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| NAME: (      )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |
| FORM CLASS / TEACHING GROUP:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | MARK<br><b>/50</b> |
| <div style="text-align: center;">  <p><b>PEI HWA SECONDARY SCHOOL</b><br/> <b>Preliminary Examinations 2026</b><br/> <b>Secondary Four Express/ Five Normal (Academic)</b></p> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> <p><b>COMBINED HUMANITIES<br/>(SOCIAL STUDIES)</b></p> <p>Paper 1</p> <p>Additional Materials: Writing Paper</p> </div> <div style="text-align: right;"> <p><b>2260/01 and<br/>2261/01</b></p> <p><b>25 Aug 2026</b></p> <p><b>1 hour 45 minutes</b></p> </div> </div> |                    |

### READ THESE INSTRUCTIONS FIRST

1. Write your name, class, teaching group and index number on all question papers, and on all other scripts meant for submission.

Write all answers in dark blue or black ink.

You may use a soft pencil for any diagrams or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

2. Section **A**  
Answer **all** questions.

Section **B**  
Answer **all** questions.

3. Write all answers in the writing papers provided.
4. The allocation of marks is given in brackets [ ] at the end of each question or part question.

5. At the end of the examination, fasten all your work securely together if you use more than one piece of writing paper. **Submit Sections A and B separately.**

This document consists of **8** printed pages, including this cover page.

**Section A (Source-Based Case Study)**

Answer **all** questions.

**Being Part of a Globalised World**

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

**1** Study Source A.

What does it suggest about radicalisation today? Explain your answer. [5]

**2** Study Source B.

Why do you think this was published? Explain your answer. [6]

**3** Study Source C.

How useful is Source C as evidence that technology drives radicalisation? Explain your answer. [7]

**4** Study Sources D and E.

D and E differ in their opinion on the ways to manage radicalisation. Does it mean one of them is less reliable? Explain your answer. [7]

**5** “Technology is effective in countering terrorism.”

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

## Why is radicalisation on the rise?

### BACKGROUND INFORMATION

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

Today, the rise in radicalisation is largely driven by algorithmic online propaganda, social isolation, and the exploitation of personal grievances. Extremist groups use digital networks to target vulnerable individuals, drastically shortening the timeline between exposure and radical action. Today, extremist groups are weaponising technology to recruit, radicalise and exploit young people, and they are infiltrating some unexpected arenas – gaming and Artificial Intelligence (AI). As this phenomenon becomes more pervasive, there is a pressing need to study how these technologies are being used to propagate radical ideologies and examine how they have emerged as powerful tools in the war for hearts and minds.

In response, governments, organisations, tech companies, schools and families work together to reduce the reach of these networks. Prevention programs and vigilance at the national, school and family level, is crucial in diverting young people who are radicalised online, before they act on their radicalised beliefs. However, the convenience of technology which facilitates the interconnectedness of individuals across the globe and their access to online materials continue to make countering radicalisation a difficult task.

Study the following sources to consider why radicalisation is on the rise and how can it be countered.

**Source A:** *A cartoonist's view of radicalisation, published 2016.*



[Turn Over]

**Source B:** *Adapted from a US National Security Programme research “Countering Radicalisation Online”, published on the official US Homeland Security website, Dec 2012.*

One of Al-Qaeda’s best online propagandists, responsible for editing Al-Qaeda’s “most downloaded” English-language online magazine, started running pro-Al Qaeda blogs and translated Al-Qaeda materials from his parents’ house in USA as early as 2004. But because he had not broken any U.S. laws, American authorities couldn’t arrest him or take down his websites, illustrating a major limitation of managing homegrown online radicalisation by removing content or restricting access to the Internet.

Unlike USA, many countries have procedures & laws to prevent people from accessing potentially dangerous websites, files, or locations online. However, censoring the Internet is only effective in countries with full control over Internet access and devote resources to policing its use. In USA, constitutional free speech protection means that promoting the aims, methods of a terrorist organization and inciting violence is not illegal, if it did not result in lawless action.

**Source C:** *Adapted from a research article by S. Rajaratnam School of International Studies, a prominent research institution that conducts studies in national security, counterterrorism and non-traditional security, published online in 2024.*

As teenagers start gaming, they are unaware that this seemingly innocent experience could lead to radicalisation. For example, terrorist group, ISIS, created The Clanging of the Swords, a video game where players engage in simulated attacks against targets representing ISIS’ enemies. The game is designed to desensitise players to violence and instil extremist ideologies through repetitive exposure, turning terror into a thrilling experience.

Extremists even found ways to manipulate popular games like Minecraft. On private servers, they replicate real-world conflict zones where players participate in virtual attacks, normalising violence and reinforcing the notion of engaging in such acts for a higher cause. This tactic transforms terrorist activities into a shared group experience, fostering a sense of camaraderie and purpose among players who might be searching for a sense of belonging.

Similarly, those seeking to counter radicalisation can also use gaming as a powerful medium for promoting empathy, understanding and resilience.

**Source D:** *Adapted from a research article by S. Rajaratnam School of International Studies, a prominent research institution that conducts studies in national security, counterterrorism and non-traditional security, published online in 2024.*

“Radicalisation meters” in online forums magnifies radicalisation by visually indicating users’ levels of radicalisation and reinforcing echo chambers. In response, game designers and counter extremism practitioners are exploring the use of games to promote critical thinking, empathy, and positive social engagement. For example, the game “Salaam”, simulates the experience of fleeing conflict, helping players develop empathy for refugees. Such games can counter extremist narratives by providing alternative perspectives and promoting understanding among players.

Similarly, games with cooperative and teamwork features can foster positive relationships and community resilience against extremism. When players work together toward shared goals, they are less likely to be drawn into radical echo chambers and more inclined to develop a sense of empathy and inclusivity. Additionally, AI-enabled games can provide interactive experiences that challenge players’ beliefs, encourage empathy, and promote critical thinking. These experiences help individuals see beyond the narrow ideologies of extremist groups.

**Source E:** *Adapted from an article shared by Dr Mubarak, a Religious Rehabilitation Group (RRG)\* mentor and tutor, published online in 2023.*

Youths who are radicalised didn’t start by seeking out extremist ideologies. For Dylan, the extremist beliefs provided a sense of belonging that his teenage self craved. “That sense of purpose that extremism gave me was very appealing because I wanted to be bigger than myself...Going into rehabilitation, I was surprised, that there was a lot of support from the case officers to the psychologists...They all helped me to correct my ideology and manage my emotions.”

Each component of the rehabilitation, from counselling to mentoring, serves a distinct purpose. Counselling addresses emotions, mentoring focuses on relationship-building, and tutoring rebuilds resilience in youths’ thinking processes. An important part of their rehabilitation process was their families’ support.

“My parents would take time to visit me and give me the support that I really needed during this difficult phase of life. I couldn’t have gone through the journey without them,” said Dylan.

\* RRG - a volunteer organization of Islamic scholars and teachers dedicated to countering extremist ideologies and counselling radicalized individuals. Formed in 2003, it works closely with the government to promote social cohesion, peace, and interfaith understanding

**[Turn Over]**

**Source F:** *Adapted from an article on a collaboration between SGSecure and Republic Polytechnic (RP), adapted from RP's official website in 2026.*

To effectively combat the rising threat of radicalisation, regulation is necessary to control the spread of extremist content online. Social media companies must take responsibility for the content they promote, while the government should collaborate with tech platforms to regulate extremist narratives and prevent algorithm-driven radicalisation.

For instance, the Ministry of Home Affairs (MHA) launched SGSecure\* Instagram and TikTok accounts to share key advisories on radicalisation using bite-sized videos and posts. Their new SGSecure campaign, "Play Your Role", aims to drive home a clear message: terrorism is closer than we think, and every member of the community has a role to play to keep Singapore safe and secure from terrorism. Additionally, the "SGSecure x RP\* Social Media Challenge 2026 – Playing My Role" is a collaborative initiative that invites students to create short social media videos showcasing how anyone can step up to keep Singapore vigilant, united, and resilient during crisis.

\***SGSecure** - Singapore's national movement to sensitize, train, and mobilize the community to prevent and deal with terrorist attacks

**SECTION B (Structured Response Question)**

Answer **both** questions.

**Living in a Diverse Society**

Study the extracts carefully and then answer the questions.

**Extract 1**

The "We First" society is a national vision introduced by Prime Minister Lawrence Wong. It emphasizes that prioritising Singapore's collective well-being and cohesion, over individual self-interests, is essential for the nation's shared future.

**Extract 2**

Living in a diverse society encourages knowledge exchange, which brings about innovation, problem-solving and deepens cultural enrichment through new perspectives and traditions.

**Extract 3**

Living in a diverse society can create social friction because differences in cultural values or languages can spark prejudice and develop a "us versus them" mentality.

- 6 Extract 1 shows that nationally Singapore should develop a “We First” society where Singapore’s collective well-being and cohesion is prioritised over individual self-interests.

In your opinion, why is it important to promote a “We First” society in Singapore? Explain your answer using 2 reasons.

[7]

- 7 Extracts 2 and 3 talk about the different impacts of living in a diverse society.

Do you think living in a diverse society has more pros or cons? Explain your answer.

[8]

**END OF PAPER**

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**Copyright Acknowledgements:**

- Source A:** <https://www.oeregister.com/wp-content/uploads/migration/o4l/o4loxo-granlund.terrorphone.jpg?w=620>
- Source B:** <https://bipartisanpolicy.org/wp-content/uploads/2019/03/BPC-Online-Radicalization-Report.pdf>
- Source C:** <https://rsis.edu.sg/rsis-publication/rsis/gaming-and-ai-in-the-tussle-over-youth-radicalisation/>
- Source D:** <https://rsis.edu.sg/rsis-publication/rsis/confluence-of-conflicts-and-virtual-connections-the-rising-tide-of-youth-radicalisation-in-the-digital-age/>
- Source E:** <https://www.channelnewsasia.com/singapore/radicalised-youths-rehabilitation-isd-terrorism-israel-hamas-war-far-right-5972631>
- Source F:** <https://www.rp.edu.sg/news/highlights/sgsecure-rp-social-media-challenge-2026/>
- Extract 1:** <https://www.channelnewsasia.com/singapore/ndr-lawrence-wong-society-collective-action-singapore-spirit-5298826>