate change, such as “raising awareness through education and hands-on action”. [E] This suggests the importance of education in combating climate change [E].</p> <p><u>Other possible similarities:</u></p> <ul style="list-style-type: none"> • Need to have a sustainable response to tackle climate change • Raising awareness is crucial to curb the negative impacts of climate change • Governments need to play a role; Governments should take action in managing problem of climate change • Individual efforts are important for a sustainable solution to climate change e.g. They would disagree on <u>who should take actions to tackle climate change</u>. Source C states the government plays a crucial role in tackling climate change. This is evident as Source C states that, “The government can introduce compulsory subjects into our school curriculum where children are taught about their relationship to the environment, and how their responsible efforts will have an impact.” This suggests that the need for formalised education is crucial in tackling climate change. However, <u>Source D tells me that the government as well as individuals play a crucial role in tackling climate change</u>. This is evident as Source D says there is a need for individual’s to change their lifestyle practices by “reducing use of single-use items” and “reducing food waste” while the government can engage in “...” <p>(OR ‘I believe that as activists of a cause, we should take the first step and be prepared to be part of the solution and making it a sustainable one.’)</p> <p><u>Other possible differences:</u></p> <ul style="list-style-type: none"> • Source C: Governments should do more vs Source D: individuals should take more action • Who plays a greater role (govt vs individuals- explanations show that more actions can be taken) 	
L4	<p>Both aspects of L3</p> <p><i>Award 6m to answers that are well-supported and explained.</i></p>	[5-6]
L5	<p>Disagreement, explains the difference in POV about the responses using provenance</p> <p><i>Award 7m to answers that are well-supported and explained.</i></p> <p>e.g. The sources would disagree on the responses needed to tackle climate change as they are perspectives from different stakeholders. Source C is from a climate activist who is saying that <u>the government plays a crucial role in tackling climate change and it needs to take more actions to do so</u>. This is evident as Source C states that, “I feel that the government needs to do more. They can introduce compulsory subjects into our school curriculum where children are taught about their relationship to the environment, and how their responsible efforts will have an impact.” This suggests that the need for formalised education is crucial in tackling climate change. He is expected to</p>	[6-7]

	<p>urge the government to take action so as to protect the environment and mitigate the effect of climate change. However, Source D provides the perspective of an MP who is a representative of the government. He is saying that <u>the government needs to play a role but the individuals need to complement the actions tackling climate change</u>. This is evident as Source D says there is a need for individual's to change their lifestyle practices by "reducing use of single-use items" and "reducing food waste" while the government can engage in "...". As a representative of the government, he would highlight the actions of the government in tackling climate change. In addition, he would also urge Singaporeans to play their part in supporting government efforts in mitigating the effects of climate change to ensure the sustainability of efforts taken.</p>	
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4. Study Source E and F.

Having read Source E, are you surprised by Source F? Explain your answer. [7]

Question target: Drawing analysis and comparison of the sources

Note: Source F is the source that should be analysed. Students will be awarded 0m if they only analysed Source E.

Level	Descriptors	Marks
L1	<p>Uses Source F, but did not state surprised or not surprised</p> <p>e.g. Source F tells me that the global apparel industry is one of the major contributors to climate change.</p>	[1]
L2	<p>Surprised/ Not Surprised, uses content of <u>Source F</u> without explanation</p> <p>e.g. Having read Source E, I am surprised by Source F as it tells me that the global apparel industry is one of the less obvious but major contributors to climate change.</p>	[2]
Note: For L3-L5, stand and argument <u>must be consistent</u>		
L3	<p>Surprised/ Not surprised, explains using source content of Source F</p> <p>e.g. Having read Source E, I am surprised by Source F as it tells me that majority of consumers have chosen not to change their consumption pattern to minimise their impact on the environment despite knowing how their consumption of fashion can adverse impact the environment.</p>	[3]

OR	<p>Not surprised, explains using provenance</p> <p>e.g. Having read Source E, I am not surprised by Source F as it is by TRAIID, a charity in the UK, which specialises in turning clothes waste into funds and resources to reduce the environmental and social impacts (identifies author). It would therefore have much knowledge about consumer habits and be able to conclude that majority of consumers have chosen not to change their consumption pattern to minimise their impact on the environment despite knowing how their consumption of fashion can adverse impact the environment.</p>	
L4	<p>Surprised/ not surprised, based on content of two sources <i>Award higher mark for more developed answers that are well-supported with relevant evidence.</i></p> <p>S: Difference in content NS: Similarity in content</p> <p>e.g. Having read Source E, I am not surprised by Source F as both sources agree that <u>individuals' consumption pattern play an important role in managing climate change.</u></p> <p>e.g. Having read Source E, I am surprised by Source F as <u>they disagree on whether individuals or businesses drive consumption patterns which affects climate change.</u> Source F tells me that businesses (such as fashion brands) play a key role in shaping consumer behaviour in managing climate change. Source E, however, tells me that individual consumers are the ones who will drive consumption patterns.</p>	[4-5]
L5	<p>Both aspects of L4 <i>Award 6m to answers that are well-supported and explained.</i></p>	[5-6]
L6	<p>Not surprised, similar AGENDA of Sources E & F in encouraging responsible consumer behaviour (use of provenance)</p> <p>e.g. Having read Source E, I am not surprised by Source F. Both Source E and Source F tell me that <u>individual consumption patterns play an important role in tackling the problem of climate change.</u> This common idea shared by both sources is not surprising as Source F is by TRAIID which is a charity in the UK that specialises in turning clothes waste into funds and resources to reduce the environmental and social impacts (identifies author). Since TRAIID's mission is to minimise the impact of consumerism on the environment, it would want to convince consumers that they change their consumption habits so as to reduce their impact on the environment. Likewise Source E calls for individuals to take active steps in changing their consumption pattern so as to manage the problem of climate change.</p>	[6-7]

5. 'Governments should be responsible for managing the climate change crisis.'

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

[10]

Question target: Evaluating given assertion

Level	Level Descriptor	Marks
L1	<p>Writes about the statement, no valid source use</p> <p>e.g. Climate change has led to the many erratic weather phenomenon that we are witnessing today. There have been many calls for governments around the world to take greater actions to address the crisis.</p>	[1]
L2	<p>Yes <u>OR</u> No, supported by valid source use</p> <p><i>Award the following marks for the following:</i></p> <ul style="list-style-type: none"> • 1 source – 2 marks • 2 sources – 3-4 marks • 3 or more sources – 4 marks 	[2-4]
L3	<p>Yes <u>AND</u> No, supported by valid source use</p> <p>i.e. Both elements of L2</p> <p><i>Award the following marks for:</i></p> <ul style="list-style-type: none"> • 2 sources (1Y + 1N) – 5 marks • 3 sources (1Y + 2N or 2Y + 1N) – 6 marks • 4 sources (2Y + 2N) – 7-8 marks • 5 sources (2Y + 3N or 3Y + 2N) – 8 marks <p>Note:</p> <ul style="list-style-type: none"> • <i>Students must explain evidence and link back to question <u>even if</u> evidence is self-explanatory.</i> • <i>Award maximum of 5-6 marks for unbalanced argument (i.e. 1Y + 4N or 4Y + 1N)</i> <p>Note: Consideration on number of sources used and the quality of analysis in deciding on marks in L2 and L3</p>	[5-8]

	<p>**To score additional 2 marks, candidates can take <u>any one</u> of these 3 routes:</p> <ul style="list-style-type: none"> Through analysing at least one source in relation to its reliability, utility, or sufficiency <p>e.g. I would not agree with the statement as it is refuted by Source F. Source F tells me that <u>businesses/ fashion brands</u> should be responsible for managing the climate change crisis. [I] This is evident as Source F says, 'The main barriers to changing consumption behaviour were identified as cost (35 per cent), apathy (25 per cent) and a lack of variety and style (18 per cent). Fashion brands can shape consumer behaviour by adopting a more sustainable approach of producing items that are stylish and cost-effective.' [Evi] This suggests that businesses can influence consumer patterns by ensuring that their green products are sustainably produced and reasonably priced (action) so that consumers will be willing to buy them and as a result, reduce their carbon footprint (impact). [Exp] <i>What Source F says about the role of businesses in managing the climate change crisis is reliable. Source F is by TRAID which specialises in clothes waste and would have much knowledge about workings of the fashion industry. It would therefore know how the impact of individual consumption patterns is influenced by production choices of fashion brands. Hence, to mitigate the impact of climate change, businesses need to take the first step to produce more environmentally sustainable products for consumers to have the options to make a positive impact through their consumption patterns.</i></p> By sharing example(s) from their contextual knowledge <p><i>Students must be able to give 1 specific example.</i></p> <p>e.g. I would not agree with the statement as it is refuted by Source B. Source B tells me that <u>climate activists</u> should be responsible for managing the climate change crisis. [I] This is evident as Source B shows a scene of Singapore's first Climate Rally where climate activists are staging a die-in where they pretend to die as a result of the impact of climate change. There are also signs that say 'Post card to my MPs'. [Evi] This suggests that the climate activists wants to warn the government about the severity of the climate crisis on humans (action) so that the government will put in more measures to manage the climate change crisis and influence in all segments of society to be environmentally friendly (impact). [Exp] <i>What Source B is saying about the importance of the role of climate activists is reliable as seen in the example of Greta Thunberg. She is a young Swedish climate activist who is known for challenging world leaders to take immediate action for climate change mitigation. Her speech at the 2019 UN Climate Conference has rallied much support from people around the world to urge their governments to take more action to reduce carbon emissions and hence, mitigate the impact of climate change.</i></p> By giving a balanced conclusion/ resolution <p>Note for balanced conclusion:</p> <ul style="list-style-type: none"> - Students must attain L3 first before BC can be considered. - It should not a summary but there must be some connections between the two sides. - Reference to sources used should be made. 	
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Source	Yes, governments	No, not government, but _____ (AGENT)	Remark (if any)
A	<p>Governments should not indifferent to the climate crisis.</p> <p>Governments are not taking actions to address the climate crisis.</p> <p>→ Govts' inaction/ indifference about the problem of climate change (action) will worsen/ exacerbate the climate crisis and cause devastating impacts (impact)</p>		x
B	<p>Governments can heed the call by citizens to put in more measures to address climate crisis</p> <p>→ have more resources at their disposal to take actions to mitigate impact of climate change (action), therefore more influence and can make a greater impact in managing climate change (impact)</p>	<p>Citizens/ Individuals/ Climate activists/ NGOs</p> <p>→ create awareness about the severity of the climate crisis (action) so that change can be made in all segments of society to be environmentally friendly (impact)</p> <p>→ put pressure on the govt to take actions to introduce measures to tackle the climate (action), hence, minimizing the adverse impact of climate change (impact)</p>	<p><u>Reliable:</u> For bonus 2 marks, can tag to Source B and use <u>contextual knowledge like Greta Thunberg</u> and how her speech at the UN and her climate activism has led to greater awareness among people around the world → putting pressure on the govt to take more actions to mitigate impact of climate change</p>
C	<p>Governments can educate through schools</p> <p>→ effect mindset shift from young and allow for change in behaviour to be more environmentally conscious (action) so that benefits on the environment can be more long-term (impact)</p>	<p>Students/ Individuals</p> <p>→ can share learning in school with family members (action) so that more people will be aware and develop more environmentally friendly lifestyles (impact)</p>	x
D	<p>Governments can role-model or create awareness of the importance protecting the environment</p> <p>→ change the mindset of residents in the community (action) which will lead to a change in behaviour that benefits the environment to be more sustainable (impact)</p>	<p>Environmentalists/ climate activists</p> <p>→ complement the actions taken by the government to tackle the problem of climate change (action) so that efforts can be more sustainable (impact)</p>	<p>For bonus 2 marks, can tag Source D and explain the fact that a government representative (MP) is acknowledging that the government has taken action and the individuals/ citizens need to play their role in protecting the environment. Students must bring in context of source for +2 (awareness of people's unhappiness of govt's efforts).</p>
E	x	Individuals/ Consumers	x

		<p>→ <i>Be more conscious in the consumption patterns and taking the responsibility to be more environmentally friendly in their choices (action) so as to minimise negative impact on the environment/ reduce carbon footprint (impact)</i></p> <p>→ <i>Influence companies to be environmentally friendlier through their consumption patterns (action) so that there fashion brands will adopt more sustainable ways of production (impact)</i></p> <p>Companies</p> <p>→ <i>choose to be environmentally friendlier in their production (action) so that the adverse impact on the environment can be reduced (impact)</i></p>	
F	x	<p>Individuals/ Consumers</p> <p>→ <i>can change their consumption patterns to be more environmentally friendly (action) and this will reduce fashion waste and hence minimise negative impact on the environment/ reduce carbon footprint (impact)</i></p> <p>Companies</p> <p>→ <i>can influence consumer patterns by ensuring that their green products are reasonably priced (action) so that consumers will be willing to buy them and reduce their carbon footprint (impact)</i></p>	For bonus 2 marks, can tag Source F and explain that it is by TRAIID which specialises in clothes waste and would have much knowledge about workings of the fashion industry. It would also know the impact of individual consumption patterns and how it influence production choices off fashion brands and vice versa.

Section B (Structured-Response Questions)

Questions 6 and 7 are **compulsory** for all candidates.

6 Extract 1 shows how Singaporean workers are concerned about competition for jobs as a result of globalisation.

In your opinion, how can the government help individuals cope with this competition for jobs? Explain your answer with reference to two ways. [7]

Level	Descriptors	Marks
L1	<p>Describes the topic (i.e. concerns about competition for jobs from foreigners)</p> <p>e.g. Many Singaporeans believe that they are being passed over for jobs that they can do because foreigners come cheaper, without the employer having to pay for Central Provident Fund contributions and deal with National Service obligations, or simply because employers prefer to bring their own friends and families from overseas to fill vacancies.</p>	[1]
L2	<p>Identifies/ describes strategies</p> <p><i>Award 2 marks for <u>identifying</u> one strategy and 3 marks for identifying two strategies. Award 3 marks for <u>describing</u> one strategy and 4 marks for describing two strategies.</i></p>	[2-4]
L3	<p>L3: L2 + Explain strategies</p> <p><i>Award 5-6m for explaining 1 strategy. Award 6-7m for explaining 2 strategies.</i></p> <p>e.g. One way in which the government can also help individuals cope with the competition is <u>by ensuring greater job protection for locals through policies</u>. The government could introduce policies that make companies invest in upgrading the skills of their staff rather than retrenching them. For example, the government through Workforce Singapore (WSG) has introduced many schemes to encourage employers to play a more active role in the training of their employees. One such scheme is the Enhanced Training Support for SMEs which helps to offset the training costs borne by employers as the costs fees are highly subsidised. <u>As a result of such policies, employers will be more willing to pay for the training programmes for their employees. This ensures that the employees are able to keep their skills up-to-date and contribute effectively/productively to their companies. Hence, they are able to remain employable in the face of competition from foreigners.</u></p>	[5-7]

7 Extract 2 and Extract 3 show the economic outcomes of globalisation on countries around the world.

Do you think the positive outcome is more significant than the negative outcome on countries? Explain your answer.

[8]

Level	Level descriptors	Marks
L1	<p>Writes about issue (i.e. globalisation) without addressing the question</p> <p>e.g. Globalisation has brought about many positive and negative outcomes to countries. This is because of the interconnections that countries have with each other.</p>	[1]
L2	<p>Describes factor(s)</p> <p><i>Award 2-3m for <u>describing</u> one factor.</i></p> <p><i>Award 3-4m for <u>describing</u> both factors.</i></p> <p><i>Note: Only award the higher mark if answers are supported with valid/relevant examples.</i></p>	[2-4]
L3	<p>Explains factor(s)</p> <p><i>Award 5-6m for explaining <u>one</u> factor.</i></p> <p><i>Award 6-7m for explaining <u>both</u> factors.</i></p> <p><i>Note: Only award the higher mark if answers are supported with valid/relevant examples.</i></p> <p>e.g. Globalisation has led to positive outcome on countries as <u>they can experience economic growth</u>. Globalisation has facilitated trade among countries as the latter open their doors to investment from abroad as well as invest overseas themselves. For example, Singapore has a small population and market for goods and services. Hence, it needs to tap on the global economy for trade, which in turn can sustain its economic growth. More specifically, Free Trade Agreements (FTAs) play an important role in Singapore's economy. FTAs are treaties between countries to establish a free trade area where the exchange of goods and services can be conducted, without tariffs or hindrances, across their borders. The USA and Singapore signed the FTA which came into force in 2004 and hence, this benefitted the electronics and information technology, chemical and petrochemicals as well as textiles industries. <u>This has allowed Singapore to experience much economic growth and generate wealth. As a result, Singapore is able to earn more tax revenue from more trade being carried. With more tax revenue, a country (like Singapore) can improve its infrastructure, leading to a better standard of</u></p>	[5-7]

	<p><u>living for its people.</u> Therefore, globalisation has led to positive outcome on countries as they can experience economic growth.</p> <p>AND/OR</p> <p>e.g. However, globalisation also bring about negative outcome on countries as <u>it can result in an economic downturn.</u> In a globalised and highly interconnected world, the rise and fall of economies is closely tied due to trade and investments between countries. For example, in 2008, there was a global financial crisis due to a slowdown in US economic activity. This led to many Americans being unable to repay their bank loans that they had taken to buy property or to finance their business dealings. This led to a crisis involving banks and financial institutions as they were left with large amounts of unpaid loans and confiscated property. As many European banks were based on American investments, the economic slowdown affected Europe as well, resulting in an overall reduction in demand for goods and services worldwide. This eventually affected manufacturing countries such as China and India. Singapore was hit too as it earns its living by trading and providing services to the world. So, the fall in worldwide demand has hit the country's exports, tourism sector and the broader economy. <u>It resulted in an economic recession for Singapore, where some companies closed down and many Singaporeans lost their jobs and hence, were unable to make ends meet. Similar economic hardship on companies and individuals could able be seen in other countries.</u> Thus, globalisation also bring about negative outcome on countries as it can result in an economic downturn.</p>	
L4	L3 + Explains relative importance of factors	[8]