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CATHOLIC HIGH SCHOOL
Preliminary Examination
Secondary 4 (O-Level Programme)

Humanities (Social Studies, Geography)	2272/01
Humanities (Social Studies, History)	2273/01
Humanities (Social Studies, Literature)	2274/01

Social Studies

Additional Materials: Answer Booklet

29 August 2022
1 hr 45 mins

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
 Write in dark blue or black pen.
 You may use a soft pencil for any rough working.
 Do not use staples, paper clips, highlighters, glue or correction fluid.
DO NOT WRITE ON THE MARGINS.

Answer all questions.

Write all answers on the Answer Booklet provided.

For examiner's use only:

Section A	/ 35 m
Section B	/ 15 m
Total	/ 50 marks

At the end of the examination, submit Section A and B separately.
 The number of marks is given in brackets [] at the end of each question or part question.

SECTION A (Source-Based Case Study)

Questions 1 to 5 is **compulsory** for all candidates.

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 to 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 cartoonist's attitude towards the rise of hate crime against Asians?
 Explain your answer using details from the cartoon.

[5]

2. Study Source B.

Why was this letter published? Explain your answer.

[6]

3. Study Sources C and D.

Having read Source C, how surprised are you with Source D? Explain your answer.

[7]

4. Study Sources E and F.

Would the authors of both sources agree with each other? Explain your answer.

[7]

5. 'Government authorities are responsible for managing the rising threat of hate crime against Asians.'

Using the sources in this case study, explain how far you would agree with this statement.

[10]

How has Covid-19 affected Asian communities globally?

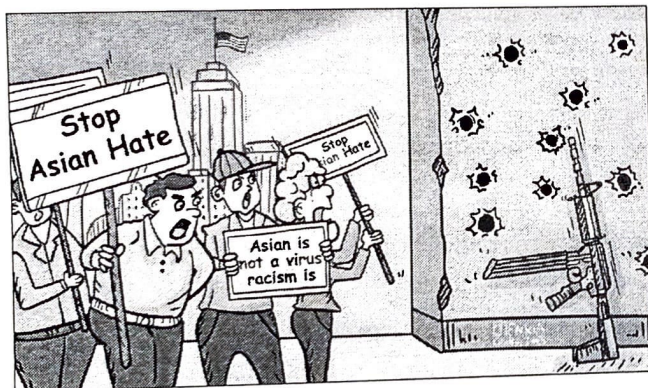
BACKGROUND INFORMATION

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

Coronavirus disease 2019 (Covid-19) is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The disease was first flagged out to the World Health Organisation (WHO) by Chinese authorities in December 2019. Since the outbreak of the pandemic, racially motivated violence and other hate crimes against Asians have been on the rise. The United States (U.S.) Center for the Study of Hate and Extremism revealed that anti-Asian hate crime increased by 339 percent in 2021. The increase in anti-Asian prejudice was also observed in other countries such as the United Kingdom and Australia. This increase was largely linked to the anti-Asian narrative which blamed them for the spread of Covid-19. At times, political leaders and the media contributed to the spread of such views.

How have the lives of individuals of Asian descent been affected? Read the following sources to find out more.

Source A: A cartoon published in an online news article in April 2021.



Source B: An open letter by an Australian city council in support of #Unityoverfear, a campaign led by the Chinese Australian Forum (CAF). The CAF is a non-profit organisation which seeks to provide a voice for the Chinese community and build a harmonious and socially cohesive Australian society.

WE SUPPORT #UNITYOVERFEAR DURING THE CORONAVIRUS PANDEMIC

We are deeply concerned that the recent rise in anti-Chinese sentiment is driving a marked escalation in racial abuse towards Australians of Asian background. This poses a serious threat to our social cohesion. We have been shocked by footage of the vilification* of individuals that has circulated globally across social media with many of the victims targeted because of their Asian appearance. These instances are not isolated and alarmingly, are sometimes accompanied by violence. This disturbing trend is unacceptable and cannot continue unchallenged. We ask for fairness in our national debate, our media reporting and in our communities.

*vilification: the act of saying or writing unpleasant things about someone or something

Source C: An article published in an American newspaper on 17 April 2020.

On Wednesday, in his second week of remote learning, Newton South High School senior Sam Qian joined a Zoom session, ready for his lessons. Instead, he, his classmates and teacher were subjected to what Qian described as "five minutes of pure hatred and disgust." Around 30 intruders joined the meeting and began shouting, all while images with phrases including "corona" and "China" took over students' screens.

The Massachusetts class had become one of the latest victims of "Zoom bombing," where unwelcome intruders enter and disrupt meetings on the online platform. It is a phenomenon that caused FBI* officials in Boston to issue a warning to users of Zoom, which has struggled with privacy and security concerns.

*The Federal Bureau of Investigation (FBI) is the domestic intelligence and security service of the United States

[Turn over

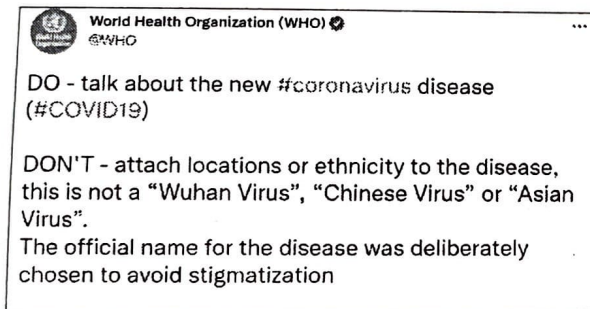
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Source D: A report published in a British news article on 27 January 2021.

A 16-year-old boy has been sentenced for racially attacking a Singaporean student who was told "we don't want your coronavirus in our country". Jonathan Mok was beaten up on Oxford Street last February by a group of boys in an "unprovoked attack".

The teenager was convicted of racially aggravated grievous bodily harm following a trial at Highbury Corner Youth Court. The chair of the bench gave the boy an 18-month youth rehabilitation order. He was also ordered to wear an electronic tag, follow a curfew order between 20:00 and 07:00 for 10 weeks and must pay £600 compensation to Mr Mok.

Source E: A tweet by the World Health Organisation on 3 March 2020.



Source F: An extract of an article published in July 2020 by Rethinking Schools, a non-profit publisher and advocacy organisation dedicated to strengthening public education for social justice.

Almost 1,500 incidents of anti-Asian American harassment and assault were documented since 19 March 2020. All these came on the heels of racist dog whistling by President Trump, who has regularly referred to the coronavirus as the "Chinese virus." We have to oppose this anti-Asian American racism, but we also have to teach our students how we got here. Trump's "Chinese virus" and other attacks on Asian Americans recall similar attacks from the 19th and early 20th centuries. Then, too, viruses were deliberately associated with the humans who were afflicted by them, and then used to attack those people already suffering from racist discrimination. When students look historically at the intersection of race and disease, they can better understand the racism that has been revealed by the COVID-19 response.

SECTION B (Structured-Response Question)

Questions 6 and 7 is **compulsory** for all candidates.

Exploring Citizenship and Governance

Study the extracts carefully and answer the questions.

Extract 1

Digitalisation refers to the process of improving processes by leveraging on technology and data. Examples of digital technologies include cashless payment methods or the use of video conferencing tools for medical consultations. As Singapore embraces digitalisation, commentators have pointed out that not all are convinced of its merits. Some Singaporeans, especially the elderly, continue to be apprehensive and even fearful of these new innovations.

Extract 2

Whatever your destination and mode of travel, Singapore's land transport system is growing and improving to take you there. More connections by rail, bus and road will make commuting more efficient and exploring more enjoyable.

Extract 3



6. Extract 1 reflects some challenges with digitalisation in Singapore.

What key messages would you share with Singaporeans to encourage greater adoption of digital technologies? Explain your answer using **two** messages. [7]

7. Extracts 2 and 3 discuss the role of government agencies in working for the good of citizens.

Do you think providing goods and services or ensuring border security is a more critical function of the government? Explain your answer. [8]

– The End –

Copyright Acknowledgements:

Source A : <https://www.globaltimes.cn/page/202104/1220522.shtml>
 Source B : <https://www.ryde.nsw.gov.au/files/assets/public/community/open-letter-unityoverfear.pdf>
 Source C : <https://asamnews.com/2020/04/17/racists-zoom-bomb-an-ap-chinese-class-in-massachusetts-high-school-with-anti-asian-racism-surrounding-coronavirus-covid-19-pandemic/>
 Source D : <https://www.bbc.com/news/uk-england-london-54048546>
 Source E : <https://twitter.com/who/status/1234604060420005888>
 Source F : <https://rethinkingschools.org/>

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Catholic High School is part of the Ministry of Education (Singapore)

LORMS for Sec 4 SS
Prelim 2022

MARK SCHEME

Section A

1 Study Source A.

What is the cartoonist's attitude towards the rise of hate crime against Asians? Explain your answer using details from the cartoon.

[5]

L1	Lifting from source / Describing source content	[1]
E.g.	The cartoon shows that we must "stop Asian hate".	
L2	Makes inferences on source content without identifying cartoonist's attitude <i>Award 2 marks for an inference and 3 marks for support provided.</i>	[2-3]
E.g.	The cartoonist is trying to tell us that anti-Asian hate is very serious in America. [2] The source shows a group of individuals holding up placards that read "Stop Asian Hate" and "Asian is not a virus, racism is". [3]	
L3	Explains cartoonist's <u>negative</u> attitude towards rise of anti-Asian crimes i.e. candidates must identify an attitude; support must be given <i>Award the higher mark for more developed answers.</i>	[4-5]
E.g.	The cartoonist has a disapproving / critical attitude towards the rise of hate crime against Asians. The source shows a group of American citizens holding up placards that read "Stop Asian Hate" and "Asian is not a virus, racism is". [4] This suggests that the cartoonist is unhappy with the rise of anti-Asian crimes, to the point that he feels that racism is more damaging to American society than the Covid-19 virus itself, as evident by the gunshot marks on the wall with a rifle by its side which is reflective of the violence on Asians during the pandemic. [5]	

2 Study Source B.

Why was this letter published? Explain your answer.

[6]

Note: This is a 'why' question, hence only responses framed as reasons can be awarded marks.

L1	Because of generalised context / undeveloped provenance	[1]
E.g.	The letter was published because of the rising violence / hate against Asians around the world following the onset of the Covid-19 pandemic.	
L2	Because of content, at surface/face value (i.e. literal reading)	[2]
E.g.	The letter was published to support the #Unityoverfear campaign during the coronavirus pandemic.	
L3	Because he wants to spread awareness on the <u>gravity / seriousness of anti-Asian hate in Australia</u> <i>Award the higher mark in the level for answers with support.</i>	[3-4]
E.g.	The letter was published to spread awareness on the gravity / seriousness of anti-Asian hate in Australia [3]. Source B states, "we are deeply concerned that the recent rise in anti-Chinese sentiment is driving a marked escalation in racial abuse towards Australians of Asian background" and "this disturbing trend is unacceptable".[4]	
L4	Because of the <u>impact</u> he hopes the letter can achieve (i.e., rallying Australians to support efforts at combating anti-Asian hate crimes (or support the #Unityoverfear campaign by CAF) <i>Award the higher mark in the level for more developed answers.</i>	[5-6]
	The letter was published to spread awareness on the gravity / seriousness of anti-Asian hate in Australia. Source B states, "we are deeply concerned that the recent rise in anti-Chinese sentiment is driving a marked escalation in racial abuse towards Australians of Asian background" and "this disturbing trend is unacceptable". The letter was published so that Australians would support efforts at combating anti-Asian hate crimes / support the #Unityoverfear campaign led by the CAF. [6] *Award L3/4 for Outcome only (with support provided); OC that discuss support for #Unityoverfear must include Australians as audience and framed as a reason clearly *Audience must be consistent *Message & Outcome must be matching for L4	

3

Study Sources C and D.

Having read Source C, how surprised are you with Source D?
Explain your answer.

[7]

L1	Answers using source content from Source C/D but did not respond to the question	[1]
E.g.	Source C and Source D tells me that anti-Asian hate is on the rise. Source C shows 'zoom bombing' of a lesson with people shouting "corona" and "China" while Source D shows a Singaporean student being attacked.	
L2	Identifies what is Surprising / Not surprising in D using source content (not explained)	[2]
E.g.	I am surprised by Source D because a 16-year-old Singaporean boy was attacked on Oxford Street.	
L3	Surprised / Not Surprised by Source D due to internal reasoning (accept all logical reasoning)	[3]
E.g.	I am surprised by Source D because the student who was attacked wasn't even from China, which is where most people thought the virus originated from. Source D states that "A 16-year-old boy has been sentenced for racially attacking a Singaporean student" because "we don't want your coronavirus in our country". This is puzzling because the virus did not "come" from Singapore.	
L4	Surprised / Not Surprised by Source D due to comparison of content with Source C	[4-5]
	Award 4m for a valid comparison made, and 5m for support provided.	
	<ul style="list-style-type: none"> Similarity = Not surprised Difference = Surprised 	
E.g.	Having read Source C, I am not surprised by Source D as both sources reflect the rising prejudice / hate on Asian immigrant communities. Source C recounts an incident where intruders hi-jacked a zoom lesson and put up "images with phrases including corona and China" on student's screen. Similarly, Source D shares an account of a Singaporean Chinese student being beaten up because people "don't want your coronavirus in our country".	
	OR	
	Having read Source C, I am surprised by Source D as they differ in terms of the extent of hate existing against Asians. Source C recounts an incident where intruders hi-	

	jacked a zoom lesson and put up "images with phrases including corona and China" on student's screen. The anti-Asian hate seems confined to the virtual realms and a war on words. On the other hand, Source D shares an account of a Singaporean Chinese student being beaten up for no reason, just because people "don't want your coronavirus in our country". This reflects a much more serious extent of anti-Asian hate where intentional violence is used against innocent people just for being who they are.	
L5	Both sides of L4	[6]
	OR	
	Not Surprised / Surprised by Source D by cross-referencing to other source	
	<ul style="list-style-type: none"> There must be a common thread (focus) between Sources C, D and third source Conclusion on Source D must be that <u>there is rising anti-Asian hate</u> 	
E.g.	CR: Having read Source C, I am not surprised by Source D as Source B supports / confirms their views on the rise of anti-Asian hate. Source C recounts an incident where intruders hi-jacked a zoom lesson and put up "images with phrases including corona and China" on student's screen. Similarly, Source D shares an account of a Singaporean Chinese student being beaten up because people "don't want your coronavirus in our country". Like Source C and D, Source B asserts that "anti-Chinese sentiment is driving a marked escalation in racial abuse towards Australians of Asian background. This poses a serious threat to our social cohesion", suggesting that Asians have been made targets of racial abuses.	
	E.g. of other possible permutations to consider: NS: C, D, A → all confirm seriousness of anti-Asian hate S: C, D, E → E shows efforts to de-link race from Covid-19, surprised that things like C & D still happen	
L6	Not Surprised because of rising anti-Asian hate/prejudice experienced globally due to Covid-19 (i.e., <u>global</u> context of anti-Asian prejudice)	[7]
E.g.	Having read Source C, I am not surprised by Source D. Both sources reflect the rising prejudice / hate on Asian immigrant communities in America (Source C) and Britain (Source D) respectively. Source C recounts an incident where intruders hi-jacked a zoom lesson and put up "images with phrases including corona and China" on student's screen. Similarly, Source D shares an account of a Singaporean Chinese student being beaten up because people "don't want your coronavirus in our country". Such anti-Asian rhetoric in both the US and UK is not surprising given the surge in global anti-Asian sentiments arising due to people's association of the Covid-19 virus with Chinese / China. Given the prejudice and misinformed views held by many, hate crimes as seen in Source C and D can be somewhat expected and is unsurprising.	

Note: Single source use capped at L3/3

4

Study Sources E and F.

Would the authors of both sources agree with each other?
Explain your answer.

[7]

*Students must respond to the question type (i.e. in what ways do the sources agree with each other). Zero marks will be given to students who did not respond to question.

L1	Agree / Do Not Agree in terms of generalised context based on provenance	[1]
E.g.	The authors in both sources would have agreed because the World Health Organisation is an international authority which is respectable, so the non-profit organisation is likely to follow its calls.	
L2	Agree / Do Not Agree in terms of generalised topic <i>Award the higher mark in the level for support provided.</i>	[2-3]
E.g.	The authors in both sources would have agreed that anti-Asian harassment needs to be addressed. [2] Source E says "Don't – attach locations or ethnicity to the disease" while Source F states "Trump's 'Chinese virus' and other attacks on Asian Americans recall similar attacks from 19 th and early 20 th centuries". [3]	
L3	Agree / Do Not Agree in terms of content, supported <i>Award the higher mark in the level for more developed answers.</i>	[4-5]
E.g.	The authors in both sources would agree that the virus should not be associated with a race/ethnicity/people. Source E explicitly states "Don't – attach locations or ethnicity to the disease, this is not Wuhan virus, Chinese virus or Asian virus". Similarly, Source F states that "Trump's 'Chinese virus' and other attacks on Asian Americans recall similar attacks from the 19 th and early 20 th centuries" and "viruses were conflated with the humans who were afflicted by them, and then used to attack those people already suffering from racist discrimination."	
	OR	
E.g.	The authors in both sources would disagree on how anti-Asian hate arising from Covid-19 should be dealt with. Source E suggests that the way to resolve this is by de-linking the virus from a "location or ethnicity" to "avoid stigmatisation". However, Source F would have disagreed in terms of whether doing so would be adequate. Instead, Source F proposes that efforts to counter anti-Asian hate go beyond terminologies / naming conventions, but to educate students to "look historically at the intersection of race and disease" so that they can better understand their racist underpinnings.	

L4	Agree & Do Not Agree in terms of content OR Agree in <u>stance</u> towards associating the virus with race/ethnicity/people	[6]
E.g.	Both sides of L3 OR E.g. The authors of Source E and F would have agreed because they both <u>disapprove / do not support</u> the association of the Covid virus with a race/ethnicity/people. Source E explicitly states "Don't – attach locations or ethnicity to the disease, this is not Wuhan virus, Chinese virus or Asian virus", suggesting that any associations of the virus with a race and people is harmful. Similarly, Source F states that "Trump's 'Chinese virus' and other attacks on Asian Americans recall similar attacks from the 19 th and early 20 th centuries" and "viruses were conflated with the humans who were afflicted by them, and then used to attack those people already suffering from racist discrimination." Source F insinuates that any linking of the virus with a people is a vicious form of racism aimed at hurting other communities. *Also possible to discuss agreement due to approval / support for dissociation of the Covid virus with a race/ethnicity/people	
L5	Agree based on <u>motives</u> of the WHO (Source E) and Rethinking Schools (Source F) to public education so that stigmatisation/prejudice on Asian communities can be reduced/prevented/eradicated	[6-7]
E.g.	The authors of both Source E and F would agree with one another given their <u>similar agenda of educating the public to reduce stigmatisation/prejudice on Asian communities due to Covid-19</u> . Source E is a tweet from the WHO that seeks to reduce "stigmatisation" of the virus. It advocated for the use of the "coronavirus" or "Covid-19" label for the virus instead of "Wuhan virus", "Chinese virus" or "Asian virus", so that discriminative behaviours on Asians can be prevented/reduced. Such a goal would have been aligned to that of Rethinking Schools (Source F), which also clearly understood the repercussions of associating the virus with the Chinese, as evident from "almost 1,500 incidents of anti-Asian American harassment and assault were documented since 19 March 2020. All these came on the heels of racist dog whistling by President Trump, who has regularly referred to the coronavirus as the "Chinese virus." Like Source E, Source F want to educate the public on the racist nature of associating the virus with a nationality/ethnicity, so that discriminative behaviours can be challenged and eradicated.	

5 'Government authorities are responsible for managing the threat of rising hate crime against Asians'.

Using the sources in this case study, explain how far you would agree with this statement.

[10]

L1	Writes about statement, no valid source use	[1]				
E.g.	The government authorities should play its part in coming up with strict laws that prevent anti-Asian hate crimes.					
L2	<p>Agree OR Disagree, supported by valid source use</p> <p>Award 2 marks for 1 A OR 1 DA. Award 3-4 marks for A OR DA on one side, based on number of sources used.</p> <p>Accept all valid content use but clear extension / development of source evidence must be provided. Answers must reflect student's understanding of evidence cited in relation to the question.</p> <p>In general, extension / development should:</p> <ol style="list-style-type: none">1. Explain the positive impact of action on Asian communities2. Explain the significance of planned action on Asian communities <p>Each explanation must be unique in its reading of the source and should not be generalised and/or repetitive.</p>	[2-4]				
E.g.	<table><tr><td>Agree</td><td>Disagree</td></tr><tr><td>A, B, C, D, E, F</td><td>A, B, C, E, F</td></tr></table> <p>Source A agrees that government authorities are responsible for managing the threat of rising hate crime against Asians. The source depicts a group of American citizens lobbying / protesting the rising anti-Asian sentiments, as evident from the placards that read "Stop Asian Hate" and "Asian is not a virus, racism is". The protestors are protesting with hopes of gaining attention from the government, so that action such as the anti-discriminative laws can be enforced / police can tighten their patrols in largely Asian precincts to safeguard the interest of Asian Americans.</p> <p>Source B agrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source B is an open letter by an Australian city council which states "we support #unityoverfear". This suggests that government authorities play a big role in managing the threat of rising anti-Asian hate crime by making a stand against anti-Asian racism so that the Asian community can feel assured / feel supported / others will follow suit to emulate such values.</p>	Agree	Disagree	A, B, C, D, E, F	A, B, C, E, F	
Agree	Disagree					
A, B, C, D, E, F	A, B, C, E, F					

Source C agrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source C states, "It's a phenomenon that caused FBI officials in Boston to issue a warning to users of Zoom, which has struggled with privacy and security concerns." This suggests that government authorities play a crucial role in tackling anti-Asian hate crimes because they **provide public service announcements / timely reminders for individuals to take preventive measures, such as locking zoom rooms against potential 'zoom bombers', so that unauthorised entry by online offenders can be prohibited.**

Source D agrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source D states, "The teenager was convicted of racially aggravated grievous bodily harm following a trial at Highbury Corner Youth Court. The chair of the bench gave the boy an 18-month youth rehabilitation order". This suggests that government authorities play a critical role as **they ensure that offenders are dealt with fairly under the law. This gives the Asian immigrant communities confidence that racist actions are not to be condoned and serves as a deterrence to others.**

Source E agrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source E is a tweet by the WHO discouraging the discriminative association of the virus with an ethnicity/people/place. The tweet is as much a **call to individuals as it is to governments around the world to adopt the right usage of the term "coronavirus" in discussing about the virus so that negative connotations and discriminatory behaviours against Asians can be prevented.**

Source F agrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source F states, "these came on the heels of racist dog whistling by President Trump, who has regularly referred to the coronavirus as the "Chinese virus." We have to oppose this anti-Asian American racism". This suggests that **government authorities, even the President, needs to role model the right values and dispositions towards the coronavirus and be careful of how they frame their speeches since their words and actions will have great repercussion on the Asian community and how their community is viewed by others.**

OR

Source A disagrees that government authorities are responsible for managing the threat of rising hate crime against Asians. The source shows individuals in a protest, holding on to placards that read "Stop Asian Hate" and "Asian is not a virus, racism is". This suggests that it is not government authorities but **individual citizens that play a vital role in rallying the community together to make a stand against hate crimes. It is through peer influence and sparking greater public awareness that racism/hate crimes can be stemmed.**

Source B disagrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source B shows an open letter by an

	<p>Australian city council in support of #Unityoverfear, a campaign led by the Chinese Australia Forum (CAF). This suggests that it is not government authorities but non-profit organisations such as the CAF that play a big role in leading public awareness campaigns that bring greater understanding about the virus and encourage healthy mindsets that allow the harmonious existence of Asian communities with others during the pandemic.</p> <p>Source C disagrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source C states, "It's a phenomenon that caused FBI officials in Boston to issue a warning to users of Zoom, which has struggled with privacy and security concerns." This suggests that online service providers, such as Zoom, have the responsibility to ensure that racism and discriminatory behaviours are prevented, and this can happen by tightening security and privacy so that intruders cannot disrupt and spread further unlawful hate between communities.</p> <p>Source E disagrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source D is a tweet by the World Health Organisation (WHO) to encourage the use of the "coronavirus" term in discussing the virus, rather than attaching "locations or ethnicity to the disease". This suggests that international organisations such as the WHO are responsible for managing the threat of rising anti-Asian hate since these organisations are respected internationally and have the clout/influence to shape the way people understand the virus.</p> <p>Source F disagrees that government authorities are responsible for managing the threat of rising hate crime against Asians. Source F is an article published by Rethinking Schools, a non-profit publisher and advocacy organisation which asserts that "students look historically at the intersection of race and disease, they can better understand the white supremacy that has been revealed by the COVID-19 response". This suggests that educators/schools play a critical role in educating our young minds on the biases that exist with the conflating of race with the Covid virus. Through education, students can have a better understanding of why it is wrong to associate the virus with a race/people/ethnicity, thereby helping to reduce discriminative behaviours against Asians.</p>	
L3	<p>Agree AND Disagree, supported by valid source use</p> <p>Award 5 marks for 1 A + 1 DA Award 6 marks for 2 A + 1 DA OR 1A + 2DA Award 7-8 marks for 2A + 2DA, based on quality of explanations.</p> <p>Accept all valid content use but clear <u>extension</u> / <u>development</u> of source evidence must be provided.</p>	[5-8]
i.e.	<p>Both elements of L2.</p> <p>Note: Consideration on number of sources used and the quality of analysis in deciding on marks in L2 & L3.</p>	

<p>**To score additional 2 marks, candidates can take any one of these 3 routes:</p> <ul style="list-style-type: none"> Through analyzing at least one source in relation to its reliability, utility or sufficiency; By sharing example(s) from their contextual knowledge By giving a balanced conclusion/ resolution <p>Through analyzing at least one source in relation to its reliability, utility or sufficiency;</p> <p>Examples of possible developments:</p> <ul style="list-style-type: none"> Source E is a reliable / useful source as it comes from the World Health Organisation. As an <u>international organisation committed to safeguarding international public health and representing the interest of all communities</u>, it will do all it can to ensure the proper handling of Covid-19, such that negative consequence on all groups will be minimised. Hence, it's recommendations are likely to be sound and trustable. Source B (or Source F) come from the perspective of <u>non-profit organisations with a mission to stop Asian hate crimes</u>, which benefits not themselves but society at large. Given their close interactions with victims of anti-Asian hate crimes / understanding of on the ground sentiments of the Asian community, their recommendations on stakeholder actions (be it government authorities or others) are likely to be useful in understanding how anti-Asian hate crimes can be managed. Source C (or Source D) do show that government authorities have a role in managing the threat of rising anti-Asian hate crimes, but the source <u>does not mention how effective these recommendations will be</u> (for e.g., issuing a "warning" to zoom users may be futile and "rehabilitation" with "600 pounds" fine maybe too light a consequence) <p>By sharing example(s) from their contextual knowledge:</p> <ul style="list-style-type: none"> Source C is right in saying that government authorities have a role to play in managing online anti-Asian hate crimes. In Singapore, the Ministry of Education worked with Zoom to update security functions, allowing teachers to lock their conference rooms to prevent intruders. As suggested by various sources (e.g., Source A, E & F), governments do have responsibility in managing the rise of hate crimes of all kinds. In Singapore, a new Maintenance of Racial Harmony Act was passed in August 2021 in the context of rising hate crimes in the world during the pandemic. <p>By giving a balanced conclusion/ resolution</p> <p>e.g. Ultimately, combating anti-Asian prejudice and hate crimes require an all hands on deck approach. Racism can and does exist at all levels, from political leaders to ordinary citizens. Hate crimes can also come in different forms and straddle between</p>	
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both physical and virtual realms. Hence, solutions to tackle hate crimes would have to be extensive and come from various stakeholders and through different platforms/methods so that we can tackle the issue from all angles. Everyone needs to play their part to stand up against hate crimes.

This allows scope for candidates to decide what comes more naturally for them, and will invite meaningful thinking without making any of the above a direct requirement.

Notes:

- 3A + 1DA OR 1A + 3DA will be capped at L3/5 as penalty for unbalanced treatment of sources.
- Do not award for repetitive explanations with overtly similar extensions.

Section B

6	Extract 1 reflects some concerns with digitalisation in Singapore. What key messages would you share with Singaporeans to encourage greater adoption of digital technologies? Explain your answer using two messages.	[7]
L1	Describes the topic, i.e. digitalisation / digital technologies. E.g. Digitalisation is the embracing of technology in our day to day lives.	1
L2	Identifies / Describes message Award 2m for identifying one message, 3m for identifying 2 messages. Award 3m for describing one message, 4m for describing 2 messages. Messages: <ul style="list-style-type: none"> • In general, students are expected to discuss the <u>benefits</u> that digital technologies can bring • This must be made with reference to <u>individuals</u> <p>Possible discussion areas (<i>not exhaustive</i>): is safe/secure, bring convenience, increase productivity, greater efficiency, make learning more productive, more employable, gain more lifestyle choices, improve our health, increase availability of entertainment or life experiences, lead to higher standards of living or quality of life</p> <p>E.g. One key message I will share is that digitalisation / digital technologies can bring convenience to our lives. For example, banks such as DBS and OCBC have developed e-payment applications such as PayLah! or PayNow, which allows one to set up an e-wallet for cash transactions.</p> <p style="text-align: center;">AND/OR</p> <p>E.g. One key message I will share is that digitalisation / digital technologies can help citizens manage their health better. For example, with an Apple Watch that syncs to our iPhone, individuals can track their physical activities, with automatic reminders when one has remained sedentary for too long.</p>	2-4
L3	L2 + Explains impact of message Award 5-6m for explaining impact of one message Award 6-7m for explaining impact of two messages E.g. One key message I will share is that digitalisation / digital technologies can bring convenience to our lives. For example, banks such as DBS and OCBC have developed e-payment applications such as PayLah! or PayNow, which allows one	5-7

	<p>to set up an e-wallet for cash transactions. <u>This brings convenience to our lives because with just a swipe on our screen via these applications, we are able to send money to our friends and family or pay bills instantly without having to make the trip down to make payment physically. Many working adults in Singapore don't even carry cash in their wallets around today anymore.</u></p> <p style="text-align: center;">AND/OR</p> <p>E.g One key message I will share is that digitalisation / digital technologies can help citizens manage their health better. For example, with an Apple Watch, individuals can track their physical activities and footsteps, with automatic reminders when one has remained sedentary for too long. <u>This helps one manage their health better because with these data, one is able to make lifestyle changes such as deciding to go for a walk or eat healthier on a less active day so as to protect their health and prevent diseases.</u></p>	
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7	<p>Extracts 2 and 3 discuss the role of government agencies in working for the good of citizens.</p> <p>Do you think providing goods and services or ensuring border security is a more critical function of the government? Explain your answer.</p>	[8]
L1	<p>Writes about the topic but without addressing the question.</p> <p>E.g. Government agencies play a big part in working for the good of Singaporeans. They ensure Singaporeans are well taken care of and their interests are protected.</p>	[1-2]
L2	<p>Describes the part played by factors Award 3m for describing one factor Award 4m for describing both factors</p> <p>E.g. Government agencies play an important role in providing goods and services for its people. For example, the Land Transport Authority in Singapore looks after the transportation needs of Singaporeans. The government strives to improve transport in Singapore by increasing train and bus services, serving more locations, and providing convenience for the people. By 2030, the rail network would have more than doubled what we had in 2015. Commuters will be able to access information about train or bus services through mobile phone apps and bus information boards, which are available at the bus stops.</p> <p style="text-align: center;">OR/AND</p>	[3-4]

	<p>E.g. Government agencies play an important role in ensuring border security. For example, the Immigration and Checkpoints Authority (ICA) is responsible for the internal security of Singapore by allowing only authorized entry and exit of individuals into Singapore. This is especially important in this day and age where transnational terrorism is an increasing threat. The ICA adopts various tools such as biometric technology for effective identification of all individuals entering Singapore.</p>	
L3	<p>Explains the part played by factors Award 5-6m for explaining one factor Award 6-7m for explaining both factors</p> <p>Note:</p> <ul style="list-style-type: none"> • 1-2 well-explained examples will suffice • An explanation is showing how the factor contributes to the good of society (i.e. brings benefits / positive effects) <p>E.g. Government agencies play an important role in providing goods and services for its people. For example, the Land Transport Authority in Singapore looks after the transportation needs of Singaporeans. The government strives to improve transport in Singapore by increasing train and bus services, serving more locations, and providing convenience for the people. By 2030, the rail network would have more than doubled what we had in 2015. Commuters will be able to access information about train or bus services through mobile phone apps and bus information boards, which are available at the bus stops. This is an important contribution because the provision of basic goods and services ensures a high standard of living for all Singaporeans at a reasonable cost. It provides the basic facilities needed for Singaporeans to go about their everyday lives such as commuting to work or school and allows citizens convenient lifestyle options that will benefit their quality of life.</p> <p style="text-align: center;">OR/AND</p> <p>E.g. Government agencies play an important role in ensuring border security. For example, the Immigration and Checkpoints Authority (ICA) is responsible for the internal security of Singapore by allowing only authorized entry and exit of individuals into Singapore. This is especially important in this day and age where transnational terrorism is an increasing threat. The ICA adopts various tools such as biometric technology for effective identification of all individuals entering Singapore. This is an important contribution because it is the responsibility of the government to provide a safe and secure environment for all Singaporeans to live and work in. A stable and safe environment helps citizens feel a sense of security and is a basic need that must be fulfilled for citizens and to keep them rooted. A stable environment will also draw investors to Singapore and provide employment for Singaporeans and promote economic growth in Singapore.</p>	[5-7]

L4	<p data-bbox="241 384 1509 442">Both aspects in L3 plus explains the relative importance of each factor</p> <p data-bbox="241 471 1666 835">E.g. In conclusion, ensuring border security is a more critical function of the government. A lapse in border security would result in the entry of unauthorised/unlawful individuals, such as terrorists, who can pose a direct national threat and cause irreversible loss of lives and destruction to property. Such damage is much more devastating as compared to lapses in providing for goods and services, which would at most lead to unhappiness and possibly difficult / inconvenient living conditions, but where individuals have at least a safe environment to live in.</p> <p data-bbox="241 879 949 937"><i>*accept all possible / logical conclusions</i></p>	[8]
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