



**Assumption English School**  
**Preliminary Examination**  
**2019**

**Subject:** Humanities (Social Studies)  
**Level/Stream:** Secondary 4 Normal (Academic)  
**Date:** 30 July 2019  
**Time:** 0750 – 0935 hours  
**Duration:** 1 hour 45 minutes

# **SBQ LORMS**

## Section A: Source-Based Case Study (35 Marks)

(a) Study Source A.

Why do you think the author drew this cartoon? Explain your answer, using details from the cartoon.

[6]

### Question Target: Inference with Purpose Skill

L1	<b>REASON BASED ON DEVELOPED PROVENANCE/BLIND LIFTING</b>	[1]
	<u>Example</u> The author drew this cartoon because he wanted to talk about the discrimination faced by foreigners in Japan because Japanese are lying to foreigners. <i>[answer based on lifting]</i>	
L2	<b>REASON (INFERENCE) BASED ON CONTENT, SUPPORTED.</b> <i>[Award 2 marks for one inference, unsupported]</i> <i>[Award 3 marks for one inference, supported]</i>	[2-3]
	<u>Example</u> The author <b>[Author]</b> drew this cartoon to show the Japanese <b>[A]</b> that they are not accepting towards foreigners. <b>[M]</b> OR/AND The author <b>[Author]</b> drew this cartoon to show the Japanese <b>[A]</b> that they are not accepting towards foreigners. <b>[M]</b> The evidence from the cartoon shows that the Japanese are being called "liar, liar, pants on fire" as they are responding to foreigners by saying "Your Japanese fluency is impressive" and "You manage to make language study fun!" <b>[Ev]</b> This means that people in Japan are not accepting towards foreigners because the Japanese are patronising the foreigners in their responses and are sarcastic towards the efforts of the foreigners to assimilate them into the Japanese society. <b>[Ex]</b>	
L3	<b>REASON BASED ON PURPOSE/MOTIVE OF THE SOURCE, SUPPORTED</b> <i>[Award 4 marks for message, unsupported]</i> <i>[Award 5 marks for message, supported]</i>	[4-5]
	<u>Example</u> The author <b>[Author]</b> drew this cartoon to criticise <b>[V]</b> the Japanese <b>[A]</b> that they are not accepting towards foreigners <b>[M]</b> <i>[4 marks]</i> OR/AND The author <b>[Author]</b> drew this cartoon to criticise <b>[V]</b> the Japanese <b>[A]</b> that they are not accepting towards foreigners. <b>[M]</b> The evidence from the cartoon shows that the Japanese are being called "liar, liar, pants on fire" as they are responding to foreigners by saying "Your Japanese fluency is impressive" and "You manage to make language study fun!" <b>[Ev]</b> This means that people in Japan are not accepting towards foreigners because the Japanese are patronising the foreigners in their responses and are sarcastic towards the efforts of the foreigners to assimilate them into the Japanese society. <b>[Ex]</b> <i>[5 marks]</i>	
L4	<b>L3 + IMPACT OF THE SOURCE</b> <u>Example</u> The author <b>[Author]</b> drew this cartoon to criticise <b>[V]</b> the Japanese <b>[A]</b> that they are not accepting towards foreigners <b>[M]</b> so that the Japanese will relook at their attitudes towards treating foreigners and be more accepting of them instead of being condescending towards them. <b>[I]</b> The evidence from the cartoon shows that the Japanese are being called "liar, liar, pants on fire" as they are responding to foreigners by saying "Your Japanese fluency is impressive" and "You manage to make language study fun!" <b>[Ev]</b> This means that people in Japan are not accepting towards foreigners because the Japanese are patronising the foreigners in their responses and are sarcastic towards the efforts of the foreigners to assimilate them into the Japanese society. <b>[Ex]</b>	[6]

(b) Study Source B.

What can you tell from this source about the attitudes of Japanese towards foreigners?  
Explain your answer.

[5]

**Question Target: Inference with Message Skill**

L1	<p><b>REASON BASED ON DEVELOPED PROVENANCE/BLIND LIFTING/NOT ANSWERING THE QUESTION</b></p> <p><u>Example</u></p> <p>The attitude of the Japanese towards foreigners is hardworking. <i>[answer based on lifting]</i></p> <p>I can tell that the attitude of the Japanese towards foreigners is not typical because it only represents the view of one individual and the employees of a Japanese company who have been treated well and it does not represent the views of most foreigners in Japan. <i>[answer based on developed provenance]</i></p>	[1]
L2	<p><b>INFERENCE BASED ON CONTENT, UNSUPPORTED.</b>  <i>[Award 2 marks for one inference, unsupported]</i>  <i>[Award 3 marks for two inferences, unsupported]</i></p> <p><u>Example</u></p> <p>The attitudes of Japanese towards foreigners is welcoming. <b>[P]</b></p> <p>OR/AND</p> <p>The attitudes of Japanese towards foreigners is one of optimism. <b>[P]</b></p>	[2-3]
L3	<p><b>INFERENCE BASED ON CONTENT, SUPPORTED.</b>  <i>[Award 4 marks for one inference, supported]</i>  <i>[Award 5 marks for two inferences, supported]</i></p> <p><u>Example</u></p> <p>The attitudes of Japanese towards foreigners is welcoming. <b>[P]</b> The evidence from Source B is "His employer, Yasutake Maeda of Saiseiki Katawaku Kogyo, said foreign trainees are indispensable for his company. "Foreign trainees learn faster than Japanese," Maeda said. "They are more serious, more hardworking, and take fewer days off. They are keen to learn and work hard for money. Few young Japanese show such guts these days."" <b>[Ev]</b> <u>This means that the attitudes of Japanese towards foreigners is welcoming because foreigners in Japan are being accepted by the country when employers realise that foreigners are valuable to the long-term economic benefit of their companies with their positive work attitude.</u> <b>[Ex]</b></p> <p>OR/AND</p> <p>The attitudes of Japanese towards foreigners is one of optimism. <b>[P]</b> The evidence is ""Foreign trainees learn faster than Japanese," Maeda said. "They are more serious, more hardworking, and take fewer days off. They are keen to learn and work hard for money. Few young Japanese show such guts these days."" <b>[Ev]</b> <u>This means that the attitudes of Japanese towards foreigners is one of optimism because Japanese companies are convinced of the positive attitude displayed by foreigners who display greater resilience in their jobs.</u> <b>[Ex]</b></p>	[4-5]

- (c) Study Sources C and D.

How far do Sources C and D agree with each other? Explain your answer.

[6]

**Question Target: Comparison**

L1	<b>AGREE BASED ON SOURCE TYPE</b> <b>Example</b> Sources C agrees with Source D as they are both textual sources.	[1]
L2	<b>AGREE BASED ON CONTENT, UNSUPPORTED</b> <i>[Award 2 marks for in content, unsupported]</i> <i>[Award 3 marks for 2 similarities, unsupported]</i> Source C <b>agrees</b> with Source D as both sources are similar in talking about how Japanese are not accepting towards foreigners. <b>[C]</b> <b>OR/AND</b> Source C <b>agrees</b> with Source D as both sources are similar when talking about Koreans being the target of discrimination. <b>[C]</b>	[2–3]
L3	<b>AGREE BASED ON CONTENT, SUPPORTED</b> <i>[Award 4 marks for one similarity in content, supported.]</i> <i>[Award 5 marks two similarities in content, supported.]</i> <b>Example</b> Source C <b>agrees</b> with Source D as both sources are similar in talking about how Japanese are not accepting towards foreigners. <b>[C]</b> The evidence from Source C is “This was also the year that the mask of “polite, peace-loving Japan” slipped a bit, with a number of demonstrations across the nation supporting outright hatred and violence towards non-Japanese. “Good Koreans or bad, kill them all,” proclaimed one protestor.” <b>[Ev]</b> <u>This means that Japanese are not accepting towards foreigners because Japanese have been putting up a false pretence of being friendly towards foreigners and have become aggressive in their xenophobic attitudes towards foreigners.</u> <b>[Ex]</b> The evidence from Source D is “The group of about a dozen Japanese men gathered in front of an elementary school gate, using loudspeakers to call the students cockroaches and Korean spies.” <b>[Ev]</b> <u>This means that Japanese are not accepting towards foreigners because they are publicly discriminating against Koreans by hurling verbal abuse towards them.</u> <b>[Ex]</b> Hence Source C agrees with Source D. <b>[C]</b> <b>OR/AND</b> Source C <b>agrees</b> with Source D as both sources are similar in talking about Koreans being the target of discrimination. <b>[C]</b> The evidence from Source C is “Another was recorded on video encouraging a “massacre” in a Korean neighbourhood in Japan. A newspaper reporter tweeted that anti-Korean goods were being sold on parliament grounds...” <b>[Ev]</b> <u>This means that Koreans are being the target of discrimination because the victims of hate crimes were the Koreans and products were sold with xenophobic undertones.</u> <b>[Ex]</b> The evidence from Source D is “The group of about a dozen Japanese men gathered in front of an elementary school gate, using loudspeakers to call the students cockroaches and Korean spies... In interviews, members of the Zaitokukai blamed foreigners, particularly Koreans, for Japan's growing crime and unemployment.” <b>[Ev]</b> <u>This means that Koreans are being the target of discrimination because they are being targeted by protestors who verbally abuse and humiliate them in public and are being scapegoats for economic problems in Japan.</u> <b>[Ex]</b> Hence Source C agrees with Source D. <b>[C]</b>	[4–5]
L4	<b>AGREE BASED ON TONE</b>	[6]

	<p><b><u>Example</u></b></p> <p>Source C agrees with Source D as both sources are similar in tone. Source C describes the Japanese as putting up a mask of being “polite” and “peace-loving” while and their actions as “outright hatred and violence” against foreigners. Source C’s tone is critical in the use of harsh words to describe the pretence that Japanese have been putting up to tolerate foreigners in their country and responding with aggression against foreigners. Similarly, Source D describes the Zaitokukai as gaining “notoriety” and lists all the hateful activities the group has carried out against others. The tone of Source D is also negative by being critical of the actions of the anti-foreigner group and describing them as infamous by condemning the activities that they carry out.</p>	
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(d) Study Source E.

Do you believe what Source E says about foreigners in Japan? Explain your answer. [7]

**Question Target: Reliability Skill**

L1	<p><b>BELIEVE/DO NOT BELIEVE BASED ON UNDEVELOPED PROVENANCE</b></p> <p><u>Example</u></p> <p>I cannot believe what Source E says about foreigners in Japan because it is a speech made by Foreign Minister Taro Kono. Since he is the Foreign Minister, he would only mention the positive efforts made by the government to accept more foreigners and would be appealing for more foreigners to come to Japan. <i>(answer based on undeveloped provenance)</i></p>	[1]
L2	<p><b>BELIEVE/DO NOT BELIEVE BASED ON CONTENT.</b>  <i>[Award 2 marks for believe or do not believe based on content, unsupported.]</i>  <i>[Award 3 marks for believe or do not believe based on content, supported.]</i></p> <p><u>Example</u></p> <p>I can believe what Source E says about foreigners in Japan being accepted by the country. <b>[R]</b> <i>[2 marks]</i></p> <p>OR</p> <p>I cannot believe what Source E says about foreigners in Japan being accepted by the country because it is biased. The speech is made by Japan Foreign Minister Taro Kono. Naturally he would mention the benefits Japan would gain by opening up to foreigners and to portray a positive image of Japan's immigration policies. <b>[R]</b> <i>[2 marks]</i></p> <p>OR</p> <p>I can believe what Source E says about foreigners in Japan being accepted by the country. <b>[R]</b> The evidence from Source E is "We are opening up our country. We are opening up our labour market to foreign countries. We are now trying to come up with a new work permit policy so I think everyone shall be welcome in Japan if they are willing to assimilate into Japanese society." <b>[Ev]</b> <u>This means that foreigners in Japan are being accepted by the country because the Japan government is improving their immigration policies and realising that foreigners are important for the long-term benefit of the economy.</u> <b>[Ex]</b> <i>[3 marks]</i></p> <p>OR</p> <p>I cannot believe what Source E says about foreigners in Japan being accepted by the country because it is biased. The speech is made by Japan Foreign Minister Taro Kono. Naturally he would mention the benefits Japan would gain by opening up to foreigners and to portray a positive image of Japan's immigration policies. <b>[R]</b> The evidence from Source E is "We are opening up our country. We are opening up our labour market to foreign countries. We are now trying to come up with a new work permit policy so I think everyone shall be welcome in Japan if they are willing to assimilate into Japanese society." <b>[Ev]</b> <u>This means that foreigners in Japan are being accepted by the country because the Japan government is improving their immigration policies and realising that foreigners are important for the long-term benefit of the economy.</u> <b>[Ex]</b> <i>[3 marks]</i></p>	[2–3]
L3	<p><b>L2 + CROSS-REFERENCE TO OTHER SOURCES</b>  <i>[Award 4 marks for cross-reference for one view.]</i>  <i>[Award 5 marks for cross-reference for two views.]</i></p> <p><u>Example</u></p> <p>I can believe what Source E says about foreigners in Japan being accepted by the country. <b>[R]</b> The evidence from Source E is "We are opening up our country. We are</p>	[4–5]

	<p>opening up our labour market to foreign countries. We are now trying to come up with a new work permit policy so I think everyone shall be welcome in Japan if they are willing to assimilate into Japanese society." <b>[Ev]</b> <u>This means that foreigners in Japan are being accepted by the country because the Japan government is improving their immigration policies and realising that foreigners are important for the long-term benefit of the economy.</u> <b>[Ex]</b> Furthermore Source E is supported by Source B. <b>[CR]</b> The evidence from Source B is "His employer, Yasutake Maeda of Saisei Katawaku Kogyo, said foreign trainees are indispensable for his company. "Foreign trainees learn faster than Japanese," Maeda said. "They are more serious, more hardworking, and take fewer days off. They are keen to learn and work hard for money. Few young Japanese show such guts these days."" <b>[Ev]</b> <u>This means that foreigners in Japan are being accepted by the country because employers realise that foreigners are valuable to the long-term economic benefit of their companies with their positive work attitude.</u> <b>[Ex]</b> Since Source E is supported by Source B, Source E is reliable. <b>[Li]</b> Hence I can believe what Source E says about foreigners in Japan. <b>[C]</b></p> <p>OR/AND</p> <p>I cannot believe what Source E says about foreigners in Japan being accepted by the country because it is biased. The speech is made by Japan Foreign Minister Taro Kono. Naturally he would mention the benefits Japan would gain by opening up to foreigners and to portray a positive image of Japan's immigration policies. <b>[R]</b> The evidence from Source E is "We are opening up our country. We are opening up our labour market to foreign countries. We are now trying to come up with a new work permit policy so I think everyone shall be welcome in Japan if they are willing to assimilate into Japanese society." <b>[Ev]</b> <u>This means that foreigners in Japan are being accepted by the country because the Japan government is improving their immigration policies and realising that foreigners are important for the long-term benefit of the economy.</u> <b>[Ex]</b> Furthermore Source E is challenged by Source D. <b>[CR]</b> The evidence from Source D is "In interviews, members of the Zaitokukai blamed foreigners, particularly Koreans, for Japan's growing crime and unemployment." <b>[Ev]</b> <u>This means that foreigners in Japan are not being accepted by the country because they are made to be the scapegoat for social and economic issues in Japan and locals do not perceive foreigners to bring any economic benefits to the country.</u> <b>[Ex]</b> Since Source E is challenged by Source D, Source D is unreliable. <b>[Li]</b> Hence I cannot believe what Source E says about foreigners in Japan. <b>[C]</b></p>	
L4	<p><b>L3 + ANSWER EVALUATED BASED ON PURPOSE/TONE/DEVELOPED PROVENANCE</b>  <i>[Award 7 for more fully developed answers.]</i></p> <p><b>Example</b></p> <p>I cannot believe what Source E says about foreigners in Japan because Source E is a speech made by Japan Foreign Minister Taro Kono. As a Foreign Minister, it would be part of his job to portray Japan's immigration policy in a positive light in order to align himself with the government's policy of welcoming more foreigners. He made this speech to convince <b>[V]</b> the international community <b>[A]</b> that Japan is accepting towards foreigners <b>[M]</b> so that the international community will support Japan's immigration policies and consider Japan as a welcoming country to migrate to. <b>[I]</b> Since Source E has a purpose, Source E is not reliable. Hence I cannot believe what Source E says about foreigners in Japan.</p>	[6-7]



- (e) How far do the sources in the case study support the statement that Japan is accepting towards foreigners? Explain your answer. [10]

**Question Target: Evaluation Skill**

	<b>WRITES ABOUT STATEMENT, NO VALID SOURCE USE</b>							
L1	<p><u>Example</u></p> <p>Japan has been known to have xenophobic attitudes towards foreigners and are not accepting of them. Foreigners are perceived to be culturally different and face language barriers when interacting with Japanese.</p>	[1-2]						
	<p><b>YES / NO, SUPPORTED BY VALID SOURCE USE</b> <i>[Consideration on number of sources used and the quality of analysis in deciding marks in L2]</i></p> <p><u>Example</u></p> <table><tr><td>1 source</td><td>3-4 marks</td></tr><tr><td>2 sources</td><td>4-5 marks</td></tr><tr><td>3 sources or more</td><td>5-6 marks</td></tr></table> <p><b>Sources B and E support the statement that Japan is accepting towards foreigners.</b> The evidence from Source B is "His employer, Yasutake Maeda of Saiseiki Katawaku Kogyo, said foreign trainees are indispensable for his company. "Foreign trainees learn faster than Japanese," Maeda said. "They are more serious, more hardworking, and take fewer days off. They are keen to learn and work hard for money. Few young Japanese show such guts these days." [Ev] <u>This means that the attitudes of Japanese towards foreigners is welcoming because foreigners in Japan are being accepted by the country when employers realise that foreigners are valuable to the long-term economic benefit of their companies with their positive work attitude.</u> [Ex] The evidence from Source E is "We are opening up our country. We are opening up our labour market to foreign countries. We are now trying to come up with a new work permit policy so I think everyone shall be welcome in Japan if they are willing to assimilate into Japanese society." [Ev] <u>This means that foreigners in Japan are being accepted by the country because the Japan government is improving their immigration policies and realising that foreigners are important for the long-term benefit of the economy.</u> [Ex] <b>Thus, Sources B and E support the statement that Japan is accepting towards foreigners.</b></p> <p>OR</p> <p><b>Sources A, C and D do not support the statement that Japan is accepting towards foreigners.</b> The evidence from the cartoon shows that the Japanese are being called "liar, liar, pants on fire" as they are responding to foreigners by saying "Your Japanese fluency is impressive" and "You manage to make language study fun!" [Ev] <u>This means that people in Japan are not accepting towards foreigners because the Japanese are patronising the foreigners in their responses and are sarcastic towards the efforts of the foreigners to assimilate them into the Japanese society.</u> [Ex] The evidence from Source C is "This was also the year that the mask of "polite, peace-loving Japan" slipped a bit, with a number of demonstrations across the nation supporting outright hatred and violence towards non-Japanese. "Good Koreans or bad, kill them all," proclaimed one protestor." [Ev] <u>This means that Japanese are not accepting towards foreigners because Japanese have been putting up a false pretence of being friendly towards foreigners and have become aggressive in their xenophobic attitudes towards foreigners.</u> [Ex] The evidence from Source D is "The group of about a dozen Japanese men gathered in front of an elementary school gate, using loudspeakers to call the students cockroaches and Korean spies...In interviews, members of the Zaitokukai blamed foreigners, particularly Koreans, for Japan's growing crime and unemployment." [Ev] <u>This means that Japanese are not accepting towards foreigners because they are publicly discriminating against Koreans by hurling verbal abuse towards them and are making Koreans the scapegoat for social and economic problems in the country.</u> [Ex] <b>Thus, Sources A,</b></p>	1 source	3-4 marks	2 sources	4-5 marks	3 sources or more	5-6 marks	[3-6]
1 source	3-4 marks							
2 sources	4-5 marks							
3 sources or more	5-6 marks							



	<b>C and D <u>do not support</u> the statement that Japan is accepting towards foreigners.</b>			
<b>L3</b>	<b>YES AND NO, SUPPORTED BY VALID SOURCE USE</b> <i>[Consideration on number of sources used and the quality of analysis in deciding marks in L3]</i>			<b>[7-10]</b>
	<b><u>Example</u></b>			
	2 Sources	1:1	7 marks	
	3 sources	2:1	8 marks	
	4 sources (or more)	2:2	9 – 10 marks	
<b>Both aspects of L2.</b>				



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# SRQ LORMS

## 2 EXPLORING CITIZENSHIP AND GOVERNANCE

- (a) Extract 1 states that the education system in Singapore is shifting away from a focus on academics.

In your opinion, why do you think the government decided on this change in the education system? Explain your answer using **one** reason.

[7]

Level 1	<b>DESCRIBES THE TOPIC (i.e. Education system in Singapore)</b>	1 – 2 marks
	<b>Example</b> The education system in Singapore is a compulsory education programme for primary and secondary school students. This ensures that Singaporeans are well-equipped with skills when they look for jobs in the future.	
Level 2	<b>IDENTIFIES/ DESCRIBES REASON.</b> <i>[Award 3 marks for identifying one reason.]</i> <i>[Award 4 – 5 marks for describing one reason.]</i>	3 – 5 marks
	<b>Example</b> <b>The government decided on this change in the education system in order to inculcate a joy of learning among students. [P]</b> The Ministry of Education would consistently revise the syllabus of various subjects to include the joy of learning. For example, students in lower secondary have lessons infused with the joy of learning by going for field trips such as Geographical Investigation and Historical Investigation that helps them to learn through experiencing a geographical or historical site. More focus is also placed on Co-Curricular Activities for students to explore different talents through avenues like sports, music and uniformed groups. <b>[EI]</b>	
	<b>Other acceptable reasons:</b> Students to experience joy of learning Students to explore other talents: creativity, entrepreneurial spirit Students to grow up in a less stressful environment	
Level 3	<b>L2 + EXPLAINS REASONS</b> <i>[Award 7 marks for stronger explanations.]</i>	6 – 7 marks
	<b>Example</b> <b>The government decided on this change in the education system in order to inculcate a joy of learning among students. [P]</b> The Ministry of Education would consistently revise the syllabus of various subjects to include the joy of learning. For example, students in lower secondary have lessons infused with the joy of learning by going for field trips such as Geographical Investigation and Historical Investigation that helps them to learn through experiencing a geographical or historical site. More focus is also placed on Co-Curricular Activities for students to explore different talents through avenues like sports, music and uniformed groups. <b>[EI]</b> As a result, there is a change in education system for students to have fun while learning and to hone other non-academic talents so that they will be able to gain a holistic learning experience in school. Students will also be able to learn about skills and values such empathy, real-world application and sportsmanship when they explore non-academic programmes in schools. <b>[Ex]</b> Therefore, the change in education system in Singapore is to inculcate a joy of learning among students. <b>[L]</b>	

- (b) Extract 2 and Extract 3 are about the two attributes of citizenship – sense of identity and participation in public affairs.

Explain how sense of identity and participation in public affairs shape citizenship in Singapore.

[8]

Level 1	<b>WRITES ABOUT THE TOPIC BUT WITHOUT ADDRESSING THE QUESTION</b>	1 – 2 marks
	<p><b>Example</b></p> <p>One can become a citizen in Singapore through descent, birth, marriage or by naturalisation. When one becomes a Singaporean, one has certain responsibilities and rights granted.</p>	
Level 2	<p><b>DESCRIBES THE ROLE OF FACTORS</b>  <i>[Award 3 – 4 marks for describing one factor]</i>  <i>[Award 4 – 5 marks for describing both factors]</i></p> <p><b>Example</b></p> <p><b>One way to shape citizenship in Singapore is through national identity. [P]</b> A sense of national identity comes from a shared belief that we belong to the same country. You may share aspects of a common way of life, and feel strongly about similar things as other Singaporeans. As Singapore citizens, we experience common practices such as singing the National Anthem and taking the National Pledge. Events such as National Day are also celebrated by Singaporeans. Singaporeans also feel proud that our country is known as a food haven to tourists because of the availability of a wide variety of food here. This recognition creates a bond with fellow Singaporeans and strengthens the sense of identity as Singaporeans. <b>[EI]</b></p> <p><b>OR/AND</b></p> <p><b>One way to shape citizenship in Singapore is through participation in public affairs. [P]</b> Participation in public affairs or matters of general concern in society can help to shape citizenship in Singapore. Citizens can contribute towards the good of society either as individuals or through organised groups. Often, citizens contribute in areas they are passionate about, such as helping the less fortunate or raising environmental consciousness. <b>[EI]</b></p>	3 – 5 marks
	<p><b>EXPLAINS THE ROLE OF FACTORS</b>  <i>[Award 6 – 7 marks for explaining one factor]</i>  <i>[Award 7 – 8 marks for explaining both factors]</i></p> <p><b>Example</b></p> <p><b>One way to shape citizenship in Singapore is through national identity. [P]</b> A sense of national identity comes from a shared belief that we belong to the same country. You may share aspects of a common way of life, and feel strongly about similar things as other Singaporeans. As Singapore citizens, we experience common practices such as singing the National Anthem and taking the National Pledge. Events such as National Day are also celebrated by Singaporeans. Singaporeans also feel proud that our country is known as a food haven to tourists because of the availability of a wide variety of food here. This recognition creates a bond with fellow Singaporeans and strengthens the sense of identity as Singaporeans. <b>[EI]</b> <u>As a result, national identity helps to shape citizenship in Singapore because the common practices and way of life create a sense of pride and affection towards Singapore that are shared by all Singaporeans regardless of race, language or religion. Citizenship is no longer just a status; it becomes something that is heartfelt and binds Singaporeans together. When Singaporeans feel closer to one another and the country, it will spur them to contribute for the good of the country which will result in a prosperous and harmonious Singapore.</u> <b>[Ex]</b> Thus, one way to shape citizenship in Singapore is through national identity. <b>[L]</b></p> <p><b>OR/AND</b></p>	
Level 3		6 – 8 marks

	<p><b>One way to shape citizenship in Singapore is through participation in public affairs. [P]</b> Participation in public affairs or matters of general concern in society can help to shape citizenship in Singapore. Citizens can contribute towards the good of society either as individuals or through organised groups. Often, citizens contribute in areas they are passionate about, such as helping the less fortunate or raising environmental consciousness. <b>[EI]</b> <u>As a result, participation in public affairs helps to shape citizenship because it enabled citizens to develop a sense of belonging to the country when they involved themselves in causes that they are concerned about. Citizenship is no longer just a status, but it takes on a deeper meaning of getting involved and making a positive difference to the country that you belong to. By actively contributing to the society, it also helps to bring together fellow Singaporeans with a common purpose which can then create a harmonious Singapore.</u> <b>[Ex]</b> Thus, one way to shape citizenship in Singapore is through participation in public affairs. <b>[L]</b></p>	
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