

TANJONG KATONG GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2026
SECONDARY 4 EXPRESS
HUMANITIES (SOCIAL STUDIES)

Marking Guide

Section A: Source-Based Case Study

Question	Answer	Marks
1	Study Source A. Why was the cartoon published? Explain your answer. L1 Answer based on provenance [1] <i>e.g. The source was published because the cartoonist wanted to comment on the United Kingdom's proposed ban on social media access for children under the age of 16.</i> L2 Valid inference with Source Content [2] <i>e.g. The source was published to show that some young people cannot imagine spending their time without social media.</i> L3 Valid message/Outcome [3-4] Award higher mark for supported inference. Students must describe the source as evidence instead of copying the provenance. <i>e.g. The source was published to show that many young people have become overly dependent on social media. This is evident from the child asking, "If we kids are banned from social media, what are we supposed to do all day?" while looking at a mobile device. The father's reply, "Read a book? Play a game? Look up?" suggests that there are many meaningful alternatives that the child has overlooked because of excessive social media use. [4]</i> <i>e.g. The source was published to persuade readers to support the government's proposed ban on social media. This is shown by the child asking, "If we kids are banned from social media, what are we supposed to do all day?" while looking at a mobile device. The father's response, "Read a book? Play a game? Look up?" suggests that there are many meaningful alternatives that the child has overlooked because of excessive social media use. [4]</i> Other accepted inferences • Obsessed • Addicted • Over-reliant • Over dependent	5

	L4 Main message leading to intended outcome [5] <i>The cartoonist's purpose is to persuade people in the United Kingdom that many young people have become overly dependent on social media, so that they will support the government's proposed ban on social media access for children under the age of 16 as a necessary measure to protect children. This is shown by the child asking, "If we kids are banned from social media, what are we supposed to do all day?" while looking at a mobile device. The father's response, "Read a book? Play a game? Look up?" suggests there are many meaningful alternatives that the child has overlooked because of excessive social media use. The cartoonist hopes to highlight that young people's dependence on social media has become a problem that justifies intervention.</i> Markers comments: - Generally well done, with most students getting L3/4. - Accepted answers to get L3/4 must show the main message of the source or the purpose of the source ie: youths are addicted to phones / social media or to persuade readers to support the ban - Students need to address both the message and the purpose of the source in order to get L4/5. - Some students misunderstood the source and stated that the ban will have a negative impact on youths as they will be bored / have nothing to do. These answers are not accepted - Students need to remember that a valid purpose requires some form of audience action, "not oppose the ban" is NOT a form of audience action. - Similarly, answers that state that the cartoonist published the source to support the ban have not identified some form of audience action thus were not awarded the marks. - Students who explained that the purpose of the source was so that readers understand the reason for the ban also did not have their answers accepted, as understanding does not necessarily mean that they agree with the ban.	
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Question	Answer	Marks
2	Study Sources B and C. How far does Source B agree with Source C? Explain your answer. L1 Answers based on the provenance of the source [1] <i>e.g. The sources disagree because Source B is adapted from a parenting advice website, while Source C is adapted from a discussion posted on the Reddit online discussion forum.</i> L2 False matching [2] L3 Agree OR disagree in content [3-4] Award 3 marks for unsupported answers. Award 4 marks for supported answers. <i>e.g. Sources B and C agree that <u>parents have a responsibility to guide their children's use of mobile phones and social media.</u> Source B states that "The best way to help your child with healthy and responsible mobile phone use is by being a role model" and recommends discussing rules with children. Similarly, Source C states that "parents absolutely should parent their children" and "Parents are responsible for raising their children." This means both sources believe parents have an important role in helping children develop responsible online habits. [4]</i> <i>e.g. Sources B and C disagree on <u>who should be responsible for protecting young people from the harms of social media.</u> Source B suggests that parents should take the lead in guiding their children's mobile phone use, while Source C suggests that governments also have a responsibility to protect young people online. This is evident in Source B which states, "The best way to help your child with healthy and responsible mobile phone use is by being a role model" and recommends discussing and agreeing on mobile phone rules with children. This means that parents play the main role in encouraging responsible mobile phone use. On the other hand, Source C states, "That's why governments regulate things all the time" and "Parents are responsible for raising their children. But they're doing so in an environment that none of us controls individually." This means that while parents have a responsibility, governments also need to take action to protect young people from the harms of social media. [4]</i> L4 Both aspects of L3 [5] L5 Sources disagree in intention [6] <i>e.g. Sources B and C disagree in intention. Source B was published to provide practical guidance for parents on helping their children develop healthy and responsible mobile phone habits. In contrast, Source C was published to persuade readers that parents alone cannot protect young people from the harms of social media and that government action should also be considered. [6]</i> Marker's Comments:	6

A bit contradictory

Alternative
BOC: both agree it's important to regulate childrens' phone usage

	1. Students who fail to establish agree / disagree = 0. You cannot use similar / different because this is not what the question asks for. 2. Agreement OR Disagreement – L3/4 Agreement + Disagreement – L4/5 3. Internal Contradiction – only awarded for one comparison. If the agreement BOC is ‘parents should be responsible for safe mobile phone usage’ then the disagreement BOC cannot be ‘whether parents are responsible for safe mobile phone usage’ 4. BOC – <u>at least one needs to be about phone/mobile / safe usage online</u> – because this is the issue of the sbcs. Both BOC cannot be about parenting / managing children / raising children. Max L3/4 5. BOC – about who is <u>most effective</u> in establishing safe mobile phone usage – the only valid EV is ‘the best way...’ because all other evidence do not unpack the idea of ‘effectiveness’ - no method has been proven effective 6. BOC must be very clear girls, you need to tell the marker what it is you’re comparing and be able to <u>pick the right evidence</u> to support whatever you are claiming. Vague BOC = L2/2 for False Matching 7. Highest Level – intention – does not require an outcome. Intention is different from purpose. In this case, the sources are different in their intention.	
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Question	Answer	Marks
3	Study Source D. How useful is this source as evidence about the need to protect young people from the risks of social media? Explain your answer. L1 Based on provenance [1] <i>e.g. This source is useful because it is adapted from a report published by UNICEF, the United Nations agency that promotes and protects the rights and well-being of children.</i> L2 Useful based on content or Not Useful based on missing information. [2-3] Award higher mark for more fully developed answers. <i>e.g. This source is useful as evidence that there is a need to protect young people from the risks of social media because social media can be dangerous. Source D states that digital spaces expose children to "bullying, discrimination, scams, privacy violations and harmful or inappropriate content." It also states that many children felt "unsafe, overwhelmed or discouraged from participating online." This means that young people face a range of online harms which make protection necessary. [3]</i> L3 L2 + Useful based on cross-reference [4-5] Award higher mark for more fully developed answers. <i>e.g. Source D shows that there is a need to protect young people from the risks of social media. This is supported by Source E, which also shows that young people need protection from online harms. This is evident in Source E which states that the measure aims to "protect minors from online safety risks, including cyber predators." This means that the Malaysian government recognises that young people face online risks and require protection. Since Source E supports Source D's view that there is a need to protect young people from the risks of social media, Source D is reliable and is therefore useful as evidence. [5]</i>	7

L4 L2 + Limited Usefulness based on limitation in perspective [6-7]

e.g. Source D is useful because it was published by UNICEF, the United Nations agency that promotes and protects the rights and well-being of children. As an international organisation with expertise in children's welfare, it is likely to provide credible evidence about the need to protect young people from the risks of social media. The source also highlights a range of online harms, such as "bullying, discrimination, scams, privacy violations and harmful or inappropriate content", showing that young people face genuine risks online. However, the source only presents the views and experiences of participating children. It does not include the perspectives of other stakeholders, such as parents, educators or technology companies. This limits its usefulness in providing a more comprehensive understanding of the need to protect young people from the risks of social media. [6] In conclusion, Source D is useful to some extent - while it provides credible evidence that young people face online harms and need protection, it offers only the perspectives of participating children. [7]

Marker's Comments:

- 1. Address the question – always start with useful + provide evidence and then explain the evidence i.e. the harm caused.**
- 2. For this question, the main issue for some students is picking out the right evidence. Evidence needs to show the 'harm' or 'what is it we need to protect young people from'. Evidence such as 'children consistently called for online protection' from Source D shows NO harm. You are merely restating the question which already establishes the need for protection. The problem is what do they need to be protected from?? L1/1.**
- 3. Only CR accepted is supported by either Source A (addiction) or Source E (idea of cyber predators). No other sources contain evidence of harm per se. The evidence from any other sources simply reiterate the need for protection but does not show evidence of what it is protecting from?**
- 4. Without establishing reliability, a cross reference will keep you at L2/3. And it should be reliable hence useful, not useful hence reliable.**
- 5. Stop using large/small extent. Just say useful or not useful. Do not write 'useful to a small extent' and then go on to explain not useful. You will not get the mark.**
- 6. Highest Level needs to unpack useful (for its expertise and data collection making it reliable) OR not useful (for the fact that they only presented viewpoints of children, and not of other stakeholders.) If you merely state that it's from UNICEF who has interests of children at heart = L1/1**

Usefulness highest level

- unreliable because 1 sided/biased
- unreliable because self-serving agenda
- unreliable because of limited info (doesn't provide full picture)

Question	Answer	Marks
4	Study Sources E and F. After reading Source E, is source F unexpected? Explain your answer. L1 Answer using source content of Sources E and F but failing to address element of unexpectedness [1] L2 Identify what is unexpected or not unexpected in Source F, but no explanation of why [2] L3 Source F is unexpected or not unexpected, based on reasoning internal to Source F [3] <i>e.g. Source F is not unexpected because it explains that governments' proposals "share a crucial goal that we support". Since protecting young people online is an important goal, it is expected that different ways of achieving this goal would be discussed.</i> L4 Unexpected or not unexpected, based on difference or similarity in content of Sources E and F [4-5] Award higher mark for well explained answer. <i>e.g. Source E and F differ in their views on whether social media bans are an effective way to protect young people. Source E claims that social media ban serves as an effective way to protect young children while Source F claims that they are ineffective. Source E states that "Children under the age of 16 are not allowed to open their own social media accounts" because "the measure aims to protect minors from online safety risks, including cyber predators". This means that the Malaysian government believes restricting young people's access to social media is an effective way to protect them. Source F, however, states that "social media bans alone can't solve the age verification dilemma" and that "current legislative proposals simply do not address these complex age issues." This means that Meta believes social media bans are not an effective solution because they fail to address the practical challenge of verifying users' ages. Since Source E and F differ in their views, after reading Source E, Source F is unexpected. [5]</i> <i>e.g. After reading Source E, Source F is not unexpected as Source E and F are similar in recognising the need to protect young people from the risks of social media. [4]</i> <i>Acceptable: Unexpected as sources differ in their views on how challenging it is to protect young people online. E- Not challenge, just implement law. F-challenging as the law is hard to enforce.</i>	7

Unacceptable: Unexpected as source differ in WHO is responsible. Both are saying government is responsible for implementation (Better implementation) of the law.

- L5 Unexpected and not unexpected, based on difference and similarity in content of Sources E and F [6]**

Both aspects of L4

- L6 L4 + Unexpected or Not unexpected, explained by Cross referencing to the background information/ contextual knowledge [6]**

*e.g. Source F is not unexpected because its claim that social media bans alone are not an effective solution is supported by the **Background Information**, which states that "technology and online platforms continue to evolve rapidly, making it difficult for regulations to keep pace." This supports Source F's view that current legislative proposals do not fully address the practical challenges of protecting young people online. Therefore, after reading Source E, Source F is not unexpected. [6]*

*e.g. Source F is not unexpected because its claim that social media bans alone are not an effective solution is supported by my **contextual knowledge**. In Singapore, students are not allowed to use mobile phones during the school day, yet I observe that many continue to access social media before and after school. This shows that restricting access in one setting does not prevent young people from using social media altogether. Therefore, after reading Source E, Source F is not unexpected. [6]*

Only BI can be accepted for cross reference because F is intended to mention how it is difficult to ensure the ban is successful.

- L7 Not unexpected, explained by motive of Source F with reference to source E [7]**

e.g. Source F is not unexpected. Source F was published by Meta Newsroom, the official news website of Meta, the technology company that owns Facebook and Instagram. As a technology company whose business depends on people using its social media platforms, Meta has a vested interest in opposing government restrictions such as social media bans. It is therefore expected to defend itself, while downplaying the role of social media companies in harming young people's mental health. Therefore, after reading Source E, it is not unexpected that Source F presents a different view on whether social media bans are the best way to protect young people, as Source E reflects the priorities of the Malaysian government, while Source F reflects the interests of a technology company. [7]

Some students attempted this level; however, you must make explicit link to source E. If you student source F's motive alone, you will go back to L3/3.

Marker's comments:

Question 4 showed a clear split in the quality of responses. While many of you were able to identify the correct Basis of Comparison (BOC) and conclude that Source F was unexpected, others made the following mistakes, which resulted in their marks being capped at L2/2:

1. You did not explain why Source F was expected/unexpected. Some of you identified the BOC but did not explain the relationship between the two sources. Simply stating that "Source E and F talk about..." is not enough. You must state that the sources agree, disagree, are similar, differ, support or contradict each other, depending on the BOC.

2. Your evidence was poor or too vague. This is a Source-Based Question. Your answer must be supported by evidence from the sources. No source, no marks. Do not give vague evidence or merely paraphrase the topic of the source.

Answers that will get 0 marks:

1. Claiming that Source E is expected or unexpected when the question asks whether Source F is expected/unexpected.

2. Claiming that Source F is surprising/not surprising instead of explaining whether it is expected/unexpected based on its comparison with Source E.

Please structure your answer clearly:

After reading Source F, Source F was unexpected as the two sources differ in their _____ (state the BOC). While Source E says _____ (stand of the BOC), Source F says _____ (stand of the BOC).

If your answer does not follow this structure, change it.

L3 Yes + No, supported by valid source use [5-8]

i.e. Both elements of L2

Assertion is generally well done. Students were able to accurately categorise where the source stands with regards to the statement, and were able to identify the methods that would manage the harms of social media, as well as the impact this would have on youths.

Most students were able to provide both sides of the assertion, and earned minimally L3/5.

Some students tried to be efficient with their time and only analysed two sources. This worked well for those who knew what they were doing and were clear on the sources, but others who were not as sharp quoted wrong evidence / did not provide adequate explanations and thus failed to attain L3.

Sources A, E, and F were well analysed – these generally had accurate inferences which were supported by relevant evidence from the source.

Source B was slightly more problematic, as students merely inferred that parents play the largest roles, but did not explain how they helped. Students should address the methods i.e: parents' guidance / teaching / parenting.

Source C was accurately analysed for inference, however many students chose the wrong evidence to support their inference. Only the last line of the source was accepted as evidence as it clearly shows that the government had the responsibility to first make online spaces safe for parents to then be able to support and parent appropriately.

Students who answered that source F did not agree with the statement because it emphasised the roles of the social media platforms also would not get their answers accepted, as the source was talking about how social media companies themselves could not manage the problems.

Note: Consideration on number of sources used and the quality of analysis in deciding marks in L2 & L3.

**** To score additional 2 marks, candidates can take any one of these 3 routes:**

- Through reliability, utility, or sufficiency

e.g. I disagree with the statement after reading Source A as the source may overstate the extent to which young people are addicted to social media to justify the need for government intervention. As the source is a cartoon, it may exaggerate the problem for effect rather than present a balanced view. Since

Source A may overemphasise the problem of social media addiction, it is less reliable and hence I disagree with what it says. [+2]

- Through contextual knowledge

e.g. I disagree with the statement after reading Source C as the source argues that managing the risks of social media requires the combined efforts of different stakeholders rather than government regulation alone. Based on my contextual knowledge, Singapore adopts a shared responsibility approach towards online safety. Besides government regulation, schools prohibit students from using mobile phones during the school day and teach Cyber Wellness to help students develop responsible online habits. In addition, students' Personal Learning Devices (PLDs) have parental control features that allow parents to monitor and manage their children's device usage. Since Singapore relies on the combined efforts of the government, schools and parents to manage the risks of social media, this supports what Source C says. Therefore, I disagree that government regulation is the best way to manage the risks of social media. [+2]

- Through giving a balanced conclusion/resolution

e.g. In conclusion, I agree with the statement to some extent. Government regulation plays an important role in managing the risks of social media as it can set rules and require social media companies to take action to protect young people from online harms. However, government regulation alone is insufficient as parents, schools and technology companies also play important roles in guiding young people and creating safer online environments. Hence, while government regulation is necessary to manage the risks of social media, it is not the best way on its own. A **shared responsibility** approach involving different stakeholders is more effective in protecting young people from online harms. [+2]

Question	Answer	Marks
6	Extract 1 states that globalisation may create challenges for preserving local culture. In your opinion, how can Singapore preserve its local culture in a globalised world? Explain your answer using two ways. L1 Describes the topic but without addressing the question [1] <i>e.g. Globalisation has caused people from different countries to interact more closely and this may affect Singapore's culture. [1]</i> L2 Identifies / Describes strategies [2-4] Award 2 marks for identifying a strategy and 3 marks for identifying two strategies. Award 3 marks for describing one strategy and 4 marks for describing two strategies. <i>e.g.</i> <i>One way Singapore can preserve its local culture is by promoting the learning of local traditions and heritage among young Singaporeans. Schools can organise activities such as heritage trails and National Education programmes to help students understand Singapore's history, customs and cultural practices. [3]</i> <i>e.g.</i> <i>One way Singapore can preserve local culture is by protecting and promoting hawker culture. The government can provide support for hawkers through initiatives such as the Hawkers Development Programme, which helps to train and encourage new hawkers to continue Singapore's hawker traditions. Singapore can also promote hawker culture through events and campaigns to encourage more people to appreciate local food heritage. [3]</i> <i>Other possible strategies:</i> Promoting the use of local languages and dialects <i>e.g. Schools and community organisations can encourage the use of mother tongue languages and celebrate cultural festivals such as Chinese New Year, Hari Raya Puasa and Deepavali.</i> Using digital platforms to promote local culture <i>e.g. Local creators can use social media platforms to showcase Singaporean food, traditions and stories to both locals and international audiences.</i>	7

L3

L2 + Explains strategies

[5-7]

Award 5-6 marks for clear explanation of one strategy.
Award 6-7 marks for clear explanation of two strategies.

*e.g. One way Singapore can preserve its local culture is by promoting the learning of local traditions and heritage among young Singaporeans. [2] Schools can organise activities such as heritage trails and National Education programmes to help students understand Singapore's history, customs and cultural practices. [3] **By promoting the learning of local traditions and heritage among young Singaporeans, students will develop a stronger appreciation of Singapore's cultural identity. This is important as globalisation exposes young people to many foreign cultures, which may cause them to become less familiar with local customs and traditions. When younger generations understand the importance of their heritage, they are more likely to continue practising and passing on these traditions, ensuring that Singapore's unique culture remains preserved despite global influences. [6]***

*e.g. One way Singapore can preserve local culture is by protecting and promoting hawker culture. [2] The government can provide support for hawkers through initiatives such as the Hawkers Development Programme, which helps to train and encourage new hawkers to continue Singapore's hawker traditions. Singapore can also promote hawker culture through events and campaigns to encourage more people to appreciate local food heritage. [3] **By protecting and promoting hawker culture, Singapore can ensure that an important part of its local identity is preserved for future generations. Hawker food reflects Singapore's multicultural heritage as different ethnic communities contribute their own dishes and cooking practices. Supporting hawkers and encouraging more people to appreciate hawker culture helps to prevent traditional food practices from disappearing. As a result, hawker centres can continue to serve as shared spaces where Singaporeans from different backgrounds connect, strengthening a common sense of national identity in a globalised world. [6]***

Marker's Comments:

Question 6 was well attempted, but many of you did not develop your answers sufficiently. A common response was to argue that culture can be preserved through wearing ethnic attire. However, preserving culture is more than simply wearing traditional clothes.

For impact, you need to explain what happens after the younger generation becomes interested in or understands the culture. For example, how would they be encouraged to continue practising,

participating in and passing on cultural traditions to future generations? It is this link between interest and continued practice and transmission of culture that would allow you to reach L3.

For L3, it is also acceptable to go by the logic that if your strategy enables local cultural sites/businesses to continue operating, culture will be preserved.

FYI, always use the term “traditional/ethnic attire” rather than “ethnic costume”. Cultural attire is part of a living culture and should not be presented as merely a costume worn for display, it crosses into cultural appropriation and racism.

While strategy like fusion in fashion so that clothes with traditional elements become fashionable and well-received by youth is accepted, asking McDonalds or KFC to have fusion food is not. With the popularity of such food items, you will lose local culture even more, no?

Lastly, please don't bet on tourism and tourists to preserve Singapore's culture. Imagine you to go to Bangkok for holiday to eat some Pad Thai and suddenly you are told that you should be the one preserving its local culture because you are a tourist???

Question	Answer	Marks
7	Extracts 2 and 3 highlights that globalisation has influenced cultures in different ways. Do you think the cultural benefits of globalisation outweigh the challenges it brings? Explain your answer. L1 Writes about the topic (i.e. impact of globalisation on culture) without addressing the question. [1-2] <i>e.g. Globalisation has allowed people from different countries to interact and share their cultures with one another. However, it has also affected some traditional cultures. [1]</i> L2 Describes benefits and/or problems of globalisation on culture [3-4] Award 3 marks for describing one benefit/problem. Award 4 marks for describing both benefits and problems. <u>Benefit: Spread of culture</u> <i>e.g. One benefit of globalisation on culture is that it allows cultures from different countries to spread and become more widely appreciated. Through global brands and entertainment platforms, people can learn about and experience cultures beyond their own. For example, Korean culture has become more popular through K-pop groups such as BTS and Blackpink, exposing international audiences to Korean music and culture. [3]</i> OR/AND <u>Problem: Culture dilution</u> <i>e.g. One problem of globalisation on culture is that local cultures may become diluted as foreign cultures become more popular. As people are increasingly exposed to global trends, they may become less interested in traditional local practices, causing these practices to become less widespread over time. For example, Xinyao, a genre of Singaporean Chinese folk music that reflects local experiences and identity, has become less popular among younger generations as they are increasingly drawn to internationally popular music genres such as K-pop.[3]</i>	8

Question	Answer	Marks
	L3 L2 + Explains benefits and/or problems of globalisation on culture [5-7] Award 5-6 marks for explaining one aspect. Award 6-7 marks for explaining both aspects. <i>e.g. L2 + The spread of culture through globalisation allows people to gain greater awareness and appreciation of cultures beyond their own. This encourages cultural exchange as people become more open to different ways of life and develop a better understanding of other societies. As a result, globalisation can strengthen connections between people from different cultural backgrounds and promote greater cultural appreciation. [6]</i> <i>e.g. L2 + As younger generations are increasingly exposed to global trends, they may pay less attention to local cultural practices. Over time, fewer people may continue these traditions, causing local cultures to lose their significance and possibly disappear. This may weaken a society's unique cultural identity as people become more influenced by global cultures. [6]</i> L4 Both aspects in L3 + Relative effectiveness of the approaches [8] <i>e.g. In conclusion, I think the benefits of globalisation on culture outweigh the problems it brings because globalisation allows cultures to be shared with a wider audience and encourages people to appreciate different ways of life. Although globalisation may cause some local cultures to become less popular, this problem can be addressed through efforts by governments and communities to preserve local heritage. On the other hand, the opportunities for cultural exchange and greater understanding between societies are difficult to achieve without globalisation. Therefore, the benefits of globalisation are greater as long as steps are taken to protect local cultures. [8]</i> Marker's Comments: For Question 7, there was a wide range of performances. While some students were able to answer the question well and achieve high marks, others showed limited understanding of the content. Students are strongly advised to revise the relevant chapter and study the examples taught in class. A common mistake was confusing cultural impact with economic impact. Responses such as "increased income", "more tourism" or "creates jobs" are economic impacts and do not answer the question about cultural impact.	

Some students also discussed racism. While racism is relevant to the issue of diversity within Singapore, the question specifically asked about the impact of globalisation. You therefore needed to explain how globalisation affects culture, rather than discuss discrimination within Singapore.

To reach L3, you must use a concrete and specific example to support your explanation. Vague examples such as “a person”, “a girl”, “a Hollywood movie” or simply “Korean culture/make-up” are insufficient. Name the specific example you are referring to. For example, if discussing the global spread of Korean culture, you could refer specifically to BTS, BLACKPINK, Korean fried chicken or bibimbap, rather than simply stating “Korean culture”.