

Section A (Source-Based Case Study)

1	Study Source A. Source A is a political cartoon published by a Western media platform. Is it still useful as evidence of how women are treated in Iran? Explain your answer.	[6]
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Level	Descriptor	Marks
L1	Stand based on bias / lack of bias, unsupported.	1
L2	Stand based on content, useful, OR less useful, unsupported. <u>Award 2m</u> for useful <u>OR</u> less useful based on content, <u>unsupported</u>. <u>Award 3m</u> for usefulness that is supported by <i>either</i> evidence or explanation.	2 – 3
L3	Stand based on content, useful, OR less useful, supported by BOTH evidence and explanation. <u>US: Yes, Source A is still useful as evidence of how women are treated in Iran. EX: Source A explains that women who challenge Iran's compulsory hijab laws risk severe and violent punishment from the authorities, demonstrating how women's rights are systematically suppressed under the regime. The cartoon remains useful because it illustrates how the Iranian state enforced compliance through fear and intimidation. EV: Source A shows an armed security officer standing over a woman's bloodied body while saying, "She drew her headscarf first." A cleric is seen watching passively in the background, and a group of women are shown protesting nearby.</u> <b align="center"><u>OR</u> <u>US: No, Source A is not useful</u> as evidence of how women are treated in Iran. <u>EX: Source A explains a highly exaggerated and one-sided version of events</u> because it is a Western political cartoon meant to <u>criticise the Iranian government</u> . <u>Such cartoons often rely on distortion, so the message may not accurately represent what most women in Iran experience daily. Its purpose is to provoke and persuade rather than provide a balanced or factual account, making it less reliable as evidence. The dramatic imagery and exaggerated violence reflect the cartoonist's intention to condemn Iran rather than give an objective picture of women's treatment.</u> <u>EV: Source A shows a security officer standing over a dead woman with blood on her clothes and smoke from his gun, while saying, "She drew her headscarf first." A cleric is seen</u>	4

	watching passively in the background, and a group of women are shown protesting nearby.	
L4	L3 + Cross reference to other sources. <u>Award 5m</u> for 1 valid cross-reference for support <u>OR contradict</u>, supported by a complete linking statement. CRS: Source A is still useful because when I cross-reference it with Source D, Source D supports Source A's message that women in Iran experience strict control and punishment when they do not follow the compulsory hijab rules, highlighting how women's rights are suppressed under the regime. Therefore, Source A is reliable and hence useful. EX – D: Source D explains that Iran's enforcement of hijab laws goes beyond physical punishment to include systematic surveillance of women in their daily lives. This means the state's control is not limited to isolated incidents but is an ongoing system designed to pressure women into compliance. EV – D: Source D states, "Friends tell me the authorities are using these cameras to identify women who appear in public without the hijab." It also states, "One friend received a warning message ordering her to pay a fine after she appeared unveiled in a short online video," and "Another was contacted and told to report to the police for questioning." LS: Since Source D supports Source A's message, Source A is reliable and therefore is still useful. <u>OR</u> CRS: Source A is less useful because when I cross-reference it with Source B, Source B contradicts Source A's message that women in Iran are heavily oppressed and denied opportunities. Therefore, Source A is not reliable and less useful. EX – B: Source B explains that women in Iran are gaining greater access to education and professional roles. It highlights that women form a significant proportion of university students and faculty members, suggesting that women are actively participating in the country's development. This challenges Source A's portrayal of harsh and restrictive treatment, showing that women do have opportunities to advance in society. EV – B: Source B states, "This year, women make up more than half of all new students, and now account for 56% of students in state universities across the country." It also states, "We have also seen an increase of over 33% in the number of female university faculty members, with women making up 34% of faculty in medical universities." LS: Since Source B contradicts Source A's message, Source A is not reliable and therefore is less useful.	5
L5	Less useful based on purpose and <u>presence</u> of bias/ulterior motive, supported by source use.	6

	US: Yes, Source A is <u>less useful</u> because it is a political cartoon drawn by a Western cartoonist, which means it is likely to <u>present a one-sided view of Iran's treatment of women</u>. The dramatic imagery and exaggerated violence reflect the cartoonist's intention to condemn Iran rather than give an objective picture of women's treatment. Thus, Source A is less reliable and therefore less useful. The cartoonist wants to criticise (V) the Iranian government before Western audiences (A) by portraying it as suppressing women's rights and using deadly force against women who defy hijab rules (M). The intended outcome is for Western audiences to condemn the Iranian government and push for international pressure against it (I). Source A shows a security officer standing over a woman's bloodied body while saying, "She drew her headscarf first." (EV). Source A explains that the Iranian state's enforcement of hijab laws is disproportionate and lethal, suppressing women's basic rights to bodily autonomy. <u>This means the cartoonist is framing Iran as a regime that suppresses women's rights and values control over women's bodies more than women's lives (EX)</u>. Since Source A is a cartoon that exaggerates through caricature rather than presenting factual evidence, it is less reliable and therefore less useful in giving an accurate picture of how hijab laws are enforced in Iran and the extent to which they suppress women's rights. (LS)	
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2	Study Source B. Why did the Iranian news agency (IRNA) circulate the official government announcements? Explain your answer.	[5]
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Level	Descriptor	Marks
L1	Describes the source / Not answering question.	1
L2	States a valid inference, unsupported (S). • <i>Award 3m for 1 valid inference, supported with <u>only</u> evidence or explanation (SE).</i>	2 – 3
L3	States a valid inference, supported by valid source use (SEE). S: The Iranian news agency circulated the official government announcements to <u>portray the government positively by highlighting its success in promoting opportunities for women.</u> EX: <u>Source B explains that the government has expanded educational and professional opportunities for women. As a result, women in Iran have gained greater access to higher education and a broader range of professions, allowing many to participate more actively in public and economic life.</u> EV: Source B states, "This year, women make up more than half of all new students, and now account for 56% of students in state universities across the country." It also states, "These achievements reflect our long-term commitment to expanding opportunities for girls and supporting their participation in national development."	4
L4	States a valid purpose, supported by valid source use. • <i>Award 5m for a complete VAMIEE with a <u>logical</u> intended outcome.</i> The Iranian news agency circulated the official announcements because it aims to convince (V) Iranian citizens as well as international observers (A) that the government is successfully expanding opportunities for women and is committed to women's flourishing (M). The intended outcome is to get audiences — especially Iranians — to view the government as effective and supportive of women, thereby building trust and strengthening public support for the Iranian leadership (I). Source B states that "women make up more than half of all new students, and now account for 56% of students in state universities across the country." It also states, "These achievements reflect our long-term commitment to expanding opportunities for girls and supporting their participation in national development." (EV). <u>Source</u>	5

	<u>B explains that the Iranian government wants to be seen as a champion of women's advancement, using educational gains to legitimise itself while masking its restrictive policies elsewhere (EX)</u>	
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3	Study Sources C and D. How different are Sources C and D? Explain your answer.	[7]
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Level	Descriptor	Marks
L1	Answers based on false matching <u>OR</u> Comparisons based on provenance.	1
L2	Answers based on difference/similarity in content, unsupported. • <u>Award 2m for one comparison statement based on difference/similarity, unsupported.</u> • <u>Award 3m for one comparison statement based on difference/similarity, supported with evidence from 1 source.</u>	2–3
L3	Answers based on difference/similarity content, supported. • <u>Award 4m for one valid comparison statement, supported with explanation and evidence from both sources (SEE)</u> • <u>Award 5m for more developed answers.</u> CS: Sources C and D differ in the extent to which they show the Iranian government supporting or suppressing women's rights. Source C suggests that the government supports women's rights, whereas Source D indicates that the government suppresses them. EX-C: Source C explains that the government actively promotes women's rights by investing in structured initiatives that aim to increase women's economic independence and representation in positions of authority. EX-D: However, Source D explains that the government restricts women's rights by using extensive surveillance as a tool to enforce compliance with hijab regulations, creating an environment where women are constantly monitored in public spaces. EV-C: Source C states that officials "have expanded programmes designed to empower women," including "business-training courses, micro-loans and leadership workshops." EV-D: Source D states that there are "new cameras... along main roads, outside metro stations, inside shopping malls, and even above the entrances of neighbourhood shops." <u>OR</u> CS: Sources C and D are similar in terms of showing that women in Iran still face limitations despite government actions. EX-C: Source C explains that even though the government	4 – 5

	offers initiatives aimed at supporting and uplifting women, it concedes that deeply rooted cultural attitudes continue to limit the impact of these efforts in practice. EX-D: Similarly, Source D explains that even in daily public life, women cannot escape state control over their bodies. This means the limitations on women's rights operate not only through formal laws but through constant monitoring that shapes everyday behaviour. EV-C: Source C says, "At the same time, some officials acknowledge that social expectations remain a challenge in certain regions." EV-D: Source D states, "Friends tell me the authorities are using these cameras to identify women who appear in public without the hijab." It also states, "One friend received a warning message ordering her to pay a fine after she appeared unveiled in a short online video."	
L4	L3 + Multiple comparisons supported by explanation and evidence from both sources. Award 6m for two comparison paragraphs (similarity and difference), supported by evidence and explanation	6
L5	Comparison of Purpose, supported. Award 6 marks for a partially successful comparison of different purposes, supported by evidence and explanation from both sources, with a weak sense of intended outcome for one or both sources. Award 7 marks for a successful comparison of different purposes, supported by evidence and explanation from both sources, with a clear sense of intended outcome for both sources. CS: <u>Source C and Source D are different in terms of purpose.</u> In Source C, Iranian officials want to promote (V) the government's image to both domestic audiences and the international community (A) that the government is actively improving women's welfare (M). The intended outcome is for audiences to believe the government is supportive of women and making positive progress (I). Source C states, "Iranian officials say they have expanded programmes designed to empower women in the workforce." (EV). Source C explains that by publicising empowerment programmes at international meetings, the government is using women's progress to improve its image and gain support from other countries. (EX). In contrast, Source D shows the activist wanting to criticise (V) the Iranian authorities before British/international readers of her	6 – 7

	account (A) for using surveillance to punish women who do not wear the hijab (M). The intended outcome is for readers to recognise the restrictions women face and question the government's treatment of them (I). Source D states, "One friend received a warning message ordering her to pay a fine after she appeared unveiled in a short online video." (EV). Source D explains that by documenting personal stories of fines and warnings, the activist is revealing the fear women live under in daily life (EX).	
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4	Study Sources E and F. Both Sources E and F present contrasting views about women's rights in Iran. Is Source E more reliable than Source F? Explain your answer.	[7]
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Level	Descriptor	Marks
L1	Proving based on false matching <u>OR</u> Comparisons based on provenance.	1
L2	Proving based on comparison, but incomplete. <i>Award 2m for <u>one valid comparison statement</u>, unsupported by both evidence and explanation.</i> <i>Award 3m for <u>one valid comparison statement</u>, supported by <u>either evidence or explanation</u>.</i>	2 – 3
L3	Proving based on comparison, supported by both evidence and explanation. <i>Award 4m for proving based on comparison, supported by evidence and explanation.</i> <i>Award 5m for a <u>well-explained</u> comparison paragraph.</i> <u>Stand 1: Yes, Source E is more reliable than Source F.</u> <u>CS: Source E is more reliable than Source F because they differ in how they explain the extent to which the Iranian government supports or suppresses women's rights. Source E says that women's rights are becoming more restricted, while Source F says that women's rights are improving. EX-E: Source E explains that the government is actively tightening its control over women by attaching serious personal consequences to breaking veiling rules. This means non-compliance is not treated as a minor offence but as something the state is determined to stamp out. EX-F: In contrast, Source F explains that women's rights are improving, shown by the large share of women now enrolled in higher education. This means access to study has widened considerably, signalling progress rather than tighter controls. EV-E: Source E states, "Violations can result in substantial fines, restrictions on bank accounts and financial services, and even imprisonment." EV-F: Source F states, "Women and girls now make up a substantial share of students enrolled in universities and higher-education institutions across Iran."</u>	4 – 5

OR

Stand 2: No, Source F is more reliable than Source E.

CS: No, Source F is more reliable than Source E because they differ in how they explain the extent to which the Iranian government supports or suppresses women's rights. Source E says that women's rights are becoming more restricted, while Source F says that women's rights are improving. **EX-E:** Source E explains that the government is actively tightening its control over women by attaching serious personal consequences to breaking veiling rules. This means non-compliance is not treated as a minor offence but as something the state is determined to stamp out. **EX-F:** In contrast, Source F explains that women's rights are improving, shown by the large share of women now enrolled in higher education. This means access to study has widened considerably, signalling progress rather than tighter controls. **EV-E:** Source E states, "Violations can result in substantial fines, restrictions on bank accounts and financial services, and even imprisonment." **EV-F:** Source F states, "Women and girls now make up a substantial share of students enrolled in universities and higher-education institutions across Iran."

OR

Stand 3: No, both Sources E and F are reliable.

CS: No, both Sources E and F are reliable. Source E does not make Source F less reliable because both sources are similar in showing that women's lives in Iran are strongly shaped by government policies that affect their daily opportunities and experiences. **EX-E:** Source E explains that the state now watches for veiling breaches across streets, public buildings, and private vehicles. This means monitoring women's compliance has become a routine function of government, restricting their autonomy in daily life. **EX-F:** Source F explains that women now form a large share of those enrolled in higher education. This means state policy has opened academic and professional routes that were once far narrower, again showing government's strong impact on women's lives. **EV-E:** Source E states, "Authorities have also widened the use of surveillance cameras and digital monitoring systems to identify women who appear unveiled in streets, public buildings, and vehicles." **EV-F:** Source F states, "Women and girls now make up a substantial share of students enrolled in universities and higher-education institutions across Iran."

	Note to markers: Stances not explicitly covered in this marking scheme should still be credited where they are reasoned, supported by relevant evidence, and accompanied by appropriate explanation. The same principle applies to the cross-referencing paragraph: logical points beyond those listed here should be awarded marks on the same basis.	
L4	L3 + Cross reference to other sources. • <u>Award 6m for one valid cross-reference for support OR contradict supported by a correct linking statement.</u> • <u>Award 7m for a well-developed paragraph supported by a correct linking statement.</u> <u>Stand 1: Yes, Source E is more reliable than Source F because they differ in how they explain the extent to which the Iranian government supports or suppresses women's rights.</u> <u>Cross-Reference Statement: Yes, Source E is more reliable than Source F. When I cross-reference Source D, Source D supports Source E's explanation that women in Iran face increasing restrictions and surveillance, making Source E more reliable. EX: Source D explains that women in Iran are being watched in nearly every public space they enter. This means the government has made surveillance a constant part of daily life, which matches Source E's claim that the state is tightening its control over women. EV: Source D states, "Everywhere I go now, there seem to be new cameras watching us." It also states, "They are mounted along main roads, outside metro stations, inside shopping malls, and even above the entrances of neighbourhood shops." Linking Statement: Since Source D supports Source E, Source E is more reliable than Source F.</u> <u>OR</u> <u>Stand 2: No, Source F is more reliable than Source E because they differ in how they explain the extent to which the Iranian government supports or suppresses women's rights.</u> <u>Cross-Reference Statement: No, Source F is more reliable than Source E. When I cross reference Source C, Source C supports F. EX: Source C supports Source F by explaining that the government is running its own programmes to bring women into the workforce. This means the state is actively creating opportunities for women rather than holding them back, which corroborates Source F's account of improving rights and challenges Source E's claim that the government suppresses women. EV: Source C states, "Iranian officials say they have expanded programmes designed to empower women in the workforce." It also states, "New business-training courses, micro-loans and leadership workshops have opened more</u>	6 – 7

	paths for women to join sectors such as healthcare and education." Linking Statement: Since Source C supports Source F, Source F is more reliable than Source E. <u>OR</u> <u>Stand 3: No, both Sources E and F are reliable. Both sources are similar in showing that women's lives in Iran are strongly shaped by government policies that affect their daily opportunities and experiences.</u> <u>Cross-Reference Statement: No, both Sources E and F are reliable. When I cross-refer to Source C, Source C supports both Sources E and F. EX: Source C explains that the government reaches directly into women's economic lives by running its own training schemes, loan programmes, and leadership pathways. This means state authority is present even in the everyday career choices women make, showing that the government's influence over women is omnipresent. EV: Source C states, "New business-training courses, micro-loans and leadership workshops have opened more paths for women to join sectors such as healthcare and education." It also states, "Officials emphasise that these efforts are part of a wider plan to improve women's economic participation and strengthen families." Linking Statement: Since Source C supports both Sources E and F, Sources E and F are reliable.</u>	
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5	'The Iranian government disregards women's rights.' Using the sources in the case study, explain how far you would agree with this statement.	[10]
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Level	Descriptor	Marks				
L1	Stand + Correct Identification of Sources - Clearly states a stand (I agree or disagree) with the assertion. - Identifies at least one relevant source. *Candidates who fail to state a stand will still be awarded L1/1m if they identify a relevant source. I agree with the statement that the Iranian government disregards women’s rights because Sources A, D and E show that women face violence, surveillance and harsh punishments from the authorities. However, Sources B, C and F disagree with the statement as they highlight improvements in women’s education, employment and professional opportunities. <table><tr><th>Agree</th><th>Disagree</th></tr><tr><td>A, D and E</td><td>B, C and F</td></tr></table>	Agree	Disagree	A, D and E	B, C and F	1
Agree	Disagree					
A, D and E	B, C and F					
L2	L1 + Agree or Disagree, supported by EITHER evidence or explanation Award 2m for one incomplete SEE (e.g., missing explanation or weak evidence). Award 3m for two or more incomplete SEEs.	2 – 3				
L3	Agree or Disagree supported by BOTH evidence and explanation Award 4m for one complete SEE *Candidates who provide two L3 SEEs but only from one perspective (one-sided argument) will still be awarded L3/4 S: I agree because Source A agrees with the statement. EX: Source A explains that the Iranian government responds to women's defiance of hijab rules with lethal violence. This means the state treats women's bodily choices as crimes severe enough to	4				

justify killing them, which strongly supports the statement that the <u>government suppresses women's rights</u>. EV: Source A shows an armed security officer standing over a woman's bloodied body saying, "She drew her headscarf first." A cleric is seen observing the scene passively, and women are shown protesting in the background. S: I disagree because Source B disagrees with the statement. EX: Source B explains that the government deliberately highlights the scale of women's university enrolment to present itself as a champion of women's development. This means the state is using education statistics to shape public perception of its treatment of women. EV: Source B states, "This year, women make up more than half of all new students, and now account for 56% of students in state universities across the country." It also states, "We have also seen an increase of over 33% in the number of female university faculty members, with women making up 34% of faculty in medical universities." S: I agree because Source D agrees with the statement. EX: Source D explains that the authorities have built a widespread monitoring system to track and punish women who do not wear the hijab. This means the government intrudes heavily into women's daily lives, treating them as subjects to be controlled rather than individuals with freedom. EV: Source D states, "Everywhere I go now, there seem to be new cameras watching us." It also states, "They are mounted along main roads, outside metro stations, inside shopping malls, and even above the entrances of neighbourhood shops." It further states, "One friend received a warning message ordering her to pay a fine after she appeared unveiled in a short online video," and "Another was contacted and told to report to the police for questioning." S: I disagree because Source C disagrees with the statement. EX: Source C explains that the government is running its own programmes to bring women into the workforce. This means the state is actively creating opportunities for women rather than holding them back, which challenges the statement that the government suppresses women's rights. EV: Source C states, "Iranian officials say they have expanded programmes designed to empower women in the workforce." It also states, "New business-training courses, micro-loans and leadership workshops have opened more paths for women to join sectors such as healthcare and education."

	S: I agree because Source E agrees with the statement. EX: Source E explains that new laws impose heavier punishments on women who do not follow the dress code. This means the government is using legal and financial tools to make non-compliance personally costly, tightening its grip on women's everyday choices. EV: Source E states, "Violations can result in substantial fines, restrictions on bank accounts and financial services, and even imprisonment." It also states, "Authorities have also widened the use of surveillance cameras and digital monitoring systems to identify women who appear unveiled in streets, public buildings, and vehicles." S: I disagree because Source F disagrees with the statement. EX: Source F explains that women's gains in education have translated into real professional influence in fields like science and business. This means women in Iran are not merely enrolled but are actively shaping the country's economy and research, which challenges the statement that the government suppresses women's rights. EV: Source F states, "Women and girls now make up a substantial share of students enrolled in universities and higher-education institutions across Iran." It also states, "Many are actively involved in scientific research, technology projects and innovative entrepreneurial ventures."	
L4	Agree and Disagree supported by BOTH evidence and explanation • Award 5m 1A + 1D (one AGREE argument, one DISAGREE argument). • Award 6m for 2A + 1D or 2D + 1A. • Award 7–8 m for 2A + 2D with clear and well-explained reasoning.	5 – 8
L5	L4 + Additional 2 Marks for Higher-Order Thinking Includes at least ONE of the following: (1) Reliability Analysis: Evaluate a source's reliability (e.g., bias, motive, corroboration). (2) Balanced Conclusion: Weigh evidence and gives a reasoned, nuanced judgment. <u>Reliability Analysis for Source B</u> Stand: <u>I disagree</u> with Source B's claim, <u>and the source is in any case not reliable</u>, because it is an official announcement circulated by an Iranian government news agency, which has a clear motive to present only the positive side of the government's actions.	+2

The Iranian news agency wants to convince (V) Iranian citizens and the international community (A) that the government is actively expanding opportunities for women (M). The intended outcome is to create a favourable impression of the government and reduce criticism of its treatment of women (I). Source B states, "women make up more than half of all new students, and now account for 56% of students in state universities across the country." (EV). Source B explains that the government wants to be seen as a champion of women's progress. This means it is using selective education statistics to build its legitimacy while deflecting attention from the restrictions women face in other areas (EX). Since Source B is circulated by an official government news agency and only highlights figures that flatter the state, it is less reliable and therefore less useful as evidence of how women are actually treated in Iran (LS). <u>Balanced Conclusion</u> Overall, I agree more with the view that the Iranian government disregards women's rights, though there is evidence of support in some areas. On one hand, Sources A, D, and E show that the government restricts women's everyday freedoms through violent enforcement, constant surveillance, and harsh punishments for not wearing the hijab. These actions directly limit women's safety, movement, and control over their own bodies. On the other hand, Sources B, C, and F show that the government has expanded opportunities for women in education and the workforce through sustained investment in universities and employment programmes. These developments suggest that the state has contributed to women's academic and professional advancement. <u>However, when I weigh both sides, the restrictions on women's basic freedoms are more severe because they limit the value of any progress made elsewhere. A woman who is highly educated but can be fined, imprisoned, or killed for her dress choices does not truly enjoy equal rights.</u> Therefore, the evidence overall suggests that the Iranian government disregards women's rights more than it protects them.
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SECTION B (SRQ)

6	Extract 1 shows data on how social media platforms influence the daily lives of Singapore residents. In your opinion, what are some responsibilities Singaporean youths should practise when using global digital platforms? Explain your answer with reference to <u>two</u> responsibilities.	[7]
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Level	Descriptor	Marks
L1	Describes the topic.	1–2
L2	Identifies / Describes one reason. • Award <u>3 marks</u> for identifying <u>one responsibility</u>. • Award <u>4 marks</u> for describing <u>two responsibilities</u>.	3 – 4
L3	Explains the reason (s). • Award <u>5 marks</u> for explaining <u>one responsibility</u> • Award <u>6 marks</u> for explaining <u>two responsibilities</u> • Award <u>7 marks</u> for <u>two well – explained responsibilities</u>. E.g. <u>Responsibility 1: Verify Information Before Sharing</u> Point: <u>Singaporean youths should take responsibility for verifying information before posting or forwarding it on global digital platforms.</u> Elaboration: On social media, young people tend to share content quickly without checking whether it is accurate. This includes edited videos taken out of context, misleading statistics, and unverified claims about government policies or community incidents. Because digital platforms connect millions of users and allow information to spread instantly, such inaccurate content can travel far beyond Singapore within minutes. Once misinformation circulates widely, it becomes difficult to correct, and it may influence public opinion or fuel unnecessary anxiety. Explanation: <u>When Singaporean youths take time to verify information before sharing, they help prevent misinformation from causing confusion, fear, or tension. This is especially important in a multi-racial and multi-religious society like Singapore, where false claims can easily create misunderstandings or strain relationships among communities.</u> Link: Therefore, verifying information helps maintain public trust and keeps online spaces constructive, responsible, and supportive of social harmony. <u>Responsibility 2: Communicate Respectfully to Maintain Social Harmony</u>	5 – 7

	Point: <u>Singaporean youths should also communicate respectfully and avoid posting content that insults, stereotypes, or harms others.</u> Elaboration: Online discussions can become emotionally charged, especially when people hold different views on sensitive issues such as culture, politics, or religion. In such situations, hurtful comments about race, religion, or nationality can spread quickly and attract strong reactions. For example, a social media post mocking another community's religious practices or a comment section turning hostile during a national policy debate can escalate rapidly and reach a wide audience. When these insensitive or offensive remarks go viral, they can trigger heated arguments, fuel misunderstandings, and damage trust among different groups. These conflicts may start online but often affect how people view and interact with one another offline as well. Explanation: <u>By choosing respectful and thoughtful language, even when expressing disagreement, young people help prevent these conflicts from escalating. This behaviour reduces the likelihood of online hostility spilling into real-world tensions and protects the unity built over the years in Singapore's multi-racial society.</u> Link: Thus, respectful online behaviour is essential for safeguarding the safety and harmony of both Singapore's digital and physical communities. Accept any other feasible responsibilities: • Protect personal cybersecurity. • Report harmful or suspicious content. • Engage critically with online posts. • Promote positive and inclusive online behaviour.	
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7	Extracts 2 and 3 show the different responses of individuals and countries in managing the cultural impacts of globalisation, such as the spread of dominant media and dilution of local traditions. Do you think responses of countries play a more important role than individual responses in managing the cultural impacts of globalisation? Explain your answer.	[8]
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Level	Descriptor	Marks
L1	Writes about the topic but does not address the question. <i>Award the higher mark for more hvetailed description of the topic.</i> <i>No stand L1/1</i> <i>Stand with details that don't answer qn (promoting culture) L1/2</i>	1 – 2
L2	Describes the different factors. <i>Award 3m for describing <u>one</u> factor.</i> <i>Award 4m for describing <u>two</u> factors.</i> <i>Award 5m for describing <u>two</u> well-developed factors</i>	3 – 5
L3	Explains the factors. <i>Award 6m for explaining <u>one</u> factor.</i> <i>Award 7m for explaining <u>two</u> factors.</i> Stand: While both government action and individual responses are important, I think/believe/agree that the responses of countries play a more important role than individual responses in managing the cultural impacts of globalisation. <u>Argument 1: Country-Level Action Provides Systemic Cultural Protection</u> Point: The responses of countries play a more important role in managing the cultural impacts of globalisation, because only governments have the authority, resources, and reach to regulate foreign cultural influence and protect local identity at a national scale. Elaboration: The state also screens incoming content: in March 2019, the IMDA cancelled a black metal band's concert hours before it was due, over concerns its conduct of promoting violence and denigrating other religions might cause enmity and disrupt social harmony. Explanation: <u>This shows a power that no individual has: a single person who objected to the band could only choose not to attend, but the IMDA could stop the concert for everyone. This matters because the threat was to social harmony, which affects the whole society and not just one person's feelings. Therefore only the government, acting on behalf of the entire population, can protect a country's culture and identity in a way that</u>	6 – 7

individuals on their own cannot .**Link:** Therefore, the responses of countries manage the cultural impacts of globalisation far more effectively than individuals could on their own.

Suggested acceptable examples (for marker reference)

Argument 1 — Country-Level Action

- ***Singapore (main exemplar in the mark scheme): IMDA's cancellation of the black metal band's concert, March 2019.***
- ***France: Broadcasting quotas requiring a minimum proportion of television and radio content to be French-produced or in the French language. Accept where the candidate explains that only the state can mandate what is aired nationwide, so French cultural products retain visibility that individual viewing choices alone could not guarantee.***
- ***China: Regulations restricting the number of foreign films permitted for release, and controls on foreign media content. Accept where the candidate explains that the state limits exposure to dominant foreign culture at the point of entry, protecting local cultural industries and identity on a scale no individual can replicate.***

****Examples from France and China are particularly common and should be accepted where appropriately explained.***

Argument 2: However, Individual Responses Remain Crucial in Everyday Cultural Life

Point: Individuals also play an important role in managing the cultural impacts of globalisation, because culture is ultimately kept alive or lost through everyday personal choices that no government can control.

Elaboration: The spread of dominant languages, foods, and fashions takes hold through the daily decisions people make — what they watch, eat, wear, and speak at home. For instance, a young Singaporean who only consumes foreign media and stops speaking their mother tongue, or a family that abandons local festivals for global ones, weakens local culture in ways that no law or policy can prevent. On the other hand, individuals who choose to cook traditional dishes, teach their children their mother tongue, or pass down customs and family stories actively keep their heritage alive. **Explanation:** *This shows that culture is not preserved by laws or funding alone, but by whether ordinary people actually live it out in their daily choices. Even the most well-funded national heritage plan becomes meaningless if people do not practise and value the traditions it is meant to protect, because a custom that is no longer spoken, cooked, or celebrated has effectively been lost no matter what policy exists on paper. This is the one area government cannot reach, since no law can force a family to speak its mother tongue at home or*

	<i>pass down its stories.</i> Link: Therefore, individual responses close the gap that government efforts alone cannot reach, making them an essential complement to national action. Argument 2 — Individual Responses Suggested acceptable examples (for marker reference) <i>Korean Wave (Hallyu): Consumers in Japan and Southeast Asian countries who reject K-pop, or who consume it with discernment — enjoying it while continuing to practise, value, and pass on their own cultural traditions.</i> <i>Singapore: Individuals who choose to preserve the local ethnic culture of older generations — speaking dialect or mother tongue with grandparents and at home, cooking and eating traditional ethnic dishes, observing festivals such as Hari Raya, Chinese New Year, or Deepavali in their traditional forms, and passing down family recipes, customs, and stories to their own children.</i> <i>*Examples about how some consumers in Japan and Southeast Asian countries reject or consume Korean pop (K-pop) with discernment are particularly common and should be accepted where appropriately explained.</i>	
L4	Evaluates the relative significance of the two factors. <u>While both matter, the responses of countries are ultimately more significant in managing the cultural impacts of globalisation, because only the government has the authority, resources, and national reach to safeguard local culture across an entire society.</u> Through measures like the IMDA's Code of Practice for Online Safety, it can regulate global media platforms, set content standards in line with local norms, and protect groups such as children — on a scale individuals never could. Yet its effectiveness depends on individuals doing their part, sustaining culture through everyday choices. Therefore, while individuals keep culture alive daily, countries remain the backbone of these efforts.	8