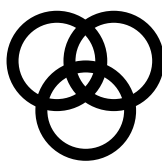


Name:

Register Number:

Class:



南橋中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION 2023
SECONDARY FOUR EXPRESS

For Marker's Use

Parent's Signature:

HUMANITIES (SOCIAL STUDIES)	2272/01 2273/01 2274/01 2287/01
Additional Material: Writing Paper	23 Aug 2023, Wednesday 1 hour 45 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.

Write in dark blue or black pen.

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

Answer **all** questions.

Please start your answer for Section B on a fresh page.

At the end of the examination, fasten all your work for Sections A and B separately.

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

The total marks for this paper is 50.

Setters: Mr Gary Lim and Ms Ng Bi Ru

This document consists of 7 printed pages including the cover page.

NCHS 2023 4E5N PRELIM

SECTION A (Source-based Case Study)

Answer **all** questions.

Living in a Diverse Society

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the issue to help you interpret and evaluate the sources.

1	Study Source A. What is the message of this source? Explain your answer using details from the cartoon. [5]
2	Study Sources B and C. In what ways are the sources different in showing how COVID-19 affected students' learning in Singapore? Explain your answer. [6]
3	Study Source D. Is Source D helpful in understanding about students' learning during COVID-19? Explain your answer. [7]
4	Study Sources E and F. Does Source E make Source F surprising? Explain your answer. [7]
5	'COVID-19 has worsened students' learning.' Using sources in this case study, explain how far you would agree with this statement. [10]

How has students' learning been affected by the COVID-19 pandemic?

BACKGROUND INFORMATION

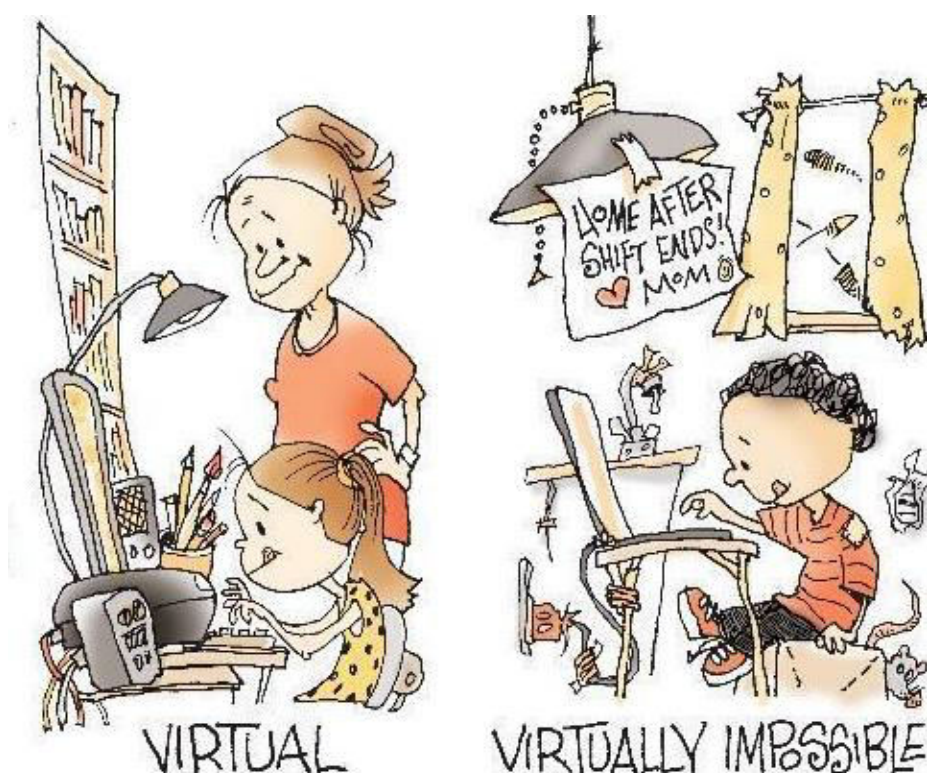
Read this carefully. It may help you to answer some of the questions.

The World Health Organisation (WHO) declared COVID-19 pandemic in March 2020. As a result, many countries were forced into a situation of lockdown to minimise the spread of COVID-19 and to protect public health. This also meant that school-going children would not be able to attend school and had to stay home. Thus, many countries adopted an approach of remote learning where students continued to have the opportunity to learn from their homes. This could be in the form of video conferencing to use of online education platforms.

There have been mixed responses to this approach. Supporters of remote learning shared that it allows students to be more independent learners and even allows teachers to customise the lesson based on the needs of students. Whereas opponents argue that remote learning is not as effective as face-to-face teaching due to uneven access to important resources such as digital devices or the internet.

Study the following sources to find out the impacts that the COVID-19 pandemic had on students' learning.

Source A: A cartoon published in an American newspaper in July 2020.



Source B: *From an article published in the Straits Times newspaper, April 2020.*

Besides the availability of devices, there are other factors that determine the extent to which children can reap the benefits of Home-Based Learning (HBL). For example, a child who has his own room may find it easier to concentrate on HBL, while three children sharing one laptop in the living room may have more difficulty focusing on the assignments. In addition, wealthier parents have the option of paying for online tuition, which could boost HBL for their children.

Beyond Social Services, a charity that serves low-income households, notes that Covid-19 affects poor families disproportionately. Volunteer-run free tuition sessions for needy families have ground to a halt under the circuit breaker.

Source C: *From a parliamentary reply to a Member of Parliament's question about the impact of COVID-19 on students' learning in Singapore, published in October 2021.*

We keep schools open as far as possible, and by ensuring that learning can still take place as effectively as possible even under HBL conditions. The overall performance of our students in the 2020 national examinations was also comparable to that of previous years, affirming that there were no major learning losses. Amidst these challenges, the crisis has presented us an opportunity to emerge stronger. Many of our students have also become more self-directed and independent in their learning, and more resilient to disruptions.

There will be some impact on learning with the loss of conventional in-person schooling, especially the loss of CCAs and other informal interpersonal interactions. That is why we try to resume those activities where we can. But our assessment is that the impact is not major thus far.

Source D: *From an interview with a high school student studying in Florida, America. This was published in September 2020.*

I was thrilled when I heard we'd be pivoting to a purely digital environment. I'm an introvert who deals with social anxiety, but in an online classroom, I don't have to feel apprehensive about speaking up. I struggle to raise my hand in class. Now, I can just ask whenever I want in online chat. I'm as calm as I can be, in my safe space at home. These days, I wake up around 8 am and plan a to-do list. After that, I jump right into my homework and take a short break every hour and a half. We're sent PowerPoint presentations and short videos to simulate all the lessons. I don't have to worry about getting to all of my classes on time, and because of that, I'm much more efficient.

Source E: *From the East Asian Forum website, published in October 2020. It is a website for analysis and research on matters relating to public policy, centred on the Asia Pacific region.*

The first three months of home-based learning captures variations in the learning practices of Indonesian students. Unequal access to facilities and infrastructure, differences in remote-teaching abilities, the type and location of schools, as well as students' environment at home contribute to these variations.

Distance learning relies heavily on network coverage, yet the data shows that coverage varies highly between regions. According to Statistics Indonesia, in 2018 more villages in Java received a strong signal compared to other regions of Indonesia. Because of this, many teachers are unable to teach to the best of their ability. In many cases, their students have either no smartphone or internet access. These teachers visit their students and usually only hand out assignments (without teaching at all). This practice is common in public schools in rural areas.

Source F: *From an article published by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), published in 2022.*

Schools in the Republic of Korea were better prepared than in many countries due to the introduction of the previous national masterplan's 'SMART Education 2011–2015' initiative, which had a strong focus on the integration of digital technology. Korea also focused on supporting vulnerable learners to narrow learning gaps. A scheme was launched for the rental of digital devices which was able to supply all 283,000 students who applied, and for the 174,000 students who did not have an internet connection at home, they received either their internet subscription fees or mobile Wi-Fi routers. The participation rate for online classes in April 2020 was 98.9 per cent, with a student satisfaction rate of 81 per cent as of November 2020.

SECTION B (Structured Response Question)

Answer **both** questions.

Living in a Globalised World

Study the extracts carefully, and then answer the questions.

Extract 1

In 2022, the Internal Security Department of Singapore (ISD) reports that the terrorism threat to Singapore remains high. On the external front, Islamist terrorist groups like the Islamic State in Iraq and Syria (ISIS) pose a persistent threat with their ability to radicalise and inspire attacks among their followers. On the domestic front, self-radicalisation through online means remains the primary concern. In April 2022, a self-radicalised Singaporean was detained under the Internal Security Act (ISA) who was influenced by the online teachings of foreign radical preachers.

Extract 2

Due to persistent global terror threat, the Immigration & Checkpoints Authority (ICA) has enhanced border controls at the checkpoints and will continually review the effectiveness of these measures. Some examples include the advance passenger screening (APS) and the use of data analytics to conduct pre-arrival risk assessments.

Extract 3

Singapore also collaborates closely with other countries in preventing terrorism. For instance, the Five Power Defence Arrangements Ministers commit to deal with the terrorist threats faced by Malaysia and Singapore, as well as to start with information-sharing.

6 Extract 1 is about the rise of global terrorism and its impact on Singapore.

In your opinion, how can citizens play their part in responding to terror threats? Explain your answer using two ways. [7]

7 Extract 2 and 3 highlight preventive measures that the Singapore government has put in place to manage the threat of terrorism.

Do you think tightening border controls is more effective than collaboration between countries in preventing a terrorist attack in Singapore? Explain your answer. [8]

End of Paper

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Copyright Acknowledgements:

Source A	https://www.inquirer.com/opinion/cartoons/schools-reopening-education-equality-black-lives-matter-virtual-learning-20200729.html
Source B	https://www.straitstimes.com/lifestyle/how-home-based-learning-hbl-shows-up-inequality-in-singapore-a-look-at-three-homes
Source C	https://www.moe.gov.sg/news/parliamentary-replies/20211005-impact-of-covid-19-pandemic-on-students-learning
Source D	https://www.vox.com/first-person/21433095/coronavirus-covid-19-school-reopening-online-learning-remote
Source E	https://www.eastasiaforum.org/2020/10/22/covid-19-is-widening-indonesias-education-gap/
Source F	https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000382826&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_63371c7c-c440-40da-a541-ea18d2004a7e%3F_%3D382826eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000382826/PDF/382826eng.pdf#454_22%20Korea%20case%20study.indd%3A.195865%3A733
Extract 1	https://www.mha.gov.sg/docs/default-source/default-document-library/singapore-terrorism-threat-assessment-report-2022.pdf

