

**LORMS for Sec 4 SS
Prelim 2024**

MARK SCHEME

Section A

1 Study Source A.

What is the message of the source? Explain your answer using details from the source.

[5]

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| L1 | Lifting from source / Describing source content | [1] |
| E.g. | The message is that upward mobility is “out of order” and cannot work. | |
| L2 | Makes sub-message <i>Award 2 marks for a sub-message and 3 marks for support provided.</i> | [2-3] |
| E.g. | The message is that upward mobility cannot be achieved. Source A shows an escalator labelled “American upward mobility”. Nobody is on that escalator as it is “out of order”, implying that there is no hope for upward social mobility in the US. [3] | |
| L3 | Explains <u>why</u> it is increasingly difficult / impossible to achieve upward social mobility (main message) <ul style="list-style-type: none">• Emphasis is on holistic reading of source <i>Award the higher mark in the level for more developed answers.</i> | [4-5] |
| E.g. | The message of the source is that upward social mobility is increasingly impossible to achieve due to other socio-economic barriers / lack of jobs / increasing debt / decreased financial savings . Source A shows an escalator labelled “American upward mobility” that is currently “out of order”, hence nobody is using it. This symbolised how it is increasingly difficult and virtually impossible for anyone to experience upward mobility in the US. Next to it are other escalators, with commuters moving up with “debt”, losing “savings” and experiencing loss of jobs. [5] | |

2 Study Source B.**What was the intention of the speech? Explain your answer.****[6]***Note: This is a 'why' question, hence only responses framed as reasons can be awarded marks.*

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| L1 | Because of generalised context / undeveloped provenance | [1] |
| E.g. | The intention of the speech was to address participants at the 4 th Singapore-China Social Governance Forum. | |
| L2 | Because of content, at surface/face value (i.e. literal reading) | [2] |
| E.g. | <p>The intention of the speech was to highlight that Singapore has done well in terms of helping the lowest income tier move up to the top tier of income earners.</p> <p style="text-align: center;">OR</p> <p>The intention of the speech was to show that Singapore has done better than US, UK and Denmark in terms of helping people achieve social mobility.</p> | |
| L3 | Because he wants to highlight Singapore's <u>multi-prong</u> / "<u>many helping hands</u>" <u>approach</u> to ensure social mobility <i>Award the higher mark in the level for answers with support.</i> | [3-4] |
| E.g. | The intention of the speech was to highlight Singapore's multi-prong / many helping hands approach towards social mobility. Source B states the various measures the Singapore has taken to ensure upward social mobility, such as the government reaching out to "parents as early as during the mother's pregnancy", businesses that pay "higher wages to individuals as they upgrade their skills" and individuals who "step forward as volunteers with social service agencies". Different stakeholders come together to ensure continued social mobility in Singapore. | |
| L4 | Because of the <u>impact</u> the Minister hopes to achieve <ul style="list-style-type: none"> (Chinese or Singapore) Government officials → implement policies that involve different stakeholders in society to make social mobility a reality <i>Award the higher mark in the level for more developed answers.</i> | [5-6] |
| | The intention of the speech was to highlight Singapore's multi-prong / many helping hands approach towards social mobility. Source B states the various measures the Singapore has taken to ensure upward social mobility, such as the government reaching out to "parents as early as during the mother's pregnancy", businesses that pay "higher wages to individuals as they upgrade their skills" and individuals who "step | |

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| | <p>forward as volunteers with social service agencies". Different stakeholders come together to ensure continued social mobility in Singapore. The speech was made so that government officials / representatives attending the forum will implement or strengthen policies (back at home) to bring different stakeholders together to uplift disadvantaged segments of society.</p> <p>Weaker OC to consider: so that government officials / representatives walk away with a better understanding of how different stakeholders in society need to come together to make upward social mobility a reality.</p> <p>Possible OCs to consider:</p> <ul style="list-style-type: none"> Singaporeans will support initiatives by the government to promote social mobility policies by being proactive in actively participating in them; call to action to support such collaborative initiatives <p>*Award L3/4 for Outcome only (with support provided) *Audience must be consistent *Message & Outcome must be matching for L4</p> | |
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3 Study Sources C and D.

Would the academic (in Source C) agree with the business analyst (in Source D)? Explain your answer.

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| L1 | Agree / Disagree in terms of provenance, undeveloped | [1] |
| E.g. | <p>The academic would agree with the business analyst as they are both analysing socio-economic issues that occur during the same period (2021-2022)</p> <p style="text-align: center;">OR</p> <p>The academic would agree with the business analyst as both are respected professionals and I expect them to provide analysis based on accurate data and evidence.</p> | |
| L2 | Agree / Disagree in terms of generalised topic OR content, not supported | [2-3] |
| E.g. | <p>The academic and business analyst will <u>agree in terms of</u> the economic situation faced by many countries in the world today. [2]</p> <p style="text-align: center;">OR/AND</p> | |

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| | The academic and business analyst will <u>disagree in terms of</u> the reason for the bleak economic situation in the world today. [3] | |
| L3 | Agree / Disagree in terms of content, supported <i>Award the higher mark in the level for more developed answers.</i> | [4-5] |
| E.g. | <p>The academic and business analyst will <u>agree in terms of</u> the economic situation faced by many countries in the world today. The academic (in Source C) mentioned that “Chinese GDP growth has steadily declined since 2010” and “an economic downturn” has led to economic hardships and “doubts on the future of China”. Similarly, the business analyst talks about how “job security has become precarious” and “half the world’s workers are considering quitting”. Both suggests that the economic situation in the world is very bleak.</p> <p style="text-align: center;">OR</p> <p>The academic and business analyst will <u>disagree in terms of</u> the reason for the bleak economic situation in the world today. The academic (in Source C) says that the economic situation is due to “economic downturn” caused by “worldwide inflation from the pandemic”, “Ukraine war” and “increasing tensions between US and China”. This suggests that the economic situation facing countries like China are due to external global events. On the other hand, the business analyst (in Source D) seems to suggest that the economic situation is due to reasons that are more internal. For example, the business analyst suggests that changing mindsets to work as “millions of people are rethinking how they work and live” and “4 in 10 millennials and Gen Z respondents sat they’d leave their job if asked to come back to the office full time”. Beyond global events, the business analyst (in Source D) seems to suggest that individual choice and mindsets play a huge part in the economic situation facing the world today.</p> | |
| L4 | Agree AND Disagree in terms of content | [6] |
| E.g. | Both sides of L3. | |
| L5 | Agree <u>because of similar economic outlook</u> (i.e. economic hardships and doubts about the <u>future</u>) <ul style="list-style-type: none"> • C: “further doubts on the future of China” • D: “job security has become “precarious” & “almost half the world’s workers are considering quitting” | [7] |
| E.g. | The academic (in Source C) and business analyst (in Source D) will largely agree with each other <u>because</u> they both hold similar views on the economic outlook of countries around the world . The academic shared of a “lying flat” phenomenon in China, that was largely the result of declining Chinese GDP growth since 2010 and “economic downturn” in recent times. This has led to a “looming property crisis” and “declining employment for unskilled workers”, leading the academic to conclude that | |

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| | there are “further doubts on the future of China”. Such pessimistic economic outlook resonates with the business analyst (in Source D), who speaks of “The Great Resignation” and how “many are staying out of the labour force” due to stagnation of incomes. In fact, the analyst spoke of the fact that job security being “precarious” and “almost half of the world’s workers are considering quitting”, signalling an equally troubling time ahead as the academic (in Source C) had alluded to. | |
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| 4 | Study Sources E and F. | |
| | Having read Source E, are you surprised by Source F? Explain your answer. | [7] |

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| L1 | Answers using source content from Source E/F but did not respond to the question | [1] |
| E.g. | Source E and Source F talk about the challenging economic situation in China. | |
| L2 | Identifies what is Surprising / Not surprising in F using source content (not explained) OR provenance, undeveloped | [2] |
| E.g. | <p>I am surprised by Source F because it says that we should “pay more attention to individual contributions and publicise the down-to-earth and dedicate people around them”.</p> <p style="text-align: center;">OR</p> <p>I am not surprised by Source F since it is written by a Chinese academic who specialises in labour relations and economics. It is normal that the academic will talk about economic issues.</p> | |
| L3 | Surprised / Not Surprised by Source F due to internal reasoning (accept all logical reasoning) | [3] |
| E.g. | I am surprised by Source F because it claims that the answer to all the hardships faced by individuals in the economy today is to “struggle with positivity” and identify with the need for “hard work”. People are tired of just simply working hard to no end and the answer cannot be to just slog on. | |
| L4 | Surprised / Not Surprised by Source F due to comparison of content with Source E <ul style="list-style-type: none"> • Similarity = Not surprised • Difference = Surprised <p><i>Award the higher mark in the level for more developed answers.</i></p> | [4-5] |

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| E.g. | <p>Having read Source E, I am not surprised by Source F as both sources agree that many youths in China are disillusioned with the concept of hard work. Source E states, “discouraged by uneven access to resources and opportunities” and “many young Chinese are simply opting out” and “removing themselves from the rat race”. Similarly, Source F states, “Instead of working hard to strive for success, the lying flat youths have chosen to escape in the face of pressures and live a life without fighting. The development of such a dangerous social phenomenon deserves our attention.” Both sources highlight that youths have responded to economic challenges by choosing to sit out of the rat race.</p> <p style="text-align: center;">OR</p> <p>Having read Source E, I am surprised by Source F as they differ in terms the reason why youths today are choosing to “let it rot”/ “lie flat”. Source E states that such a resigned mindset is the result of systemic barriers, as evident in “discouraged by uneven access to resources and opportunities, the futility in chasing shifting and unreachable socio-economic markers, and the heavy toll the chase is taking on their minds, bodies and relationships, many young Chinese are simply opting out”. On the other hand, Source F seem to suggest that the reason for such a response of youths in China is due to the lack of adequate public education to guide youths to adopt the right mindset to work. Source F states that, to enhance the motivation of young people to struggle with positivity, “the society and the media should pay more attention to the individual contributions; publicize the down-to-earth and dedicated people”.</p> | |
| L5 | <p style="text-align: center;"><u>Both sides of L4</u></p> <p style="text-align: center;">OR</p> <p><u>Not Surprised / Surprised by Source F by cross-referencing to other sources</u></p> <ul style="list-style-type: none"> • There must be a common thread (focus) between Sources E, F and third source • Conclusion must be on Source F (i.e. why is it surprising / not surprising) <p style="text-align: center;">OR</p> <p><u>Not Surprised because of the Source F’s significance (i.e. long-term implications of “lying flat”) in the current debate</u></p> <ul style="list-style-type: none"> • Explains why the Chinese academic may focus more on the long-term dangers of the “lying flat” phenomenon | [6] |
| E.g. | <p>Both sides of L4 (see above).</p> <p>OR</p> | |

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| <p>E.g.</p> | <p><u>Not Surprised / Surprised by Source F by cross-referencing to other sources</u></p> <p>Having read Source E, I am surprised by Source F as Source A supports Source E instead. Source F tells us that the <u>challenge for social mobility is with the adoption of right work mindsets</u>. Source F states that, to enhance the motivation of young people to struggle with positivity, “society and the media should pay more attention to the individual contributions; publicize the down-to-earth and dedicated people”, implying the need for public efforts to highlight the need for hard work. On the other hand, Source E tells us that the <u>challenge for social mobility is the systemic economic barriers that make it difficult for upward progress</u>. Source E suggests that social immobility is caused due to “uneven access to resources and opportunities, the futility in chasing shifting and unreachable socio-economic markers, and the heavy toll the chase is taking on their minds, bodies and relationships, many young Chinese are simply opting out”. <u>Source A supports Source E’s views</u>, highlighting that <u>“upward mobility” was “out of order” due to increasing debt, declining employment opportunities and reduction in savings (i.e. systemic barriers)</u>. Given that Source A supports Source E, I am surprised with Source F’s views.</p> <p>Other permutations to consider (not exhaustive):</p> <p>Surprised:</p> <ul style="list-style-type: none"> • D supports E, F is surprising (economic challenges) • B supports E, F is surprising (economic challenges) <p>Not Surprised</p> <ul style="list-style-type: none"> • D supports F, F is surprising (changing work attitudes, need for hard work) <p>Accept any plausible combination.</p> <p>OR</p> <p>E.g. <u>Not Surprised because of the Source F’s significance (i.e. long-term implications of “lying flat”) in the current debate</u></p> <p>Source F’s view is unsurprising because as a Chinese academic specialising in labour relations and economics, it is expected of the author to take a more broad-based perspective that not only empathises with individuals that chose to “lie flat”, but also consider the long-term economic impact of the movement on China. With respect to the “lying flat” movement, many individuals have stepped up to voice their concerns about the economic challenges young workers face, as seen in Source E (Source C and D helps to give current context too). As an academic, the writer sought to provide a balance to the debate by discussing, as importantly, the dangers of the “lying flat” movement. The author was in some ways warning how the movement could reverse years of hard work put in across generations to allow China to become what it is today. Given the academic’s inclination to bring balance to the conversation and highlight the long-term implications of “lying flat” on China, I am not surprised by Source F.</p> | |
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| L6 | Surprised because Source F did not address concerns of Source E | [7] |
| E.g. | <p>Having read Source E, I am surprised by Source F. Source F tells us that the “lying flat” youths and their refusal to adopt a work ethic of hard work have become a growing concern for China. Source F states, “the development of such a dangerous social phenomenon deserves our attention” and that the solution for the phenomenon is to strengthen efforts “to motivate young people to struggle with positivity”. I find it surprising that the academic had chosen to highlight this as the solution instead of providing concrete solutions to resolve systemic barriers that have led to youths feeling disillusioned with the idea of work. As Source E has shown, youths have given up the idea of working hard because of the “uneven access to resources and opportunities, the futility in chasing shifting and unreachable socio-economic markers, and the heavy toll the chase is taking on their minds, bodies and relationship”. I would have expected the academic whose expertise is in labour relations and economics to focus on resolving these economic challenges, as they are the root of why youths decide to give up in the first place.</p> | |

Note: Single source use capped at L3/3

5 'The challenges to social mobility can be overcome.'

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

[10]

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| L1 | Writes about statement, no valid source use | [1] | | | | |
| E.g. | Social mobility refers to the ability for one to move up the socioeconomic ladder. It is generally difficult to achieve today. | | | | | |
| L2 | Agree OR Disagree, supported by valid source use <i>Award 2 marks for 1 A OR 1 DA. Award an additional mark for each additional source used on one side, to a maximum of 4m.</i> <i>Accept all valid content use but clear <u>extension / development</u> of source evidence must be provided. Answers must reflect <u>student's understanding</u> of evidence cited in relation to the question.</i> <i>In general, extension / development should:</i> <div><div>1. Explains what the government can do to help ensure social mobility (Significance)</div><div>2. Explain what other parties can do to help ensure social mobility (Significance)</div><div>3. Explain how limited the government's role is in ensuring social mobility (Impact)</div></div> <i>Each explanation must be <u>unique</u> in its reading of the source and should not be generalised and/or repetitive.</i> | [2-4] | | | | |
| E.g. | <table><tr><td><u>Agree</u></td><td><u>Disagree</u></td></tr><tr><td>A, B, F</td><td>A, C, D, E</td></tr></table> <u>Agree</u> Source A agrees that the challenges to social mobility can be overcome. Source A shows an escalator representing "American upward mobility that is "out of order". Beside it, we see escalators moving in the opposite direction with the word "jobs" labelled on it. The commuters were also seen moving upwards in the direction of debt. This symbolises the struggle with upward mobility, which is largely attributed to factors | <u>Agree</u> | <u>Disagree</u> | A, B, F | A, C, D, E | |
| <u>Agree</u> | <u>Disagree</u> | | | | | |
| A, B, F | A, C, D, E | | | | | |

such as declining job opportunities and increasing debt. **Challenges such as these can be resolved if the government steps up to woo investors and bring in employment opportunities for the people. As people gain employment, debt can be reduced and savings increased, allowing one to move up the socioeconomic ladder.**

Source B agrees that the challenges to social mobility can be overcome. Source B recognises that solving such a complex socio-economic issue requires many to “come forward to address intractable problems like inequality”, such as “businesses” who support the “Progressive Wage Model” to low wage workers or individuals who “step forward as volunteers with social service agencies”. Even the government had to “reach out to parents as early as during the mother’s pregnancy”. **The source suggests that the challenges of social mobility can be overcome through a combination/intersection of efforts across different groups in society, each targeting a different need in the community, that ultimately makes upward social mobility a reality.**

Source F agrees that the challenges to social mobility can be overcome. Source F states, “to motivate young people to struggle with positivity, the society and the media should pay more attention to individual contributions” and “schools should always guide students to identify with the value of hard work”. **This suggests that the challenges to social mobility can be overcome if society works together to stress the importance of hard work so that young workers continue to strive to create a better life for themselves with a good career and better income for a good quality of life.**

Disagree

Source A disagrees that the challenges to social mobility can be overcome. Source A shows an escalator representing “American upward mobility that is “out of order”. Beside it, we see escalators moving in the opposite direction with the word “jobs” labelled on it. The commuters were also seen moving upwards in the direction of debt. This symbolises the impossible mission of upward social mobility, which is largely attributed to factors such as declining job opportunities and increasing debt. **The source gives a pessimistic and bleak outlook to the economic situation and suggests that social mobility cannot be achieved because of issues such as declining jobs, increasing debt and lack of savings, all of which are major socio-economic concerns that are complex and cannot be readily solved.**

Source C disagrees that the challenges to social mobility can be overcome. Source C states that “Chinese GDP growth has steadily declined since 2010” and “economic downturn” due to “worldwide inflation from the pandemic”, “Ukraine war”, “increasing tensions between US and China”, and “looming property crisis” make it difficult for one to gain upward mobility. **These issues mentioned are global, unprecedented and beyond the control of individuals or governments to resolve. Hence, the source does not think the challenges to social mobility can be overcome anytime soon.**

Source D disagrees that the challenges to social mobility can be overcome. Source D states, “around the world, millions of people are rethinking how they work and live”

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| | <p>and “The Great Resignation has US workers quitting their jobs in record numbers – more than 24 million did so.” This suggests that challenges to social mobility will not be readily overcome because as people leave their jobs, they lose income, stagnate and life will become even more financially challenging for them. This ultimately may even lead them to experience a downward social mobility.</p> <p>Source E disagrees that the challenges to social mobility can be overcome. Source E states that individuals are trapped in social immobility and are even “forced by economic circumstances to remain childless”. This is largely because of the “uneven access to resources and opportunities” and “the futility in chasing shifting and unreachable socio-economic markers”. This suggests that the source does not think that the challenges to social mobility can be overcome because economic success is simply “unreachable” as individuals from lower socio-economic groups do not have the means to secure a good education that makes them competitive in the job market for a good career ahead.</p> | |
| L3 | <p>Agree AND Disagree, supported by valid source use</p> <p><i>Award 5 marks for 1 A + 1 DA</i> <i>Award 6 marks for 2 A + 1 DA OR 1A + 2DA</i> <i>Award 7-8 marks for 2A + 2DA, based on quality of explanations.</i></p> <p><i>Accept all valid content use but clear <u>extension</u> / <u>development</u> of source evidence must be provided.</i></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> <ul style="list-style-type: none"> • Source C is a reliable/useful source as it is an opinion piece written by an academic. As an academic, it is expected that the author would possess the expert knowledge to comment about the economic situation facing China. This is evident in the source as the author provides a well-balanced discussion of the tang ping movement in China, describing its origins, and highlighting both internal and external economic challenges that it faces. <p>By sharing example(s) from their contextual knowledge:</p> | |

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| | <ul style="list-style-type: none"> Source D is right in sharing that many young professionals are rethinking how to work and live. It is true that after Covid-19, many workers are aiming to strike a balance work and life with more flexible work options that don't require them to come back to the office full time. In 2024, the Ministry of Manpower in Singapore issued guidelines for all employers to have processes for workers to request flexible work arrangements. The Public Service in Singapore has also introduced new hybrid work arrangements, allowing many officers to work from home at least 2 days in a week. <p>By giving a balanced conclusion/ resolution</p> <ul style="list-style-type: none"> Ultimately, I think that the challenges of social mobility can be overcome, but as a complex socio-economic issue, it requires the cooperation and resolve from everyone – from business owners, the government, down to individual mindsets. A resigned mindset will not benefit anyone, and risks individuals stagnating into poverty. At the same time, government policies and business models must reward hard work and give young workers a sense of hope. With the right mindsets and social support given, the challenges of social mobility can be overcome. <p>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.</p> | |
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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.
- Balanced Conclusion (BC) can only be awarded if students have secured L3/5

Section B

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| 6 | <p>Extract 1 reflects an increasing demand among young Singaporeans for study abroad experiences.</p> <p>What lessons do you think young Singaporeans can learn from studying abroad? Explain your answer by sharing two lessons.</p> | [7] |
| L1 | <p>Describes the topic, i.e. young Singaporeans going abroad</p> <p>E.g. Many young Singaporeans like to travel and go abroad. With globalisation, traveling is made more affordable and hence many are able to explore new destinations.</p> | 1 |
| L2 | <p>Identifies / Describes lesson <i>Award 2m for identifying one lesson, 3m for identifying 2 lessons.</i> <i>Award 3m for describing one lesson, 4m for describing 2 lessons.</i></p> <p>Any 1 out of 3 routes for a valid description.</p> <p>CTX – significance of why the lesson is important D – details of the lesson (e.g. examples) OC – impact of the lesson</p> <p>See L3 for examples.</p> | 2-4 |
| L3 | <p>L2 + Explains the impact of lesson <i>Award 5-6m for explaining impact of one lesson.</i> <i>Award 6-7m for explaining impact of two lessons.</i></p> <p>Any 2 out of 3 routes for a valid explanation:</p> <p>CTX – significance of why the lesson is important D – details of the lesson (e.g. examples) OC – impact of the lesson</p> <p>E.g. One lesson Singaporeans can learn from studying abroad is independence (I). In Singapore, many young Singaporeans enjoy the care and support of living with their parents as a household unit. This is unlike their peers in many other countries, who move across cities for education and work at young ages (CTX). Moving abroad for their studies hence offers them an opportunity to live alone, and learn to</p> | 5-7 |

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| | <p>perform tasks, such as household chores or managing their own finances by themselves. (D)</p> <p style="text-align: center;">AND/OR</p> <p>E.g. Studying abroad also allows young Singaporeans the ability to hone their cross-cultural competencies (i.e. how to interact / fit in a foreign culture) (I). As young Singaporeans travel to a new country for studies, they are placed in a foreign culture and will need to navigate new cultural and social norms. For example, in Korea, as they speak to locals, they will need to understand that there are formal and informal ways of speaking to others, usually based on seniority of the person. (D) Cross-cultural interactions are useful in the long run as it helps young Singaporeans be more culturally sensitive and this may benefit them as they work in MNCs across the world and will be able to interact meaningfully with colleagues from all over the world. (OC)</p> | |
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| 7 | <p>Extracts 2 and 3 discusses the role of individuals and the government in managing the threat of transnational terrorism.</p> <p>Do you think individual action or government measures are more effective in managing the threat of transnational terrorism? Explain your answer.</p> | [8] |
| L1 | <p>Writes about the topic but without addressing the question.</p> <p>E.g. Transnational terrorism is increasingly a threat for Singapore because of improved transportation and our reputation as a vibrant trade hub.</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. Individual action can help manage the threat of transnational terrorism. For example, individuals can exercise vigilance by watching out for tell-tell signs of self-radicalisation in others. When there are sufficient grounds for suspicion, individuals can take action by informing relevant authorities or report suspicious items or characters. When faced with threatening situations, individuals can practice the Run-Hide-Tell to report incidences and keep themselves and others safe. They can call the Police at 999, SMS 71999 if it is inconvenient to talk or submit reports via the SGSecure App.</p> <p style="text-align: center;">OR/AND</p> | [3-4] |

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| | <p>E.g. Government measures are necessary to manage the threat of transnational terrorism. Preventive measures are vital in reducing a country's vulnerability to terrorist threats. Border control measures are critical in preventing movement of foreign terrorists as well as materials that can be used to produce explosives. For example, in Singapore, the Immigration and Checkpoints Authority (ICA) developed specialized capabilities in border security and identification, such as the use of biometric technology and radiographic image analysis of cargo vehicles crossing our borders. In some other countries such as the USA, a No-Fly List is established to impose a ban on individuals who are suspected terrorists from entering their country.</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>E.g. Individual action can help manage the threat of transnational terrorism. For example, individuals can exercise vigilance by watching out for tell-tell signs of self-radicalisation in others. When there are sufficient grounds for suspicion, individuals can take action by informing relevant authorities or report suspicious items or characters. When faced with threatening situations, individuals can practice the Run-Hide-Tell to report incidences and keep themselves and others safe. They can call the Police at 999, SMS 71999 if it is inconvenient to talk or submit reports via the SGSecure App. This is an effective measure to manage the threat of transnational terrorism as consistent public vigilance helps ensure that no suspicious activity goes unnoticed. When such incidents are aptly reported, the authorities will be able to take swift action to apprehend any suspicious characters, preventing any harm to individuals and property.</p> <p style="text-align: center;">OR/AND</p> <p>E.g. Government measures are necessary to manage the threat of transnational terrorism. Preventive measures are vital in reducing a country's vulnerability to terrorist threats. Border control measures are critical in preventing movement of foreign terrorists as well as materials that can be used to produce explosives. For example, in Singapore, the Immigration and Checkpoints Authority (ICA) developed specialized capabilities in border security and identification, such as the use of biometric technology and radiographic image analysis of cargo vehicles crossing our borders. In some other countries such as the USA, a No-Fly List is established to impose a ban on individuals who are suspected terrorists from entering their country. Government measures are critical in managing the threat of transnational terrorism as effective border controls, facilitated by technological capabilities, help improve the effectiveness and efficiency in monitoring and regulating the movement of people and goods across borders. Alongside initiatives such as the No-Fly List, strict border controls help ensure that dangerous individuals and materials are prevented from</p> | [5-7] |

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| | entry into a country, thereby significantly reducing the risk of terrorist activity being successfully conducted. | |
| L4 | <p>Both aspects in L3 plus explains the relative importance of each factor</p> <p>E.g. In conclusion, government measures play a bigger role in helping to manage the threat of transnational terrorism. With strict border controls and policing, we are able to prevent any suspicious individuals from entering Singapore. This will significantly reduce any chances of terrorist activity from a preventive point of view, so that the need for responsive measures such as individual action may be lessened or even not necessary.</p> <p>E.g. In conclusion, individual action is still the most crucial in helping to manage the threat of transnational terrorism. In a highly globalised and connected world we live in today, radical ideas and terrorist activities can “go behind the scenes” and take place in the digital realm. Many government measures, such as border controls or even strict monitoring of online content, are not foolproof, as past cases of lone wolves or self-radicalised individuals have proven. Hence, it is down to the individual to learn to discern, be vigilant and be ready to tackle any false information on their own or alert authorities when they see something suspicious.</p> <p><i>*accept all possible / logical conclusions</i></p> | [8] |