

4E5N Prelim Section A Suggested Answer (NCHS 2023)

SBCS

1. Study Source A.

What is the message of the source? Explain your answer.

[5]

Suggested Answer		Success Criteria
Take note: Good answers should link to concepts mentioned in BI.		
The message of the source suggests that students' learning during COVID-19 is dependent of their socio-economic status (SES) (ATQ). This is shown in the cartoon where in the first panel, the girl has the support and supervision of her mother and hence is better able to cope with the demands of virtual learning, as compared to the second panel where the boy clearly has difficulties learning at home, as represented by the messiness of his home and the caption "virtually impossible". The sticky note also states that "home after shift ends! love mom" (Evi), which suggests that his mother is not able to be around to support and supervise him due to her work commitments. (EXP)	•	ATQ
	•	Evidence 1 best line
	•	Explanation

2. Study Sources B and C.

In what ways are the sources different in showing how COVID-19 affected students' learning in Singapore? Explain your answer.

[6]

Suggested Answer		Success Criteria
Note: -Infer about the impact of COVID-19 on students' learning -Successful Cross referencing (CR) Common Criteria -For this, no highest level		
Difference Para Both Source B and Source C are different (ATQ) as they do not support each other (LOR) in showing if students' learning has been negatively impacted by COVID-19. Source B shows that learning has	•	ATQ + Line of Reasoning (LOR)
	•	Common Criteria

<p>been negatively impacted while Source C shows that learning has not been negatively impacted (CC). Source B states that “three children sharing one laptop in the living room may have more difficulty focusing on the assignments” (Evi), suggesting that learning for students with lower socio-economic status is challenging as they lack the resources and a conducive environment to do so (Exp). However (CW), Source C states the students have “become more self-directed and independent in their learning, and more resilient to disruptions” (Evi), which suggests that there have been merits to students’ learning arising from the COVID-19 pandemic (Exp).</p>	•	Comparison Word
	•	Evidence (x2) 1 best line
	•	Explanation (x2)
<p>Similarity Para</p> <p>Source B and C are similar (ATQ) as they support each other (LOR). Both (CW) sources agree that COVID-19 has reduced face-to-face learning (CC). Source B states that “Volunteer-run free tuition sessions for needy families have ground to a halt under the circuit breaker” (Evi), suggesting that such free tuition sessions have to be stopped to reduce interactions amongst people (Exp). Similarly (CW), Source C states that “There will be some impact on learning with the lost of conventional in-person schooling, especially the loss of CCAs and other informal interpersonal interactions” (Evi), which suggests that lessons cannot be carried out physically (Exp).</p> <p>OR</p> <p>Source B and C are similar (ATQ) as they support each other (LOR). Both (CW) sources agree that COVID-19 has enhanced learning for some students. Source B states that “a child who has his own room may find it easier to concentrate on HBL” (Evi), suggesting that students are able to focus more during HBL (Exp). Similarly (CW), Source C states that “Many of our students have also become more self-directed and independent in their learning, and more resilient to disruptions” (Evi), suggesting that students are able to take ownership of their own learning (Exp).</p>	•	ATQ + Line of Reasoning (LOR)
	•	Common Criteria
	•	Comparison Word
	•	Evidence (x2) 1 best line
	•	Explanation (x2)

3. Study Source D.

Is Source D helpful in understanding about students' learning during COVID-19?
Explain your answer.

Suggested Answer		Success Criteria
<p>Note:</p> <ul style="list-style-type: none"> -Always begin with helpful -Infer about the impact of COVID-19 on students' learning -Successful Cross referencing (CR) requires reliability therefore useful / unreliability therefore less useful. <p>Source D is helpful (ATQ) in understanding that students' learning was not disrupted (ATQ) as it is reliable as it is supported by Source C (LOR). Both (CW) Sources C and D suggest that students become better at managing themselves (CC). This is seen from D where the student "After that, I jump right into my homework and take a short break every hour and a half".(Evi) This shows how students learnt to manage their time and own learning.(Exp) Similarly (CW), Source C states that "Many of our students have also become more self-directed and independent in their learning, and more resilient to disruptions" (Evi), suggesting that students have become more self-reliant in their learning and thus useful (Exp).</p>	<ul style="list-style-type: none"> • • • • • 	<p>ATQ + Line of Reasoning (LOR)</p> <p>Common Criteria</p> <p>Comparison Word</p> <p>Evidence (x2) 1 best line</p> <p>Explanation (x2)</p>
<p>Source D is less helpful (ATQ) in understanding that students' learning was not disrupted (ATQ) as it is not reliable as it is refuted by Source B (LOR). Source D suggests that students become better at managing themselves when learning remotely while (CW) Source B suggests that students become worse at managing themselves when learning remotely (CC). This is seen from D where the student "After that, I jump right into my homework and take a short break every hour and a half" (Evi) which shows how students learnt to manage their time and own learning (Exp). However (CW), Source B states that "For example, a child who has his own room may find it easier to concentrate on HBL, while three children sharing one laptop in the living room may have more difficulty focusing on the assignments" (Evi), suggesting that learning has been disrupted during the pandemic, especially those with lower socioeconomic status (Exp) and thus not useful.</p>	<ul style="list-style-type: none"> • • • • • 	<p>ATQ + Line of Reasoning (LOR)</p> <p>Common Criteria</p> <p>Comparison Word</p> <p>Evidence (x2) 1 best line</p> <p>Explanation (x2)</p>

<p>Possible highest levels have to include the holistic use of provenance, context and content (L5/6)</p> <p>Less helpful: Use of Limited Scope – need to recognize What and Whose view is represented + What and Whose view is not represented.</p> <p>D is less helpful (A) as it is limited (LOR), it is the positive experience (WHAT) of only a high school student in America (WHO), and thus cannot represent the negative experiences (What not) of other groups of students such as elementary and preschool students and students from other countries such as Indonesia (Who not) and extroverts. However, younger students may not be able to keep their focus at home, thus making learning inefficient and ineffective. Other countries such as Indonesia may not have access to high-speed Internet and advanced technological advancements for HBL to be conducted efficiently. Students who are extroverts may be deprived of social interactions and connections with others, thus affecting them socio-emotionally, which may lead to poor focus at home (What not). Hence his experience is limited, unable to fully represent that all students around the world experience remote learning positively (Exp) and thus less helpful.</p> <p>Less useful: Tone</p> <p>Source D is less helpful as it uses an overly positive tone to describe students' learning during COVID-19. Source D states that "I jump right into my homework" and "I was thrilled", which is an exaggeration of the author's positive feelings towards HBL. The author is probably biased as he really likes HBL and leaves out the negatives and challenges of HBL. Therefore, Source D is less helpful as it may be biased.</p>	•	ATQ + LOR
	•	Who is represented
	•	What view is represented
	•	Who is NOT represented
	•	What view is NOT represented
	•	Explanation of limitation hence less useful.

4. Study Sources E and F.

Does Source E make Source F surprising? Explain your answer.

[7]

Suggested Answer	Success Criteria
<p>-Para 1: Must use both sources given → compare E & F</p> <p>-Para 2: Should move on to higher level skills like CR of main source / Explained provenance</p>	

<p>Source E makes Source F surprising (ATQ) as Source E contradicts Source F in showing the extent to which students' learning was disrupted during COVID-19 (LOR). Source F shows that students' learning was disrupted while (CW) Source E shows that students' learning was disrupted rather significantly (CC). This is seen in Source F as "The participation rate for online classes in April 2020 was 98.9 per cent" (Evi), showing how Korean students still had opportunities to learn even during COVID-19 (Exp). However (CW), Source E states that there is "Unequal access to facilities and infrastructure, differences in remote-teaching abilities" (Evi), suggesting that Indonesian students were not able to learn as well during COVID-19 due to these problems they faced (Exp).</p>	•	ATQ + Line of Reasoning (LOR)
	•	Common Criteria
	•	Comparison Word
	•	Evidence (x2) 1 best line
	•	Explanation (x2)
<p>Source E does not make Source F surprising (ATQ) as Source F is supported by Source C. (LOR) Both (CW) Source E and Source C show that disruptions to students' learning were minimised. This is seen in Source F as "The participation rate for online classes in April 2020 was 98.9 per cent" (Evi), showing how Korean students still had opportunities to learn even during COVID-19 (Exp). Similarly (CW), Source C states that "The overall performance of our students in the 2020 national examinations was also comparable to that of previous years, affirming that there were no major learning losses" (Evi), suggesting that students are performing as well as previous years (Exp), thus minimal disruptions were made to their learning.</p>	•	ATQ + Line of Reasoning (LOR)
	•	Common Criteria
	•	Comparison Word
	•	Evidence (x2) 1 best line
	•	Explanation (x2)
<p>Highest level:</p> <ul style="list-style-type: none"> - Evaluate the main source (4W 3V) <ul style="list-style-type: none"> - Who, When, What, Why - Vocab: expected, natural, obvious <p>Source E does not make Source F surprising (ATQ) as it is written by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (WHO) in 2022. UNESCO is a specialised agency which reports the statistics of various countries as part of its research (WHAT). It is objective in its publication, thus it is expected (V) to show correct and reliable data and statistics collected from different countries (WHY). Given that UNESCO focuses on educational aspects in</p>		4W, 3V

<p>countries, it is natural (V) that they will report the learning experienced by students in a detailed manner in varying countries, especially those that are doing well. This would then encourage other countries to adopt such good practices to enhance learning (WHY).</p> <p>Best answers make connections between contexts/ time/ reasoning between <u>BOTH</u> sources.</p> <p>Having read Source E, I am not surprised by Source F (ATQ) because they are talking about different contexts (LOR). In Source E, it is talking about Indonesia, which is a less developed country, while in Source F, it is talking about South Korea, which is a developed country. Even though they are different, it is not surprising as it is expected that in Source E, students will struggle with the lack of resources for online learning due to Indonesia's lack of resources and amenities such as strong Internet connection and the ability to afford digital devices such as laptops and digital infrastructure (Exp). Whereas in Source F, it is expected that students will be able to cope with HBL as the South Korean government has the Masterplan implemented and has the resources such money and infrastructure in place for HBL to take place smoothly (Exp). Therefore, though they differ, I am not surprised by Source F.</p>		
---	--	--

5. 'COVID-19 has worsened students' learning.'

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

'COVID-19 has worsened students' learning'		
	Yes	No
Source A	✓	✓
Source B	✓	✓
Source C		✓
Source D		✓
Source E	✓	
Source F		✓

Suggested Answer		Success Criteria
Source B agrees (ATQ) with the statement that Covid-19 has worsened students' learning. Source B states that "while three children sharing one laptop in the living room may have more difficulty focusing on the assignments" (B). As a result of an uncondusive learning environment, students from lower income families may be easily distracted and unfocused (O1) during HBL lessons. They may not be able to absorb key concepts that are being addressed during lessons (O2), leading to gaps and misconceptions formed (O3), hence, worsening their learning.	•	ATQ
	•	Best Evidence
	•	Sequence of Outcomes
Source C does not agree (ATQ) with the statement that Covid-19 has worsened students' learning. Source C states that "Many of our students have also become more self-directed and independent in their learning, and more resilient to disruptions" (B). As a result, students will take more ownership and be more responsible in their own learning (O1), able to manage their time better (O2), thus leading to an increase in productivity and efficiency in their learning (O3). They would also be more prepared for potential future disruptions (O4), thus showing that students' learning is not compromised.	•	ATQ
	•	Best Evidence
	•	Sequence of Outcomes
Source E agrees (ATQ) with the statement that COVID-19 has worsened students' learning. Source E states that "In many cases, their students have either no smartphone or internet access" (B). As a	•	ATQ

<p>result, students in regions that have poorer signals are unable to access the online materials that their teachers have assigned (O1). Without learning materials, students are unable to learn new concepts nor do their homework (O2). They are also unable to search the Internet for answers or ask their teachers and their friends for help due to the weak connection (O3), leading to more misconceptions (O4), thus discouraging them (O5). Hence, this worsens their learning.</p>	•	Best Evidence
	•	Sequence of Outcomes
<p>Source F disagrees (ATQ) with the statement that COVID-19 has worsened students' learning. Source F states that "A scheme was launched for the rental of digital devices which was able to supply all 283,000 students who applied, and for the 174,000 students who did not have an internet connection at home, they received either their internet subscription fees or mobile Wi-Fi routers" (B). As a result, students who initially lack such resources would be able to access the online materials (O1) and attend HBL as per how they usually would in physical lessons (O2). With these resources, they would also be able to do their work and schedule consultations with their teachers (O3) and ask for more help if required (O4), thus closing up learning gaps (O5). Thus, students' learning is not worsened.</p>	•	ATQ
	•	Best Evidence
	•	Sequence of Outcomes

SBQ

6) Extract 1 is about global terrorism being on the rise. In your opinion, how can citizens play their part in responding to terror threats? Explain your answer using two ways. [7]

Suggested Answer		Success Criteria
<p>Citizens can play their part in responding to terror threats by <u>being vigilant to their surroundings</u>, looking out for any suspicious people or items (D). For example, citizens have to be vigilant and if they have seen or heard any suspicious activity or behaviour such as unmanned baggages in public spaces or on public transport that could suggest a terrorist threat to Singapore, they should call the Police at 999 or SMS 71999 or use the SGSecure App to locate the potential terrorists (E). As a result, this will send a strong message to terrorists (O1) and deter them from committing crimes (O2). With everyone playing his/her part, this will prevent and ensure lower terror incidents (O3), thus citizens can play their part in responding to terror threats by being vigilant (L).</p> <p>Another way that citizens can play their role in responding to terror threats is to <u>participate in government programmes</u>, such as the Community Engagement Program (CEP). The CEP provides a more integrated and comprehensive effort in preparing the populace to be psychologically and socially resilient to terrorism (D). For example, initiatives over the past few years include introducing Safety and Security Watch Groups at industrial and commercial premises; outreach to foreign worker populations through the foreign worker dormitories; and expanding the scope of Emergency Preparedness Exercises to cover the readiness to detect and prevent the fallout from potential communal tensions in a crisis (E). Efforts such as these ensure that it fosters a stronger sense of support and togetherness against such crisis (O1) and thus, strengthens citizens' resilience (O2) and ability to respond in a timely and appropriate manner in times of a terror attack (O3).</p>	•	Describe the way - Briefly describe WHO do WHAT
	•	Examples - Specific - 2 details (5W1H)
	•	Outcomes - Sequenced (O1 - O2 - O3)
	•	Link

7) Extract 2 and 3 highlight preventive measures that the Singapore government has put in place to manage the threat of terrorism.

Do you think **tightening border controls** is more effective than **collaboration between countries** in preventing a terrorist attack in Singapore? Explain your answer. [8m]

Suggested Answer		Success Criteria
<p>Tightening border controls is one way that we can manage the threat of terrorism. Many governments have stepped up and introduced measures to have stricter screenings at borders (D). For example, biometric passports contain biological data such as fingerprints and facial features on a microchip. This makes it difficult for terrorists to enter countries using forged passports. The Immigration and Checkpoints Authority (ICA) in Singapore is responsible for securitising our borders. Besides using biometric passports to check on people, the ICA also uses radiographic image analysis of cargos and vehicles entering Singapore. These images can reveal dangerous items hidden in the vehicles. The Radiographic Scanner Portal is used to scan air shipments at Changi Airfreight Centre (E). This restricts the movement of suspected terrorists from entering the country (O1) and henceforth, the conduct of terror activities (O2). Therefore, it prevents terrorist attacks in Singapore as it deters terrorists from targeting (O3) and hence attempting to enter Singapore (O4) as the chances of their attack being successful is very small. These result in a prevention of terrorist attack in Singapore.</p>	<ul style="list-style-type: none"> • 	Describe the way <ul style="list-style-type: none"> - Briefly describe WHO do WHAT
	<ul style="list-style-type: none"> • 	Examples <ul style="list-style-type: none"> - Specific - 2 details (5W1H)
	<ul style="list-style-type: none"> • 	Outcomes <ul style="list-style-type: none"> - Sequenced (O1 - O2 - O3)
	<ul style="list-style-type: none"> • 	Link
<p>Another way that the Singapore government can manage the threats of terrorism is through collaboration with different countries. Singapore believes strongly in and cooperates with international organisations to combat transnational terrorism. For example, Singapore is a member of the US-led Container Security Initiative (CSI), which is formed to ensure maritime safety. Cargos transported through containers are screened thoroughly to ensure that they do not contain illegal materials that can be used to make bombs or other explosive devices. Through the CSI, containers bound for the USA will be scanned at the port-of-origin before they are shipped. At a regional scale, Singapore also works closely with its ASEAN partners to counter terrorism. Through the ASEAN Counter Terrorism Workshop, member states of ASEAN exchange information and practices to prevent terrorist activities in the region. (E) This prevents terror attacks in Singapore as it ensures that the government gathers the necessary information (O1) and acts on it to thwart the terrorists' plans (O2), way before they can carry out any attack and cause any damage to Singapore (O3). Thus, this collaboration between countries in</p>	<ul style="list-style-type: none"> • 	Describe the way <ul style="list-style-type: none"> - Briefly describe WHO do WHAT
	<ul style="list-style-type: none"> • 	Examples <ul style="list-style-type: none"> - Specific - 2 details (5W1H)
	<ul style="list-style-type: none"> • 	Outcomes <ul style="list-style-type: none"> - Sequenced (O1 - O2 - O3)
	<ul style="list-style-type: none"> • 	Link

preventing a terrorist attack in Singapore (L).		
Explains and weigh the relative importance of each factor I would think that tightening borders is more effective. With an effective system at the border, it is the first line of defence against potential terrorists from entering the country. Terrorists will also think twice when attempting to enter Singapore in fear that they would be arrested on the spot. In contrast, relying on information collected through collaboration with other countries may not be effective at times. It is at the discretion of each country to release information of these suspected individuals who are involved in terrorist activities. Furthermore, the definition of "terrorist" varies across countries. Some would view an individual as extremist while others could view the same individual as just a traditionalist with conservatism ideology. Hence, it is important that Singapore has its own criterias and standards which best suit our social fabrics and contexts.		