



EUNOIA JUNIOR COLLEGE
JC2 Preliminary Examination 2019
General Certificate of Education Advanced Level
Higher 1

GENERAL PAPER

Paper 1

8807/01

29 August 2019
1 hour 30 minutes

Additional Materials: Answer Paper

READ THESE INSTRUCTIONS FIRST

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

Answer **one** question.

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

At the end of the examination, fasten all your work securely together.
All questions in this paper carry equal marks.

This document consists of **2** printed pages.

[Turn over

Answer **one** question.

Answers should be between 500 and 800 words in length.

- 1 Can the belief in superstitions ever be justified?
- 2 How fair is it to say that your society is an inclusive one?
- 3 To what extent should the State be responsible for protecting our privacy?
- 4 'Artificial intelligence should be embraced, since it is inevitable.' Discuss.
- 5 'Our faith in education as the solution to poverty is misplaced.' Do you agree?
- 6 Discuss the view that dissenting voices should be censored in your society.
- 7 'Mental health is more important than physical health.' How far do you agree with this statement?
- 8 'Rights for men and women should always be equal.' What is your view?
- 9 Assess the view that globalisation has only resulted in more inequality in the world.
- 10 How far do you agree that the value of the Arts has diminished in modern society?
- 11 How far should countries prioritise economic development given the serious threats posed by climate change?
- 12 Does humility still have a place in society?



EUNOIA JUNIOR COLLEGE
JC2 Preliminary Examination 2019
General Certificate of Education Advanced Level
Higher 1

GENERAL PAPER

8807/02

Paper 2

29 August 2019

INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains the passages for Paper 2.

CANDIDATE NAME

CIVICS GROUP

This document consists of **3** printed pages and **1** blank page.

Passage 1. *Claire Miller thinks parents are harming their children by the way they parent.*

- 1 Helicopter parenting, the practice of hovering anxiously near one’s children, monitoring their every activity, is so 20th century. Some affluent mothers and fathers now are more like snowplows: machines chugging ahead, clearing any obstacles in their child’s path to success, so they don’t have to encounter failure, frustration or lost opportunities.
- 2 Snowplowing (also known as lawn-mowing and bulldozing) has become the most brazen mode of parenting of the privileged children in the everyone-gets-a-trophy generation. It starts early, when parents get on wait lists for elite preschools before their babies are born and try to make sure their toddlers are never compelled to do anything that may frustrate them. It gets more intense when school starts: running a forgotten assignment to school or calling a coach to request that their child make the team. Later, it’s writing them an excuse if they procrastinate on schoolwork, paying a college counsellor thousands of dollars to perfect their applications or calling their professors to argue about a grade. 5 10
- 3 Yes, it’s a parent’s job to support the children, and to use their adult wisdom to prepare for the future when their children aren’t mature enough to do so. But if children have never faced an obstacle, what happens when they get into the real world? In short, they flounder. In elite colleges today, students rely on their parents to set up play dates with people in their dorm or complain to their child’s employers when an internship didn’t lead to a job. The root cause are parents who had never let their children make mistakes or face challenges. Such parents have it backward. The point is to prepare the child for the road, instead of preparing the road for the child. 15 20
- 4 Helicopter parenting is a term that came into vogue in the 1980s and grew out of fear about children’s physical safety — that they would fall off a play structure or be kidnapped at the bus stop. Snowplow parenting is an even more obsessive form. There’s a constant monitoring of where their child is and what they are doing, all with the intent of preventing something happening and becoming a barrier to the child’s success. The destination at the end of the road is often admission to college. For many wealthy families, it has always been a necessary badge of accomplishment for the child — and for the parents. A college degree has also become increasingly essential to earning a middle-class wage. 25
- 5 Learning to solve problems, take risks and overcome frustration are crucial life skills, many child development experts say, and if parents don’t let their children encounter failure, the children don’t acquire them. When a 3-year-old drops a dish and breaks it, she’s probably going to try not to drop it the next time. When a 20-year-old sleeps through a test, he’s probably not going to forget to set his alarm again. 30
- 6 Snowplowing has gone so far, they say, that many young people are in crisis, lacking these problem-solving skills and experiencing record rates of anxiety. There are now classes to teach children to practice failing, at college campuses around the country and even for preschoolers. Many snowplow parents know it’s problematic, too. But because of privilege or peer pressure or anxiety about their children’s futures, they do it anyway. 35

Passage 2. *Matthias Doepke makes a case in favour of being a helicopter parent.*

- 1 We love the idea of “free-range” parenting. Our childhoods in the 1970s followed this approach to the letter — and it was a lot of fun. Our parents did the bare minimum of supervision. Afternoons and evenings were spent at friends’ houses, exploring the neighborhood and the nearby woods, or playing soccer with other children. Worries about the future or our standing in school rarely crossed our minds. 5
- 2 Most American parents today follow a very different approach. First-graders have busy schedules, with afternoons filled with activities ranging from music and sports to chess. Even “play dates” are now officially scheduled. Overall, time use data show that American parents spend twice as much time caring for and supervising their children today than what was the norm in the 1970s, even though most families are smaller today with just one or two children, instead of three or four as was common then. 10
- 3 Have American parents lost their way? We don’t think so. Research suggests that this radical shift in child rearing, while perhaps more stressful for both parents and children, is a smart response of loving parents to a changed world. Economic shifts have raised the stakes in parenting, giving parents little choice but to give up the free-range approach they enjoyed as children. 15
- 4 The main change is a stark rise in both economic inequality and the economic benefits of more education. In the 1970s, inequality was lower than ever before, and unemployment was low as well. College graduates earned more on average than high school graduates, but not by much. In addition to the usual college-prep curriculum of math, English, and history, high schools offered vocational training, which often led to well-paid and stable blue-collar jobs. All of this meant that there was more than one path to a secure middle-class existence, and therefore pushing children to maximum school achievement and onward to top colleges was not a priority for most American parents. 20
- 5 Today, there is a much larger gap between those who succeed in education and those who don’t. It’s no secret that the wages of workers who didn’t attend college have stagnated for decades. College graduates now make about twice as much as high school graduates, and face lower unemployment risk. Other gaps have opened up: college graduates are healthier, more likely to get married, and more likely to stay married than adults with less education. All this explains why today’s parents are anxious and willing to put in a lot of effort to give their children an extra push. 25
- 6 If today’s parents follow the “helicopter” rather than the “free range” approach, it is because it works. Free time for children is not always productive. Thinking of our own childhoods, in between occasional moments of creative discovery and play we also spent many hours watching mindless TV. Most boys today would admit that they would use additional free time primarily for playing video games. Marathon Fortnite sessions are surely entertaining, but they won’t help much with the math test next week. 30
- 7 In fact, intensive parenting is associated with success in school. In the international PISA study of student performance, the children of such parents score substantially higher in math, reading, and science, even if we compare otherwise similar parents with the same level of education. This is true across a large set of countries. Specific activities correlated with child success are reading books with children, telling them stories, and discussing politics with them, although most likely it is less the details but the overall close interaction between parents and children that counts. 40
- 8 The “free range” movement may have a point that some of today’s parents are overprotective and stifle their children’s growth. But by and large, today’s parents are doing just fine by their children, given the world we now live in. As much as we like free-range parenting, we don’t expect a return to the old ways unless there is a reversal in the economic changes that have driven up the stakes in parenting. Those who want to go back to an age when parents were relaxed and children were free would do well to remember that it’s not the parents’ fault — it is the economy. 45

Copyright Acknowledgements:

Claire Miller, "How Parents are Robbing Their Children of Adulthood" (The New York Times)

Matthias Doepke, "The economic case against free-range parenting — and in favor of being a helicopter parent" (Marketwatch)



CANDIDATE
NAME

CIVICS
GROUP

GENERAL PAPER

8807/02

Paper 2

29 August 2019

Candidates answer on the Question Paper.

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, civics group and question number on all the work you hand in.

Write in dark blue or black pen.

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

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	
Content	/35
Language	/15
Total	/50

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

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

NOTE: When a question asks for an answer **IN YOUR OWN WORDS AS FAR AS POSSIBLE** and you select the appropriate material from the passage 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 passage.

From Passage 1

For
Examiner's
Comments

1 Why does the author suggest that parents are now 'more like snowplows' (lines 2–3)? **Use your own words as far as possible.**

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

2 What is the author suggesting when she describes the generation as one that is 'everyone-gets-a-trophy' (line 6)?

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

3 Why does the author say that '[snowplowing] parents have it backward' (line 19)? **Use your own words as far as possible.**

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

4 Explain why the author writes that 'the destination at the end of the road is often admission to college' (lines 25–26). **Use your own words as far as possible.**

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

5 Explain the author's use of the dash '—' (line 27).

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

6 Why is it ironic that parents 'do [snowplowing] anyway' (line 38)?

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

From Passage 2

7 According to the author in paragraph 1, what was 'free-range' parenting like for children in the 1970s? **Use your own words as far as possible.**

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

8 Explain the author's use of the metaphor 'free-range' (line 1) to describe parenting in the 1970s .

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

9 Compare the amount of supervision parents had over their children using 'free-range parenting' in the 1970s (line 1) and 'most American parents today' (line 6). **Use your own words as far as possible.**

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

10 Explain the author's use of the word 'even' in line 7.

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

11 Explain why the author does not think 'American parents [have] lost their way' (line 12) by having more supervision over their children. **Use your own words as far as possible.**

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

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Short Answer Questions

Passage 1

From paragraph 1 [Literal paraphrase]

1. Why does the author suggest that parents are now ‘more like snowplows’ (lines 2-3). Use your own words as far as possible. [2]

From passage	Suggested answer
machines chugging ahead, clearing any obstacles in their child’s path to success, so they don’t have to encounter failure, frustration or lost opportunities.	a) Parents go before their children to remove all hindrances from their offsprings’ road to doing well [1]
	b) such that the children would not have to experience defeat/vexation/ or missed chances.
	Any one of the paraphrases above [1]

From paragraph 2 [Figurative Expression]

2. What is the author suggesting when she describes the generation as one that “everyone-gets-a-trophy”? [1]

From the passage	Inferred
Snowplowing (also known as lawn-mowing and bulldozing) has become the most brazen mode of parenting of the privileged children in the everyone-gets-a-trophy generation.	The author is suggesting that this is a generation where children’s self-esteems are so pandered to/ where there is a very strong affirmative culture. [1]

From paragraph 3 [Inference]

3. Why does the author say that ‘[snowplowing] parents have it backward’ (line 20)? Use your own words as far as possible. [1]

From passage	Inferred
Such parents have it backward. The point is to prepare the kid for the road, instead of preparing the road for the child.	The purpose of parenting is to equip one’s child with skills to navigate the future, as opposed to navigating the future for him/her. [1]

[Inference (Writer’s Craft)]

4. Explain the author’s use of the dash “—” (line 29). [1]

From passage	Suggested answer

For many wealthy families, it has always been a necessary badge of accomplishment for the child — and for the parents.	<p><u>a)Function:</u> The author uses the dash to emphasise the</p> <p><u>b)Context:</u> unexpectedness / ridiculousness / incredulity of the fact that college admission is a means of showing off / source of pride for parents, and not just the children (despite the former not being the ones attending college).</p> <p>[1]</p>
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From paragraph 4 [Literal Paraphrase]

5. Explain why the author writes that “the destination at the end of the road is often admission to college” (line 27). Use your own words as far as possible. [2]

From the passage	Paraphrased
The destination at the end of the road is often admission to college. For many wealthy families, it has always been a necessary badge of accomplishment for the child — and for the parents. A college degree has also become increasingly essential to earning a middle-class wage.	a) For the privileged class, admission to college is requisite testament to a child’s and parents’ success, [1]
	b) and is becoming key to securing a high income. [1]
	Intensity of qualifiers needs to be captured

From paragraph 5 [Illustration]

6. Why is it ironic that parents “do [snowplowing] anyway” (line 40)? [2]

From passage	Suggested answer
Many snowplow parents know it’s problematic, too. But because of privilege or peer pressure or anxiety about their children’s futures, they do it anyway.	a)Expectation: One would expect that if parents know the harmful effects that snowplowing has on their children, they would refrain from it. [1]
	b)Reality: However, this is not the case in reality as many parents still continue to snowplow despite knowing how detrimental it is to their children.
	All Or Nothing [1]

Passage 2

From paragraph 1 [Hybrid: Inference + Literal Paraphrase]

7. According to the author in paragraph 1, what was “free-range” parenting like for children in the 1970s? **Use your own words as far as possible.** [2]

Text Reference	Possible Paraphrase
Our childhoods in the 1970s followed this approach to the letter –	“Free-range” parenting was characterised by:
(a) and it was a lot of fun:	a) Much enjoyment
(b) Our parents did the bare minimum of supervision. Afternoons and evenings were spend at friends’ houses, exploring the neighbourhood and the nearby woods, or playing soccer with other kids.	b) A significant amount of leisure time in nature and in the company of peers/other children without our parents worrying incessantly about our safety;
(c) Worries about the future or our standing in school rarely crossed our minds	c) and not having to be concerned about the academic pathways we will take as we get older. 1-2 pts = [1] 3 pts = [2]

[Figurative Expression – Metaphor]

8. Explain the author’s use of the metaphor “free-range” to describe parenting in the 1970s (line 1). [2]

From the passage	Inferred
We love the idea of “free-range” parenting.	The author is suggesting that...
	a) Literal Meaning Just as how “free range” describes animals which are not confined and allowed to roam at will, [1]
	b) Contextual Meaning children should also be given the same liberty for exploration. All Or Nothing [1]

[Literal Paraphrase: Compare & contrast]

9. Compare the amount of supervision parents had over their children using “free-range parenting” in the 1970s (line 1) and “most American parents today” (line 6). Use your own words as far as possible. [1]

From passage	Suggested answer
Our parents did the bare minimum of supervision. vs.	a) Parents who used free-range parenting in the 1970s maintained the least amount of management / control possible over their children,

Overall, time use data show that American parents spend twice as much time caring for and supervising their children today than what was the norm in the 1970s, even though most families are smaller today with just one or two kids, instead of three or four as was common then.	b)whereas American parents today have double the amount of supervision despite the fact that they have around half the number of children per family. (a) + (b) = [1]
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From Paragraph 2

[Inferential – Use of Language]

10.Explain the author’s use of the word “even” in line 8. [1]

From the passage	Inferred
Even “play dates” are now officially scheduled.	a)Function The author finds it unbelievable/ ridiculous
	b)Context That something like ‘play’ which is supposed to be spontaneous has to be scheduled. (a) + (b)= [1]

From paragraph 3 [Literal paraphrase]

11. Explain why the author does not think “American parents [have] lost their way” (line 12) by having more supervision over their children. Use your own words as far as possible. [2]

From passage	Suggested answer
Research suggests that this radical shift in child rearing, while perhaps more stressful for both parents and children, is a smart response of loving parents to a changed world. Economic shifts have raised the stakes in parenting , giving parents little choice but to give up the free-range approach they enjoyed as children.	a) The author feels it is an intelligent move by parents given the economic circumstances of the modern world [1]
	b) where children stand to lose out a lot more if parents do not exercise that amount of supervision. [1]

Summary Question

12. Using material from paragraphs 4-7, summarise the reasons that parents practise intensive parenting and the ways that they do it. [8]

Write your summary **in no more than 120 words**, not counting the opening words printed below. **Use your own words as far as possible.**

Today’s parents practise intensive parenting because...

Point	From the passage	Paraphrased
1	a stark rise in both economic inequality [line 17]	Reason [Literal] of the significant hike in income divide

	OR In the 1970s, inequality was lower than ever before, [line 18]	
2	and the economic benefits of more education [lines 17-18]	Reason [Literal] and financial promise for those who stay in school longer
3	and unemployment was low as well [line 19]	Reason [Literal] and joblessness were [very] insignificant in the past.
4	College graduates earned more on average than high school graduates, but not by much . [lines 19-20]	Reason [Literal] Graduates had higher remuneration/salaries/income than non-graduates, though not significantly more (comparison bet. grads and non-grads necessary)
5	In addition to the usual college-prep curriculum of math, English, and history, high schools offered vocational training , which often led to well-paid and stable blue-collar jobs [lines 21-22]	Reason [Literal] Beyond mainstream education, skills training afforded non-graduates high salaries and job security
6	there was more than one path to a secure middle-class existence [lines 22-23]	Reason [Literal] There were multiple ways to ascend the social ladder/ there was greater social mobility
7	Today, there is a much larger gap between those who succeed in education and those who don't. [lines 25-26]	Reason [Literal] there is now greater disparity between those who excel academically and those who have not (allow lift of education)
8	the wages of workers who didn't attend college have stagnated for decades. [line 27]	Reason [Literal] Income of non-graduates has plateaued/ not changed/ not increased
9	College graduates now make about twice as much as high school graduates, [line 27]	Reason [Literal] The income of graduates is double that of non-graduates (allow lift of graduates)
10	and face lower unemployment risk . [line 28]	Reason [Literal] and they have a greater chance of finding jobs
11	Other gaps have opened up: college grads are healthier [line 29]	Reason [Literal] Other factors include graduates having fewer diseases,
12	, more likely to get married [line 29]	Reason [Literal] a lower inclination towards singlehood

		(Intensity of qualifier needs to be captured)
13	, and more likely to stay married [line 29]	Reason [Literal] and higher sustainability of their unions (Intensity of qualifier needs to be captured)
14	If today's parents follow the "helicopter" rather than the "free range" approach, it is because it works . [lines 32-33]	Reason [Literal] Intensive parenting is effective
15	Free time for children is not always productive [line 33]	Reason [Literal] Children often do not make good use of their time/ do not spend time constructively/ do not make meaningful use of time (allow lift of time)
16	intensive parenting is associated with success in school [line 38]	Reason [Literal] Helicopter approach is tied to academic excellence,
17	In the international PISA study of student performance, the children of such parents score substantially higher in math, reading, and science, even if we compare otherwise similar parents with the same level of education [lines 38-40]	Reason [Inferred] It is the parenting approach, not parents' education level that results in successful children. [PISA example provides context but need not be included in answer]
18	This is true across a large set of countries . [line 41]	Reason [Literal] This is corroborated/proven/ratified/confirmed by evidence from other nations.
19	Specific activities correlated with child success are reading books with children, telling them stories, and discussing politics with them, [lines 41-42]	Method [Inferred] Some parental interventions can promote excellence in their children.
20	it is less the details but the overall close interaction between parents and children that counts. [lines 43-44]	Method [Literal] Afterall, what matters is the time spent between parent and child. (allow lift of parent and children)

No. of points	Marks
1-2	1
3-4	2

5-6	3
7-8	4
9-10	5
11-12	6
13-14	7
15 and above	8



Application Question

One writer thinks that intensive parenting is harmful for children, while the other believes that it is necessary. How far do you agree with the opinions expressed in these two passages? Support your answer with examples drawn from your own experience and that of your society. [10]

Question requirements:

- Address Claire Miller’s argument that intensive parenting is **harmful** for children.
 - Pick a claim that outlines one way that it is detrimental for children.
 - Agree or disagree with it with support from SG’s context.
 - Argument should be about whether or not there is harm or not in SG or not, and if so, whether such harm is to the extent that Claire Miller outlines.
- Address Matthias Doepke’s argument that intensive parenting is **necessary**.
 - Pick a claim that outlines the conditions that make such parenting necessary for children.
 - Agree or disagree with it with support from SG’s context.
 - Argument should be about whether one really needs to subscribe to intensive parenting in SG or not, and if so, whether the necessity is to the extent that Matthias Doepke outlines.
- Balance will be present where students are able to see some validity in the opposing view of whatever stand they are taking for each of the claims they choose (e.g. if there really is harm, are there situations where this harm may not be present?).

Potential response possibilities

Passage 1

Possible text references	Relevant SG examples / evaluation
if children have never faced an obstacle, what happens when they get into the real world? In short, they flounder. (lines 15-16)	<ul style="list-style-type: none"> • In a recent survey, <u>SG young people indicated by an overwhelming majority</u> that they did not feel equipped adequately for their jobs. Many felt that they were not taught the particular skills that their jobs eventually required. This shows the lack of adaptability and resourcefulness on their part, as they are possibly too used to being prepared by their parents and schools for exams and tests, and are hence unable to face the obstacle of having to learn something new by themselves without structured help to guide them.
if parents don’t let their children encounter failure, the children don’t acquire [crucial life skills] (lines 32-33)	<ul style="list-style-type: none"> • Children are routinely exposed to high-stakes summative tests from a young age (#SSF), all of which have major implications for their futures. This makes failure very costly, and not an option that is viewed favourably or charitably (#B&V). As a result, SG children are unaccustomed to the idea of failure being a good thing, and do not know how to embrace it as a way of learning.
many young people are in crisis, lacking these problem-solving skills and experiencing record rates of anxiety (lines 36-37)	<ul style="list-style-type: none"> • Many employers have branded SGreen millennials as unemployable because of their poor attitudes towards hard work and being resilient enough to weather through various circumstances. • Yet, on the other hand, it seems that <u>SGreen students are top in the world in terms of problem-solving skills</u>. However, it is notable that the credit for this phenomenon should go to Singapore schools’ curriculums and pedagogies, and not parents.

	<ul style="list-style-type: none"> Mental health issues among young people have soared in recent years (e.g. suicide rates for boys have reached an unprecedented high recently), especially for young people, who are unable to cope with the demands that life throws at them.
because of privilege or peer pressure or anxiety about their children's futures, they do it anyway (lines 39-40)	<ul style="list-style-type: none"> Singaporean parents are known to be 'kiasu' – fearful of losing out to others (#Identity). Due to our Asian outlook that pays very high regard to education and job prestige as an indicator of success in life, parents are often pressurized to push their children very hard for academic success. Very often, such efforts are driven by fear, and the sense that they must one-up each other, and not provide less for their children than what others are doing.

Passage 2

Possible text references	Relevant SG examples / evaluation
Today, there is a much larger gap between those who succeed in education and those who don't. (lines 25-26)	<ul style="list-style-type: none"> In SG, it is true that graduates from Private Universities (perceived to be inferior institutions compared to public universities) do face difficulties in employment and can expect to have lower salaries. As Singapore has moved from a manufacturing heavy economy to a knowledge-based one, it is true that it would be increasingly difficult for one to still get a high paying job without possessing the necessary qualifications for highly specialised jobs.
If today's parents follow the "helicopter" rather than the "free range" approach, it is because it works. (lines 32-33)	<ul style="list-style-type: none"> In SG, parents who are very 'involved' in their children's education tend to be those with sufficient means, social capital and resources to help their children succeed. Unfortunately in a society as competitive as SG's these differences in resources do make an impact on a child's outcome, as evidenced by how homogenous most of the top schools and universities are in their enrolment. That being said, there are occasionally instances of individuals who have overcome all odds and tribulations in their own childhoods to succeed in life. Such examples are often featured in our local newspaper's segment called "Generation Grit". These would represent individuals who managed to succeed despite having troubled and unsupervised childhoods, although one might cynically feel that they are only being featured precisely because they represent the exception, not the norm in SG society.
intensive parenting is associated with success in school (line 38)	<ul style="list-style-type: none"> Intensive parenting in SG is often associated with packing one's child's schedule with endless tuition sessions and enrichment classes. However, whether the presence or absence of tuition makes a difference in a student's academic performance is not something that is known, and is often debateable, due to the lack of large-scale studies being done on the exact effects of such extra academic help. However, the fact that our tuition industry is a multi-billion dollar one shows that many parents do, despite the lack of empirical evidence, do associate providing their children with such help with guaranteeing success in school.
today's parents are doing just fine by their children, given the world we now live in. (line 47)	<ul style="list-style-type: none"> In SG, the stakes of not doing well academically are extraordinarily high compared to other countries, as a child's future is very much tied up with his/her academic results in examinations. Thus, it is perhaps understandable why parents are so desperate for their children to always attain academic success. In a competitive employment scene where graduates are a dime a dozen, prospective employees would need to ensure that they have an extra edge in order to stand out. Parents who manage to foresee this would then be inclined to help their children get a head start by guiding them and exposing them to as many opportunities as possible.

<p>it's not the parents' fault — it is the economy (line 51)</p>	<ul style="list-style-type: none">• The harsh realities of Singapore's economy is such that it needs to keep adapting to the changing needs of the global economy in order to even stay afloat. Our lack of natural resources or a hinterland means that our economy will always have an inherent vulnerability to external forces. Thus, staying relevant and employable through getting the right academic credentials and qualifications will be a priority for many Singaporeans, and by extension, Singaporean parents who are thinking ahead for their children's future.
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