Full Name	Class Index No	Class

Anglo-Chinese School (Barker Road)

END-OF-YEAR EXAMINATION 2023

SECONDARY THREE EXPRESS

HUMANITIES (SOCIAL STUDIES)
(2260/01) (2261/01) (2262/01) (2289/01)

1 HOUR 45 MINUTES

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number and name on the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A
Answer **all** questions.

Section B
Answer **both** questions.

Write all answers on the answer booklet provided.
The number of marks is given in brackets [ ] at the end of each question.

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*This document consists of **7** printed pages.*

SECTION A (Source-Based Case Study)

Answer **all** questions.

Living in a Diverse Society

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to the sources which you are told to use. In answering the questions, you should use your knowledge of the issue to help you interpret and evaluate the sources.

1   Study Source A.

What is the message of this source? Explain your answer. [5]

2   Study Source B.

Why did the Member of Parliament make this speech? Explain your answer. [6]

3   Study Source C and D.

How far does Source C prove Source D wrong? Explain your answer. [7]

4   Study Sources E.

How useful is Source E as evidence of new citizens' integration into Singapore?
Explain your answer.
[7]

5 'The implementation of a citizenship test will have a positive impact on Singapore.'

Using sources in this case study, explain how far you would agree with this statement.
[10]

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**Should a citizenship test be implemented in Singapore?**

BACKGROUND INFORMATION

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

There is currently no citizenship test in Singapore. Instead, new citizens are required to complete a Singapore Citizenship Journey which gives them opportunities to learn about Singapore.

Some Singaporeans have called for the citizenship process to include a citizenship test. There have been suggestions of implementing an English proficiency test, as part of the citizenship test, when assessing a person's application for citizenship or permanent residency in Singapore. While the proposal was met with some support, others questioned the necessity of a citizenship test.

Study the following sources to find out if a citizenship test should be implemented in Singapore.

Source A: *A cartoon posted by a Singaporean on his online blog about the proposal of citizenship test in Singapore. It features a potential new citizen attempting the citizenship test. The caption reads, 'Citizenship Test Round 17 – the T-shirt over head'.*
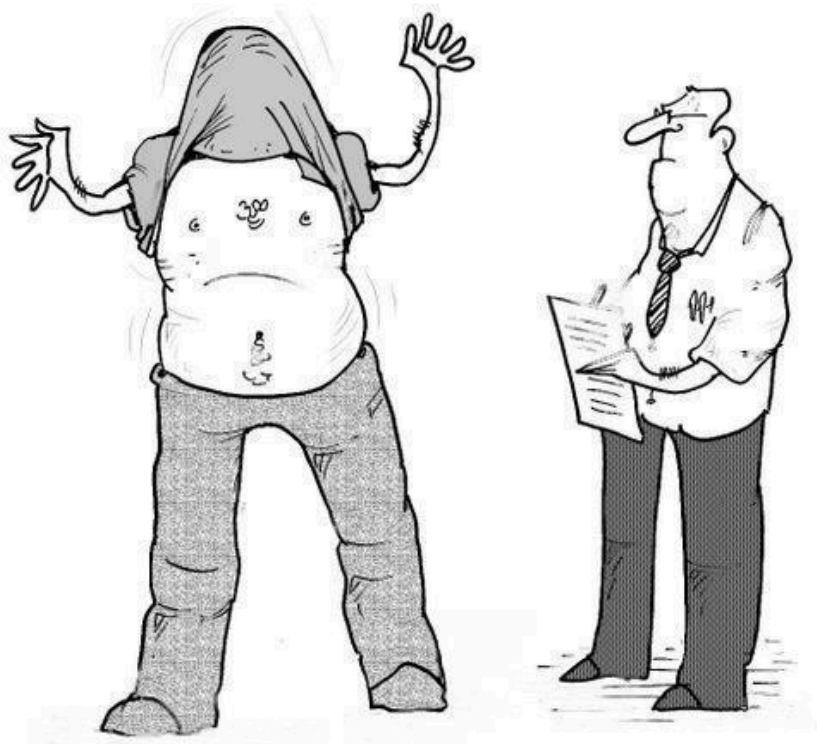
Citizenship Test Round 17 – 'the T-shirt over head'

Source B: *Adapted from a speech made by Pritam Singh, Leader of the Opposition and Member of Parliament, in Parliament about New Citizen Selection Criteria, 2023.*

Singaporeans do not want new citizens who only want the power of the Singapore passport for their convenience. We want those who truly know Singapore and want to embrace the Singapore way of life.

How will the government improve on the Singapore's citizenship selection process in the future? While the current measures attempt to assess whether new citizens are suitable, they are insufficient. Shouldn't working proficiency in English be a criterion for citizenship since English is the main and common language for Singaporeans of all races and religion?

Source C: *Adapted from a comment by Second Minister for Home Affairs, Josephine Teo, made during a Parliament Session, 2023.*

While I understand the push for a citizenship test to ensure new citizens successfully integrate into Singapore, we do not conduct a citizenship test for various reasons. In a country that prides itself on being an inclusive society, I fear that a citizenship test will send a wrong message to Singaporeans. An English test cannot accurately assess new citizens. On the ground, we meet with residents who cannot speak a word of English or have passed a citizenship test. And I don't think anyone has suggested they are any less of a Singaporean.

Instead, we consider various markers of social integration such as family ties to Singaporeans. Applicants must also complete the Singapore Citizenship Journey before being granted citizenship to ensure they know Singapore's culture.

Source D: *Adapted from a comment by a recent new citizen on the process of getting citizenship in Singapore.*

I did find the Singapore Citizenship Journey helpful in understanding what makes Singapore, Singapore. However, during the tour, it was obvious that a lot of new citizens didn't speak good English which undermined the effectiveness of the Singaporean Journey. Some were like, 'What's the tour guide saying?' in their own native languages.

I just felt that more should be done in the form of testing to ensure new citizens are at least willing to put in some effort to be a Singaporean. There will be many new citizens, who are English speakers and have knowledge of Singaporean culture, who still choose not to integrate with Singaporeans. However, the current process has led to enclaves among new citizens who do not speak English, and do not venture out to interact with other Singaporeans because they are not able to.

Source E: *Adapted from a comment made by a Singaporean on her Instagram in response to criticism she received for insulting a non-English speaking staff member (a new citizen) in a local supermarket, 2023.*

I stand by my previous post. Honestly, these 'new' Singaporeans are just trouble. You all should not be attacking me but them. They should learn to speak at least a bit of English since they are in Singapore, but a lot of them are not even trying. Why should I struggle to talk to Singaporeans in my own country? I am Singaporean, I speak English, so must these new Singaporeans - if not how do we connect? For example, if these people from China and India cannot understand English, they should go back to their countries. In Singapore, whether you are Chinese or Malay or Indian or whatever, you should speak English. The staff should have learnt English before she came to work here.

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SECTION B (Structured-Response Questions)

Answer **both** questions.

Exploring Citizenship and Governance

Study the extracts carefully, and then answer the questions.

Extract 1

Youths involved in tree planting and leading change to be environmentally responsible.

6 Extract 1 shows students planting trees in their community.

In your opinion, how can youths be more environmentally responsible in Singapore? Explain your answer using **two** ways. [7]

7 Extracts 2 and 3 show the efforts by the government and citizens in addressing the needs of society.

Do you think that the efforts by the government is more important than efforts by citizens in addressing the needs of the society? Explain your answer. [8]

END OF PAPER

Anglo-Chinese School (Barker Road)

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SECONDARY THREE EXPRESS

HUMANITIES (SOCIAL STUDIES)

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ANSWER SCHEME

Section A (Source-Based Case Study)

1	Study Source A. What is the message of this source? Explain your answer.	**[5]**
L1	**Answers based on misinterpretation of the source.** The message of the source is that the new citizens are being bullied by the government.	**[1]**
L2	**Surface description of the source but no valid message.** **Valid interpretation of the source without source evidence.** The source illustrates a citizenship test in which, to evaluate one's ability to join a country, the new citizen is judged based on whether they can place a T-shirt over their head.	**[2]**

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	The message of this source is that citizenship tests are demanding. This implies that the potential new citizen has gone through multiple rounds of testing to be a citizen therefore citizenship tests are demanding.	
L3	**Valid interpretation of the source but not detecting the main message.** *For answers that do not draw connection to the Inquiry Question.* The message of this source is that <u>citizenship tests are demanding</u>. (Message) The source illustrates a citizenship test in which, to evaluate one's ability to join a country, the new citizen is judged based on whether they can place a T-shirt over their head, the source states "Citizenship Test Round 17, 'the T-shirt over head.' (Evidence) This implies that the <u>potential new citizen has gone through multiple rounds of testing to be a citizen</u> therefore citizenship tests are demanding.(Explanation) The message of this source is that <u>citizenship tests are a joke</u>. (Message) The source illustrates a citizenship test in which, to evaluate one's ability to join a country, the new citizen is judged based on whether they can place a T-shirt over their head, the source states "Citizenship Test Round 17, 'the T-shirt over head.' (Evidence) The source is drawn to mock the citizenship test showing the ridiculousness of testing new citizens.	**[3]**
L4	**Main message of the source.** *Award the higher mark for more fully developed answers which draws connection to the Inquiry Question.* The message of this source is that <u>Singapore should not implement a citizenship test as citizenship tests are useless</u>. (Message) The source illustrates a citizenship test in which, to evaluate one's ability to join a country, the new citizen is judged based on whether they can place a T-shirt over their head. (Evidence) The citizenship test has <u>nothing to do with one's ability to integrate into the country</u>. This suggests that citizenship tests are useless because they <u>do not accurately measure citizenship.</u> (Explanation)	**[4–5]**
2	Study Sources B. Why did the Member of Parliament make this speech? Explain your answer.	**[6]**
L1	**Describe source.** He made this speech as he is a Member of Parliament.	**[1]**
L2	**Because of consideration of wider context/Undeveloped provenance.** Pritam Singh made this speech as he is a Member of Parliament. It is his job to ensure that the concerns of his constituents are heard in Parliament.	**[2]**

	Therefore, he made this speech in response to the calls by citizens who wanted a more thorough citizenship process in Singapore.	
L3	**Because of the message** *Award the higher mark for the more developed answer.* *Purpose word is not a requirement to get L3.* Source B is by Pritam Singh a member of Parliament (Author) to convince (Purpose Word) the Parliament (Audience) that an English test for new citizens should be implemented in Singapore. (Intended Message). This is seen from "Shouldn't working proficiency in English be a criterion for citizenship since English is the main and common language for Singaporeans of all races and religion?" (Evidence) Hence, since English is essential for effective communication and integration into Singaporean society, an English test for new citizens should be implemented in Singapore. (Explanation)	**[3-4]**
L4	**Because of the impact of the message.** *Award the higher mark for the more developed answer which includes context.* Source B is by Pritam Singh (Author), a member of Parliament to convince (Purpose Word) the Parliament (Audience) that an <u>English test for new citizens should be implemented in Singapore.</u> (Intended Message). This is seen from "Shouldn't working proficiency in English be a criterion for citizenship since English is the main and common language for Singaporeans of all races and religion?" (Evidence) Hence, since English is essential for effective communication and integration into Singaporean society, an English test for new citizens should be implemented in Singapore. (Explanation) Pritam Singh is giving this speech in response to the increasing calls for the citizenship process to be improved (Context) and <u>he hopes that the parliament will support the implementation of an English test for new citizens.</u> (Reaction) [6]	**[5-6]**

3	Study Sources C and D. Does Source C prove Source D wrong? Explain your answer.	**[7]**
L1	**Description of the source/s.** Source C is talking about new citizens in Singapore.	**[1]**
L2	**Prove/ does not prove based on typicality/ sufficiency/ undeveloped provenance.**	**[2]**

	Source C does not prove Source D wrong as Source C only tells me one side of the story, told from a Minister's point of view.	
L3	**Proves / Does not prove based on comparison of content.** *Award 3 marks for valid comparison, unsupported. Award 4 marks for valid comparison, supported.* <u>Does not prove.</u> Source C does not prove Source D wrong as they agree that <u>the Citizenship Journey is useful in helping new citizens learn about Singapore.</u>(BOC) Source C states that "Applicants must also complete the Singapore Citizenship Journey before being granted citizenship to ensure they know Singapore's culture". Similarly, Source D states that "I did find the Singapore Citizenship Journey helpful in understanding what makes Singapore, Singapore." Therefore, both Source C and D agree that the Citizenship Journey is valuable in providing information to new citizens that allows them to understand the customs and traditions of Singapore. *Students who write the above paragraph will not be able to do a valid cross reference.* <u>Prove</u> Source C proves Source D wrong as they <u>disagree on whether a citizenship test for new citizens should be implemented in Singapore</u>. (BOC) Source C states that "we do not conduct a citizenship test for various reasons" as "English test cannot accurately assess new citizens." Therefore, Source C argues against implementing a citizenship test as a test is not effective to determine if a new citizen is suitable for citizenship. In comparison, Source D states that "I just felt that more should be done such as some form of testing to ensure new citizens are at least willing to put in some effort to be a Singaporean." This indicates that Source D believes a citizenship test for new citizens is important to ensure that only committed individuals become Singaporeans.	**[3-4]**
L4	**L3 + Proves / Does not prove based on cross-referencing for Source C's reliability.** *Award the higher mark for more fully developed answers.* L3 + Source C proves Source D wrong as it is supported by Source A. They agree that a citizenship test <u>for new citizens should not be implemented in Singapore</u>. (BOC) Source A depicts the ridiculousness of the citizenship test, depicting a potential new citizen trying to put his T shirt over his head to prove that he is suitable to be a Singaporean. Therefore, Source A shows that a citizenship test should not be implemented in Singapore as the test does not accurately measure citizenship. L3 + Source C does not prove Source D wrong as it is contradicted by Source B. Both sources disagree on <u>whether a citizenship test for new citizens should be implemented in Singapore. (BOC)</u> Source B states that "Shouldn't working	**[4–5]**

	proficiency in English a criterion for citizenship since English is the main and common language for Singaporeans of all races and religion?" suggesting that the source believes in the need for a citizenship test to ensure that new citizens and Singaporeans are able to communicate with each other and ensure that there will be harmony and integration.	
L5	**Does not prove / prove based on CAP of Source C and D (consider tone OR provenance / purpose + context/perspective).** *Award the higher mark for more fully developed answers.* **L3 +** Source C proves Source D wrong as Source C is reliable. The source is by Second Minister for Home Affairs Josephine Teo (author) to convince the parliament (audience) <u>that a citizenship test is should not be implemented in Singapore</u> (Intended message). She argues that "on the ground, we meet with residents who cannot speak a word of English or have passed a citizenship test. And I don't think anyone has suggested they are any less of a Singaporean." This statement highlights the ineffectiveness of a citizenship test in determining a person's ability to integrate into Singapore. <u>Minister Josephine Teo wishes for the parliament to not support a citizenship test for new citizens.</u> (Reaction) The source is balanced, <u>Minister acknowledges both the arguments in favour of a citizenship test and the reasons why Singapore does not currently conduct such tests.</u> The Minister demonstrates an understanding of the perspective advocating for a citizenship test stating that "I understand the push for a citizenship test to ensure new citizens successfully integrate into Singapore" before providing the counterarguments against a citizenship test that testing "will send a wrong message to Singaporeans". She also highlights the current measures that are in place stating that "we consider various markers of social integration". Therefore, the source provides a balanced view by considering both the pros and cons of a citizenship test. Being the Second Minister of Home Affairs, <u>she oversees the immigration process, therefore Minister Josephine Teo will have expert knowledge of the policies regarding the citizenship application process</u> and access to a host of data that allows her to evaluate the need for a citizenship test. In comparison, Source D is from a new citizen who does not have the expert knowledge to evaluate the need of a citizenship test. Therefore, Source C is reliable and hence can prove Source D wrong. OR Source C does not prove Source D wrong, as they come from different perspectives. Source D is the viewpoint of a citizen who draws from a unique personal experience, having attended the Citizenship Journey firsthand. Her stance on whether a citizenship test should be implemented or not is based on her individual encounters. Meanwhile, Source C is by a minister who examines the citizenship application process through a ministerial lens, recognising the potential pitfalls of the test. Consequently, the viewpoints of both sources are inherently shaped by their distinct experiences as a citizen and a minister. Both	**[6–7]**

	Source C and D <u>present valid viewpoints on whether a citizenship test is needed, just from different perspectives.</u> Therefore, Source C does not prove Source D wrong.	
4	Study Source E. How useful is this source as evidence of new citizens' integration into Singapore society? Explain your answer.	**[7]**
L1	**Description of source.** Source E is a comment from a Singaporean in response to backlash towards her.	**[1]**
L2	**<u>Useful</u> based on undeveloped provenance / typicality / sufficiency.** Source E is <u>useful</u> as it comes from a Singaporean who has personal interactions with a non-English speaking staff therefore, she has firsthand knowledge. Source E is not <u>useful</u> as it comes from only one person, a Singaporean and therefore not representative of other experiences.	**[2]**
L3	**<u>Useful</u> based on content.** *Answers are required make reference to new citizens' integration.* Source E is useful as evidence of new citizens' integration into Singaporean society. Source E states that <u>new citizens may face challenges in integration due to limited English proficiency.</u> The Singaporean laments that "I am Singaporean, I speak English so must these new Singaporeans, if not how to connect?" This illustrates how the lack of English proficiency among new citizens can hinder their ability to integrate into Singaporean society, as they may struggle to communicate effectively with Singaporeans, leading to frustration and anger among Singaporeans.	**[3]**
L4	**<u>Useful</u> OR <u>Not useful</u> based on reliability through cross-reference.** *Award the higher mark for more fully developed answers. BOC is required for the higher mark.* *Answers are required to make reference to new citizens' integration.* <u>Useful as supported by D</u> Source E is useful as evidence of new citizen's integration into Singapore society as it is reliable because it is supported by Source D. They <u>agree that</u>	**[4–5]**

the lack of English proficiency among new citizens can hinder their ability to integrate into Singapore. (BOC) Source E states "I am Singaporean, I speak English, so must these new Singaporeans - if not how do we connect? This illustrates how the lack of English proficiency among new citizens can hinder their ability to integrate into Singapore, as they may struggle to communicate effectively with Singaporeans, leading to frustration and anger among Singaporeans. Similarly, Source D states that "the current process has led to enclaves among new citizens who do not speak English". Hence, the lack of English proficiency among new citizens hinders their ability to integrate as it results in communication difficulties. The language barrier has led new citizens to remain within their own social circles and be less willing to form relationships with Singaporeans.

Not Useful as contradicted by C

Source E is not useful as evidence of new citizen's integration into Singapore society as it is not reliable because it is contradicted by Source C. They disagree on whether the lack of English proficiency among new citizens will hinder their ability to integrate into Singapore (BOC). Source E states "Why should I struggle to talk to Singaporeans in my own country?" This illustrates how the lack of English proficiency among new citizens can hinder their ability to integrate into Singapore, as they may struggle to communicate effectively with Singaporeans, leading to frustration and anger among Singaporeans. In comparison, Source C states, " On the ground, we meet with residents who cannot speak a word of English or have passed a citizenship test. And I don't think anyone has suggested they are any less of a Singaporean." This indicates that English proficiency does not determine one's identity as a Singaporean or their ability to integrate into Singapore.

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L5	<u>**Not Useful / Useful**</u> **based on reliability through critical analysis of provenance + purpose of E.** *Government is not accepted as the audience for Source E.* Source E is not useful as evidence of new citizen's integration into Singapore as it is unreliable. The source is by a Singaporean (author) to convince Singaporeans (audience) that <u>new citizens should speak English before coming to Singapore as it enables integration</u>. (Intended Message) This is seen from . Why should I struggle to talk to Singaporeans in my own country? I am Singaporean, I speak English, so must these new Singaporeans - if not how do we connect?" Therefore, <u>the author wants other Singaporeans to support an English test for new citizens</u>. (Reaction) As the Source is made "in response to criticism she received for insulting a non-English speaking staff member (a new citizen)". The author made this comment to justify her previous actions to alleviate the criticisms that she is facing as seen by "You all should not be attacking me but them". Additionally, the source is one sided only highlighting the downsides of new citizens lacking English fluency. The author's comment also reflects a confrontational tone, suggesting a strong negative sentiment towards new citizens who do not speak English, even going as far to tell the new citizens to "go back to their country". Therefore, the source is not useful as evidence of new citizen's integration into Singapore's society as it is unreliable.	[6–7]

5	'The implementation of a citizenship test for new citizens will have a positive impact on Singapore'. Using sources in this case study, explain how far you would agree with this statement.	**[10]**
L1	**Writes about the statement, no valid source use.**	**[1–2]**
L2	**Agree/ disagree, supported by valid source use.** *SINGLE-sided answers:* ● *1 source (3–4m)* ● *2 sources (4–5m)* ● *3 sources or more (5–6m)* *Award the higher mark for more fully developed answers.*	**[3–6]**
L3	**Agree and disagree, supported by valid source use.** *BOTH-sided answers:* ● *2 sources, 1 Y + 1N = 7m* ● *3 sources (7–8m)* ● *4 sources or more (9–10m)*	**[7–10]**

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Award the higher mark for more fully developed answers.

Sources	Agree	Disagree
A		No, the implementation of a citizenship test is not positive. Instead, it is negative as it makes new citizens go through humiliation of a citizenship test which may discourage potential new citizens to become Singaporeans.
B	Yes, the implementation of a citizenship test will have a positive impact as it ensures effective communication between new citizens and Singaporeans. Yes, a citizenship test could potentially help assess the level of commitment and knowledge new citizens have about Singapore which will aid with social cohesion between new citizens and Singaporeans.	
C		No, implementing a citizenship test could affect public perception, potentially creating a sense of division or distrust among people who speak different languages or are originally from a different country.

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| D | Yes, implementation of a citizenship test will prevent enclaves from forming. This is important, in a multicultural society like Singapore, the presence of enclaves can challenge the development of a common national identity. | No, even if a new citizen can pass a citizenship test, they could choose not to integrate with Singaporeans. A citizenship test will discriminate against people who are unable to speak English, denying people who truly want to be Singaporean a chance to get citizenship. | |
| E | Yes, a citizenship test is essential for maintaining racial and cultural harmony. | | |

Note:
● Bonus route will be taught in Secondary Four.

I disagree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source A. The source illustrates a citizenship test in which, to evaluate one's ability to join a country, the new citizen is judged based on whether they can place a T-shirt over their head, the source states "Citizenship Test Round 17, 'the T-shirt over head.'" This suggests that such test is not positive. Instead, a citizenship test will lead to <u>negative impacts as it makes new citizens go through humiliation of a citizenship test which may discourage potential new citizens to become Singaporeans.</u>

I agree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source B. This is seen from "Shouldn't working proficiency in English be a criterion for citizenship since English is the main and common language for Singaporeans of all races and religion?" This suggests that the implementation of a citizenship test will have a positive impact as it <u>ensures effective communication between new citizens and Singaporeans.</u>

OR
I agree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source B. This is seen from ". We want those who truly know Singapore and want to embrace the Singapore way of life" This suggests that a citizenship test could <u>potentially help assess the level of commitment and knowledge new citizens have about Singapore which will aid with social cohesion between new citizens and Singaporeans.</u>

I disagree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source C. This is seen from "In a country that prides itself on being an inclusive society, I fear that a

citizenship test will send a wrong message to Singaporeans." This suggests that implementing a citizenship test could <u>affect public perception, potentially creating a sense of division or distrust among people who speak different language or are originally from a different country.</u>

I agree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source D. This is seen from "the current process has led to enclaves among new citizens who do not speak English, and do not venture out to interact with other Singaporeans because they are not able to." Therefore an implementation of a citizenship test is important as such a test will prevent enclaves from forming. This is important, in a multicultural society like Singapore, the presence of enclaves can challenge the <u>development of a common national identity.</u>

I disagree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source D. This is seen from "There will be many new citizens, who are English speakers and have knowledge of Singaporean culture, who still choose not to integrate with Singaporeans" even if a new citizen can pass a citizenship test, they could choose not to integrate with Singaporeans. <u>A citizenship test will just discriminate against people who are unable to speak English, denying people who truly want to be Singaporean a chance to get citizenship.</u>

I agree that the implementation of a citizenship test for new citizens will have a positive impact on Singapore based on Source E. This is seen from "In Singapore, whether you are Chinese or Malay or Indian or whatever, you should speak English", <u>therefore a citizenship test is essential for maintaining racial and cultural harmony.</u>

6	**Extract 1 shows students planting trees in their community.** **In your opinion, how can youths be more environmentally responsible in Singapore? Explain your answer using <u>two</u> ways.**	**[7]**
L1	**Describes the topic** *e.g. Youths need to be more involved in tree-planting efforts. Youths should do more for the environment.*	[1]
L2	**Identifies / Describes ways** Award 2 marks for identifying one way and 3 marks for identifying two ways. Award 3 marks for describing one way and 4 marks for describing two ways. **Incorporate Environmental Sustainability Education in Schools:** Integrate environmental sustainability into the national curriculum. This can include topics such as the science of climate change, its impacts on Singapore, and practical solutions. **Youth-Focused Workshops and Seminars:** Organise workshops and seminars specifically designed for young people. Invite climate experts and activists to engage with them, discuss climate issues, and inspire action. **Climate Clubs and Competitions:** Encourage the formation of eco-friendly student organisations in schools and universities. These clubs can organise competitions related to sustainability, such as eco-innovation contests or climate-awareness campaigns. **Interactive Online Resources:** Develop interactive and user-friendly online resources, such as websites and apps, to educate and engage young people on climate change. These platforms can offer information, quizzes, and games to make learning about climate change more engaging. **Youth-Led Outreach Programmes:** Empower young activists to lead outreach programs targeting their peers and local communities. Peer-to-peer communication can be highly effective in raising awareness and mobilising action. **Youth-Led Climate Projects:** Provide funding and support for youth-led climate projects and initiatives. Encourage young people to propose and implement projects that address local environmental challenges, such as tree planting, waste reduction, or renewable energy initiatives. **Youth Representation in Decision-Making:** Include young representatives in environmental decision-making processes at local and national levels. This can be done through consultations, forums, and youth participation in relevant government committees.	[3-4]

	Recognition and Awards: Recognise and celebrate the contributions of young environment champions through awards and honours. This can motivate more youths to get involved in such issues and inspire others through their achievements.	
L3	**L2 + Explains way** Award 5-6 marks for explaining one way. Award 6-7 marks for explaining two ways. *e.g.* One way for youths to be more environmentally responsible in Singapore is to encourage the formation of eco-friendly student organisations in schools and universities. These clubs can organise competitions related to sustainability, such as eco-innovation contests or climate-awareness campaigns. When students take the lead in forming climate clubs and organising sustainability initiatives, they inspire their peers to get involved. <u>This peer-to-peer influence can create a ripple effect, leading to a greater number of environmentally responsible young individuals. These organisations not only educate and empower students but also contribute to a more sustainable future for the country by fostering a culture of environmental awareness and action.</u> *(As above plus) e.g.* Another way for youths to be more environmentally responsible is to incorporate environmental sustainability education in schools. This can include topics such as the science of climate change, its impacts on Singapore, and practical solutions. Through integrating climate change and environmental sustainability into the curriculum, it is also nurturing a mindset of responsibility, stewardship, and activism among the youths. <u>By doing so, there is a generation of Singaporeans who are not only aware of environmental challenges but actively engaged in finding and implementing solutions to address them.</u>	[5-7]

7	Extracts 2 and 3 show the efforts by the government and citizens in addressing the needs of society. Do you think that the efforts by the government is more important than efforts by citizens in addressing the needs of the society? Explain your answer.	[8]

What went wrong	Expectations from the Examiner
Skill: Explanation and Weighing **Good:** ● Stronger students provided relevant responses supported by clear descriptions and real-life examples. **To improve:** ● <u>**Time management**</u> as a number of students did not attempt this question as they ran out of time.	Students are to: ● Describe and explain how efforts by the government and citizens address the needs of society with the use of clear definitions, specific case study examples and step-by-step logical explanation of the

● **Time management** as a number of students did not attempt this question as they ran out of time.
 	
● **Content mastery** as the majority who attempted the question did not adequately support their content with clear details and knowledge about the factor(s):
 	
   ○ Students need to be reminded not to merely lift/paraphrase from the extracts. They **need to extend and value-add to the extracts**.
 	
   ○ Students **need to be clear and not mix up their concepts**. Many misunderstood the question or tried to bluff their way through, leading to irrelevant responses. Common examples include:
     ■ Confusion between both factors (capped at a max of L1/2; no marks awarded for severe confusion)
     ■ General talk on pandemic but not on efforts/addressing needs of society (NAQ)
 	
   ○ Many students did not specify the distinctions between both factors, such as:
     ■ writing that both given factors address the needs of society (**need to clearly specify efforts by Govt and efforts by Citizens**)
     ■ vaguely referring to in the definition/description/explanation
     ■ generalised examples that does not clearly explain/illustrate either factors (e.g. addressing pandemic needs, broad examples of how govt/citizens help to serve the community) (**examples should be supported with clear elaboration**)
	impacts on local cultures
	● Identify and explain which factor has a greater impact/influence on addressing the needs of society or how both

L1	**Writes about the topic but without addressing the question.** *e.g. The government and citizens work hard to address the different needs of society.*	[1]

L2	**Describes the efforts of the government and citizens.** Award 3 marks for describing one effort. Award 4 marks for describing both efforts.	[3-4]
L3	**Explains the factors** Award 5–6 marks for explaining one factor Award 6–7 marks for explaining both factors *e.g.* Efforts by citizens are important to address the needs of the society. Individuals contribute by offering their knowledge, skills and experiences to contribute to existing efforts that address society's needs. Individuals volunteer because they feel that their actions will be helpful, and they feel strongly for the cause they are contributing towards. For example, Gillian Tee noticed that senior citizens found it difficult to find caregivers. After identifying areas of needs, citizens can offer their knowledge, skills and experiences to meet the needs of people. Gillian Tee used her knowledge and skills to create an app called HOMAGE that can connect the elderly with caregivers. Through this, Ms Tee's action can benefit many people directly as senior citizens have access to help even when they are alone. Hence, this shows how individual citizens have an important role to play in improving and sustaining the well-being of a society. Such contributions will lead to long term positive involvement by citizens which ensures sustainable benefits to society. (As above plus) e.g. Efforts by the Government are also important to address the needs of the society. The government can create opportunities for the community to show care to those around them by setting up programmes; and providing resources. For example, the government set up SG Cares, a national movement dedicated to guide and support the goodwill of all who live in Singapore to better help those in need. As part the SG Cares network, the government galvanises companies, social service organisations, schools and grassroots agencies to come together to collaborate and contribute to caring, so as to make lasting changes in the lives of others, and causes that they believe in. Citizen are able to utilise these resources provided by the government to supplement their efforts to address the needs of society.	[5-8]
L4	**L3 + Explains relative importance of factors** *e.g.* I think that the both the government and citizens play complementary roles in addressing the needs of the society. While the government addresses the needs by providing funds and resources, the efforts of citizens to sustain and identify needs of the society, which may continually change. It is necessary for the government and citizens to work closely and in sync in order to work for the good of society.	[8]

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