Class	Register Number	Name

END-OF-YEAR EXAMINATION 2023

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HUMANITIES
Paper 1 Social Studies

Secondary 3 Express

26 September 2023   **1 hour 45 minutes**
Additional materials: Writing booklet

INSTRUCTIONS TO CANDIDATES
1. Write your full name, class and index number on the writing booklet.

2. Write in dark blue or black pen on both sides of your writing booklet.

3. There are two sections in this paper.
   Answer all parts in both Sections A and B.

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

At the end of the exam, hand in your writing booklets for Section A and Section B SEPARATELY.

        DO NOT OPEN THIS PAPER UNTIL YOU ARE TOLD TO DO SO.

For Examiner's Use		
Section A		**35**
Section B		**15**
Total		**50**

This document consists of **6** printed pages including the cover page.

SECTION A (Source-Based Case Study)

Answer **all** questions.

Exploring Citizenship and Governance

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 knowledge of the issue to help you interpret and evaluate the sources.

1	Study Source A.	
	What does this source tell you about the students' experience with HBL? Explain your answer.	[5]
2	Study Source B.	
	Why was the article published? Explain your answer.	[6]
3	Study Sources C and D.	
	How different are these sources? Explain your answer.	[7]
4	Study Source E.	
	How reliable is the source as evidence of the government's support to students during HBL? Explain your answer.	[7]
5	"It is the responsibility of the government to support students for Home-Based Learning (HBL)."	
	Using the sources in this case study, explain how far you would agree with this statement.	[10]

How was the Home-Based Learning (HBL) experience for students in Singapore during the COVID-19 Circuit Breaker?

BACKGROUND INFORMATION

The outbreak of the COVID-19 pandemic in Singapore had resulted in the adoption of remote learning, or Home-Based Learning (HBL), from 8 April to 4 May 2020. During this period, all schools in Singapore and Institutes of Higher Learning, such as polytechnics and ITEs, continued providing instructions to students to support their learning digitally. This meant that teachers often tapped on the use of educational platforms (such as Google Classroom and Student Learning Space) and video conferencing tools (such as Zoom and Google Meet) as an alternative to physical teaching to minimise disruption in the students' learning.

The heavy dependence on technological devices during HBL was met with mixed reactions from students in Singapore. While some students enjoyed the flexibility offered by HBL, others reported feeling concerned by the lack of teachers' support and socio-emotional support from peers. The limited number of digital devices, such as tablets or laptops, have also made remote learning challenging in households with multiple school-going children. Additionally, some students found it difficult to use multiple educational platforms independently.

Study the sources to find out the experiences of students during HBL.

Source A: *A cartoon published by Families for Life, a community organisation which aims to build strong and resilient families in Singapore, May 2020.*

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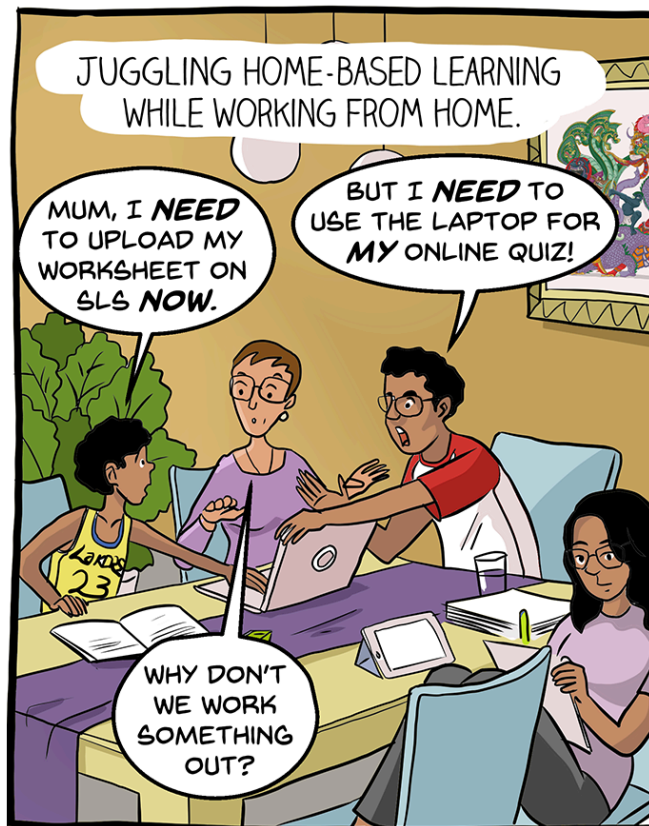
Source B: *An opinion article published by a Singaporean, published on The Independent, an independent news media company, 1 June 2020.*

The numbers show that only 31 per cent of those living in 1-2 room HDB flats own personal computers. To address this, the Ministry of Education loaned around 20,000 devices, such as tablets and laptops, to those that need it for HBL. Other local community groups, such as Engineering Good, provided another 2,600 laptops to help the cause, as well as lending SIM cards and Wi-Fi dongles to families that also need them.

But even so, the lack of hardware isn't the only problem. Other issues they struggle with include computer literacy skills. Despite having tablets and laptops at their fingertips, many households still struggle because they don't know how to use these gadgets in the first place. Digital learning is here to stay, so the government needs to work harder to overcome these digital issues to successfully move the country forward.

Source C: *Adapted from a research paper entitled 'The psychosocial impact of home-based learning among students during the COVID-19 Pandemic in Singapore', published on 23 August 2021.*

During HBL, whatever little time students got to spend with friends was mostly on virtual platforms, such as the phone, social media or video chats. The majority of students surveyed missed meeting their friends in person and missed going to school. On top of this, the feeling of being confined to a limited space at home with reduced outdoor activity and physical interaction with peers was a significant challenge that the students had to overcome.

On the other hand, some students reported feeling more independent during HBL. This is because they are better able to take charge of their own study routines, and feel less distracted in the comfort of their homes. Most of the students we surveyed had started a new hobby or learned a new skill during HBL in the comfort of the home environment.

Source D: *Adapted from an article published by Temasek Polytechnic, as part of Mental Health Awareness month, published on 31 May 2021.*

New students starting at polytechnics and Institutes of Technical Education (ITE) were also affected mentally during the circuit breaker as they were expected to learn independently from home and were only allowed to go to school in small groups if necessary.

Such drastic changes in their routines have caused many young people to feel distressed. Muhammad Ishardy, a student in ITE College East, said: "At home, there are a lot of distractions such as my phone and my bed. But in school, there is a teacher to supervise and fewer distractions."

Ishardy also shared that his mental health had gotten worse during the circuit breaker period. He found it harder to communicate with his teachers online, as he had to wait for their replies when clarifying his doubts, making him slower in completing his work. This made him feel worried.

Source E: *Adapted from an article published by the Singapore Research Nexus (SRN), a research initiative by the National University of Singapore, 15 October 2020. The SRN aims to publish research materials for academics and policy makers.*

Even after government efforts to provide digital devices to most needy households through donations and loans, a survey last year found that out of 573 households with children, 21 percent did not have Internet access, and 39 percent did not have laptops, desktops, or tablets. Research shows that some low-income households were not aware of the digital support programmes that could help them. Parents interviewed cited when being turned off by the complicated application process to request for additional devices, while some students shared feeling embarrassed to admit that they do not have the necessary devices in front of their peers.

The inadequate access to digital devices and connectivity among low-income households is a serious problem that needs to be addressed. With technology becoming more widespread, we must tackle digital poverty, failing which, digital divides will lead to more social divides that will deepen over time.

Answer **all** questions.

Living in a Diverse Society

Study the extracts carefully, and then answer the questions.

Extract 1
Around the world today, many countries are experiencing the problem of inflation – the general increase in the prices of goods and services. Likewise, in Singapore, the rising prices of food, utilities and transport are a growing concern for many households in Singapore. Most prominently, low-income households are particularly hit hard due to their lower wages, limited savings, and higher costs of everyday essentials.

Extract 2
Race refers to the biological classification of people, which includes their physical characteristics. Some of these characteristics include the colour of skin, hair and eyes. Ethnicity is based on the culture of a group of people who share the same ancestry, customs and tradition.

Extract 3
Socio-economic status refers to the economic situation shared by a group of people in society. Generally, in Singapore, an individual's income is an indicator of their socio-economic status.

6 Extract 1 shows how low-income households are affected by the rising cost of living in Singapore.

   In your opinion, what can be done to help low-income households cope with the rising cost of living? Explain your answer using **two** strategies.   [7]

7 Extracts 2 and 3 show how race and ethnicity and socio-economic status can shape the identity of a person.

   Do you think race and ethnicity plays a more important role than socio-economic status in shaping one's identity? Explain your answer.   [8]

- End of Paper -

SECTION A

1. **Study Source A.**
   What does this source tell you about the students' experience with HBL? Explain your answer. [5]

Level	Descriptor	Marks
L1	**Misinterpretation of source / Not answering the question (NATQ)**	**1**
L2	**Answer based on describing the source** The source depicts two siblings fighting over the use of a laptop.	**2**
L3	**Valid Inferences, unsupported** *Award 3 marks for one inference, 4 marks for two inferences.* The source tells me that parents are having a difficult time with HBL because their children are constantly bickering. ⬜ only if student proceeds to explain about students' experience will marks be awarded.	**3-4**
L4	**Valid Inference, supported** *Award 4 marks for one inference, supported. Award 5 marks well-developed answers.* The source tells me that students that Singaporean students have a <u>negative experience</u> with HBL. [INFERENCE] The source illustrates two siblings quarrelling with each other over the use of a single laptop. [EVIDENCE] This tells me that the shortage of devices in some households is making HBL challenging for some students, as it is causing disagreements between family members in the household. [EXPLANATION] The source tells me that HBL experience <u>has taught students to compromise / practise turn taking</u>. [INFERENCE]. The source illustrates two siblings quarrelling with each other over the use of a single laptop. This is followed by a response by the parent, saying "why don't we work something out?" [EVIDENCE] This tells me that while HBL may be challenging at first, eventually, siblings in the household will learn to practise giving in to their family members as they have to share the use of limited devices in the household.	**4-5**

2. **Study Source B.**
    Why was the article published? Explain your answer. [6]

Level	Descriptor	Marks
L1	**Valid inference which is not phrased as a reason / Misinterpretation of source/ Lifting from source** e.g. The source tells me that… / I can infer that… (NATQ) e.g. The article was published to praise the government for their efforts at helping Singaporean students during HBL.	1
L2	**Identifies sub-message.** *Award 2m for sub-message, unsupported. Award 3m for sub-message, supported.* e.g. The article was published to highlight <u>existing efforts by the government to support students during HBL</u>. e.g. The article was published to criticise the government because their efforts at supporting students for HBL is not enough, such as that other community groups have to step in to fill in the gaps.	2-3
L3	**Identifies main Message OR Outcome** *Award 4m for main message/outcome, supported with weak explanation.* *Award 5m for main message/outcome, supported with strong explanation.*	4-5
L4	**Purpose of the source, supported (i.e. message + outcome)** *Award 6m for purpose, supported. Incomplete answer (i.e. action word, audience, outcome) will be awarded L3 instead.* The author published this source to convince [ACTION] the government [AUDIENCE] that <u>current efforts to support students from low-income families during HBL is not enough</u> / <u>the HBL experience was negative for students from low-income families</u> [MESSAGE]. I know this because the source mentions that "Digital learning is here to stay, so that the government needs to work harder to strengthen and firmly establish the digital issues the country needs to successfully move forward." [EVIDENCE] This tells me that even though the government has provided hardware (i.e. tablets and laptops) to support students, it is not enough to help facilitate students' learning during HBL. This is because the students also need to be taught how to use the devices meaningfully (i.e. computer literacy skills) to support independent learning. This is especially since digital learning is coming a permanent feature in education today. [EXPLANATION] In doing so, the author hopes that the government will allocate more resources to strengthen the existing support for students, so that students from low-income households will not be further disadvantaged. [ACHIEVEMENT]	6

3. **Study Sources C and D.**
   How different are these sources? Explain your answer. [7]

Level	Descriptor	Level
L1	**Agree based on provenance/source type/topic** **False matching of common criteria OR description of sources OR misinterpretation of sources.**	**1**
L2	**Similarity AND/OR difference based on Content, unsupported** *Award 2m for 1 difference OR similarity, unsupported.* *Award 3m for 2 difference AND similarity, unsupported.* Possible similarities: ● Both sources mention that students found HBL challenging. ● Both sources noted that students have a negative experience with HBL. ● Both sources highlighted how HBL had negative emotional impact on students. Possible differences: ● Both sources differ on whether learning at home provided more or less distractions. Source C suggests that studying at home is less distracting, while Source D suggests that studying at home is more distracting. ● Both sources differ on the reasons for why they feel stressed during HBL. While Source C highlights the lack of social support form peers as a reason for stress, Source D suggests that the lack of educational support contributes to stress. ● Both sources differ on whether students enjoyed HBL. While Source C shows that students enjoyed HBL, Source D shows that students do not.	**2-3**
L3	**Similarity based on Content, supported** *Award 4m for 1 difference OR similarity, supported.* *Award 5m for 2 difference AND similarity, supported.* Both sources are similar as they cited the negative emotional impact HBL had on them. ● Source C says that "reduced outdoor activity and physical interaction with peers was a significant challenge that the students had to overcome." This suggests that the limited face-to-face interactions they had with their friends meant that they had less emotional support. This is challenging, specifically because teenagers are known to depend on their friends for advice and support then they are going through challenges. ● Source D says that "drastic changes in their routines have caused many young people to feel distressed." This tells me that students actually find comfort and support from the learning environment offered in school. The implementation of HBL had thus disrupted this routine, thereby causing them to feel emotionally affected.	**4-5**

	Both sources are different on whether students enjoyed HBL. While Source C shows that students enjoy HBL, Source D shows that students do not. ● Source C says that "some students reported feeling more independent during HBL." This suggests that some students enjoy the flexibility of HBL, as they have more control over their daily schedule. ● Source D says that HBL had made him "more stressed with schoolwork." This tells me that students do not find HBL enjoyable as the lack of supervision from teachers has forced them to be more independent in their learning. As such, students who require more guidance may feel overwhelmed by the limited support offered during HBL.	
L4	**Similarity based on Purpose** *Award the higher mark for more developed answers.* Both sources similar in terms of purpose. ● Source C: The research paper was published to convince [ACTION] the necessary stakeholders in the education sector [AUDIENCE] that HBL had been emotionally challenging for students [MESSAGE]. In doing so, perhaps the researchers hope that concrete action can be taken by the stakeholders to address the negative emotional impacts brought about by HBL on students. [ACHIEVEMENT] ● Source D: The article was published to raise awareness [ACTION] to students in Polytechnic [AUDIENCE] on how HBL had an adverse impact on the students' mental health [MESSAGE]. In doing so, the author hopes that school and other relevant authorities can implement measures to better protect students. [ACHIEVEMENT]	**6-7**

4. **Study Source E.**
   How reliable is the source as evidence of the government's support to students during HBL? Explain your answer. [7]

Level	Descriptor	Level
L1	**Answer based on the provenance OR Did not address the issue on "government support to students during HBL"**	**1**
L2	**Reliable/Not reliable based on content** *Award 2m for reliable/not reliable, unsupported.* *Award 3m for reliable/not reliable, supported.* Source E is reliable [STAND] as evidence of the government's <u>digital support</u> to students during HBL [ISSUE]. I know this because the source says that "government efforts to provide digital devices to most needy households through donations and loans". [EVIDENCE] This suggests that the government has been largely successful in reaching out to needy households in Singapore, despite a small number of students still not having Internet access or digital devices. [EXAMPLE] OR Source E is not reliable [STAND as evidence of the government's <u>digital support</u> to students during HBL [ISSUE]. The source identifies multiple reasons why students do not receive government support despite its availability, which includes "turned off by the complicated application process to request for additional devices, while some students shared feeling embarrassed to admit that they do not have the necessary devices in front of their peers". [EVIDENCE] This tells me that the government has not sufficiently reached out to all needy students. The failure to do so would mean that there are still students who did not have access to learning materials online during the HBL period, which suggests that the government has not done enough to support them. [EXPLANATION]	**2-3**
L3	**L2+ Reliability through cross-reference** *Award 4m for incomplete cross-references (i.e. lacking CR logic (since Source A supports Source E, Source E is reliable) or attempts to CR where the BOC is closely matched).* *Award 5m for weak cross references (i.e. highlights that government has done something, though unspecified)* *Award 6m for responses that focuses on a specific government support (i.e. digital support)* Source E is reliable [STAND] as evidence of the government's <u>digital support</u> to students during HBL [ISSUE] as it is supported by Source B [REASON], which states that "the Ministry of Education loaned around 20,000 devices, such as	**4-6**

	tablets and laptops, to those that need it for HBL." [EVIDENCE] This tells me that the government had indeed provided additional resources to families who do not have access to such devices, which therefore allows them to continue learning during the pandemic. [EXPLANATION] Since Source B supports Source E, Source E is reliable. OR Source E is not reliable [STAND as evidence of the government's <u>digital support</u> to students during HBL [ISSUE] because it is contradicted by Source B [REASON]. Source B mentions that "Despite having tablets and laptops at their fingertips, many households still struggle because they don't know how to use these gadgets in the first place." [EVIDENCE] This suggests that having digital devices are pointless in helping students continue learning during HBL if they do not know how to use the devices to maximise their learning. Thus, while the government have provided them with resources, they have not, however, provided support in the form of knowledge on how to use these devices. [EXPLANATION] Since Source B contradicts Source E, Source E is unreliable.	
L4	**Reliable because of motive of author** Source E is reliable as evidence of the government's support during HBL of its purpose. The research article is published by the Singapore Research Nexus. Granted that the purpose of the research initiative is to publish research materials that will be useful for academics and policy makers [lifted from provenance of source], the research materials presented would have to be factual and based on evidence. The failure to ensure that the research materials published are truthful would undermine the credibility of the research initiative. Additionally, since policy makers would use the data published for policy planning, it would also mean that the SRN would have to publish research that accurately reflects sentiments on the ground. Because the authors of the research are objective and the materials published are unbiased, Source E is reliable.	**7**

5. **"It is the responsibility of the government to support students for Home-Based Learning."**
   Using the sources in this case study, explain how far you would agree with this statement.
   [10]

Level	Descriptor	Marks
L1	**Writes about the statement, no valid source use**	**1**
L2	**Yes / No, supported by valid source use** **Disagree: (i.e. no, it is not the responsibility of governments to support students for HBL)** Source A disagrees that it is the responsibility of the government to support students during HBL [STAND], as it tells me that <u>parents play an important role</u> [ISSUE] in supporting students for HBL. Source A illustrates how a parent is mediating a conflict between two siblings who are fighting over the use of the laptop during HBL. [EVIDENCE] This tells me that during a pandemic, where everyone is expected to stay at home, parents then have to step-up and provide support to their children during HBL. This may come in the form of reminding them to take turns when using the digital devices. [EXPLANATION] Source C disagrees that it is the responsibility of the government to support students during HBL [STAND] as <u>individual students themselves</u> [ISSUE] should take charge of their own learning. Source C says "This is because they are better able to take charge of their own study routines, and feel less distracted in the comfort of their homes." [EVIDENCE] This tells me that in order to maximise learning during HBL, students themselves should have self-discipline to ensure that they are up to date with their learning by managing their time well. [EXPLANATION] Source E disagrees that it is the responsibility of the government to support students during HBL [STAND] as government efforts alone are not enough to support students. Source E says that "Even after government efforts to provide digital devices to most needy households through donations and loans… 21 percent did not have internet access, and 39 percent did not have laptops, desktops, or tablets." [EVIDENCE] This tells me that despite the government's best efforts to reach out to low-income students, their efforts alone are insufficient to reach out to low-income students. As such, I believe that community groups/organisations should also complement the efforts of the government to ensure that no one is left out. [EXPLANATION] **Agree (i.e. yes, it is the responsibility of governments to support students for HBL)** Source B agrees that it is the responsibility of the government to support students during HBL [STAND] as the task of supporting students require a lot of resources that only the government can provide. [ISSUE] Source B says "the Ministry of	**2-4**

	Education loaned around 20,000 devices, such as tablets and laptops, to those that need it for HBL". [EVIDENCE] Given the government has the resources to purchase these devices, as well as the ease of loaning out the devices through schools, it therefore makes it the government's responsibility to support students. [EXPLANATION] . Source D agrees that it is the responsibility of the government to support students during HBL [STAND] as the issue of mental health is a big problem that is affecting many young people in Singapore. I know this because the source mentions that "Such drastic changes in their routines have caused many young people to feel stressed and anxious." [EVIDENCE] This tells me that the problem of mental health among young people is not an isolated incident that is affecting a handful of people, but rather a problem that is affecting a large proportion of the population, especially after the pandemic. Given the magnitude of the problem, it suggests that the government should be responsible for addressing it through public education to increase awareness of safeguarding mental health. [EXPLANATION] Source B agrees that it is the responsibility of the government to support students during HBL [STAND] because it requires greater public education on how to use digital devices meaningfully. Source B says "Despite having tablets and laptops at their fingertips, many households still struggle because they don't know how to use these gadgets in the first place." [EVIDENCE] This tells me that on top of having digital devices, students also need to be taught how to use them so that they are able to access their learning materials online and complete them promptly. Given that the world is becoming increasingly dependent on technology for teaching and learning, the government should ensure that students can be taught these skills in schools. [EXPLANATION] Accept other reasonable responses that are substantiated with evidence from the source.	
L3	**YES + NO, supported by valid source use.** Note: Consideration of number of sources used and quality of analysis in deciding on marks in L2 and L3. ● 2 sources – 1 Y and 1 N – 5m ● 3 sources – 2 + 1 – 6m ● 4 sources – 2 + 2 = 7-8m ● 5 sources – 3 + 2 = 8m	**5-8**
L4	****To score additional 2 marks, candidates can take any of these routes:** 1. **Through analysing at least one source in relation to its reliability, utility or sufficiency.** Source C is a research paper on HBL's socio-emotional impact on students in Singapore. The contents of the source suggest to me that during the pandemic, the biggest problem that students face is social isolation due changes in routines and limited contact they have with their support networks (i.e. friends and teachers). This tells me that students were most in need of socio-emotional	**Bonus 2m**

support during HBL, which is not the responsibility of the government to provide, but rather, other support networks such as family members and community groups. As such, I believe that it is not entirely the responsibility of the government to support students during HBL, as the socio-emotional needs of students can be met by other stakeholders in society as well.

OR

Source C is a research paper on HBL's socio-emotional impact on students. Given that the source is a research paper, it tells me that the contents of the source would be objective and unbiased as it was based on empirical evidence. This thus tells me that the source would be reliable, and an accurate reflection of students' sentiments on HBL. The source suggests that students themselves are responsible for their own learning during HBL, and that students who exercise greater discipline would benefit the most out HBL. This thus tells me that it is not the responsibility of the government to support students during HBL, but rather the students themselves to maximise the flexibility offered during HBL to explore their interests and take charge of their own study routines.

2. **By giving a balanced conclusion / resolution**

In conclusion, I believe that it is not solely the responsibility of the government to support students during HBL. Instead, it requires the effort of all stakeholders – individual students, community groups, and parents. This is because the support that students' needs are diverse and extensive, ranging from digital needs to socio-emotional needs. It would be unrealistic to expect the government alone to address all the needs. The strength of the government lies in its ability to provide extensive resources to the masses, and this can come in the form of providing digital devices to low-income households. However, in instances where the problem lies with the need for digital support (i.e. how to use the devices for learning) or socio-emotional support from students, it would be better for community groups and households to address them as they are in closer proximity to the students who require these forms of support.

SECTION B

6. Extract 1 shows how low-income households are affected by the rising cost of living in Singapore.

    In your opinion, what can the government do to help low-income households cope with the rising cost of living? Explain your answer using two strategies. [7]

Level	Descriptor	Marks
L1	**Describes the topic**	**1**
L2	**Identifies or describes strategies** *Award 2 marks for identifying one strategy and 3 marks for identifying two strategies.* *Award 3 marks for describing one strategy and 4 marks for describing two strategies.* Other possible suggestions: ● Grocery vouchers ☐ offset high cost of food, so that they are still able to purchase food for their family and will not go hungry. ● Subsidise cost of upskilling / provide opportunities to upgrade their skillsets ☐ so that they are able to quality for better-paying jobs that would increase their purchasing power. ● Transport subsidies ☐ so that working adults and school-going children would spend a less money on commuting, so the amount saved could be used for other everyday essentials. ● Subsidising cost of childcare ☐ so that parents in the household would be able to find jobs to increase household income, so they have more money to spend on household needs. *Accept other valid and reasonable strategies.*	**2-4**
L3	**L2 + Explains strategies** *Award 5-6 marks for explaining one strategy.* *Award 6-7 marks for explaining two strategies.* The government can help low-income households cope with the rising cost of living through providing grocery vouchers. [POINT] With the rising cost of everyday essentials, families from low-income households may find that they are able to purchase less groceries with the same amount of money. If the government provides assistance in the form of grocery vouchers, it will help offset the grocery bills for the families. [ELABORATION] A successful example of this can be seen in 2021, when the Singapore government distributed grocery	**5-7**

vouchers to families living in 1- and 2-room households. The vouchers could easily be redeemed in local supermarkets. With the distribution of these vouchers, low-income households can be reassured that they will still be able to purchase food for their families and will not go hungry. [EXPLANATION]

The government can help low-income households cope with the rising cost of living will be to provide opportunities for upgrading of skills. [POINT] If the government subsidises the cost of upskilling courses, workers from low-income families are more likely to enrol in these courses as they are more affordable. With better skillsets, they are better able to find better paying jobs. [ELABORATION] This would thus increase the household income, thereby giving them higher purchasing power that would allow them to better cope with the rising cost of living. [EXPLANATION]

7. **Extracts 2 and 3 show how race and socio-economic status can shape the identity of a person.**

   Do you think race and ethnicity plays a more important role than socio-economic status in shaping one's identity? Explain your answer.

Level	Descriptor	Marks
L1	**Writes about the topic but without addressing the question**	**1**
L2	**Describes the given factors** *Award 3 marks for describing one factor* *Award 4 marks for describing both factors*	**3-4**
L3	**Explains how the given factors shape identity** *Award 5-6 marks for explaining how one of the factors shape identity* *Award 6-7 marks for explaining how both factors shape identity* Race and ethnicity can shape an individual's identity. Race refers to the classification of people according to physical characteristics that are biological in nature such as our skin, eyes and hair colours. Ethnicity refers to one's ancestry, cultural practices, language, customs, food and dressing. It is often associated with a set of practices and customs unique to a particular country or region. [ELABORATION] Occasions such as weddings an example of one's display of race and ethnicity. For instance, during weddings, the bride and groom often wear traditional costumes unique to their ethnic groups. They also carry out different customs and practices that reflect the values and beliefs of races in Singapore. This shows that race and ethnicity shapes one's identity as shapes our way of life and influences our identity. [EXPLANATION] Socio-economic status can shape one's identity. It refers to one's economic situation. Aside from household income, other factors that determines a person's SES is one's education level, occupation and housing type. People with higher SES are more likely to have a higher income, and are thus in a better position to engage in expensive hobbies such as golf and polo. They are also better able to afford a more lavish lifestyle that includes fine-dining and travel to far-flung places during vacations. In contrast, people with medium and lower SES would engage in more affordable hobbies as well as lead a lifestyle that would be less lavish than their high SES peers. [ELABORATION] Thus, SES one's identity as it shapes many aspects of one's lifestyle – the things they wear, the hobbies they partake in and how they spend their leisure time. [EXPLANATION]	**5-7**
L4	**L3 + explains relative importance of the factor.**	**8**

I believe that socio-economic status plays a more important role in shaping one's identity as it is something we as individuals have greater control over. One's socio-economic status is something that one has more control over through social mobility. For instance, through better qualifications, a person may find that he is better able to find higher paying job opportunities, allowing them to experience an upward movement in socio-economic position. In contrast, race is something that is inherently biological, and so we are thus not able to change it. Similarly, the customs and practices of ethnic groups will largely be similarly practiced by those in the same ethnic group, regardless of socio-economic status.