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GREENRIDGE SECONDARY SCHOOL **PRELIMINARY EXAMINATION 2019** **Secondary 4 Normal Academic**

HUMANITIES

Paper 1 Social Studies

2175/01, 2176/01

6 August 2019

Tuesday

1 hour 45 minutes

0800 – 0945

Additional Materials: 4 Sheets of Writing Paper

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READ THESE INSTRUCTIONS FIRST

Write your name, register number and class on this cover and all the work you hand in.
 Write in blue pen or black pen.
 Do not use staples, paper clips, glue or correction fluid.

Section A

Answer **all** questions in the writing paper provided.

Section B

Answer **all** questions in the writing paper provided.

At the end of the examination, hand in Section A and Section B separately.

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

For Examiner's Use	
Section A	
Section B	
Total	/ 50

Section A (Source-Based Case Study)

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

This section carries 35 marks.

Answer **all** questions in the writing paper provided.

1 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.

(a) Study Source A.

What can you learn about the attitude of Asian youths towards employment?

Explain your answer. [5]

(b) Study Source B.

Why did the government official make this comment? Explain your answer. [6]

(c) Study Sources C and D.

How similar are these sources? Explain your answer. [7]

(d) Study Source E.

How useful is this source in showing that youths are not prepared for employment? Explain your answer. [7]

(e) Study **all the sources.**

How far do the sources in the case study show that governments are responsible for youth unemployment? Explain your answer. [10]

Are governments to be blamed for youth unemployment?

BACKGROUND INFORMATION

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

Youth unemployment has been a longstanding issue that affects various countries. Many studies have shown more and more youths – individuals aged between 15 and 24 years – are finding it tougher to find employment after graduation. This affects their future plans such as paying off their student loan debt, buying a home, starting a family and being able to save and invest.

Study the following sources to find out if governments are to be blamed for youth unemployment.

Source A: *From a research paper entitled 'Globalisation and its effects on youth employment trends in Asia'.*

Issues of “educated unemployed” have long been discussed in Asia. If there are not enough “good jobs”, some youths would rather remain unemployed rather than accepting a position thought to be not worthy of their status and qualifications. This includes youths who are in the growing middle classes as well as elite families.

If education and training do not meet the expectations of the available jobs, part of the problem rests with the inadequate information regarding the available jobs. Companies need to provide more information so that changes can be made to the education curriculum, skills training, career guidance and job placement.

Source B: *Adapted from a comment from a government official during a 'Globalisation and Youth Employment' forum.*

One common complaint among the young today is that they are often not able to benefit from the opportunities that are available in the labour market because employers often cite their lack of experience as a reason for not employing them. It important that employers keep an open mind.

Source C: *A photograph published in an online South African newspaper, showing a youth protest against the government.*



Source D: *From Dr. Kim Young-vae, Vice-Chairman of Korean Employers Federation, speaking at a youth forum regarding youth unemployment trend in South Korea.*

Due to advances in technological innovations and industrial structures, the number of people needed to generate 1 billion Korean Won for the economy dropped from approximately 69 persons in 1990 to 42 persons in 2002. We managed to have an economic growth without the creation of employment.

Another issue is the mismatch between the demands from industry and supply from school education. The recruitment of experienced workers in 2004 was 79 percent of the total recruitment in that year.

In addition, there is the issue of job preference. Because of differences in wages and the nature of work, many young people wish to become employees of large corporations, instead of small and medium-sized companies.

Source E: *Adapted from an article by a Vietnam-based non-profit organisation specialising in skills training for disadvantaged young people.*

In Vietnam, youth unemployment accounts for about two-thirds of the unemployment rate. Every year there are about 1.4 million people that enter the labour market, but only about 27 to 30 percent of those people have had skills training. A large proportion of them are not trained to do jobs with high demand.

The Vietnamese government is investing more in universities. However, they should invest more to develop the skills training system instead. A lot of young people want to go to the universities but the demand is in skilled workers.

Section B (Structured-Response Question)

Question 2 is **compulsory** for all candidates

This section carries 15 marks.

Answer **all** questions in the writing paper provided.

2 Living in a Diverse Society

Study the Extracts carefully, and then answer **all** the questions.

Extract 1

Social mobility ensures that people from different backgrounds have the opportunity to improve their lives over time. Unfortunately, the income gap between the lower and higher income groups have widened over the years in Singapore. This has resulted in a sense of unease and loss of social trust among many Singaporeans as they find it increasingly difficult to progress up the socio-economic ladder. Thus, Singapore must continue to ensure that social mobility is achievable for all Singaporeans.

Extract 2

The Ethnic Integration Policy (EIP) was introduced in 1989. It applies to the sale and purchase of all new and resale HDB flats. For example, in each neighbourhood, there will be 25% of Malays, 62% of Chinese and 13% of Indians and other minority groups.

Extract 3

Bilingual education is provided by the Ministry of Education in Singapore. The Bilingual Policy encourages Singaporeans to be proficient in both the English language, and in their respective ethnic mother tongues, which include Chinese Mandarin, Malay, and Tamil.

- (a) Extract 1 states that there has been increasing concerns over social mobility in Singapore.

In your opinion, what is one strategy that the Singapore government can adopt to ensure that social mobility is achievable for Singaporeans? Explain your answer. [7]

- (b) Extracts 2 and 3 show how the Ethnic Integration Policy and the Bilingual Policy help promote integration in Singapore.

Explain how the Ethnic Integration Policy and the Bilingual Policy help to ensure social cohesion in Singapore. [8]

End of Paper

Copyright Acknowledgements:

Source A: https://www.un.org/esa/socdev/unyin/workshops/regm_asia_ilo_elizabeth_morris_paper.pdf

Source B: <https://www.mhlw.go.jp/english/topics/globalization/dl/19.pdf>

Source C: <http://spice4life.co.za/champions-of-change/meeting-the-challenge-of-youth-unemployment/>

Source D: <https://www.mhlw.go.jp/english/topics/globalization/dl/19.pdf>

Source E: <https://asiasociety.org/blog/asia/addressing-vietnams-struggle-youth-unemployment>

Extract 1: <https://www.straittimes.com/singapore/inequality-is-a-threat-name-it-and-face-it>

Extract 2: <https://www.hdb.gov.sg/cs/infoweb/residential/buying-a-flat/resale/ethnic-integration-policy-and-spr-quota>

Extract 3: http://eresources.nlb.gov.sg/infopedia/articles/SIP_2016-09-01_093402.html