Name: _____ (   )   Class: _____

PRELIMINARY EXAMINATION
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

Humanities (Social Studies)

22 August 2023

1 hour 45 minutes

 READ THESE INSTRUCTIONS FIRST

Write your name, register number, and class on all the work you hand in.
Write in dark blue or black pen.
Do not use highlighters, glue, correction fluid or correction tape.

Answer **all** questions on writing paper.
Hand in the answer script only.

The number of marks is given in brackets [ ] at the end of each question or part question.
The total number of marks for this paper is 50.

This document consists of **8** printed pages and **2** blank pages.

圣尼各拉女校
CHIJ ST. NICHOLAS GIRLS' SCHOOL
Girls of Grace ● Women of Strength ● Leaders with Heart

[Turn Over

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 topic to help you interpret and evaluate the sources.

1   Study Source A.

Why do you think this cartoon was published? Explain your answer.   [5]

2   Study Sources B and C.

Does Source B prove Source C right? Explain your answer.   [6]

3   Study Sources D and E.

How similar are these two sources? Explain your answer.   [7]

4   Study Source F.

How useful is Source F as evidence to prioritise digital inclusion in a society? Explain your answer.   [7]

5   'Education is the best method for digital inclusion.'
Using the sources in this case study, explain how far you would agree with this
statement.   [10]

Is everyone ready for digital inclusion?

BACKGROUND INFORMATION

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

The widespread adoption of digital technology in schools, workplaces, and homes has become increasingly apparent in our lives. To support using these technologies, digital inclusion has become the main priority for many societies. Digital inclusion refers to efforts made to ensure that all individuals and communities have access to and can benefit from digital technologies, regardless of their socio-economic background or other factors. It involves providing affordable and reliable internet connectivity, appropriate digital devices, relevant content and services, and the development of digital skills.

Supporters for digital inclusion argue that digital skills are important because they empower individuals. Not only do they have more access to job opportunities and entrepreneurial platforms, but they also have greater access to information and vital services. On the other hand, some have raised concerns that promoting digital inclusion is expensive as it requires more funding for internet access and digital devices. Others are concerned that moving towards digital inclusion only serves to highlight the divide between haves and have-nots.

Study the following sources to consider if everyone is ready for digital inclusion.

Source A: *A cartoon published in an American newspaper, September 2020. Many public schools adopted a home-based learning approach to slow the spread of the Covid-19 virus that year.*
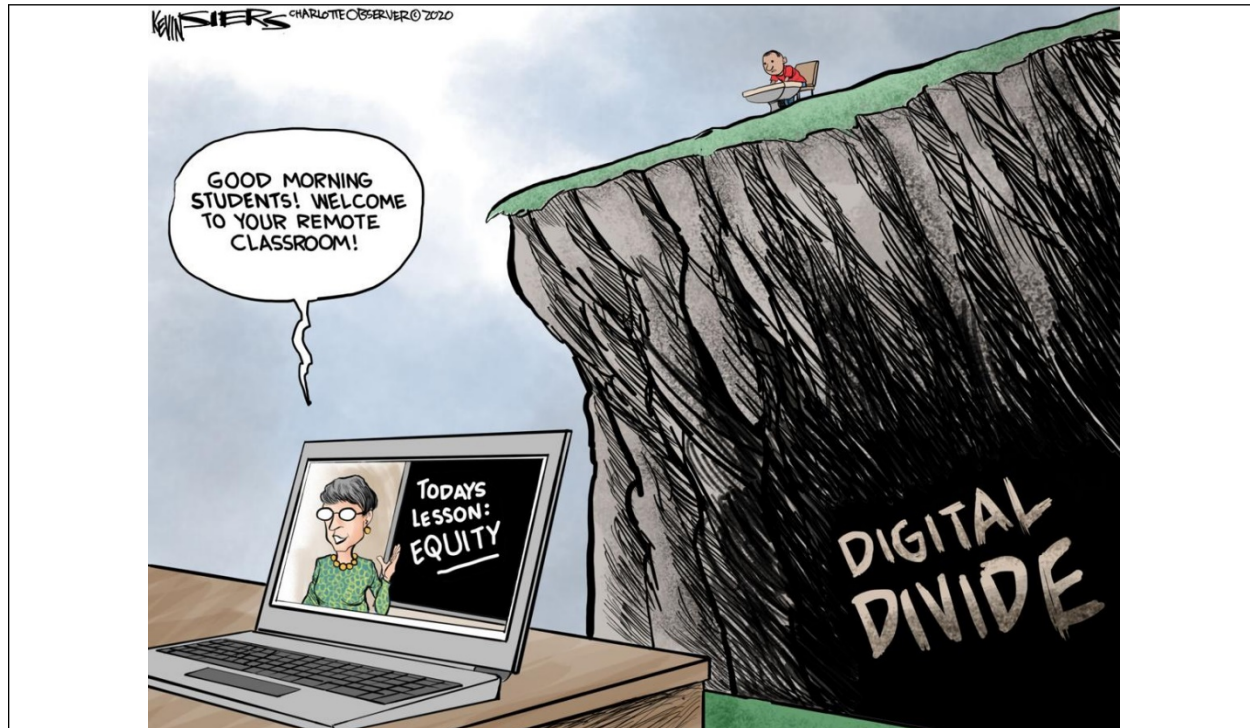
The digital divide refers to the gap between those that have access to technology, and those that don't or have restricted access.

Source B: *From a report by an independent consultancy firm, 2017*

One in three jobs is likely to be severely disrupted or to disappear in the next decade because of technological change. This could affect almost half of all low-skilled jobs and a third of semi-skilled jobs. The World Economic Forum estimates that upskilling the 1.37m workers in the US whose jobs are threatened will cost US$34billon in itself — or US$24,800 per person. Multiply that by 100 to take in the rest of the world, and the sums become staggering.

Yet the cost of inaction will be worse. Already, there is a skills mismatch around the world and millions of jobs are going unfilled. Companies are unable to recruit enough already-skilled people to do them. The only option is to educate the existing workforce, new employees, and the next generation so they gain the knowledge and skills they need — and that society needs them to have — in the digital age.

Source C: *A cartoon published in a UK business magazine, October 2015*

"But if we keep up with technology, our employees might develop skills that will allow them to leave."

Source D: *From a commentary by a Singaporean, published on a local news website, 2021*

In ensuring everyone — including the elderly and disadvantaged — has access to the benefits of digital technologies, tech companies have a key role to play.

They solve problems and put customers at the heart of all they do. It makes tech firms great partners of social enterprises, who tackle social problems and enable people to enjoy a better quality of life through technology.

Gojek, for instance, collaborates with SG Cares (Singapore's national movement to build a more caring and inclusive society) to run the SG Cares-Gojek Medical Transport Subsidy Scheme. As part of the scheme, Gojek provides subsidised rides to seniors and low-income families for their medical appointments.

Source E: *From an interview published in The Centre for Public Impact, an international thinktank, 2022*

As the Covid-19 pandemic threatened to widen the digital divide, senior citizens were particularly vulnerable to being left behind.

Clarence Chua, Director of Strategic Planning in the Ministry of Communications, and Information says, "In Singapore, home broadband access rates are at 98%. These are targeted schemes to subsidise devices and internet connectivity for vulnerable groups like low-income households. Our challenge is therefore not focused on digital access, but how to raise digital literacy and equip our residents with digital skills.

For example, take the 'Seniors Go Digital' programme. This involved mobilising digital ambassadors to train over 100,000 senior citizens. Our digital ambassadors also provided personalised instructions or would sit with seniors and go through how to use different apps.

Source F: *A study by a UK non-profit research firm published in an online magazine, 2017*

For example, the demand for paralegals and similar professions is likely to be reduced over the coming years as artificial intelligence is trained to handle more administrative tasks. In the UK more than 350,000 paralegals, payroll managers, and bookkeepers could lose their jobs if automated systems can do the same work.

"Traditionally, jobs like these have been a vehicle for social mobility," Sutton Trust research manager Carl Cullinane tells The Verge. Cullinane says that for individuals who couldn't attend university or get qualifications, semi-administrative jobs are often a way into professional industries. "But because they don't require more advanced skills, they're likely to be vulnerable to automation," he says.

SECTION B (Structured-Response Questions)

Answer **both** questions.

Being Part of a Globalised World

Study the extracts carefully, and then answer the questions.

Extract 1

TERRORIST THREATS

Since 2015, 54 individuals were dealt with under the Internal Security Act for terrorism-related conduct. 44 of them were radicalised, of which 14 were dealt with since 2019.

Two attack plots against specific communities at their places of worship in Singapore were foiled in late 2020 and early 2021.

Extract 2

As preventive measures against transnational terrorism, countries have strengthened their efforts in homeland security and international collaboration.

Extract 3

In order to manage possible terrorist attacks, countries also implement protective measures to safeguard their security. Governments have channelled more resources into increased surveillance and can detain suspects without trial.

6 Extract 1 shows how transnational terrorism has led to people adopting extreme beliefs with threatening consequences in society.

In your opinion, what can be done to prevent self-radicalisation of individuals? Explain your answer with reference to **two** strategies. [7]

7 Extracts 2 and 3 highlight the need for preventive and protective measures in managing transnational terrorist threats in our world today.

Do you think preventive measures are more effective than protective measures in managing transnational terrorist security threats? Explain your answer. [8]

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ANSWER SCHEME

Is everyone ready for digital inclusion?		
1. Study Source A **Why do you think this cartoon was published? [5m]**		
Level	**Descriptor**	**Marks**
1	**Answer based on general interpretation of source.** E.g., I think the cartoon was published to show a digital divide, so there is no digital inclusion.	1
2	**Answer based on message of cartoon, supported. Award higher marks for use of context.** E.g., The cartoon was published to show that it is difficult to achieve digital inclusion if students are not ready. Evidence: There is a student who is unable to participate in an online lesson as he does not have access to the laptop. He is above a hill marked "Digital Divide", which signifies that he cannot access the equipment needed for the lesson. Context: Since many schools adopted home-based learning in 2020, it reflects how challenging it was to teach everyone online. It shows how not all students are ready for digital inclusion.	2-3
3	**Answers based on purpose of source. Award higher marks for a well-explained answer.** E.g. The cartoon was published to highlight the irony that **public** education is not accessible for all students as countries move towards a more blended learning approach as seen during the pandemic due to a digital divide. Public education is meant to be accessible for all students since it is funded by the government. However, this is not the case here. Evidence: A lesson on equity is taught online, but students cannot access it without a computer. This is shown by the student sitting on a hill marked "digital divide". Therefore, this cartoon is trying to convince (Verb) the US government (Audience) that more funds need to be allocated to providing funds for IT equipment so that students are ready for digital inclusion (Outcome).	4-5

2. Study Sources B and C. **Does Source B prove Source C right? [7m]**		
Levels	**Descriptor**	**Marks**
1	**Right /not right on the basis of Provenance / General topic / Failed comparison - not related to IQ** E.g., Source B makes Source C right because they both describe technological impacts on employees.	1
2	**Assert right or not right based on content comparison** **Award 2m for invalid/false match or missing common statement of difference in comparison** **Award 3m for comparison (low-level) , supported** **Award 4m for comparison, supported** **2 marks:** SB proves SC wrong because SB says that it is important to upskill and SC implies that it is not important. False match: SB proves SC wrong because SB does not show the companies but SC does**.** **3 marks:** SB proves SC wrong as they differ in the outcome of upskilling. SB implies upskilling is necessary for productivity and SC mentions that employees will leave the company if they have more digital skills. **4 marks:** E.g.: Source B proves Source C wrong as they contradict in the urgency of providing employees with digital skills to ensuring everyone is ready for digital inclusion. SB mentions that it is urgent as there is: "One in three jobs is likely to be severely disrupted or to disappear in the next decade because of technological change." However, SC pictures employers worried about losing employees who up skill. This is seen in the caption "But if we keep up with technology, our employees might develop skills that will allow them to leave." This implies companies are unwilling to allow their employees to improve their digital skills as they might leave. Therefore, in SC, the companies are reluctant and feel less urgent to make the necessary changes for digital inclusion. However, SB proves SC right as they both agree that technology leads to better opportunities for all. SB EV: "The only option is to educate the existing workforce, new employees, and the next generation so they gain the knowledge and skills they need — and that society needs them to have — in the digital age." This implies that digital skills will allow them to keep up and progress with the rest of the world. They will also be better suited for the kind of jobs that will be available to enjoy a higher standard of living with a stronger skillset and better incomes.	2-4

	SC EV: "employees might develop skills that allow them to leave". This also implies that with stronger technological skills, workers will be able to seek jobs with a higher pay and pursue them to enjoy a better life.		
3	**Based on Cross-Reference to other Sources or provenance explained** **Award 5m, Cross Ref, unsupported** **Award 6m, Cross Ref, supported** E.g. **6 marks:** SB is supported by SF as they both assert that certain jobs will be reduced as technological advances. From SF: "demand for paralegals and similar professions is likely to be reduced over the coming years as artificial intelligence is trained to handle more administrative tasks". Therefore, Since SF supports SB, **it does not make SC right to claim that employees will leave with better skills since AI will replace their jobs.** OR SB does prove SC right. SB's message is to convince companies around the world to provide more support to employees who need to upskill as productivity will decline when certain jobs are not filled. This supports the intention of SC which is from a business magazine that wants to point out the obstacle to employees upskilling is not technology, but companies that refuse to equip their employees with skills. With such reluctance, the cartoonist is trying to highlight that companies are shortsighted in their thinking that will limit companies growth in the future and keep workers on a lower level in their skillset. Thus, they should be more forward looking to digitally upskilling their workers in order to be more competitive. **Both sources agree that technology provides more opportunities for employees and therefore prove each other right.**	5-6

	3. Study Sources D and E. **How similar are these two sources? [7m]**	
Levels	**Descriptor**	**Marks**
1	**Compares on the basis of Provenance / General topic / Failed comparison - not related to IQ** E.g., Source D is similar to Source E in acknowledging that digital inclusion is important.	1
2	**Compares similarity OR difference, based on content comparison. Unsupported.** **Award 2m for invalid/false match or missing common statement of difference in comparison**	2-3

	Award 3m for comparison (low-level) , supported	
3	**Compares similarity AND difference, based on content comparison. Supported. Award 4 marks for only similarity OR difference.** Source D is similar to Source E in the vulnerable groups that require more support. SD: "individuals and communities — including the elderly and disadvantaged " SE: "targeted schemes to subsidise devices and internet connectivity for vulnerable groups like low-income households" However, Source D is different to Source E because they state different methods to support vulnerable groups like the elderly. SD: "Gojek provides subsidised rides to seniors and low-income families to help them get to their medical appointments and home — safely, affordably, and conveniently." This shows that financial support is one way of supporting the elderly with technological access. SE: "mobilising digital ambassadors to train over 100,000 senior citizens" This shows that supporting the elderly with actual digital skills through personalized help is the way to support them. Also accepted: Different stakeholders (SD: companies / SE: government)	4-5
4	**Compares purpose. Award 7 marks for better explanations.** SD is to prove that tech companies (A) to work with social enterprises and provide more tech-focused solutions to the vulnerable groups and convince more companies to do the same (O). SE is to demonstrate to international governments(A) that equipping vulnerable groups with skills is the way to ensure digital inclusion(O) for more governments to follow suit. They differ in purpose.	6-7

4. Study F.		
How useful is Source D as evidence to prioritise digital inclusion in a society? [7]		
Levels	**Descriptor**	**Marks**
1	**States useful based on Provenance / General topic**	1
2	**States usefulness OR limitations. Unsupported. Award 3 marks for supported utility with cross-reference.**	2-3
3	**Usefulness and limitations, explained with cross-referencing.**	4-5

	Source F is useful as evidence for reasons why societies must make digital inclusion a priority. Ev: "for individuals who weren't able to attend university or get particular qualifications, semi-administrative jobs are a "vehicle for social mobility ". but "because they don't require more advanced skills they're likely to be vulnerable to automation". This shows that without policies to achieve digital inclusion, such jobs might be replaced with technology and people will not be able to do better. Cross-refer to support: "One in three jobs is likely to be severely disrupted or to disappear in the next decade because of technological change" and these are "affect almost half of all low-skilled jobs and a third of semi-skilled jobs." + important to put efforts towards digital inclusion. Since SF is supported by SB, it is useful and reliable. However, limited in telling me that there are financial barriers to achieving digital inclusion which need to be considered. Evident in SC "But if we keep up with technology, our employees might develop skills that will allow them to leave." This shows that companies cannot afford to provide employees with such skills or they will have to rehire, declining productivity. / Or BI : expensive to provide devices.	
4	**Evaluates usefulness with provenance and purpose explained. Award 7 marks for better explanations.** Overall, SF is useful as the research points out the drawbacks of not providing enough support for employees in low or semi-skilled jobs. As a non-profit, the firm wants to intentionally highlight (V) to government (A) that more support needs to be given for low/semi skilled employees so they can achieve social mobility (O).This is useful for reasons to prioritise digital inclusion.	6-7

5. "Education policies is the best solution for digital inclusion." Using the sources in this **case study, explain how far you would agree with this statement. [10]**	

Assessment Notes:
a) Students must show their ability to directly address the question.
b) Students should show their ability to organise their sources.
c) Students can also make an argument that a source has both stands.

L1	**Writes about statement / topic, no valid source use**	**1**

L2	**Yes/No supported by valid source use**
	(2m for one Yes or one No, 3-4m for two or more one-sided answers)
	
	         Agree Disagree
	
	  Source SA: There is a digital divide.
		2-4

	A		- Schools/students are not ready – education is not the best solution.	
	Source B	SB: Many individuals are not ready due to lack of skills "skills mismatch". Need to educate existing workforce, new employees and the next generation so they gain the knowledge and skills they need		
	Source C		SC: Companies do not want to invest in technology in fear employees will leave. - Education policies is not the best solution, need to convince companies to invest in employees.	
	Source D		SD "tech companies have a key role to play" - Tech companies can play a crucial role in doing more for digital inclusion.	
	Source E	SE: "raise digital literacy and equip our residents with digital skills" – Education is the best solution for seniors.		
	Source F	SF: without further or specialized studies, people get stuck in semi-administrative jobs that don't "require more advanced skills and are "vulnerable to automation". Therefore they need education.		
L3	**Yes AND No supported by valid source use** Award 5 marks for 1 "yes" and 1 "no" Award 6-7 marks for 2 "yes" and 1 "no" and vice versa Award 8 marks for 2 "yes" and 2 "no"			**5-8**
L4	Note: Consider no. of sources used & quality of analysis in deciding on marks in L3 **To score bonus 2 marks, candidates use any <u>one</u> of these three routes:** • *Through analysing at least one source in relation to its reliability*			**9-10**

	• *By sharing example(s) from their contextual knowledge.* • *By giving a balanced conclusion/resolution* *Students must provide a new, specific resolution, not just a summary of sources*	

6. Extract 1 shows how transnational terrorism has led to people adopting extreme beliefs with threatening consequences in society. In your opinion, what can be done to prevent self-radicalisation of individuals? [7]		
Levels	**Descriptor**	**Marks**
1	**Describes the topic without addressing the question** E.g. Globalisation has contributed to the rise of transnational terrorism, as reflected in the increased number of terrorist attacks worldwide in the recent years.	1
2	**Identifies / Describes Strategy** Award 2m for identifying 1 strategy Award 3m for identifying 2 strategies or describing 1 strategy Award 4m for describing 2 strategies Possible Strategies • Education in schools They need to be taught to analyse information. They must be careful about sharing material they think is funny. They may be unknowingly propagating extremist ideas and allowing it to reach someone vulnerable. Schools can teach them how to respond correctly to misinformation or propaganda. E.g. CCE/English/Humanities lessons where students are exposed to a variety of information. They are taught skills on fact checking, cross-referring, etc. • Education through religious leaders We can deepen inter-religious and cross-cultural understanding as well as re-integrate those who have been radicalised back into society with the support of community and religious leaders. E.g. Programmes / initiatives carried out by IRCC • Community engagement There should be platforms for people to speak about divisive issues, especially for those who lack family and peer support. E.g. Home Team conducts roadshows to reach out and engage the community to learn about the terrorism threat and watch for signs of radicalisation within members of their own communities. This can be in the form of consumption of radical materials, posting of such	2-4

content on their social media and withdrawing from social life.

- Stronger family units
  Parents should strengthen their family bonds and role model appropriate behaviour. Children can then have a safe space at home to speak about divisive issues and seek advice about ideas they are unsure of and feel conflicted over. Family members can give proper advice. Family members should also pay attention to early signs that someone may have become radicalised. They should report to authorities early in order to intervene in a timely manner and prevent such persons from harming themselves and others.
  E.g. Home Team conducts roadshows to reach out and engage the community to learn about the terrorism threat and watch for signs of radicalisation within members of their own communities. / Places of workshop can organize family events so that it can become a healthy habit for families to discuss divisive religious issues and learn ways to explore such discussions.

- Government regulation/legislation
  Governments must actively have laws and policies to counter hate speech and moved to ban religious speakers espousing views that incite hatred for another race or religion.
  E.g. Christian preacher banned from Singapore after making inappropriate remarks about Muslims during a sermon in Singapore.

- Governments to increase technological security
  Terrorists take advantage of technology to allow conflict to go beyond country borders. Prevalence of online social makes everyone is vulnerable to encountering propaganda or misinformation online. So more people can become susceptible to radicalisation.
  E.g. Online Safety (Miscellaneous Amendments) Act enables the government to direct online communication services to disable local access to harmful content / POFMA

- Vigilant citizens
  People should stay alert and report suspicious items or behaviour, including signs of radicalisation; help others in distress. counter the spread of misinformation during a crisis by sharing information only from credible or official sources. They must report to authorities early to intervene in a timely manner and prevent such persons from harming themselves and others.

	E.g. SGSecure Responders' Network	
3	**Explains the factors** Award 5-6m for explaining one factor Award 6-7m for explaining two factors • Education in schools. They need to be taught to analyse information. They must be careful about sharing material they think is funny. They may be unknowingly propagating extremist ideas and allowing it to reach someone vulnerable. Schools can teach them how to respond correctly to misinformation or propaganda. E.g. CCE/English/Humanities lessons where students are exposed to a variety of information. They are taught skills on fact checking, cross-referring, etc. <u>This will ensure that when youth receive misinformation or extremist propaganda, they will know how to critically analyse it and not believe it blindly / have their curiosity piqued. They will also have the awareness to report it to the relevant authorities to prevent further circulation. This will also prevent such information reaching vulnerable youth.</u> • Governments to increase technological security Terrorists take advantage of technology to allow conflict to go beyond country borders. Prevalence of online social makes everyone is vulnerable to encountering propaganda or misinformation online. So more people can become susceptible to radicalisation. So when governments improve their technology infrastructure, people will not be able to receive such information so frequently. E.g. Online Safety (Miscellaneous Amendments) Act enables the government to direct online communication services to disable local access to harmful content <u>This strategy becomes preventive as misinformation / extremist propaganda / divisive material is not easily available for them to access. This ensures we don't have information that will sow seeds of discord in our multiracial society or make people make nasty remarks against each other's religions / races.</u>	5-7

7.	**Extracts 2 and 3** highlight the need for preventive and protective measures in managing transnational terrorist threats in our world today. Do you think preventive measures are more effective than protective measures in managing transnational terrorist security threats? Explain your answer. **[8]**

Levels	Descriptor	Marks
1	**Describes the topic without addressing the question**	1
2	**Describes how preventive / protective measures are effective in managing transnational security threats** Award 2m for describing 1 factor Award 3m for describing 2 factors Award 4m for describing 2 factors with clear examples E.g. Preventive measures are effective in keeping Singapore safe from terrorist attacks. help prevent terrorists attacks from occurring and causing social and economic disruptions. They act as a form of deterrence. Examples: Border control with biometric passports / ICA using radiographic analysis / No-Fly lists / ASEAN Counter-Terrorism Workshop Protective measures are also effective in managing possible terror attacks. There is enhanced surveillance in various places, such as power stations and places where people gather in large numbers, which are preferred by terrorists. Governments can also detain suspected terrorists indefinitely without trial. Examples: SPF and SAF protecting Singapore's petrochemical hub / Navy and Police Coast Guard who patrol the seas / RSAF and CAAS safeguarding our skies / Singapore's Internal Security Act / US Patriot Act	2-4
3	***Explains how preventive / protective measures are effective in managing transnational security threats*** *Award 5-6m for GF1 explained* *Award 6-7m for both GFs well explained* E.g. Preventive measures are effective in keeping Singapore safe from terrorist attacks. help prevent terrorists attacks from occurring and causing social and economic disruptions. They act as a form of deterrence. Examples: Border control with biometric passports / ICA using radiographic analysis / No-Fly lists / ASEAN Counter-Terrorism Workshop By regulating and monitoring border access, terrorists and potentially dangerous weapons and materials can be prevented from entering Singapore. Cooperation with other countries also helps authorities detect threats early and foil such plans even before any terrorist attacks are carried out. So, these measures help deter terrorists and help prevent loss of lives, destruction of property and disruption to the economy and society. Protective measures are also effective in managing possible terror attacks. There is enhanced surveillance in various places, such as power stations and places where people gather in large numbers, which are preferred by terrorists. Governments can also detain suspected terrorists indefinitely without trial. Examples: SPF and SAF protecting Singapore's petrochemical hub / Navy and Police Coast Guard who patrol the seas / RSAF and CAAS safeguarding our skies / Singapore's Internal Security Act / US Patriot Act	5-7

	Such efforts help in being better prepared to deal with a range of security threats. They also help counties be more resilient and united without having panic and distrust that further divide communities. Additionally, countries can recover faster from the damage and disruption caused to their lives after an attack.	
4	**L3 + Explains the relative importance of each factor** Preventive measures are more effective as it ensures a high degree of preparedness and does not cause a disruption to people's lives. Protective measures, on the other hand, can only take help with he damage after it has already been done. This can be challenging due to the trauma and can take much longer in its recovery process. *(Extent of Damaging Impact)*	8