



HWA CHONG INSTITUTION
C2 PRELIMINARY EXAMINATION
Higher 1

CANDIDATE NAME

CT GROUP

CENTRE NUMBER

INDEX NUMBER

GENERAL PAPER

8807/01

Paper 1

29 August 2019

Additional Materials: Answer Booklet

1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, CT group, Centre number and index number in the boxes above.

Answer **one** question.

All questions in this paper carry equal marks.

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

Write your answer in the Answer Booklet.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, glue or correction tape or fluid.

**You are reminded of the importance of careful planning,
legible handwriting, and good presentation.**



Answer **one** question.

Answers should be between 500 and 800 words in length.

1. 'Misunderstood and underestimated.' Is this an accurate description of youth in your society?
2. Does geography still determine a country's prospects in today's world?
3. Should promises always be kept?
4. Is it fair to expect countries to be well-prepared for disease outbreaks?
5. 'Environmental pollution is a catastrophe waiting to happen.' Comment.
6. How far should personal morality be a concern of the state?
7. Why worry about what technological advancement may do to us when we can just enjoy what it can do for us?
8. Do you agree that freedom of speech should never be denied even though it can be abused?
9. 'If people in developed countries are poor, they have themselves to blame.' Discuss.
10. 'People will believe anything they read, hear, or see in the media.' Is this statement reflective of the situation in your country?
11. 'Rather than find fault, focus on the positive side of things!' To what extent is this good advice?
12. 'Art is not meant to instruct or influence; it is only meant to be enjoyed.' Do you agree with this viewpoint?



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C2 PRELIMINARY EXAMINATION
Higher 1

Candidate Name

CT Group

INSTRUCTIONS TO CANDIDATES

This 2-page Insert contains the passage for comprehension. Detach it from the Question Paper.
Bring the Insert for the Post-Prelim Review Lecture.

Sue Palmer writes about the state of childhood today.

- 1 Before the miracles of modern medicine and public-health initiatives, many infants did not live to see their first birthday – and if they did, they were expected to grow up on the double, especially in agrarian-based societies. For most of Western history, childhood was short and brutish, even non-existent. Influenced by Puritan beliefs, children were commonly perceived as imperfect miniature grown-ups, burdened with original sin from which they had to be redeemed through rigorous instruction, hard work and perhaps a good hiding or two. 5
- 2 A dramatic departure from this public perception of children occurred in the 18th century however. Parental attitudes of detachment toward their offspring (rationalised previously by the distressingly high infant mortality rates in the Middle Ages) underwent a metamorphosis with better medicine and the increasing availability of cheap contraception. Parents could now meaningfully decide on the size of their families; this meant more time and energy could be channelled towards a reduced brood, with childhood regarded as a unique stage of life. This notion of a childhood was backed particularly by the educational theories of philosopher John Locke and an increasing abundance of publications about and for children. 10
- 3 Over time, as mechanisation replaced gruelling labour and led to increasingly industrialised societies, the state took on the mantle to safeguard the interests of children. Institutions clamped down on the use of child labour in the West and the introduction of mandatory education meant children's period of dependency had to be lengthened. Coupled with the rise of dual-income households and a better quality of life, parents were finally able to give their precious progeny even more attention. Such children transmogrified into what Princeton sociologist Viviana Zelizer has memorably described as "the economically useless but emotionally priceless child". Nonetheless, children became repositories of hope for a better future. Worldwide, a new mindset morphed: no longer are we to suffer the children, we are to suffer for our children. 15 20
- 4 Sadly, the physical spaces where children were growing up in did not improve their lot. Having brought their children up in overwhelmingly urban landscapes, more parents began to perceive childhood as a period of peril. Living amongst strangers rather than close-knit communities, parents justified their need to protect their children even more. Old-school games like Conkers*, once a staple autumn game of British children, have fallen out of favour, thanks to schools which have banned such treacherous pastimes for fear that they might cause injuries. A recent survey of children aged eight to twelve found that indoor play is now the norm: a third has never splashed in a puddle and the distance children are allowed to play unsupervised has shrunk by ninety per cent since 1970. Little surprise then that the PlayStation is the playground of today. 25 30

*Players drill holes in shiny brown chestnuts (conkers), thread them onto strings before swinging them at their opponents until one of the nuts breaks.



- 5 Unsurprisingly, evidence is mounting that children today are in fact experiencing a toxic childhood – a lethal concoction of technological and cultural changes that is having a deleterious impact on their development. Sated on diets of junk foods and TV dinners, barred from the rough and tumble of outdoor play, children are also victims of an obesity explosion. Continually exposed to the 24/7 culture of televisual and online entertainment, they are prime targets for exploitation by the anonymous army of marketers lurking behind those omnipresent screens. Regrettably, a generation of mini-consumers who equate happiness with materialism is being created as they learn from their new parents: vacuous screen idols. 35 40
- 6 This commercialisation of childhood has been accompanied by its 'schoolification'; tots as tiny as three are bused and herded into full-day nurseries, endlessly scheduled and timetabled into routines in order for their parents to work and feed the economy. Back home, these tots spend time with electronic babysitters and are fed yet more visual stimulation. Is it any wonder these mini-mechanicals sleepwalk into formal education bereft of any real interest in anything and without an independent streak whatsoever? School teachers who bewail the precipitous decline in their students' communication skills and shortened attention spans often point to those early years spent in supervised care and the premature digitalisation of their lifestyles as the culprits. 45
- 7 Strangely, in a world where there are more ways to communicate than ever before, parents now connect less and less with their own children, spawning another new list of problems: cyber addiction, cyber bullying, cyber depression, cyber you-name-it. These are all par for the course as study after study has detected similarities between the brain activity of cocaine addicts and our young digital natives. Meanwhile, education authorities and schools have not been spared the seeping of the cut-throat competitive culture of the adult world into their walls. The obsession with tests and league tables has infected the classroom, leaving these young charges reeling from the – let's face it – high-stakes Darwinian rat race that helicopter parents are desperate to win by means fair or foul. These parents ensure their privileged offspring's access to the best higher educational opportunities that money can buy, securing the latter's station in the upper echelons of society. 50 55
- 8 Such hyper-parenting behaviour has exacerbated already massive social inequalities. Parents in underprivileged households, handicapped by a lack of funds, knowledge and connections, can only watch helplessly as crushing new inequalities push the dream of intergenerational social mobility further and further out of reach of their children. But a problem of crisis proportions for children everywhere has ensued with this uneven realisation of socio-economic aspirations across all income groups. National Health Service (NHS) figures published in July 2018 revealed that almost 400,000 children and young people aged 18 and below have been in contact with the health service for mental health related problems. Is it not time to question why, in one of the wealthiest, most technologically advanced eras on Earth, we are unable to raise a generation that is wholesome and healthy, passionate and purposeful, emotionally sentient and sensible...? 60 65
- 9 Still, hope is not lost. Educators and child-development experts are leading the charge to influence institutions to introduce national guidelines regulating screen use. Progressive leaders are eager to level the playing field for those from less privileged backgrounds. We must find ways for all members of the community to re-forge an 'adult alliance' to support families in raising their young. The statistics emerging now about children's mental health must act as a wake-up call to everyone concerned about the well-being of the future. 70 75
- 10 But the main responsibility for rearing children, lies – as it always has – with parents. They have to wise up, stop overreacting to a combination of rapid change, uncertainty and guilt, and find new ways to provide a secure, healthy family life for their offspring. None of this is rocket science, but in terms of our civilisation's future, it is far more important than rocket science. Given that they are growing up in a time of peace and plenty, apathy and discontentment should not be a natural state for our children. We owe them at least this much. 80



HWA CHONG INSTITUTION
C2 PRELIMINARY EXAMINATION
Higher 1

Candidate Name	
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CT Group	
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GENERAL PAPER

Paper 2

8807/02

29 August 2019

1 hour 30 minutes

Candidates answer on the Question Paper.

READ THESE INSTRUCTIONS FIRST

Write your name, CT Group, Centre number and index number clearly on all the work you hand in.

Write in dark blue or black pen.

Do not use paper clips, highlighters, correction fluid or tape.

Answer **all** questions.

The Insert contains the passage for comprehension.

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

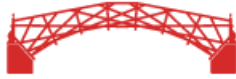
The number of marks is given in brackets [] at the end of each question or part question.

You are reminded of the importance of legible handwriting and good presentation.

For Examiner's Use	
Content	/35
Language	/15
Total	/50

This document consists of a **7-page Question Paper, 1 blank page and a 2-page Insert.**

[Turn over



Read the passages and then answer **all** the questions which follow below. Note that up to fifteen marks will be given for the quality and accuracy of your use of English throughout this paper.

For
Examiner's
Use

NOTE: When a question asks for an answer **IN YOUR OWN WORDS AS FAR AS POSSIBLE** and you select the appropriate material from the passages for your answer, you must still use your own words to express it. Little credit can be given to answers which only copy words or phrases from the passages.

- 1 What is the author implying by using the word "miracles" (line 1) to describe modern medicine and public-health initiatives?

.....
[1]

- 2 Explain why the author claims "childhood was short and brutish, even non-existent" (lines 3-4). **Use your own words as far as possible.**

.....

[3]



- 4 "Regrettably, a generation of mini-consumers who equate happiness with materialism is being created as they learn from their new parents: vacuous screen idols." (lines 38-40)

Why does the author describe the above situation as regrettable?

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.....

.....

.....[2]

- 5 Explain how the examples given in paragraph 6 support the author's assertion that children today are "mini-mechanicals" (line 45). **Use your own words as far as possible.**

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.....[3]

- 6 Suggest why the author completes the "new list of problems" (line 50) experienced by children with the phrase "cyber you-name-it" (line 51).

.....

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.....

.....[2]



- 7 "The obsession with tests and league tables has infected the classroom, leaving its charges reeling from the – let's face it – high-stakes Darwinian rat race that helicopter parents are desperate to win by means fair or foul." (lines 54-57)

What is the author's intention in inserting "let's face it" in line 56?

.....

.....

.....

.....[2]

- 8 What distinction is the author making between the behaviour of privileged parents (in paragraph 7) and underprivileged parents (in paragraph 8)? **Use your own words as far as possible.**

.....

.....

.....

.....[2]

- 9 "We must find ways for all members of the community to re-forge an 'adult alliance' to support families in raising their young." (lines 72-73).

Why does the author switch to 'we' in this sentence?

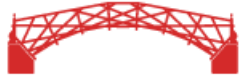
.....

.....[1]

- 10 What is the author implying about the "new ways to provide a secure, healthy family life" (lines 77-78) by claiming that "none of this is rocket science" (line 78)?

.....

.....[1]



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2019 C2 Preliminary Examination
Paper 2 "State of Childhood Today" Answer Key (as of 23 September 2019)

Paragraph 1

Q1. What is the author implying by using the word "miracles" (line 1) to describe modern medicine and public-health initiatives? [1]

Before the miracles of modern medicine and public-health initiatives, many infants did not live to see their first birthday	By using the word 'miracles', the author is implying that these modern medicine and public-health initiatives had such amazing / astounding / phenomenal / wondrous effects that they seemed heaven-sent / were the result of divine intervention. [1]
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Q2. Explain why the author claims "childhood was short and brutish, even non-existent" (lines 3-4). Use your own words as far as possible. [3]

<p>Many infants did not live to see their first birthday – and if they did, they were expected to grow up on the double, especially in agrarian-based societies. Children had to be (redeemed via) rigorous instruction, hard work and perhaps a good hiding or two.</p>	a) Most children tended to have only brief life-spans / many children died early (BOD) / before they were one (BOD)
	b) They had neither the time nor the luxury for an extended period of time to be carefree like a child / to enjoy themselves OR They had to mature / develop expeditiously /at lightning speed/ very fast (BOD)
	c) They were pre-destined / intended to be the necessary labour for the farming communities they lived in
	d) They were made to toil / labour intensely, supposedly for their own good
	e) They were beaten callously / physically abused / manhandled / treated like animals (BOD)

Note: Any 3 out of 5 points for [3]

Paragraphs 2 to 4 (Summary)

Q3. Using material from paragraphs 2 to 4, summarise the reasons for the changes in attitude towards children and how they affected the treatment of children. Write your summary in no more than 120 words, not counting the opening words which are printed below. Use your own words as far as possible. [8]

Parental attitudes towards children underwent a metamorphosis with ...

1	with better medicine and	with more effective / powerful / improved ... drugs/ vaccines/ medical remedies/healthcare
2	the increasing availability of cheap contraception	and the growing / greater access / channels to obtain low cost / affordable /inexpensive/ reasonably priced birth control methods
3	Parents could now meaningfully decide on the size of their families	Parents could make/formulate [informed /careful / thoughtful] judgments /conclusions/ choices on how many children to have / enjoy autonomy over the number of offspring to have Gloss: Parents could choose to have fewer children <i>Note: Word in brackets not necessary for the mark</i>
4	and this meant more time and energy could be channelled towards a reduced brood	and focus /concentrate on/ give attention to fewer children / kids / a smaller family (BOD) [and their growth/progress /maturity] <i>Note: Words in brackets not necessary for the mark</i>
5	with childhood became regarded as a unique stage of life	Childhood was acknowledged / accepted/ credited ... as an independent / a separate / distinct / discrete / special ... phase/ period / juncture/ time of / for development
6	This notion of a childhood was backed particularly by the educational theories of	which was supported / substantiated / justified legitimized / recognized / affirmed by thought leaders / prominent thinkers



	philosopher John Locke...	
7	...and an increasing abundance of publications about and for children	and books / academic research / published writings.
8	Over time, as mechanisation replaced gruelling labour and led to increasingly industrialised societies,	As our economy becomes more reliant on machinery/ less reliant on human/ physical labour,
9	the state took on the mantle to safeguard the interests of children	governments became responsible for / was obligated to / assumed control over / secure / protect children's welfare / well-being / the state of childhood Gloss : States took charge of / looked after children
10	Institutions clamped down on the use of child labour in the West	Children were not allowed /were forbidden / prohibited from working. Gloss : It became illegal for children to work
11	and the introduction of mandatory education	[The establishment of] compulsory schooling / education (allow lift) OR education dictated / prescribed by the law
12	meant children's period of dependency had to be lengthened	prolonged / extended children's reliance on others (for financial / monetary support / provision) <i>Note: Words in brackets not necessary for the mark</i>
13	Coupled with the rise of dual-income households...	With the increases in earnings / with more take home pay more material provisions
14	...and a better quality of life	greater access to consumer goods OR improved standards of living...
15	parents were finally able to give their precious progeny even more attention	children received greater care/ concern / control / consideration / custody / guardianship /guidance/ direction <i>Note: The emphasis is on the increased level of attention paid to children.</i>
16	Such children transmogrified into what Princeton sociologist Viviana Zelizer has memorably described as "the economically useless but emotionally priceless child"	The child is far from being a productive person / cannot contribute to society in a monetary sense / has no utilitarian value yet he is precious / valued Gloss: The child is loved despite being a financial / material liability. <i>Note: The answer must point out the inverse relationship OR the incongruity of the level of economic usefulness and the value placed on children to be credited.</i>
17	Nonetheless, children became repositories of hope for a better future.	The dreams / aspirations of societies are placed on children Gloss: Adults look to children for brighter days ahead.
18	Worldwide, a new mindset morphed : no longer are we to suffer the children, we are to suffer for our children.	[A paradigm shift occurred: we should not just put up with children], we now take on children's burdens / undertake challenges / put up with hardship for children's sake. <i>Note: Word in brackets not necessary for the mark</i>
19	more parents now perceive childhood as a period of peril	[leading] parents to believe / see / regard ... childhood is dangerous / risky / hazardous
20	Living amongst strangers rather than close-knit communities	[Increasingly], children are not growing up around people related to them / relatives / kin
21	parents have justified their need to protect their children more	which parents use to explain / support / offer as reasons / a defence / corroboration /substantiation for shielding / guarding / safekeeping / safeguarding their children from danger / threats / harm.
22	thanks to schools which have banned such treacherous	Schools prohibit / object / proscribe to such dangerous / perfidious activities



	pastimes for fear they might cause injuries	OR as these activities might harm / hurt them
23	A recent survey of children aged eight to twelve found that indoor play is now the norm : a third has never splashed in a puddle and the distance children are allowed to play unsupervised has shrunk by ninety per cent since 1970.	Children are rarely / hardly to get spend time outdoors OR Children are seldom given the chance to play in an uninhibited manner / roam freely OR Children are only allowed to play in safe / guarded / sanitised areas.
24	Little surprise then that the PlayStation is the playground of today	[As expected] Children are left to be entertained by / preoccupied with electronic devices / gadgets <i>Note: Words in brackets not necessary for the mark</i>

Paragraph 5

Q4. "Regrettably, a generation of mini-consumers who equate happiness with materialism is being created as they learn from their new parents: vacuous screen idols." (lines 38–40) Why does the author describe the above situation as regrettable? [2]

Regrettably , a generation of mini-consumers who equate happiness with materialism is being created as they learn from their new parents: vacuous screen idols.	<p>a) Parents are supposed to be the wise role models who will impart the right set of values to their children. However, the ones who are actually instructing children today are vapid / dim / unintelligent public media personalities / celebrities / influencers. OR</p> <p>b) It is expected that children are taught sound values / good principles to help them navigate through life. However, children today are taught to correlate / associate covetousness / owning things (BOD) with joy / fulfilment in life, which are not the concepts / beliefs they should learn.</p> <p><i>Note: Candidate's answer must make evident the disparity between an ideal versus the less than ideal outcome to be awarded the full 2m.</i></p>
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Paragraph 6

Q5. Explain how the examples given in paragraph 6 support the author's assertion that children today are "mini-mechanicals" (line 45). Use your own words as far as possible. [3]

This commercialisation of childhood has been accompanied by its 'schoolification': tots as tiny as three are bused and herded into full-day nurseries, endlessly scheduled and timetabled into routines in order for their parents to work and feed the economy. Back home, these tots spend time with electronic babysitters and are fed yet more visual stimulation . Is it any wonder these mini-mechanicals sleepwalk into formal education, bereft of any real interests in anything and without an independent streak whatsoever?	<p>Children seem to be "mini-mechanicals" because...</p> <p>a) their education / learning itinerary has been pre-arranged/ pre-set / established in advance</p> <p>b) their activities / movements are regimented / controlled</p> <p>c) they accept information transmitted by their gadgets passively/ robotically</p> <p>d) they lack vim and vigour / are without liveliness / enthusiasm / zest</p> <p>e) they obey instructions without assessment / have no views/mind of their own</p> <p>f) they are just apathetic / indifferent / bored</p> <p><i>Note: Any 3 points for [3]</i></p>
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Paragraph 7

Q6. Suggest why the author completes "the new list of problems" (line 50) experienced by children with the phrase "cyber you-name-it"? (line 51) [2]

<p>...parents now communicate less and less with their own children, spawning another new list of problems: cyber addiction, cyber bullying, cyber depression, cyber you-name-it. These are <i>all on par for the course as study after study has detected similarities between the brain activity of cocaine addicts and our young digital natives</i>.</p> <p>Clue for (c) : repetition of 'cyber'</p>	<p>a) She is implying there is such a plethora of / ever-increasing / constantly evolving / yet to be discovered disorders caused by over-exposure to digital devices / the Internet/social media [1]</p> <p>BOD: the list of problems is unending / infinite [1]</p> <p>b) that any disorder /malady we can think of / identify can be attributed to the internet as a cause and we will not be wrong. [1]</p> <p>c) The author blames the over-digitalisation of our lives as the cause of problems faced by children today OR the unending litany of problems was generated by the overuse of gadgets</p>
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Any 2 out of 3 points

Q7. "The obsession with tests and league tables has infected the classroom, leaving its charges reeling from the – let's face it – high-stakes Darwinian rat race that helicopter parents are desperate to win by means fair or foul." (lines 54 – 57) What is the author's intention in inserting "let's face it" in line 56? [2]

<p>The obsession with tests, and league tables has now infected the classroom, leaving its charges reeling from the – let's face it – high-stakes Darwinian rat race that helicopter parents are desperate to win by means fair or foul.</p>	<p>a) He wants to ([1] for either <u>one</u> of the following)</p> <p>i) force the reader to admit / acknowledge / be unable to deny</p> <p>ii) 'tell it like it is' / be blunt and forthright / be 'right up front' / not to be euphemistic / not to sugar-coat the situation</p> <p>iii) be outspoken and unequivocal</p> <p>AND</p> <p>b) in order to ([1] for <u>either</u> one of the following)</p> <p>i) highlight the hypocrisy of those who deny the belief that the educational rat race is about the survival of the fittest is legitimate.</p> <p>ii) emphasize that there are parents who would do anything for their children to succeed. [1]</p> <p>Accept: She is disdainful / scornful of hypocritical people [1] who refuse to admit that we live in a dog-in-dog world. [1]</p>
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Paragraphs 7 and 8

Q8. What distinction is the author making between the behaviour of privileged parents (in paragraph 7) and underprivileged parents (in paragraph 8)? Use your own words as far as possible. [2]

<p>The obsession with tests and league tables has infected the classroom, leaving its charges reeling from the high-stakes – let's face it – Darwinian rat race that helicopter parents are desperate to win by means fair or foul</p> <p>These parents ensure their privileged offspring's access to the best higher educational opportunities that money can buy, securing their station in the upper echelons of society. (para 7)</p> <p>Such hyper-parenting behaviour has exacerbated already massive social inequalities. Parents in underprivileged households, handicapped by a lack of funds,</p>	<p><u>Financial means</u> Privileged parents have the financial means, enabling them to engineer their children's success in education unlike the underprivileged ones.</p> <p><u>Influence</u> Privileged parents have the right connections / know the right people who can give their children some advantages unlike underprivileged ones who do not have such influence.</p> <p><u>Attitude / parenting style</u> Privileged parents are forceful/aggressive/highly driven in playing an active role to ensure their children's success in life / are excessively involved in the lives of their children</p>
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<p>knowledge and connections, can only watch helplessly as crushing new inequalities push the dream of intergenerational social mobility further and further out of reach of their children (para 8)</p>	<p>while underprivileged ones are at a loss / cannot do anything to help.</p> <p style="text-align: right;"><i>3 contrasting pairs; any two pairs for [2]</i></p> <p style="text-align: right;"><i>Note: Answers should show contrasts between the 2 parties to be awarded the mark.</i></p>
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Paragraph 9

Q9. "We must find ways for all members of the community to re-forge an 'adult alliance' to support families in raising their young." (lines 72 – 73) Why does the author switch to 'we' in this sentence? [1]

<p>Still, hope is not lost. Educationalists and child-development experts are leading the charge to introduce national guidelines regulating screen use. Progressive leaders are eager to level the playing field for those from less privileged backgrounds. We must find ways for all members of the community to re-forge an 'adult alliance' to support families in raising their young. The statistics emerging now about children's mental health must act as a wake-up call to everyone concerned about the well-being of the future.</p>	<p>The author wants to be inclusive to exhort readers to take action [1] OR The author wants to highlight that every person has an active role to play in resolving this problem OR The author wishes to emphasise that fixing the problems faced by children today is a collective task OR The author wants to gain the readers' support in order to solve this problem collectively</p> <p style="text-align: right;"><i>Note: Accept any sensible / reasonable answer as long as it is contextualised.</i></p>
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Paragraph 10

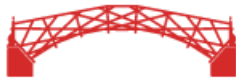
Q10. What is the author implying about the "new ways to provide a secure, healthy family life" (lines 77-78) by claiming that "none of this is rocket science" (line 78)? [1]

<p>But the main responsibility for rearing children, however, lies – as it always has – with parents. They have to wise up, stop overreacting to a combination of rapid change, uncertainty and guilt, and find new ways to provide a secure, healthy family life for their offspring. None of this is rocket science, but in terms of our civilisation's future, it is far more important than rocket science. Given that they are growing up in a time of peace and plenty, apathy and discontentment should not be a natural state for our children. We owe them at least this much.</p>	<p>She is implying that her suggestions on how to fix the problem of rearing children well are so tellingly obvious that no one would quibble with /contest them OR they are very easy to understand / not complex nor complicated [1] OR they are not solutions that can only be carried out by experts / it is not something that requires specialised knowledge OR everyone can solve these problems without too much trouble. [1]</p> <p style="text-align: right;"><i>Note: Accept any reasonable/ sensible answer.</i></p>
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Application Question

Q11. Sue Palmer shares her concerns about the state of childhood today and believes that more can be done to make it better. How applicable do you find her observations to you and your society? [10]

- Students should consider, from a range of points in the passage, whether or not the degree to which situations in Singapore or the students' home countries reflect the perspective of the writer and substantiate what has been done to address the concerns she raises. Balance must be attempted. There will be readings/responses that range from nuanced to merely valid or even trite. Markers should give credit where possible.
- While it might be possible for students to be influenced by their personal experiences, the discerning will recognise that these may not necessarily reflect the situation of others in their society. They will prudently qualify/demarcate the extent or deftly hedge to avoid hasty conclusions or overgeneralisations.
- Given time constraints, students will not be able to manage every expectation or angle (well) and must not be unfairly penalised. If they have presented an adequate answer, credit must be given.
- Students must be strategic about the points they select for application as not every aspect of or observation in the passage has value in being commented on. The following table highlights examples of non-strategic evaluation/application as well as examples that have evaluative/applicatory value:



Text Reference	Ⓢ Non-strategic evaluation/application	Ⓣ Strategic evaluation/application
<p>Paragraph 1: For most of Western history, childhood was short and brutish, even non-existent.</p> <p>Paragraph 3: [T]he introduction of mandatory education meant children's period of dependency had to be lengthened.</p> <p>Paragraph 4: Old-school games like Conkers...have fallen out of favour....</p> <p>[T]he PlayStation is the playground of today.</p>	<p>Palmer's historical exposition of children's treatment is inapplicable in Singapore as local children did not historically experience such brutality.</p> <p>Singapore introduced compulsory primary education in 2000, and has recently amended the Compulsory Education Act to include children with special needs.</p> <p>In Singapore, children no longer play traditional games such as 'chapteh', 'five stones', or 'zero point'. Besides the PlayStation, the Xbox and the GameBoy are also popular gadgets with local children.</p>	<p>None. Please do not evaluate (generally) historically accurate factual detail. Even if Singapore's historical experience is different, there may be no significant value in pointing out this difference.</p> <p>Singapore's recent amendment of the Compulsory Education Act to include children with special needs attests to our society's continuing efforts to walk the talk on being a more inclusive nation, and so do the best for all our children.</p> <p>None. The AQ is not the platform to list descriptive detail unless it serves the larger purpose of pointing out something significant about the nature of the student's society. (e.g. "Our improved affluence coupled with the desire to protect children from any physical injuries have contributed to the demise of old-school games such as 'chapteh' and 'zero point' as the most convenient recreation tools are now mobile devices with Internet access. We have become so technologically-reliant even in terms of recreation that many children (even adults) do not know what to do / how to entertain themselves without these electronic gadgets / without Internet access.")</p>
<p>Paragraph 7: [E]ducation authorities and schools have not been spared the seeping of the cut-throat competitive culture of the adult world into their walls.</p> <p>The obsession with tests and league tables has infected the classroom...</p>	<p>Singapore schools are renowned for being academic pressure cookers, pushing students ever more and more to the brink to excel in every subject, every CCA and every Service Learning project. It is unsurprising that our youth suicide rates are soaring while our young, soft bodies <u>crumple and plummet headfirst into the hard earth</u>.</p> <p>(Exaggerated and extremely one-sided evaluation; imitation is where NOT the best form of flattery!)</p>	<p>While Singapore schools are not spared from the intense academic competitiveness that Palmer outlines, the government has recognised the extremely unhealthy effects of this culture of competitiveness and has taken steps to ameliorate it, such as by reforming the PSLE grading system and refining the Direct Admissions Scheme to de-emphasise the importance of grades.</p> <p>(Evaluation is balanced and objective)</p>

Sample detailed answers:

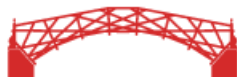
Reference	Applicable to Singapore	Not very applicable to Singapore
<p>Paragraph 5: Unsurprisingly, evidence is mounting that children today are in fact experiencing a toxic childhood – a lethal concoction of technological and cultural changes that is having a deleterious impact on their development.</p>	<p>Currently, about 10 per cent of five-year-olds are overweight, a concern flagged out by the National Health Group's May 2019 report 'River of Life: NHG's Perspectives on Population Health'. The report predicted that seven in 10 children who were overweight at the age of seven would go on to become obese as adults.</p> <p>The technologically-driven entertainment and recreation culture is also posing a rather toxic environment for</p>	<p>While there are several aspects of childhood in Singapore that can be improved, it is hasty to claim children in Singapore are experiencing a 'toxic childhood'. The Singapore Government's efforts to improve the rights of children have been commended by a United Nations (UN) committee, who acknowledges that Singapore has made significant progress in advancing children's rights since the last review in 2011. Such efforts include her forthcoming</p>



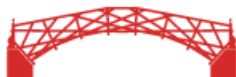
<p>Reference</p> <p>Sated on diets of junk foods and TV dinners, barred from the rough and tumble of outdoor play, children are also victims of an obesity explosion.</p>	<p>Applicable to Singapore</p> <p>Children here. Cases of excessive use of mobile devices have more than doubled in 3 years and a recent study by global digital group DQ and Singtel revealed that Singapore children spend more time online for entertainment – 35 hours / week – compared to the global average of 32 hours. Those with mobile phones spend 15 more hours online than those without and 70% of them are more exposed to cyber risk. Other than contributing to the obesity rates in children, they are also posing a real addiction risk as there are young children at 5 years old seeking counselling to overcome this problem.</p>	<p>Not very applicable to Singapore</p> <p>amendments to raise the age limit of the Children and Young Persons Act from 16 years to 18 years to better protect her children, the use of robust screening and reporting tools for child protection, the establishment of the Family Justice Courts, and significant investments in the Early Childhood Education sector. The areas for improvement noted by the UN committee - in abuse prevention and sexuality education – are not issues raised by Palmer.</p>
<p>Continually exposed to the 24/7 culture of televisual and online entertainment, they are prime targets for exploitation by the anonymous army of marketers lurking behind those omnipresent screens.</p> <p>Regrettably, a generation of mini-consumers who equate happiness with materialism is being created as they learn from their new parents: vacuous screen idols.</p>	<p>Children in Singapore seem to be given a headstart on a toxic childhood – research conducted by Google in March 2019 found that the average age that Singapore children get their first internet-accessed device is eight. This is the youngest age among all the countries involved in the survey and lower than the global average age of ten years.</p> <p>According to Dr Park, founder of DQ Institute which is dedicated to improving digital education and innovation, "what [children] see and play online...[as well as] who they meet...can influence their development greatly, even more so than parents or teachers". The excessive use of mobile devices has been associated with poorer sleep quality which affects one's mood and mental capacity and brings about weaker school performance and gadget addiction issues.</p>	<p>Parents are not oblivious to the online dangers faced by children. For example, 96 percent of parents and teachers surveyed in the March Google survey expressed their concerns about the online safety of children, and recognised the need for children to acquire digital literacy education. NLB and MOE have initiated media literacy campaigns to educate children.</p>
<p>Paragraph 6:</p> <p>This commercialisation of childhood has been accompanied by its 'schoolification': tots as tiny as three are bused and herded into full-day nurseries, endlessly scheduled and timetabled into routines in order for their parents to work and feed the economy. Back home, these tots spend time with electronic babysitters and are fed yet more visual stimulation.</p>	<p>There might be some basis for Palmer's claims. The Families for Life Council, which seeks to build strong families, revealed in a 2016 survey that one in 10 of the 700 respondents spend six hours or fewer with their immediate families a week, and about half of the respondents spend over 36 hours a week (or about five hours daily) with immediate family members.</p> <p>While the commercialisation of childhood which is accompanied by its 'schoolification' is applicable to Singapore to a large extent, as most families here are dual-income ones, the negative impact is not as dire as what Palmer claims. In fact, such a 'schoolification' process that the child undergoes plays an integral role in building the child's development and optimising his/her growth as these</p>	<p>While it is common for Singapore parents to drop their children at daycare centres, the situation is not as dire as Palmer makes it out to be. Many toddlers continue to be cared for by their grandparents. Childcare centres institute fines and other penalties if parents pick their children up late. From organising birthday celebrations to accompanying children on excursions, parents are involved in their toddlers' lives even when they are at daycare. There are many centres established in the workspaces of larger companies so that parents can drop off their children before work and drop in during lunchtime to see how their tots are doing. Singapore parents are increasingly paying more attention to the importance of work-life balance and of spending enough time with their children, especially in their early</p>



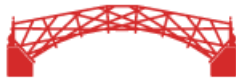
<p>Reference</p> <p>Is it any wonder these mini-mechanicals sleepwalk into formal education bereft of any real interest in anything and without an independent streak whatsoever?</p> <p>School teachers who bewail the precipitous decline in their students' communication skills and shortened attention spans often point to those early years spent in supervised care and the premature digitalisation of their lifestyles as the culprits.</p>	<p>Applicable to Singapore</p> <p>nurseries have scaffolded and structured programmes that cater to the needs and abilities of children at different age groups, to ensure that they are well-supported and developed in their early years, as this is shown to make a significant difference to their overall growth and development later.</p> <p>Concerns are perennially raised that the education system at all levels is still too grades-focused, stressing children at increasingly younger ages. The pre-school enrichment industry is booming, and some offer remediation for pre-school children, especially in the languages. Anecdotally, teachers and parents have complained about their charges' poor quality of written work and their shortened attention spans.</p> <p>While it may be true that some students do not have any clue or any real interest or passion nor are they independent even as they grow up as teenagers, it is not fair to lay the blame on supervised care and premature digitalisation of their lifestyles as the culprits. Often, these are likely to be children who are not given the autonomy to make important decisions as parents/guardians/teachers often deem them to be too immature to know what is best for themselves. The general reliance on 'tried-and-tested' routes and decisions of the well-trodden path that most parents/guardians would influence their children /charges to take. Very few enlightened adults would allow their children/charges to take the risk of making the wrong decision and suffer the consequences for it. (E.g. which OCA the child should enrol in, the subject combination to offer in secondary schools, junior colleges and/or polytechnics/universities, the kind of friends one should keep etc.).</p>	<p>Not very applicable to Singapore</p> <p>years.</p>
<p>Paragraph 7:</p> <p>Strangely, in a world where there are more ways to communicate than ever before, parents now connect less and less with their own children, spawning another new list of problems: cyber addiction, cyber bullying, cyber depression, cyber you-name-it.</p>	<p>Youth counselling centres and clinics are seeing more cases of youths struggling with self-esteem issues due to their exposure to social media.</p> <p>Commissioned by international think-tank DQ Institute, the 2018 DQ Impact Report polled about 38,000 children in the age group in 29 countries and found that in Singapore, 54 per cent of children with social media accounts who were polled were exposed to at least one cyber risk, with 43 per</p>	<p>The increasing emphasis on student-centric learning and learning through experiential play in pre-school education suggest that pre-school educators are fully on board in the attempt to engage early learners in different ways so as to nurture and develop their young interests.</p> <p>There is no established evidence to suggest that Singapore students' oral and written communication skills are as atrocious as Palmer makes it out to be. In fact, a greater emphasis on oral communication and presentation skills at many levels of the education system suggests that oral competency continues to be a key learning outcome of the education system in Singapore.</p>
		<p>The Cyber Security Awareness Alliance, formed in 2008, runs programmes and initiatives under the 'gosafoonline' tagline that target children and teens. Many Social Service Agencies (SSOs) such as Touch Community Services have given more focus to cyber issues and interventions for minors on such issues.</p>



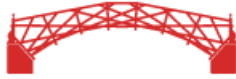
Reference	Applicable to Singapore	Not very applicable to Singapore
<p>These are all par for the course as study after study has detected similarities between the brain activity of cocaine addicts and our young digital natives.</p> <p>Meanwhile, education authorities and schools have not been spared the seeping of the cut-throat competitive culture of the adult world into their walls.</p> <p>The obsession with tests and league tables has infected the classroom, leaving these young charges reeling from the – let's face it – high-stakes Darwinian rat race that helicopter parents are desperate to win by means fair or foul.</p> <p>These parents ensure their privileged offspring's access to the best higher educational opportunities that money can buy, securing the latter's station in the upper echelons of society.</p>	<p>Applicable to Singapore</p> <p>cent victims of cyber bullying, 16 per cent involved in online sexual behaviours, and 12 per cent having chatted online with strangers and meeting them.</p> <p>In meritocratic Singapore, a country with high economic inequality, many parents hope their children can outpace their peers to lead comfortable lives in the future. Some might become ferocious "Tiger Moms" intensive parenting by keeping their children's noses to the grindstone in both academic and non-academic domains to attain stellar achievements.</p> <p>A study conducted by the Organisation for Economic Cooperation and Development (OECD) found that Singaporean students were significantly more anxious about tests and grades compared to their international peers.</p> <p>Based on the latest Household Expenditure Survey, families spent a collective sum of \$1.4 billion on tuition for their children in 2017/2018 and the number of tuition and enrichment centres has increased from 700 in 2012 to 950 in 2019. The stark realities of income inequality can be attested by another key finding: the top 20% of households spends as much as four times the amount on tuition as the bottom 20% and the quality of tutors is very likely to vary widely, depending on the amount these parents are willing to fork out.</p> <p>As of 2019, there are about 47 types of enrichment classes – baby gymnastics, drama, choir and culinary classes – that children can be signed up for and parents who have the means to do so are likely to give their child the desired headstart over other less privileged children. Check them out on https://www.youngparents.com.sg/education/40-enrichment-classes-in-singapore-for-babies-preschoolers-and-schoolkids/.</p> <p>Even the well-intended DSA admission policy (which aims to acknowledge and give more children a chance to be admitted to a school of their choice based on their talents and other non-academic achievements) has been used as an engineered move by highly competitive parents to</p>	<p>The government has made addressing inequality a core priority in recent years, and has specifically regarded education as a key weapon in doing so. Recent education reforms have attempted to change parents, students and employers' mindsets that grades should not be the major indicator of success. However, unless our assessment evolves to include other yardsticks that measure the quality of learning without the obsession with grades/scores, such idealistic notions are likely to remain as they are – mere ideals, given our pragmatic and achievement-oriented culture.</p>



Reference	Applicable to Singapore	Not very applicable to Singapore
<p>Paragraph 8: Such hyper-parenting behaviour has exacerbated already massive social inequalities.</p> <p>Parents in underprivileged households, handicapped by a lack of funds, knowledge and connections, can only watch helplessly as crushing new inequalities push the dream of intergenerational social mobility further and further out of reach of their children.</p> <p>But a problem of crisis proportions for children everywhere has ensued with this uneven realisation of socio-economic aspirations across all income groups. National Health Service (NHS) figures published in July 2018 revealed that almost 400,000 children and young people aged 18 and below have been in contact with the health service for mental health related problems.</p> <p>Is it not time to question why, in one of the wealthiest, most technologically advanced eras on Earth, we are unable to raise a generation that is wholesome</p>	<p>secure their children's coveted spot. These parents have planned their 'investments' strategically by sending their children for the necessary lessons in the niche area of the school (e.g. golf, performance arts) from a young age to build their portfolio which will 'naturally' allow their children to stand out from the pool of DSA talent. As these parents tend to have time on their hands and the financial means to do so, some may even employ a portfolio-building coach / professional to get this done for their child since young.</p> <p>In its report to the UN on Singapore's progress in implementing the provisions of the UN Convention on the Rights of the Child (CRC), local gender advocacy group Aware called for policies to level the playing field and promote equality among children, such as free childcare for low-income households and an end to discrimination against single-parent or transnational families. It pointed out that government data had revealed that there are a few thousand children in Singapore whose parents cannot afford childcare even after basic and additional subsidies. The current system of subsidy application has been flagged as being overly complicated. Single mothers cannot secure a flat under current HDB family schemes.</p> <p>In Singapore, many students from top schools are seeking help at the Institute of Mental Health (IMH) for school-related stress. IMH has noted that stress-related, anxiety and depressive disorders are common conditions seen at its Child Guidance Clinics, which treat children aged six to 18. School-related stress could be academic-based (homework, examinations, projects) or relationship-linked (issues with school authorities, friendship and bullying).</p>	<p>To help children from disadvantaged homes level up, a new 8-member, inter-agency task force called Uplift, short for Uplifting Pupils in Life and Inspiring Families Taskforce, was set up in October 2018, headed by Second Minister for Education Indraneel Rajah.</p> <p>Acknowledging that there is a correlation between academic performance and the socio-economic background of families, the panel will be focusing on children of the bottom 20-40 percent households in pre-schools and the early primary years, as research has shown that it is especially critical to intervene in the child's early years to give them a good start in life.</p> <p>The Singapore government's recent moves to reform the PSLE grading system, scrap streaming, and allow more flexibility into the Direct School Admission (DSA) Scheme is in response to concerns about school stress and its deleterious impact on children.</p> <p>The government is aware that providing access to early childhood education is one of the key ways to intervene to ensure social mobility stays liquid. PM Lee announced during the 2019 National Day Rally that Singapore's annual spending on early childhood education will more than double over the next few years. The Government also will raise the income ceiling of households eligible for pre-school subsidies to S\$12,000 per month, up from the current S\$7,500. This will result in an additional 30,000 more households in Singapore qualifying for preschool subsidies. There are also plans to increase the percentage of Government-supported pre-schools from 50 per cent to 80 per cent</p>



Reference	Applicable to Singapore	Not very applicable to Singapore eventually.
<p>and healthy, passionate and purposeful, emotionally sentient and sensible...?</p> <p>Paragraph 9: Still, hope is not lost. Educators and child-development experts are leading the charge to influence institutions to introduce national guidelines regulating screen use. Progressive leaders are eager to level the playing field for those from less privileged backgrounds.</p> <p>The statistics emerging now about children's mental health must act as a wake-up call to everyone concerned about the well-being of the future.</p> <p>We must find ways for all members of the community to forge an 'adult alliance' to support families in raising their young.</p>	<p>The Ministry of Education has introduced a slew of measures to reduce the stress and nation-wide obsession with grades and scores and to promote the joy of learning. (Read more at https://www.straitstimes.com/singapore/education/fewer-exams-for-students-less-emphasis-on-grades). Many welcomed this move as the stress levels for children / students here is getting rather unhealthy and debilitating for some. These changes are all part of a new phase in Singapore's education system, which Education Minister Ong Ye Kung termed "Learn for Life – a value, an attitude and a skill that our students need to possess, and it is fundamental in ensuring that education remains an uplifting force in society." One such move is the cutting of the mid-year examinations which will provide students with more time to adjust during "key transition" years, when they have to study new subjects and deal with higher content rigour. It will also free up about three weeks of curriculum time every two years. For this shift to succeed, Mr Ong said, MOE needs to "bring the most important stakeholder - parents - on board" and convince them that the changes do not compromise on academic standards. Schools also need to engage parents differently, instead of telling parents that their children have to get their homework done or comparing results with those of their classmates, the question that matters", said Mr Ong, is: "What makes your child's eyes light up?"</p> <p>In Singapore, campaigns like <i>The Life Beyond Grades</i> serve as a timely reminder to many parents not to pursue grades relentlessly to the detriment of their children's health. Another ambit of the Uplift panel is to look into stepping up parent outreach and parenting programmes to empower less-privileged families. In its submission to the UN on the progress of Singapore in implementing the CRC provisions, the Singapore's Children Society has stressed that it would also be crucial to have a road map for the child rights sector so that all stakeholders – from the State, NGOs and businesses, to families and children themselves – can be on the same page in bringing child rights closer to home.</p>	<p>Though the Ministry of Education (Singapore) is leading the change to the system by focusing on the joy of learning and reduce the emphasis on grades and scores, their current proposed measures are unlikely to be fruitful because these are but slight adjustments which have minimal impact on the deeply entrenched Singaporean psyche – the need to do well. This is especially so in a meritocracy-driven society like ours where social mobility has been a dream come true for many. Most parents (who are also walking testaments of social mobility) will still do their utmost for their children, especially in terms of sending them for tuition to secure those 'A's (no longer about passing the subjects) out of care and concern for their charges. Not doing so can be seen as poor and irresponsible parenting. Parents would rather err on the side of caution and go with the 'tried-and-tested' method of securing their children's success. In fact, some parents became concerned about the removal of exams which they deem as important checkpoints in their children's learning; they are enrolling their child in tuition centres that conduct internal assessments in order to ensure that the children are not left behind, now that there are fewer yardsticks to indicate where they are in terms of their learning progress.</p>



Meanwhile, in other parts of the world....

- According to the WHO, childhood obesity is one of the most serious public health challenges of the 21st century. The problem is global and is steadily affecting many low- and middle-income countries, particularly in urban settings. The prevalence has increased at an alarming rate. Globally, in 2016 the number of overweight children under the age of five, is estimated to be over 41 million. Almost half of all overweight children under 5 lived in Asia and one quarter lived in Africa. According to the CDC, in the United States, the percentage of children and adolescents affected by obesity has more than tripled since the 1970s. Data from 2015-2016 show that nearly 1 in 5 school age children and young people (6 to 19 years) in the United States has obesity.
- According to Bitkom, an industry association, children are starting on digital devices at ever younger ages. In Germany 67% of 10- to 11-year-olds already have their own smartphones, rising to 88% for 12- to 13-year-olds, in Britain 83% of 11- to 12-year-olds and 96% of 13- to 14-year-olds have their own phones, says Childwise, a research outfit.
- Early-childhood education and care is attracting a surge of interest in most rich countries. Across the OECD, the average enrolment of three- to five-year-olds into pre-schools rose from 75% in 2005 to 85% in 2016. Increasingly, it is moving out of the home and into institutions, a process that experts dub "defamilisation". Across the OECD, average enrolment of three- to five-year-olds rose from 75% in 2005 to 85% in 2016. Child-care costs in Britain as a proportion of average incomes are among the world's highest. In France, the ubiquitous, subsidised écoles maternelles, which take children from the age of two, have long been the envy of working mothers elsewhere in Europe. Denmark, along with other Nordic countries, decided to make institutional care for young children universal 30 or 40 years ago.
- Research examining social media use and shortened attention spans – for example, the 2009 report 'Generation Y: Inside Out' – gives inconclusive or mixed results. According to a new study published in the journal Preventive Medicine Reports, young people who spend seven hours or more a day on screens are more than twice as likely to be diagnosed with depression or anxiety, were more easily distracted, less emotionally stable and had more problems finishing tasks and making friends than those who use screens for an hour a day, finds Roughly 20% of 14- to 17-year-olds spent this amount of time on screens each day.
- In a study published online in the journal EclinicalMedicine in Jan 2019 analysing data from nearly 11,000 young people in Britain, teenage girls are twice as likely as boys to show depressive symptoms linked to social media use– mainly due to online harassment and disturbed sleep, as well as poor body image and lower self-esteem.
- Psychology professor Jean Twenge opines in her book "Gen: Why Today's Super-Connected Kids are Growing up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood—and What That Means for the Rest of Us" that excessive use of the internet and social media makes children lonely and depressed and poses serious risks to their physical and particularly their mental health, sometimes to the point of driving them to suicide. However, Daniel Kardesalt-Winther of the Incentive research office of Unicef, looked at all the evidence he could find on how children's use of digital technology affected their mental well-being, their social relationships and their physical activity, and found less cause for alarm than is often suggested.
- The relationship between the use of digital technology and children's mental health, broadly speaking, appears to be U-shaped. Researchers have found that moderate use is beneficial, whereas either too use at all or extreme use could be harmful. But in either case the effects are very small, and children generally prove surprisingly resilient to moderate or even high levels of screen time. Although there are clear instances of overuse, terms like "addiction" or "compulsive use" may be overblown. There is no real evidence that spending too much time online severely impairs the user's life in the longer term, as drug abuse often does.
- Across all post-industrial economies, the hypothesis of a link between inequality and parenting fits the evidence remarkably well both over time and across space. The intensity of parenting can be measured using the World Values Survey. The proportion of respondents who agree with intensive parenting is closely associated with the level of economic inequality in the country.
- A recent report by the World Bank showed that intergenerational social mobility (the chance that the next generation will end up in a different social class from the previous one) in the land of dreams is now among the lowest in all rich countries.
- The Global Childhood Report 2019 notes that poorer children are not benefiting as much as those from wealthier families, widening the gap between rich and poor children.
- Jane Waldfogel of Columbia University and Liz Washbrook of the University of Bristol separated out the effects of different parenting styles and home learning environments on the cognitive performance of three- to five-year-olds from different income groups in America and Britain. They found that they accounted for between a third and half of the income-related gap.
- Harvard political scientist Robert Putnam in his book "Our Kids" argues that different child-raising conventions are reinforcing a growing divide in American



society. The privileged top third is pulling ever further ahead of the disadvantaged bottom third, whose families are often fractured and whose lives tend to be precarious.

- Mental-health problems represent the largest burden of disease among young people. One study across ten OECD countries found that a quarter of all young people had a mental disorder.
- The Global Childhood Report 2019 notes political commitment by national governments was a critical factor in determining a country's progress in caring for its kids. Ethiopia, for example, made some of the most pronounced improvements over the past 18 years.
- Academics such as James Heckman of the University of Chicago, believe that government investment in early childhood in institutional care pays off both for individuals and for society at large – between 7% and 13%. He cites 2 long-term studies of children from poor homes that began decades ago – The Perry Preschool Project in Michigan and the Abecedarian Project in North Carolina – which suggest that offering extra support for such children pays off not just in academic results but also in social and economic outcomes: better health, less poverty and less crime. Isabel Sawhill and Quentin Karpilow at the Brookings Institution also found that well-targeted interventions—such as providing advice for parents and extra support for struggling children—improved the chances of disadvantaged kids becoming middle class when they grow up.

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