

O	 BARTLEY SECONDARY SCHOOL Preliminary Examination
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CANDIDATE NAME			
CLASS		INDEX NUMBER	

HUMANITIES	2260/01
Paper 1 Social Studies	2261/01
	2262/01
	26 August 2025 1 hour 45 mins
Answer Booklet	

READ THESE INSTRUCTIONS FIRST											
An answer booklet will be provided with this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.											
Section A Answer all questions.											
Section B Answer both questions.											
The number of marks is given in brackets [] at the end of each question.											
<table border="1" style="margin-left: auto;"> <tr> <th colspan="2">For Examiner's Use</th> </tr> <tr> <td style="width: 80%;">Section A</td> <td style="width: 20%;"></td> </tr> <tr> <td>Section B</td> <td></td> </tr> <tr> <td>Total</td> <td></td> </tr> <tr> <td>Parent's Signature:</td> <td></td> </tr> </table>		For Examiner's Use		Section A		Section B		Total		Parent's Signature:	
For Examiner's Use											
Section A											
Section B											
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This document consists of 9 printed pages and 3 blank pages.											

[Turn Over

Section A: Source – Based Case Study (35m)

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 those sources you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Source A.

Why was this photograph published? Explain your answer using details from the photograph. [5]

2 Study Sources B and C.

Would the youth (in Source C) agree with the report (in Source B)? Explain your answer. [6]

3 Study Sources D and E.

Having read Source D, are you surprised by what Source E says about the management of casual racism in Singapore? Explain your answer. [7]

4 Study Source F.

Source F is an individual's reaction towards a scene from a popular cartoon for young children. Is Source F still useful in helping you understand people's attitude towards casual racism? Explain your answer using details from the source. [7]

5 'It is up to the government to manage casual racism in a society.'

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

Why is it challenging to overcome casual racism in a multi-ethnic society?

BACKGROUND INFORMATION

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

Casual racism refers to subtle or non-obvious forms of discrimination based on race and ethnicity that may have been normalised by society. Unlike obvious racist acts, casual racism shows itself in daily interactions through off-handed comments, jokes or unconscious biases. It can also be demonstrated in many different forms of media like radio and TV shows.

While it may be less obvious, casual racism can lead to severe consequences. A single instance of casual racism may be seen as minor to some since it is not often intended to cause offence, but repeated exposure to many of them can lead to stress, lower self-esteem and even self-harm when victims start to believe in the messages. The government and citizens of multi-ethnic nations like Australia, Canada, The United States of America and Singapore continue to engage in policy-making and dialogue to resolve the problems associated with casual racism. A survey conducted in Singapore in 2024 for instance reveals that minorities continue to face prejudice in the workplace. While casual racism can be difficult to overcome since it is often hard to identify with many in society being unaware or not caring about it, there have also been increased efforts in education and more willingness from members of society to actively challenge it.

Study the sources below to find the different reasons that make it difficult for a multi-ethnic society to overcome casual racism.

[Turn Over

Source A: A photograph taken during an anti-racism protest, published in a Canadian University's webpage, October 2023. Canada is known in the world as a multicultural and democratic nation. The protest slogan reads "If you are tired of hearing about racism, imagine how tired people are of experiencing it."



Source B: *News report by Australian Broadcasting Corporation (ABC), Australia's national public media service, published online March 2024.*

A student-led report that surveyed more than 800 people studying at the University of Melbourne has found more than two-thirds have either experienced or witnessed casual racism at least once a month. One of the respondents said a tutor grabbed their braids in class, while another said they had overheard "jokes" describing Hitler* as a good person.

The report also made suggestions in the hope of improving the situation in the university. But Ms Adam, the former student union** president who started the survey, said she was frustrated that despite three years of work, the university had yet to address the bulk of their recommendations. She said she felt the university had welcomed their findings, but that nothing concrete had come from their meetings. She said that she had been left feeling disappointed and isolated. At the end of last year, she left her role as student union president.

* *Hitler*: Leader of Nazi Germany from 1933 to 1945, known for his extremely racist beliefs and policies.

** *student union*: A student-led organisation, usually present in colleges, universities and high schools that is responsible for representing the rights of students.

Source C: *A personal account shared by a young Australian immigrant on a website that promotes well-being for young people, published online May 2025.*

A theme of my life in Australia has been people telling me that I don't belong here. I was born in Sri Lanka but I've spent 20 years here. Yet, some people can't see past my skin colour. Once, I experienced casual racism during a football match. The girls in my team were mostly people of colour, while our opponents were all white. Supporters of the other team kept chanting 'Go Team Australia', despite us all being Australian.

Should you be upset when experiencing casual racism, focus on yourself. Do self-care activities like spending time on an enjoyable hobby. Speak up and let the other person know that their comments are hurtful. Help them realise they're being racist and learn how their comments impact others. There's a big community of people in Australia who are culturally diverse and there will always be a place for you to feel included.

END OF QUESTIONS

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Source D: *Adapted from a Straits Times report on Racial Harmony Day and how Character and Citizenship Education (CCE) lessons are conducted in class in Singapore, published July 2022. The syllabus for CCE was refreshed in 2021 that allows for more discussions on racism and stereotypes.*

Students are more open to questioning racism, and teachers create a safe space for in-depth discussions to take place. A Secondary 1 student shared the importance of talking about stereotypes, "Many people assume I am Chinese because of my look. Racial stereotyping still exists, but everyone is key in ensuring harmony." Another Secondary 4 student said, "The scenarios discussed are relevant as I was the object of ridicule for my skin colour. I learnt to see how we can approach such problems from different angles to find ways to change perceptions."

The Prime Minister said the effort to maintain racial harmony is never-ending. "Today's youth are concerned about casual racism. Our racial harmony is not perfect, and we are still learning as a nation. When we do not take this peace for granted and work together to bridge this gap not through argument but understanding, we will get there."

Source E: *Adapted from a speech in Parliament by Minister for Home Affairs and Minister for Law, Mr K Shanmugam, on the allegations surrounding the suicide of a police officer, Feb 2024.*

On 21 July 2023, police officer, late Sergeant Uvaraja, committed suicide. Just before his passing away, he made a Facebook post. He said that he had been bullied and ill-treated by his superiors and colleagues. I directed the Singapore Police Force to investigate the claims and reviewed the findings. Uvaraja said that racially-inappropriate language was used against him. Investigations found that the officers involved were talking amongst themselves. The remarks were not specifically aimed at Uvaraja.

But, and this is important: ~~the remarks were not acceptable at all~~ — it does not matter whether they were directed or not directed at Uvaraja — they were and are not acceptable. Cases involving casual racism will be investigated as possible misconduct or disciplinary breaches. The Police will continue to engage officers, shape culture, and engage in frank discussion on such issues around casual racism. We cannot tolerate casual racism, snide remarks, racist jokes.

Source F: *An individual American's opinion on casual racism. The meme was created as a response to a scene from a popular American cartoon series for children in which the group of friends came together for a meal to celebrate a festival. The meme reads "Racism: Sometimes it's subtle".*



* Subtle – Things which are normalised and so ingrained in daily practices that they go unnoticed by many.

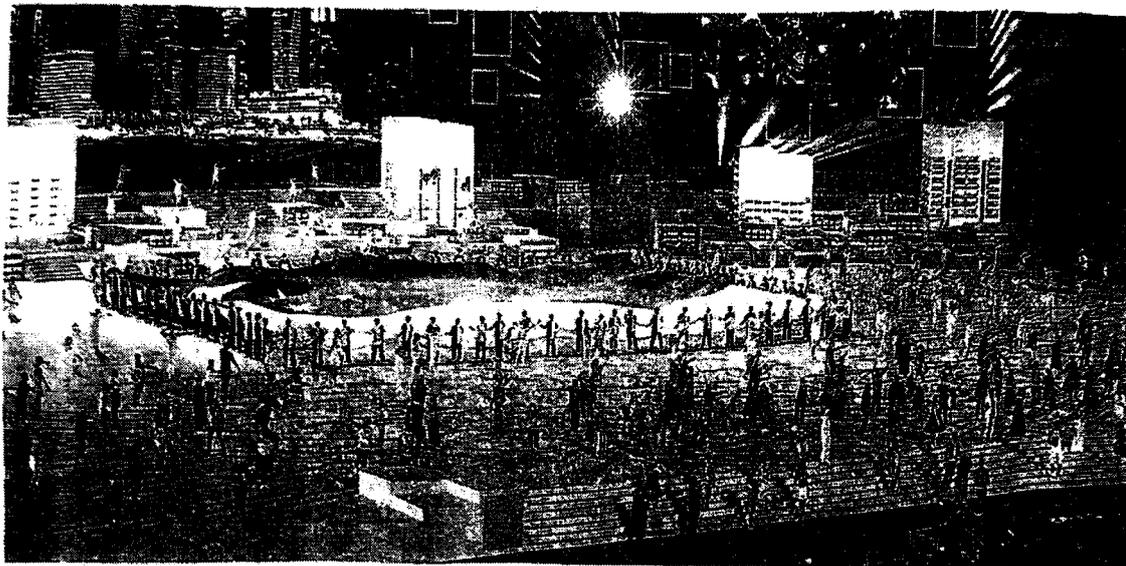
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Section B: Structured – Response Question (15m)

Answer both questions.

Exploring Citizenship and Governance

Study the extracts carefully, and then answer the questions.

Extract 1

SG60 is a nationwide effort to celebrate the next chapter of our nation-building journey. Over the past 60 years, Singapore has survived and prospered against the odds. It is an opportune time to reflect on our journey as a nation and rally Singaporeans to contribute to our shared future. This is also an opportunity for us to affirm the shared commitment Singaporeans have to each other and the nation, and to build a stronger society that we are proud to call home.

Extract 2

Governments manage trade-offs to decide for the good of society. After deliberating the many perspectives to weigh the reasons for and against a course of action, consensus can be built.

Extract 3

Principles shaping governance help the government determine what is important and what should not be compromised as it governs for the good of society.

- 6 Extract 1 states an example of how the Singapore government strengthens citizens' sense of belonging.

In your opinion, how can Singapore foster a strong sense of belonging to Singapore in Singaporean youths? Explain your answer with reference to *two* ways. [7]

- 7 Extracts 2 and 3 reflect on how managing trade-offs and governing with guiding principles help in making decisions for the good of society.

Do you think managing trade-offs is more important than governance shaped by guiding principles in deciding what is good for society? [8]

~ End of Paper ~

2025 PRELIM SS 4E Answer Scheme**1 Study Source A.**

Why was this photograph published? Explain your answer using details from the photo.

[5]

Skill: Inference of purpose of source

Level of Response	LEVEL DESCRIPTOR	Marks Allocation
L1	Describes photograph without inference / Direct lifting from provenance E.g. Because there was an anti-racism protest.	1m
L2	Infers context only E.g.: The photograph was published because at that time, the impact of casual racism is worsening.	2m
L3	Infers message about (casual) racism or outcome only E.g 1. Because the photographer wanted to show that racism is actually a common problem in society. The phrase "Imagine how tired people are of experiencing it" suggests that minorities experience racism daily. E.g. 2 Because the photographer wanted to convince the Canadians to empathise with the minorities and stop racism.	3m
L4	Both aspects L3 or C + M/O	4m
L5	C + M + O	5m

2 Study Sources B and C.

Would the youth (in Source C) agree with the report (in Source B)? Explain your answer.

[6]

Skill: Comparing Viewpoints of Sources

Level of Response	LEVEL DESCRIPTOR	Marks Allocation
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L1	A/D based on evidence quoted only without any valid comparison	1m
L2	A/D based on topic / superficial comparisons only OR D without CC but evidence matching	2m
L3	A/D based on content of source <i>Award 4m for well-developed answers supported by both sources</i> <i>NOTE: the presence of a criterion is necessary for disagree answers</i> E.g.1. The youth will agree with the report that the problem of casual racism in Australia is quite common. This can be seen from the report in Source B which states that "A student-led report that surveyed more than 800 people studying at the University of Melbourne has found more than two-thirds have either experienced or witnessed casual racism at least once a month". This meant that casual racism is quite commonplace in Australian schools. Indeed, the youth in Source C also stated "A theme of my life in Australia has been people telling me that I don't belong here. I was born in Sri Lanka but I've spent 20 years here. Yet, some people can't see past my skin colour." This meant that the problem of casual racism in Australia is quite common since she had been experiencing racist remarks while growing up in the state. E.g.2: The youth will disagree with the report on who plays the key role in managing casual racism. The report in Source B said that organisations like schools play the key role from the evidence "the president who started the survey, said she was frustrated that despite three years of work, the university had yet to address the bulk of their recommendations". This meant that it is up to the university to put in place policies and programmes in the school to raise awareness and combat against casual racism. However, the youth in Source C said that it is up to individuals to manage casual racism from the evidence "Speak up and let the other person know that their comments are hurtful. Help them realise they're being racist and learn how their comments impact others." This meant that individuals are key to raise awareness so that others will know that their deeds were wrong and change their behaviour to reduce casual racism.	3 – 4m
L4	A and D based on content of source	5m

L5	<p>A/D based on view/intent OR Message of C agrees with Intent of B <i>Award 6m for well-supported response</i></p> <p>E.g.: The youth in Source C will definitely agree with Source B as both sources are against casual racism since both have the same intention of wanting Australians to take up a strong stand against casual racism. Source B wanted Australians to know that it is common for young people in Australia to fall prey to casual racism so that they will work together to combat casual racism by taking proactive actions like confronting the perpetrators. Similarly, Source C wanted Australians to know that it is common for young people in Australia to be victimised by casual racism so that they will also take similar proactive actions against the culprits.</p> <p>E.g.2: The youth in Source C will disagree with Source B over their view on whether the challenge of casual racism can be overcome. Source B has a more pessimistic view as it shared the experience of the student union president who shared that “she had been left feeling disappointed and isolated. At the end of last year, she left her role as student union President.” This implies how hard it can be to manage casual racism with individuals giving up on fighting against it. Source C however has a more optimistic view as it states that “There’s a big community of people in Australia who are culturally diverse and there will always be a place for you to feel included”. This means that the youth remains hopeful that despite having experienced casual racism since youth, she believes that the challenge of casual racism can still be overcome in Australia by everyone’s collective effort.</p>	5 – 6m
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3 Study Sources D and E.

Having read Source D, are you surprised by what Source E says about the management of casual racism in Singapore? [7]

Skill: Evaluating context of source

Level of Response	LEVEL DESCRIPTOR	Marks Allocation
L1	Surprised / Not surprised based on lifting of provenance details only	1m
L2	Surprised / Not surprised based on evidence of E only, without reasoning of why <i>No reference to Question on Management</i>	2m
L3	Surprised / Not surprised based on internal reasoning of E only / common sense E.g.: I am not surprised by what E says about how casual racism should be managed with stricter law and order. This is not surprising to me because Singapore had always been known as police state with strong laws to manage behaviour.	3m

<p>L4</p>	<p>Surprised / Not surprised based on comparisons of E and F <i>Award 4 – 5m for one-sided comparisons, with additional mark for well-supported response.</i> <i>Award 5 – 6m for both sided comparisons, with additional mark for well-supported response for both paragraphs.</i> E.g.: Having read D, I am not surprised by what Source E says as both sources agree on the importance of managing casual racism in Singapore to maintain racial harmony. Source E says that Singapore views it important to manage casual racism to ensure racial harmony from the evidence “The Police will continue to engage officers, shape culture, and engage in frank discussion on such issues around casual racism. We cannot tolerate casual racism, snide remarks, racist jokes”. This means that casual racism must be resolved for Singapore to maintain racial harmony. Source E is thus expected as Source D also says that it is important for Singapore to manage casual racism well to ensure racial harmony from the evidence “The Prime Minister said the effort to maintain racial harmony is never-ending. “Today’s youth are concerned about casual racism. Our racial harmony is not perfect and we are learning as a nation. When we do not take this peace for granted and work together to bridge this gap not through argument but understanding, we will get there”. This means that the Singapore government continues to prioritise racial harmony, including the management of casual racism”. Since Source D says the same as Source E, I am not surprised with Source E as Source E is expected. E.g.2: Having read D, I am surprised by what Source E says in terms of whether casual racism is being managed well in Singapore. Source E reveals a stern stand that disciplinary action is necessary since casual racism is not as well-managed in Singapore from the evidence “But, and this is important: the remarks were not acceptable at all” and “cases involving casual racism will be investigated as possible misconduct or disciplinary breaches.” For the Minister of Law to stress on the severe consequences of casual racism, it means that incidents of casual racism continue to be quite rampant in Singapore and would have caused severe negative impact as seen through the death of Sergeant Uvaraja. This is more unexpected since Source D has a more hopeful message on the importance of education by saying that casual racism are now better managed with the success of CCE lessons in raising awareness and fostering more harmonious relationships. This can be seen from the evidence “The scenarios discussed are relevant as I was the object of ridicule for my skin colour. I learnt to see how we can approach such problems from different angles to find ways to change perceptions.” This means that youths in Singapore are now more able to manage casual racism well with skills learnt in socio-emotional learning. OR S/NS based on explanation of E’s provenance only [L4-4]</p>	<p>4 – 6m</p>
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L5	<p>Surprised / Not surprised based on cross-reference to background information, checking on same focus of E and F.</p> <p>E.g.: Having read D, I am surprised by what Source E says in terms of whether casual racism is being managed well in Singapore. Source E reveals that casual racism is not as well-managed in Singapore from the evidence “But, and this is important: the remarks were not acceptable at all” and “cases involving casual racism will be investigated as possible misconduct or disciplinary breaches.” For the Minister of Law to stress on the severe consequences of casual racism, it means that incidents of casual racism continue to be quite rampant in Singapore and would have caused severe negative impact as seen through the death of Sergeant Uvaraja. This is more unexpected since Source D says that casual racism are now better managed with the success of CCE lessons in raising awareness and fostering more harmonious relationships. This can be seen from the evidence “The scenarios discussed are relevant as I was the object of ridicule for my skin colour. I learnt to see how we can approach such problems from different angles to find ways to change perceptions.” This means that youths in Singapore are now more able to manage casual racism well with skills learnt in socio-emotional learning. However, despite so, I am eventually not surprised by what Source E says as the background information also reveals that casual racism is not well-managed in Singapore from “A survey conducted in Singapore in 2024 for instance reveals that minorities continue to face prejudice in the workplace”. Since the background information is supportive of what Source E says, I am less surprised by what Source E says even if D contradicts it somewhat.</p> <p>OR</p> <p>Not surprised based on explained provenance of E and D.</p> <p>E.g.: Having read D, I am not surprised by E even if they contradict each other on whether casual racism in Singapore is well-managed. I would have expected Minister Shanmugan to take a stern stand against casual racism to deter future racist acts since he is the Minister of Home Affairs and Law. He has to address the suicide of Sergeant Uvaraja at that time and stress on the role of the government in ensuring law and order. Source D on the other hand is a Straits Times report commemorating on the improvement made in CCE lessons to ensure the social well-being of citizens through quality education. I would have also expected it to stress on the potential of education to raise awareness to prevent future racist acts.</p>	6 – 7m
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4 Study Source F.

Source F is an individual's reaction towards a scene from a popular cartoon for young children. Is Source F still useful in helping you understand people's attitude towards casual racism? Explain your answer using details from the source. [7]

Skill: Assessing utility of source

Level of Response	LEVEL DESCRIPTOR	Marks Allocation
L1	Yes based on uncritical acceptance that it is by an individual, hence not useful	1m
L2	Yes / No based on uncritical acceptance of source provenance [2m] OR No based on undeveloped bias nature of Source D [2m] OR No based on lack of sufficiency in an individual's response [3m] OR Yes / No based on answers that does not address attitudes towards casual racism <i>Award 3m for answers within this band that did a valid reliability test to determine utility</i>	2 – 3m
L3	Yes based on valid inference of attitudes towards casual racism <i>Award 4m for well-supported answers</i> E.g.: The source is useful in telling me that people are indifferent towards casual racism. We can see from the cartoon that the young children of a lighter skin colour are seated together but the child with the darker skin colour is sitting alone [3m]. This implies that the cartoon series maker may not have cared about how their portrayal of casual racism can impact others. [4m] E.g.2: The source is useful in telling me that people are against casual racism. We can see from the cartoon that the American who made the meme shared that racism can be subtle as the behaviour may have been ingrained since young [3m]. This implies that the American is criticising people who perpetuates casual racism by highlighting its negative influence. [4m]	3 – 4m
L4	Yes / No based on evaluation of reliability with cross-reference <i>Award 6m for well-supported answers</i> E.g. Source F is useful in telling me that people are against casual racism as it is reliable. Source F says that the problem of casual racism is actually serious because it can be overlooked by many people from how indifferent the children with the lighter skin tone were towards their friend despite making him sit alone. This implies that the American is indeed critical against people who practise in casual racism. F is reliable since it is supported by Source A. Source A also shows an individual protesting against casual racism as the person is holding up a placard stating "If you are tired of hearing about racism, imagine how tired people are of experiencing it". This implies that people's attitude is generally against and critical of casual racism. Since Source F is supported by Source A, Source F is reliable and therefore useful.	5 – 6m

L5	<p>Yes based on how the intention of source reflects context <i>Award 7m for more developed answers</i> E.g. Source F is definitely useful in telling me that people largely remain nonchalant about casual racism. Source F is a response by an individual towards an indifferent portrayal of casual racism for young children. By emphasising on how such acts of racism can be subtle in nature, he is hoping to convince the American public that the problem of casual racism is serious in nature due to its impact on young children so that the public can take a more active stance against casual racism by raising awareness and making the harmful nature of casual racism more obvious. This intention therefore makes me find the source still useful in helping me understand that the people's attitude are largely indifferent during that time.</p> <p>OR</p> <p>NO, based on specific insufficiency</p>	6 – 7m
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5 'It is up to the government to manage casual racism in a society.'

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

Level	Descriptor	Marks								
1	Writes about statement, no valid use source use / specific knowledge	1								
2	Yes / No supported by valid source use <i>2 marks – 1 source (Higher mark if well-explained)</i> <i>3 marks – 2 source (Higher mark if well-explained)</i> <i>4 marks – 3 sources or more (Higher mark if well-explained)</i>	2 – 4								
3	Yes AND No supported by valid source use <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Marks</th> <th>Use of Source</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>5 marks</i></td> <td style="text-align: center;"><i>2 sources</i></td> </tr> <tr> <td style="text-align: center;"><i>6 marks</i></td> <td style="text-align: center;"><i>3 sources</i> OR <i>Intended imbalance (1:3/1:4)</i></td> </tr> <tr> <td style="text-align: center;"><i>7 – 8 marks</i></td> <td style="text-align: center;"><i>4 or more sources</i></td> </tr> </tbody> </table> <p>Sources used to agree with statement → Source B, D, E</p> <p>Sources used to disagree with statement → Source A, C, F</p> <p>Answers MUST explain the evidence chosen in the source in relation to how government / other (i.e. citizens) efforts contribute to the management of casual racism. [Above list non-exhaustive]</p>	Marks	Use of Source	<i>5 marks</i>	<i>2 sources</i>	<i>6 marks</i>	<i>3 sources</i> OR <i>Intended imbalance (1:3/1:4)</i>	<i>7 – 8 marks</i>	<i>4 or more sources</i>	5 – 8
Marks	Use of Source									
<i>5 marks</i>	<i>2 sources</i>									
<i>6 marks</i>	<i>3 sources</i> OR <i>Intended imbalance (1:3/1:4)</i>									
<i>7 – 8 marks</i>	<i>4 or more sources</i>									

Agree examples:

B: Using Source B, I agree that it is up to the government to manage casual racism in a society. Source B says that “the former student union president who started the survey, said she was frustrated that despite three years of work, the university had yet to address the bulk of their recommendations” and “At the end of last year, she left her role as student union president”. This means that individuals may be powerless to change the situation when organisations also choose not act on it. Thus, it will be up to the government, which has the authority to make laws and implement policies, to play the key role in driving universities to adopt the measures suggested by the student unions in fighting against casual racism to eradicate it from the tertiary institutions.

D: Using Source D, I also agree that it is up to the government to manage to manage casual racism as only the government has the authority to design a curriculum framework in the government schools to educate its population on casual racism. Source D states that “students are more open to questioning racism, and teachers create a safe space for in-depth discussions to take place”. As a result of the revamped CCE syllabus, students are now more able to understand the negative implications of casual racism, and to confront it in class to correct their views on the issue. This can make the teenagers grow up to be aware of casual racism and to not engage in such behaviour in their adult life, thereby managing casual racism.

E: Using Source E, I also agree that it is up to the government to manage casual racism as only the government has the authority to fulfil the role of ensuring law and order. Source E states “cases involving casual racism will be investigated as possible misconduct or disciplinary breaches” and “we cannot tolerate casual racism, snide remarks, racist jokes”. This means that with a strong stance against casual racism that involved punitive measures, Singaporeans will think twice and choose not to engage in casual racism in order to avoid punishment.

Disagree examples:

A: Using Source A, I will disagree with the statement because individuals can raise awareness on casual racism during demonstrations. Source A shows a protestor holding up a signage with the caption “If you are tired of hearing about racism, imagine how tired people are of experiencing it”. When members of the public

	<p>read and understand key messages shared during such protests, individuals can learn the reality of the negative impact of casual racism, reflect on their behaviour previously and be more empathetic to finally change for the better by being more respectful towards members of the other ethnic groups.</p> <p>C: Using Source C, I will also disagree with the statement because it is up to the individual to stay strong mentally and emotionally to resist the negative impact of casual racism on their self-esteem. Source C states "Should you be upset when experiencing casual racism, focus on yourself. Do self-care activities like spending time on an enjoyable hobby." This can lead to individuals staying positive with better mental health, thereby overcoming the stress and anxiety that casual racism sometimes bring.</p> <p>F: Using Source F, I will also disagree with the statement because it is up to individuals to be discerning to quickly pick up on the less obvious casual racism. Source F shows an individual responding to a subtle scene from a popular cartoon for young children whereby the majority race is ostracising the minority race by emphasising on how wrong it is to normalise such a situation. Thus, individuals can choose to reject these subtle cues and influence others to also reject these ideals so that as a society, everyone can be ready to manage casual racism by not believing in it.</p>	
	<p>Bonus level Note: every bonus attempt must be linked to a source, and not writing about racism in general</p> <p>A) Contextual Knowledge (need to be specific and relevant to the source being addressed) E.g.: I further agree for Source D as the government has also implemented the Social Studies curriculum to include discussions on how individuals can respond in positive ways to encourage harmony in a diverse society.</p> <p>B) Reliability / Sufficiency / Reliability (necessary to ensure that the argument used is not repeated from an earlier question) E.g.2: I would not agree entirely to the statement because I do not trust Source D entirely since it could be a somewhat bias source in promoting the successful efforts of MOE as a state organised news media.</p> <p>C) Balanced conclusion (necessary to achieve L3 before we can award this level)</p>	<p>+1 / +2</p>

	<p>In terms of who plays the best role, I disagree to the statement as I think that individuals and governments must work hand in hand to ensure that casual racism can be effectively overcome. This is because as shown in sources D and E, it is necessary for the government to take charge to put in place legal principles and educational policies, that focuses on managing the entire society's response towards casual racism with effective deterrence, especially since there will always be individuals who will be racist and no amount of persuasion can stop them. But it is also up to the individuals as shown in sources A and C that casual racism can be overcome by confronting it after it happened with the adoption of a positive mindset and a moral courage to right the wrongs of casual racism. This will usually persuade most people to act with morals.</p>	
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- 6 Extract 1 states an example of how the Singapore government strengthens citizens' sense of belonging.

In your opinion, how can Singapore foster a strong sense of belonging to Singapore in Singaporean youths? Explain your answer with reference to **two** ways. [7]

1	Writes about topic (i.e. foster sense of belonging in youths)	1
2	<p>Identifies / Describes way(s) using one approach</p> <p><i>Award 2m for identifying one way, 3m for additional way Award 3m for describing the way using <u>one</u> approach, 4m for additional way (See L3)</i></p> <p>Possible ways</p> <ul style="list-style-type: none"> - Singapore can arrange for all youths to attend NE shows that largely replicates the National Day Parade - Singapore can organise opportunities for youths to voice out their voices and concerns - Singapore can encourage Singapore youths to participate more in activities that address societal issues which youths are passionate about <p>Accept any other plausible suggestions</p>	2 – 4
3	<p>Explains reason(s) using <u>two</u> or more approaches</p> <p><i>Award 5 - 6m for one way. Award 6 – 7m for two ways.</i></p> <p>Students should develop their intended way using 2 unique approaches out of the following 4 approaches. Note that the approaches should align with the reason identified.</p>	5 – 7

	<p>Note too that specific example / relevant strategy is a must to hit L3</p> <ol style="list-style-type: none"> 1. Context – Singaporean youths lack of rootedness due to overexposure to foreign culture due to spread of globalisation E.g. Singapore youths mainly engage in American culture and may identify themselves more as a global citizen instead of being strongly rooted to Singapore as they may not watch local drama like Little Nonya and Emerald Hill. 2. Description of strategy – Original ideas proposed by student that builds sense of belonging to Singapore. E.g. MOE can organise a video making competition for all Singapore school students in which they are expected to focus on celebrating the challenges that their parents had overcome in Singapore’s developmental years to have a greater sense of connection to Singapore. 3. Outcome – Explaining how the stronger sense of belonging can be achieved. Eg. With the video making competition, students can appreciate the successes of Singapore more and make them more grateful and proud to be a contributing member of the country. 4. Real life example – Relevant examples that students can provide. E.g. Singapore has organised the NE show for primary and secondary school students to attend to celebrate Singapore’s birthday with fellow Singaporeans. 	
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- 6 Extracts 2 and 3 reflect on how managing trade-offs and governing with guiding principles help in making decisions for the good of society.

Do you think managing trade-offs is more important than governance shaped by guiding principles in deciding what is good for society? [8]

Level	Descriptor	Marks
1	Writes about topic without answering question/ answers with no specific examples	1 – 2
2	Describes the given factors Award 3 marks for describing one factor with specific example Award 4 marks for describing both factors with specific examples	3 – 4
3	L2 + Explains factors Award 5 – 6 marks for explaining one factor	5 – 7

	<p>Award 6 – 7 marks for explaining two factors</p> <p>/</p> <p>E.g. 1: <u>Managing trade-offs</u> → Governments manage trade-offs to decide for the good of society. After deliberating the many perspectives to weigh the reasons for and against a course of action, consensus can be built. This can be seen in how the Singapore government manage its handling of the development of Dover Forest. At first, the government had intended to remove the entire forest to make way for flats to accommodate for the growing population in Singapore due to the limited land resource Singapore has. However, feedback from nature enthusiasts also highlight the value of the rich bio-diversity in Dover Forest and relevance of green spaces in highly urban Singapore to promote a higher quality of life. <u>After considering both perspectives, the government was able to balance the dual needs of development and environmental sustainability to finally decide on a hybrid developmental plan so that the needs of society can be better accommodated.</u></p> <p>E.g.2: <u>Governance shaped by guiding principles</u> → Principles shaping governance help the government determine what is important and what should not be compromised as it governs for the good of society. Singapore has a set of guiding principles when it comes to governance. Having good leadership is key as leaders appointed are capable, honest and incorruptible. They are also often forward looking and is able to take sound action early to minimise threats and maximise opportunities for the people of Singapore by anticipating change and staying relevant. Mr Lee Hsien Loong, our ex-Prime Minister is one example of a good leader who is forward looking. Due to his capable leadership, Singapore has been able to survive and thrive in spite of the global economic crisis of 2009 and during the times of the global pandemic due to the outbreak of Covid-19. He was able to motivate the citizens to make tough decisions with him to work with the government despite the challenging times during his leadership, e.g. to abide with Circuit Breaker regulations. During his National Day Rally in 2019, he also spoke of the impact of climate change on Singapore and rallied the citizens of the government's early plan to prepare the country for rising sea levels like setting aside the \$5 billion for the Coastal and Flood Protection Fund. <u>As a result of using guiding principles to shape governance, the quality of governance in Singapore is high and to come up with policies to meet the socio-economic needs of the citizens, thereby achieving good of the society .</u></p>	
4	L3 (2 factors explained) + weighs factors	8

	<p>Accept any conclusions that are valid</p> <p>In my opinion, I think that having good leadership is key as it is only with honest and capable leaders who are courageous enough to make the right decisions for the country, will the country be more able to make the wiser decisions when managing trade-offs.</p>	
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