



DUNMAN HIGH SCHOOL
General Certificate of Education Advanced Level
Higher 1

YEAR 6 PRELIMINARY EXAMINATION

CANDIDATE
NAME

QUESTION
NUMBER

CIVICS
GROUP

INDEX
NUMBER

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GENERAL PAPER

8881/01

Paper 1

26 August 2024

1 hour 30 minutes

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

Write your name, Civics Group, index number and Question number in the spaces provided on the question paper and on all the work you hand in.

An answer booklet will be provided with this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **one** question.

Note that up to **20** marks out of **50** will be awarded for your use of language.

All questions in this paper carry equal marks.

This document consists of 2 printed pages.

[Turn over

2

Answer **one** question.

Answers should be between 500 and 800 words in length.

- 1 Is traditional media always more reliable than social media?
- 2 To what extent is it harder to be a good parent in your society today?
- 3 'The public interest should be prioritised in scientific research.' Discuss.
- 4 How far is artificial intelligence a threat to humanity?
- 5 'Profits without accountability.' To what extent is this accurate of corporations today?
- 6 To what extent is it more important for a government to be efficient rather than democratic?
- 7 'Too much focus has been placed on outcomes rather than on efforts.' Is this true of your society?
- 8 Consider the view that all countries have an equal responsibility to tackle climate change.

CANDIDATE NAME	CIVICS GROUP 6C	INDEX NUMBER 00
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DUNMAN HIGH SCHOOL
General Certificate of Education Advanced Level
Higher 1

YEAR 6 PRELIMINARY EXAMINATION

GENERAL PAPER

8881/02

Paper 2

28 August 2024

INSERT

1 hour 30 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the passages for comprehension.

This document consists of 4 printed pages.

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Passage 1. An author explores how young people today are exploring jobs that connect to a greater purpose.

- 1 In a world where the stark confines of office cubicles increasingly clash with the boundless canvas of the great outdoors, a vanguard of young visionaries is charting a course towards a reimagined future. This isn't just about a shift in scenery; it's a profound transformation in the ethos of work itself. For Millennials and Generation Zs, caught in the wake of economic upheavals and the lingering shadows of a global pandemic, there's a burgeoning desire to fuse their livelihoods with their deepest convictions and dreams of adventure. Here, at this juncture of uncertainty and possibility, a new horizon emerges – one where work serves not only as a means to an end but also as a conduit to a life of purpose and passion. 5
- 2 A recent survey by workwear brand *Carhartt* reveals a striking trend among nearly half of young individuals: a significant shift in career aspirations. Moving beyond the traditional pursuit of climbing the corporate ladder, these young seekers prioritise finding work that is less demanding and allows time to pursue personal interests. They are not just in search of mere employment, but of careers that align with their values and contribute to a sense of purpose in their lives. This change signals a departure from viewing work as simply a means to earn a living to making an impact on others, embracing it as a vital part of a fulfilling life journey. It reflects a broader desire among the younger generation to integrate their personal beliefs with their professional paths. 10
15
- 3 Let's break it down: 85% of these trailblazers are game for a gig that lets them breathe in the crisp air of the wilderness over the stale air of office politics. They are not just running from the mundane 9-to-5; they are sprinting towards careers that promise more than a view from a skyscraper window. They crave the raw, unfiltered experiences that only Mother Nature can offer, and they are ready to trade in their business suits for hiking boots and hard hats. 20
- 4 But why this seismic shift away from the glow of computer screens to the glow of campfires? The pandemic flipped the script on traditional work environments, propelling young people into a digital nomad lifestyle that broke the chains of the office desk. This newfound freedom sparked a realisation: Why settle for a sedentary life when the world is your oyster? 25
- 5 The growing burden of student debt and disenchantment with traditional four-year degrees are driving young people towards vocational and technical education, seeking not only to alleviate financial strain but also to engage directly with pressing global issues. This movement is deeply intertwined with a commitment to environmental stewardship, as 74% of young individuals view combating climate change as their generational duty. Consequently, the shift toward conservation-focused careers transcends mere job preference, embodying a dedication to nurturing and protecting our planet. 30
35
- 6 In this brave new world, the concept of 'work' is undergoing a metamorphosis, morphing into a quest for meaning, purpose, and passion. For the young warriors of today, the office no longer resides between four walls; it spans the entirety of the great outdoors. They are not just looking for a job; they are on a mission to live a life rich with adventure, grounded in purpose, and dedicated to the preservation of the natural world. 40
- 7 So, to the young ones standing on the precipice of their futures, I say: The world is your canvas, and your career is the brush. Paint a future where your work reflects your wildest dreams and deepest values. The path less travelled is calling. Will you answer?

Passage 2. An author discusses how young people today are prioritising finding stable jobs.

- 1 In an era marked by boundless opportunities, Generation Z's discerning approach to career selection has been raising eyebrows across generations. It might be confusing that such an idealistic generation is leaving their 'dream' jobs behind in favour of stability.
- 2 A report by renowned job portal *Handshake* illuminates this trend, revealing that recent graduates exhibit a pronounced inclination towards stability in their career pursuits. Notably, nearly two-fifths of this cohort are expanding their exploration beyond the confines of their ideal job descriptions or preferred employers, casting a wider net across various industries, firms, and roles. This proclivity towards stability finds its roots in a milieu of unsettling layoff reports and pervasive discourse on an impending economic downturn, which has left a palpable impact on the psyche of recent graduates. Furthermore, the tumultuous backdrop of their collegiate journey, characterised by the disruptive forces of the COVID-19 pandemic, has solidified the conviction among many that stability reigns supreme in the contemporary landscape.
- 3 The shift towards stable jobs mirrors how Generation Z conceives work. While it was common to tie one's identity to their jobs, contemporary workers gravitate to occupations that cultivate personal contentment, and support their preferred lifestyles, a prospect often realised only within the framework of stable career trajectories. Consequently, they exhibit a preference for enterprises endowed with a legacy of resilience and endurance, avoiding the allure of the tech industry that was believed to be a lucrative route but is more volatile now.
- 4 Moreover, the scars from watching previous generations grapple with occupational instability and weather the reverberations of economic downturns have instilled within the young more prudence. Their quest transcends mere employment; instead, they seek vocations that offer long-term fulfilment and stability.
- 5 For many young workers, the notion of a dream job is not dead. What has changed is what defines a dream job, which to many of them, is one that secures financial certainty for them.

Passage 3. *An undergraduate shares her thoughts about job seeking.*

- 1 At one point, we were all captivated by the idea of pursuing our passions. The familiar saying, “if you do what you love, you’ll never work a day in your life”, suggests that following our passions will free us from the drudgery of necessity. However, as a final year student at university, I am weighing my options more carefully.
- 2 Conversations with friends who have recently entered the workforce offer an insight to my decision-making. Take for instance, my friend, Alex, who graduated last year with a degree in psychology but decided to pursue a career in photography. He had several gigs lined up before graduation, but those opportunities fell through. Eight months later, he was struggling to find work, relying on small jobs just to cover his living expenses. He confided in me that even if he had to accept a job outside his passions, he would do it in the name of sustenance. Other friends have quickly snapped up job offers for fear of losing their slim opportunity of a career in a competitive job market. Others who have progressed in their choice careers have the means to travel extensively and dine at fancy restaurants. 5 10
- 3 Furthermore, my parents have invested resources in raising me and have afforded me a quality education and comforts in life. With greater financial volatility, my parents have emphasised the choice of a prestigious career, if not, one that has a high demand, so that I can continue to be independent and afford luxuries. These considerations have led me to question whether we should pursue our passions if it ultimately leaves us disillusioned or to simply face up to the harsh realities of growing up. 15 20

Copyright Acknowledgements:

PASSAGE 1: © Adapted; GRETA MINNING, 2024.

PASSAGE 2: © Adapted; REBECCA PICCIOTTO, The No.1 Reason Gen Z Workers are leaving their dream jobs behind from CNBC, 22 May 2023.

PASSAGE 3: © Adapted; TANIA NAGPAUL, Commentary: What youth want most from a job, and what bosses should do to get the best out of them from Today, 15 November 2022.



DUNMAN HIGH SCHOOL
General Certificate of Education Advanced Level
Higher 1

YEAR 6 PRELIMINARY EXAMINATION

CANDIDATE
NAME

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INDEX
NUMBER

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GENERAL PAPER

8881/02

Paper 2

28 August 2024

Candidates answer on the Question Paper.

1 hour 30 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your civics group, index number and name in capital letters on all the work you hand in.
Write in dark blue or black pen.

Do not use staples, paper clips, glue, highlighters or correction fluid.
DO NOT WRITE ON ANY BARCODES.

Answer all questions.

The Insert contains the passages for comprehension.

Note that up to 15 marks out of 50 will be awarded for your use of language.

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

For Examiner's Use	
Short Structured Questions	/ 11
New Item Type	/ 4
Summary	/ 8
Application Question	/ 12
Language	/ 15
Total	/ 50

This document consists of 7 printed pages, 1 blank page and 1 Insert.

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Answer all questions.

Your answers should be:

- written in **your own words as far as possible**. Where you select the appropriate material from the passage for your answer, you must still use your own words to express it.
- written in **continuous prose**.

From Passage 1

1 Explain the author's use of the word 'conduit' (line 8).

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..... [1]

2 In Paragraph 2, what distinctions does the author make between traditional and current career aspirations?

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..... [3]

3 What is the author implying about young people's attitudes towards outdoor careers by using the words 'sprinting' (line 21) and 'crave' (line 22)?

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..... [2]



4 In Paragraph 4, how did the pandemic result in young people opting to lead the 'digital nomad lifestyle' (line 27)?

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.....
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..... [2]

5 What does the phrase 'generational duty' (line 34) suggest about young individuals' views of climate change?

.....
..... [1]

6 How does the author's choice of the words 'canvas' and 'brush' (line 43) in the conclusion support the main message of the passage?

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..... [2]



From Passage 2

7 Summarise the reasons why young people are seeking more stable jobs.

Write your summary in **no more than 120 words**.

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[8]

[Word Count: _____ words]



From all the passages

- 8 Passage 1 states that that young people search for 'careers that align with their values and contribute to a sense of purpose in their lives' (lines 14–15).

Identify **one** specific idea from Passage 3 which can be used to undermine this statement. Justify your answer.

.....

.....

.....

..... [2]

- 9 Passage 2 states that young people gravitate to occupations that 'support their preferred lifestyles' (line 16).

Identify **one** specific idea from Passage 3 which can be used to support this statement. Justify your answer.

.....

.....

.....

..... [2]



10 The reading passages offer a range of perspectives on how young people today make career choices. How far do you agree or disagree with the views expressed?

Support your answer with reference to

- the ideas and opinions from **at least** one of the reading passages
- examples drawn from your own experience and that of your society.

A series of horizontal dashed lines provided for writing the answer.



A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting. There are approximately 25 lines in total, evenly spaced from the top of the page to just above the footer area.



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DUNMAN HIGH SCHOOL
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Higher 1

MARKING GUIDE FOR TEACHERS (2024 Prelim – Youth and Work)

From Passage 1

Question	Answer	Marks	Guidance
1	<p>1. Explain the author's use of the word 'conduit' (line 8).</p> <p>i) NOT ONLY A MEANS TO AN END... CONDUIT TO A LIFE OF PURPOSE AND PASSION. The author uses 'conduit' to suggest that work in the new horizon is seen by the young as a pathway/channel/through which can achieve greater meaning/fulfilment. (1)</p>	1	1 mark for explaining the use of the word in the context of the passage
2	<p>2. In Paragraph 2, what distinctions does the author make between traditional and current career aspirations?</p> <p>i) CLIMBING THE CORPORATE LADDER vs WORK THAT IS LESS DEMANDING... ALLOWS TIME TO PURSUE PERSONAL INTERESTS The young are not looking at merely progressing in their career / rising in the rank/status BUT RATHER, they place a higher premium today on work that allows for work-life balance /quality time for oneself. (1)</p> <p>ii) MERE EMPLOYMENT vs CAREERS THAT ALIGN WITH THEIR VALUES... CONTRIBUTE TO A SENSE OF PURPOSE They are <u>not just</u> looking for a job BUT a career that coheres with their beliefs and brings fulfilment. (1)</p> <p>iii) SIMPLY A MEANS TO EARN A LIVING vs MAKING AN IMPACT They are not just looking to sustain their livelihood BUT work that allows them to influence others /make a difference to others (1)</p>	3	1 mark for each suitable pair provided
3	<p>What is the author implying about young people's attitudes towards outdoor careers by using the words 'sprinting' (line 21) and 'crave' (line 22)?</p> <p>i) SPRINTING TOWARDS CAREERS THAT PROMISE MORE THAN A VIEW FROM A SKYSCRAPER WINDOW The author uses "sprinting" to imply that the young are focused / determined / single-minded when it comes to outdoor careers (1)</p> <p>ii) CRAVE... EXPERIENCES THAT ONLY MOTHER NATURE CAN OFFER</p>	2	<p>1 mark for each correct explanation, to a maximum of 2 marks.</p> <p>Candidates should provide a clear link between each of the words and the implication of the word.</p>

Question	Answer	Marks	Guidance
	"Crave" suggests a (deep / compelling) desire / (intense) longing to experience the pristine and unadulterated nature of outdoor careers (1)		
4	<p>In Paragraph 4, how did the pandemic result in young people opting to lead the 'digital nomad lifestyle' (line 27)?</p> <p>i) FLIPPED THE SCRIPT ON TRADITIONAL WORK ENVIRONMENTS The pandemic changed / made people rethink what a working space should look like (1)</p> <p>ii) BROKE THE CHAINS OF THE OFFICE DESK liberating them from conventions (1)</p> <p>iii) SPARKED A REALISATION: WHY SETTLE FOR A SEDENTARY LIFE WHEN THE WORLD IS YOUR OYSTER? Young people came to understand that they could work /there were opportunities anywhere in the world rather than staying put in one place. (1)</p>	2	1 mark for each correct explanation, up to a maximum of 2 marks.
5	<p>What does the phrase 'generational duty' (line 34) suggest about young individuals' views of climate change?</p> <p>i) GENERATIONAL DUTY The phrase suggests that young people view tackling climate as their <u>collective responsibility</u> /a responsibility involving <u>all</u> in their cohort (1)</p>	1	1 mark for explaining the connotation of the entire phrase
6	<p>How does the author's choice of the words 'canvas' and 'brush' (line 43) in the conclusion support the main message of the passage?</p> <p>i) THE WORLD IS YOUR CANVAS 'Canvas' represents the potential / possibilities / opportunities available / product you can create /</p> <p>ii) YOUR CAREER IS THE BRUSH the 'brush' symbolises they have the means / tools / ability / autonomy needed to paint their future.</p> <p>iii) Together, they reinforce the main message that young individuals have the power to design their work and life paths in ways that reflect their values / passions / aspirations OR emphasise the creativity and agency that young people possess in shaping their careers / lives [ORA]</p>	2	<p>1 mark for each explanation (i/ii) which links to the main message (iii)</p> <p>Canvas and brush may be unpacked together as an art metaphor</p>

From Passage 2

Question	Answer	Marks	Guidance
6	<p>7. Summarise the reasons why young people are seeking more stable jobs. Write your summary in no more than 120 words.</p> <p>From paragraph 1: 1 UNSETTLING LAYOFF REPORTS: data shows there have been alarming retrenchments / stories of people being dismissed from their jobs</p> <p>2 DISCOURSE... IMPENDING (economic) DOWNTURN: discussions about a potential economic recession</p> <p>3 PALPABLE IMPACT ON THE PSYCHE: significantly affected the mindset of recent graduates</p> <p>4 TUMULTUOUS... COLLEGIATE JOURNEY// DISRUPTIVE FORCES: challenging period/period full of interruptions <u>when they were students</u></p> <p>5 SOLIDIFIED CONVICTION: strengthened the belief <u>in stable jobs</u></p> <p>6 CULTIVATE PERSONAL ENJOYMENT: foster (individual) satisfaction</p> <p>7 SUPPORT... PREFERRED LIFESTYLES: sustain their desired ways of living</p> <p>8 A PROSPECT OFTEN REALISED ONLY WITHIN THE FRAMEWORK OF STABLE CAREER TRAJECTORIES: an opportunity often achievable <u>only</u> through stable career paths</p> <p>From paragraph 3: 9 PREFERENCE FOR ENTERPRISES...LEGACY OF RESILIENCE AND ENDURANCE: drawn to companies/organisations which have a proven track record of steadfastness</p> <p>10 SCARS...PREVIOUS GENERATIONS GRAPPLE WITH OCCUPATIONAL INSTABILITY/WEATHER THE REVERBERATIONS OF ECONOMIC DOWNTURNS: The lasting impact of seeing those in the past struggle with job instability and the impacts of economic recessions</p> <p>From paragraph 4: 11 INSTILLED... MORE PRUDENCE: have ingrained greater caution in the younger generation / become more careful</p> <p>12 QUEST TRANSCENDS MERE EMPLOYMENT: pursuit goes beyond simply finding a job</p> <p>13 OFFER LONG-TERM FULFILMENT: look for careers that provide <u>enduring</u> satisfaction</p> <p>14 WHAT HAS CHANGED IS WHAT DEFINES A DREAM JOB...ONE THAT SECURES FINANCIAL CERTAINTY: Perceptions of an ideal job have shifted to one that ensures economic stability / a steady income</p>	8	<p>Refer to grid</p> <p>Use ✓ for each point identified. Then, award marks using the conversion table.</p>

Point-Mark Table

No of Points identified	=	Marks awarded
10+	=	8
9	=	7
8	=	6
7	=	5
6	=	4
5	=	3
3-4	=	2
1-2	=	1

From all the passages

Question	Answer	Marks	Guidance
7	<p>8. Passage 1 states that young people search for 'careers that align with their values and contribute to a sense of purpose in their lives' (lines 14–15).</p> <p>Identify one specific idea from Passage 3 which can be used to <u>undermine</u> this statement. Justify your answer.</p> <p><u>Valid specific ideas found in the passage to be communicated in candidates' own words:</u></p> <ul style="list-style-type: none"> i) He confided in me that even if he had to accept a job outside his passions, he would do it in the name of sustenance. (lines 9-11) ii) Other friends have quickly snapped up job offers for fear of losing their slim opportunity of a career in a competitive job market (lines 11–12) iii) These considerations have led me to question whether we should pursue our passions if it ultimately leaves us disillusioned (lines 18–19) <p><u>Examples of paraphrasing:</u></p> <ul style="list-style-type: none"> i) Alex, who represents young people, would take a job outside his interests if necessary to make a living. ii) The author shares her observation of her peers in a rush to take on jobs out of worry of not being able to find one. iii) The author says certain factors have led her to question if it is worthwhile pursuing one's passions as it may leave one feeling disenchanting / disheartened in the end. <p><u>Examples of justification:</u></p> <ul style="list-style-type: none"> • <u>Current contexts and considerations</u> could steer them towards other jobs. • Their worries are <u>based on practical considerations</u> / external pressures / existing realities. • This runs contrary to Passage 1's idea that the young look for work that satisfies one's interests and beliefs, as in Passage 3, <u>the author who is a young person herself is doubtful of such pursuits.</u> <p>Accept other wording as long as the justification is valid in relation to the correctly identified specific point.</p>	2	<p>Idea: young people want jobs that align with values/purpose</p> <p>1 mark for a correctly identified a SPECIFIC IDEA, to a maximum of 1 mark.</p> <p>1 mark for a linked logical JUSTIFICATION.</p>
8	<p>9. Passage 2 states that young people gravitate to occupations that 'support their preferred lifestyles' (line 16).</p> <p>Identify one specific idea from Passage 3 which can be used to <u>support</u> this statement. Justify your answer. [2]</p> <p><u>Valid specific ideas found in the passage to be communicated in candidates' own words:</u></p>	2	<p>Idea: Young people prefer jobs that support the lifestyles they want</p>

<p>i) Others who have progressed in their choice careers have the means to travel extensively and dine at fancy restaurants (lines 12–14)</p> <p>ii) With greater financial volatility, my parents have emphasised the choice of a prestigious career, if not, one that has a high demand, so that I can continue to be independent and afford luxuries (lines 16–18)</p> <p><u>Examples of paraphrasing:</u></p> <p>i) The idea comes from the author's observation that some of her friends have well-paying jobs that can fund their multiple overseas trips and extravagant eating.</p> <p>ii) The author shares the idea of how a good career can give her the financial prowess to be self-reliant / self-sufficient AND be able to spend on high-end items.</p> <p><u>Examples of justification:</u></p> <ul style="list-style-type: none"> • The ability to splurge on one's personal pursuits and way of life are <u>very much dependent on the income</u> from one's occupation. • Both ideas converge on the point <u>the income from one's job determines</u> whether desired ways of life can be sustained. <p>Accept other wording as long as the justification is valid in relation to the correctly identified specific point.</p>		<p>1 mark for a correctly identified SPECIFIC IDEA, to a maximum of 1 mark.</p> <p>1 mark for a linked logical JUSTIFICATION</p>
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10. The reading passages offer a range of perspectives on how young people today make career choices. How far do you agree or disagree with the views expressed?

Support your answer with reference to:

- the ideas and opinions from at least one of the reading passages
- examples drawn from your own experience and that of your society.

Question	Answer
10	<p>The reading passages offer a range of perspectives on how young people today make career choices. How far do you agree or disagree with the views expressed?</p> <p>Support your answer with reference to:</p> <ul style="list-style-type: none"> • the ideas and opinions from at least one of the reading passages • examples drawn from your own experience and that of your society. <p>1 REQUIREMENTS. Candidates should:</p> <ul style="list-style-type: none"> • Explain how young people today make their career choices and examine their reasons and motivations • Support their views with reasoned argument • Show understanding of the ideas and attitudes in the passages • Explain the extent of their agreement with them <p>2 EXPLANATION. Candidates should show understanding of some of the following issues:</p> <p>Young people in Singapore today have grown up in vastly different times as opposed to their parents (and the older generation). <u>Consider the implication of this context, using the following guiding questions.</u></p> <ul style="list-style-type: none"> • What are some of the political, economic, social and technological changes that have affected Singapore? Some specific contexts that candidates may provide include: <ul style="list-style-type: none"> ○ How young people today have less deference for authorities, hence the aversion to jobs that operate with a hierarchical structure, ○ The growing awareness of the need to prioritise mental health and finding purpose in one's life, ○ The changes brought about by COVID-19, ○ How young people are increasingly wired as digital natives. ○ The implications of the meteoric improvements to A.I. and how this may shift young people's perception of what are prized careers in the future ○ The Singaporean dream and whether it is still relevant to young people today. Has the Singapore Dream changed for Gen Z? ○ How the older generations (e.g. their parents) view work and how might these attitudes affect the career choices of young people? ○ The educational landscape today and the government's move towards multiple pathways ○ Media portrayals of work, e.g. being an influencer, content creator being increasingly popular and embraced ○ Rising costs of living in Singapore ○ Perceptions of what constitutes "success" in Singapore • What are current and prevailing mindsets and attitudes to work and career choices amongst the young? What have led to these mindsets and attitudes? • How do these changes affect the way young people view work or choose their careers? <p><u>Discussing issues of purpose and passion:</u></p> <ul style="list-style-type: none"> • Should young people in Singapore choose careers that give them purpose? • Is it wrong for young people to choose careers based on their purpose and/or

	<p>passion? Why or why not?</p> <ul style="list-style-type: none"> ● How might choosing careers based on one's passion be beneficial or detrimental? ● What might cause young people to choose careers based on their passion? <p><u>Discussing issues of stability:</u></p> <ul style="list-style-type: none"> ● Why do many young people opt for careers that provide them with stability despite a greater discourse on the need to find careers that give one meaning and fulfillment? ● What might cause young people to choose careers that are stable? <p><u>Weighing the importance of purpose and passion, as opposed to stability:</u></p> <ul style="list-style-type: none"> ● When/where purpose and stability conflict, what should young people prioritise in their search for a career? Why? ● Where should the line be drawn between purpose/passion and stability? <p>3 EVALUATION. Candidates should:</p> <ul style="list-style-type: none"> ● Show reasons for supporting/rejecting some of these views ● Validate their opinions and observations by examining how the ideas apply or do not apply to contexts and characteristics of Singapore ● Give examples from their own and their society's experience in support of their view ● Put forward original ideas on the various considerations and concerns of young people's career choices today
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BAND DESCRIPTORS FOR THE ASSESSMENT OF CONTENT

Assessment is based on the candidate's performance across the application question only.

The numbers within the Descriptor relate to the following three areas, as indicated in the previous table:

- 1 Requirements
- 2 Explanation
- 3 Evaluation

Band	Descriptor	Mark
4	1 <u>sustained</u> focus on the requirements of the question; <u>balanced</u> response 2 cogent answer with <u>very good understanding</u> of the terms and issues raised by the passages 3 <u>convincing evaluation</u> , <u>making judgements</u> and developing arguments to <u>logical conclusions</u> ; elaboration and support through <u>personal insight and experience</u> , with <u>apt illustration</u>	10-12
3	1 <u>good focus</u> on the requirements of the question with <u>some evidence of balance</u> 2 <u>good understanding</u> of the terms and issues raised by the passages 3 attempted evaluation but <u>not always convincing</u> ; <u>mostly valid illustration</u>	7-9
2	1 <u>some focus</u> on elements of the question with <u>an attempt at balance</u> 2 <u>some understanding</u> of the terms and issues raised by the passages 3 <u>superficial analysis</u> ; <u>limited development of ideas</u> and <u>few illustrations</u>	4-6
1	1 <u>limited focus</u> on the question with little or no balance 2 <u>limited degree of understanding</u> with a higher incidence of misinterpretation 3 <u>summary or restatement of the text</u> with a few <u>undeveloped and assertive comments</u> ; <u>little or no illustration</u>	1-3
0	Nothing in the answer meets any of the criteria.	0

BAND DESCRIPTORS FOR THE ASSESSMENT OF LANGUAGE

Assessment is based on the candidate's performance across the summary and application questions.

Band	Descriptor	Mark
4	Very good linguistic ability and organisation of ideas: <ul style="list-style-type: none"> • few spelling, punctuation and grammar errors which do not interfere with meaning • very good use of varied vocabulary and sentence structures • very clear, fluent, effective use of language throughout • sustained attempt to rephrase the text language • very well-organised in cohesive paragraphs 	12-15
3	Good linguistic ability and organisation of ideas: <ul style="list-style-type: none"> • occasional spelling, punctuation and grammar errors which mostly do not interfere with meaning • good use of varied vocabulary and sentence structures • mostly clear, fluent, effective use of language • some attempt to rephrase the text language • well-organised in paragraphs 	8-11
2	Limited linguistic ability with sound organisation of ideas: <ul style="list-style-type: none"> • spelling, punctuation and grammar errors which sometimes interfere with meaning • limited variety of vocabulary and sentence structures • use of language is limited • limited attempt to rephrase the text language • some attempt to organise ideas in paragraphs 	4-7
1	Weak linguistic ability with poor organisation of ideas: <ul style="list-style-type: none"> • frequent spelling, punctuation and grammar errors which interfere with meaning • little variety of vocabulary and simple sentence structures • use of language is basic • little to no attempt to rephrase the text language • little attempt to organise ideas in paragraphs 	1-3
0	Nothing in the answer meets any of the criteria.	0

Areas to pay attention to:

- Vocabulary: consider the variation on vocabulary and its appropriateness to the task.
- Idiom and expression: consider whether it is apt and lively.
- Sentence structures: consider the range of varied structures used.
- Paragraphing: consider the aptness and range of discourse markers.
- Syntax/grammar: correct use of tenses, plural forms, etc.
- Handling of number/agreement: is it secure?
- Accuracy and handling of punctuation.
- Accuracy in the use of articles, prepositions, etc.