1. **Governments promise more than they can fulfil. How far is this true today?**

Question Requirements

- Students should demonstrate awareness of the reasoning behind such a claim. The assumption being that in democracies governments depend on voters to remain in power. Hence, they may make empty promises or promises that they may not be able to fulfill due to constraints in resources, incompetence or due to problems with getting consensus in parliament.

- Students should discuss a range of circumstances that may cause governments to promise more than they can deliver: global profiles of citizenry suggest that voters are more informed and have higher expectations today, competition to stay in power is keen as opposition parties may exaggerate what they can deliver, unexpected global or domestic changes like credit crunch, unexpected global supply and demand of commodities that affect the competency of governments to deliver what they have promised or in the case of socialist or sham democracies that have elections but do not practice freedom of expression and equal opportunities for all may not feel the need deliver once they are in power as they do not fear dissent.

- Examples of promises: to create more jobs for all, lower property prices, raise salaries, control inflation, help the underclass by providing social welfare services.

- Students should also be able to give examples of election platforms in the past that have contained vague as well as specific promises to particular groups of people and evaluate practices today.

- Examine **current/major trends like global demand and supply of commodities, the rise of new superpowers that bring about changes to the balance of powers in the world and the global economy that** that have an impact on whether governments can fulfill their promises.

Possible Arguments

- There are strong pressures on politicians to make promises that they cannot keep. A party that does not make exaggerated promises might appear bland, unambitious, and uninteresting to voters compared to the one that does. Sometimes this can give the exaggerating party an advantage over the truthful one.
- Government finances are extremely complex and promises are vague enough that the media and public can rarely say for certain that the numbers do not add up. Thus almost all parties continue to promise lower taxes, more social programs, and a balanced budget. For instance George W. Bush in the 2000 American presidential election promised all three and in the end abandoned balanced budgets. In the 2003 provincial election in Ontario, Canada, the Liberal Party also made all three promises and raised taxes once it found itself in government with an unbalanced budget.

- In today's globalised, the future is uncertain. The interconnectedness between countries can lead to changes that may make it impossible for governments to keep their promises: promises to keep prices of commodities down may be subject to global supply and demand of these commodities. Governments may have made a promise to guarantee a sustainable standard of living for the people, but with the competition of resources driving up the need to consume more energy, there is often the short-sighted view by governments to sacrifice the environment at the expense of present economic growth. Governments may fall short of their promise at guaranteeing sustainability.
- Other arguments could look at the complexity of society and the execution of the tasks that they have promised to fulfil.

Possible Counter-arguments

- However, governments today are increasingly aware of the power the common man wields. The number of mass protests all over the world starting from the Arab Springs and the uprising of the people in Brazil, Spain and many other countries in Europe attest to this. The masses have the power to question and hold governments accountable for their actions. Empowered by the mass media people have the means to topple governments and bring leaders to their knees if they do not fulfill their promises. This is a current reality that many governments grapple with especially in affluent countries where literacy rates are high and use of technology widespread.

Good essays

- Will be able to explain clearly the reasoning behind the claim. Very good essays will be able to synthesise their knowledge of how governments operate in various contexts to craft their thesis appropriately. Some concept pairs that may be relevant would be a comparison of government promises, election platforms and voter profiles: past vs present, affluent democracies vs younger less mature democracies etc.

Weak essays

- No evaluation of the word 'more' - students would not be able to set up a convincing premise of the promises held by the governments or provide evidence of how they have fallen short. While the essay may look at democracies, it might be too restrictive to look at just democracies.
- Limited scope - examined only one aspect of how governments have made promises but did not fulfil them.
- Insufficient reasoning for why governments fail to deliver their promises.
- Limited to Singapore society.

2. Competition, not cooperation is the key to progress. Discuss.

Question Requirements
- Students must address in what way is competition or cooperation the most crucial point of progress.

- Definition of key topic terms i.e. 'competition' and 'cooperation', as well as 'progress' must be identified in terms of human accomplishment in different areas such as politics, economic, social and cultural progress and development. Competition: to strive or win something by defeating or establishing superiority over others who are trying to do the same. Cooperation: working together for a common purpose/mutual benefit.
- Candidates must be able to evaluate which element is more definitive form of progress at different levels – individual, organizational, national and international level.

Possible arguments
- Competition makes individuals more efficient and focused on achieving defined targets and goals.
- Competition drives ambition and pushes people and societies to work harder in order to attain higher levels of success.
- International competition has led to technological progress and social and economic prosperity.

Possible counter-arguments
- Value of teamwork should never be dismissed – crucial in determining outcomes and key human attribute. Sharing of resources, assets and expertise can make a significant difference in human experiences. Through cooperative measures, better, more diverse and more effective solutions can be created to solve life's challenges, particularly in the context of a fast-changing world.
- General welfare of entire communities or societies and global development – cooperation will be the key to attaining excellence and progress in many aspects. Difficult to succeed alone in the age of information explosion – need the expertise of many in order to complete a task successfully.
- Competition breeds negative, anti-social behaviours and attitudes between competitors. May lead to disastrous physical, emotional and social consequences on the individual due to rivalry or jealousy; for nations, competition may affect diplomatic/political and economic relations as governments rush to obtain a hold on resources at all cost.
- Intense competition eventually leads to great social costs on the individual and societies - leads to high levels of stress and strain, leaves society discouraged and disillusioned. The pressures of intense competition have been the reason for some to take their own lives because of the fear of not performing up to expectation. It may also push people to compromise moral values in order to win the final prize.
- Cooperation does lead to better control of one's life – increases self-esteem and fulfillment in life, which are important factors that determine the key to progress and development in a holistic manner.

Good Scripts
- Able to evaluate the complex relationship between competition or cooperation – that the key to progress can involve both concepts working simultaneously or in alignment. Good scripts will also be able to justify the arguments with sound explanation and supported by valid and relevant examples from a wide context.

Weak Scripts
- Mere listing of ways in which competition or cooperation have been shown to be the key to progress. A discussion on factors other than competition or cooperation may not be relevant to the contention in the question.

3. 'Art is no longer a luxury today.' Is this a fair assessment?

Question Requirements

- The question posits several assumptions that students will need to assess from the outset:
  - Art has been perceived as luxury – only the upper classes are able to own and consume it.
  - But in today's world, it is no longer seen as such
- Students will need to **contextualise** the arguments to look at the factors that have **changed** the way we view Art and the rise of consumerist/commercial/production modes that have led to this change.
- The issue of contention is to centre on whether Art has indeed lost its value as a luxury or if its place as a luxury is still in effect.
- Essays must ultimately examine if this contention holds true or not, in order for the essay to be a well considered piece of writing.
- Consider 2 definitions of luxury: (a) so expensive that only a minority can afford it and (b) something which is not really necessary ie something which we can live without.

Possible Arguments

- **Commercialisation and Commodification** of Art
  - Contemporary modes of production have made Art easily replicable and available for everyone, especially with the reproducibility of photo images and prints. No longer does one have to await a copy from a studio of a painting. One can just simply order a print online from Amazon.com.
  - Replicas from iconic paintings such as the Mona Lisa or Munch's *The Scream* to perhaps even photoprint found in IKEA are testimony to the mass-produced nature of Art.
  - Even works such as Marcel Duchamp's *Fountain* saw replicas commissioned by Duchamp himself as an ironic tribute to the mass-producibility of the work.

- Increased **affluence and education**
  - Today's world is one that is increasingly affluent and educated, leading to arguably a greater appreciation of Art and the ability to afford the purchase of Art
  - Everyone can be an artist today. Increase in the popularity of Art education, art construction etc…need to research more on this point.

- Accessibility: **Technology, travel and transportation**
  - Increased global travel, ease of transportation and interconnectivity has seen a rise in the interest in museums globally. For example, the Prado in Madrid and the National Gallery in London have seen record number of visitors to their facilities
  - More museums being built globally to cater to global demand for art and artifice; Singapore alone has seen the Art Science Museum, the Peranakan Mueseum, the Malay Heritage centre and 8Q SAM join the museum scene in the last decade.
  - The ease of transportation has also seen increased collaboration between museums where exhibits now frequently travel the world to reach to a global audience. The Louvre, for example, has held various satellite exhibitions in collaboration with partner museums such as in San Francisco and Abu Dhabi, where it's exhibits spend months on loan to them, thus reaching out to a much wider audience than that in Paris.
  - The Art Science Museum's exhibitions of Harry Potter, the Mummy (on loan from the British Museum) and Essential Eames (from the Eames foundation) are all examples of

Art made accessible and available to the masses – a veritable internationalisation of Art exhibitions.

- **Changing definition of Art**
  - Away from the notions of Painting, Sculpture and Installation as Art, one could also argue that Art in other forms are more accessible today than ever before – with increased access, one could argue that the notion of luxury itself cannot be used with such a diluted, mass-consumed entity.
  - Theatre productions today are accessible by the masses, Music is no longer highfalutin arias and symphonies but accessible to the masses through popular culture, though one has to consider if we can even begin to accept popular music as a form of Art.
  - Street Art, Grafitti Artists: Artists such as Banksy and Ai WeiWei have contemporaised notions of Art and they are now viewed as a part of mainstream society. Villa Madalena in Sao Paulo is perhaps one prime example of the acceptance of these forms of street grafitti as Art; it is a tourist attraction and a focus of attention.

Possible Counter-arguments

- Arguments that centre on this interrogation of Art could explore 2 possible approaches:

1. Art is **still** a luxury.

- While crass commercialisation is a reality that needs to be address, one has to question whether such manufactured pieces of art are to be labelled as Art or "Art".
  - Cheap replicas of iconic images – while a person may be able to possess a verisimilitude of Art, is it truly Art or simply a poor, impoverished echo of the real thing?
- One could also question the true validity of the appreciation of Art – is the notion of luxury only that of possession or must one also be able to appreciate the beauty of Art for it to be considered a luxury? Is Art appreciation truly that accessible to the masses?
- Also, a look at Sotheby's and Christie's reveal that Art today is sold for more than ever before – Andy Warhol's *Eight Elvis's* was auctioned off for $100m, while a replica of Marcel Duchamp's *Fountain* has fetched upwards of $1.5m, an astronomical price to pay for a work that is nothing more than an upturned urinal. Pollock's *No.5*, which to the common person would be no more than swirls of a mentally challenged child, fetched a price of almost $150m.

2. Art has never been a luxury

- This will be an interesting bent to the argument and would add flavour to an overall consideration of the essay.
- Students can look at how some forms of Art have always been a part of culture and identity: Aboriginal Art forms and cave paintings like that of the Lascaux cave paintings in France demonstrate
- Even Art forms like cultural dances have been an integral part of the ethnic and religious life of peoples throughout the ages; be it the English Morris dances, the Filipino Tinikling or even the Bhangra, these Art forms are deeply rooted in the quotidian practices of these ethnic groups.

Good Scripts

- Will definitively address some of the assumptions raised in the question in the introduction and the essay will subsequently reflect this understanding of the underlying assumptions.

- The essay will demonstrate a good balance in looking at the place of Art in the world today and show maturity in evaluating if Art is indeed still a luxury.

Weak Scripts

- Will generally fail to address the value term of "no longer" but instead simply provide a laundry list of whether art is a luxury or not so.

4. Discuss the value of individuality in your society.

Question Requirements

- The question explicitly references "your society" – students are **expected** to centre their discussion on Singapore society.
- A clear understanding of individuality must be demonstrated in the essay.
- The essay will also need to be clear in its discussion of the notion of value – students must look a good **range** and **scope** of values that individuality can bring to society.

Possible Arguments

Different values could be considered in this essay question

- **Economic**
  - **Innovation, invention and enterprise** can be said to be the hallmarks of individuality and this is an area which the Singapore government has taken a deep interest, to the point of setting up different bodies to promote such a culture. Cue relevant links drawn to Spring Singapore and the celebration of various SMEs such as Creative and 77th Street.
  - Great innovators and inventors have been individuals in their own right, often breaking the boundaries of convention in order to pursue their own lines of thought and interest.
    - Newton's invention of calculus in order to calculate gravity and subsequently relativity – breaking away from conventional notions of
    - Modern day examples of Bill Gates or Steve Jobs would also be expected to feature as individuals who have broken from the norm and who have imposed their individual visions and achieved greatness.
    - In the local context, individuals such as Sim Wong Hoo, Ovidia Yu have capitalised on their individuality to drive their SMEs to great and greater heights. (Yet perhaps there is an irony here. While they are individuals and their brands do showcase a certain aspect of their non-conformity, their profit-making enterprises are catering to the masses – parallels to be drawn to Apple and Microsoft perhaps).
  - In fact, the value of individuality could be seen as a **marketing tool** to reach out to consumers – to create objects of desire that suggest that the individual is at the centre of the product – the ability to customise and accessorise something in a wholly different way to that of others. The Apple-mania is one such phenomena that has swept the globe, catching Singapore in its crest as well. The phone while iconic is distinguished by the possiblity of peripherals and applications to suit the individual's desires.

  - **Tourism** could also be examined as a factor here: individuality of different cultures is a possible selling/marketing tool. The *Uniquely Singapore* brand has been used to

showcase the individuality that can be found in our nation, where we are constantly "sold" as a diverse, multi-racial and multi-cultural destination of choice, especially in a world where there could be increasing cultural homogeneity.

- **An essential human drive/ human nature**
  - Possible to link this to an economic argument as well but this would be well placed as an aspirational point. It is innate in our **human psyche** to desire to express ourselves as individuals and to see ourselves as unique. Thus the value of individuality lies in the meaning it gives an individual and the psychological/spiritual value that individuals glean from such a construct of themselves.

- **Social**
  - The **identity of an individual**: the construct of an individual's identity is intrinsically linked to the notion of his/her construct of him/herself. A follow-on from the previous point.
  - **Identity of a nation**: this will be a more complex point where students will have to show an understanding that the modern nation is a complex creature. Almost no nation on earth is a homogeneous entity and for many countries, they are an amalgamation of the various identities present in the country. These individual cultures thus become a key part of a country's national identity. For example, the individual racial composition of Singapore has become an essential part of our identity as Singaporeans.

- **Politics**
  - Value in terms of **dissent** within a nation – to preserve checks and balances in an otherwise mono-party nation. Evident in the last General Election where opposition rhetoric called on the individual to respond to the need for transparency in government.
  - The concession of Nominated Members of Parliament can also arguably be seen as a concession on the part of the ruling party on the value of having **alternative voices** in Parliament that are not driven by the party whip.
  - Yet the efficacy of such individuality in a parliament dominated by a single party is cast in doubt – the controversy over the Population White Paper is a case in point. Objections and concerns expressed by Opposition and NMPs alike hold little sway in the passing of the paper by the ruling party majority.

Possible Counter-arguments

Essays could question if there is indeed value in individuality:

- Notion of individual runs counter to the ethos of society, especially that of one run along Confucianist lines – society before self.
- One could also legitimately question if there is value of individuality in our society where conformity seems to be the *de rigeur* and where multitudes of processes are in place to promote and perpetuate such rigourous conformity
  - Scholarships and Awards: continued emphasis in Education on results – the creation of an elitist cadre that is essentially conforming to the (antiquated?) notions of academic excellence.
  - Meritocracy – as it is practiced at least in this country. A follow-on from the point above. The current practice of meritocracy is one that privileges the system over that of the individual. Even the national rhetoric is constantly one that exhorts national identity over that of the individual – nothing epitomises this better than the National Day song "One Singapore", or even all National songs up till date.

- Individuality could also be examined through the lens of the **futility** in the desire for individuality. **Consumer and popular culture** have effectively **homogenised** the world to a large degree, be it in fashion, behaviour and even language use. There is little possibility for individuality where culture is concerned.

Good Scripts

- Good essays will examine a good **range** of possible values that individuality brings to society
- A **balanced argument** would be evident, examining not just a skewed vision of the positive/negative values of individuality but demonstrate a mature understanding of the complexity of individuality.
- Good scripts will also show a good depth of **evaluation** of the issue at hand.
- Excellent essays will demonstrate a deep understanding of the **paradox of individuality**
  - in order to survive, a society must divest itself of individuality and work towards a common national cause.
  - Yet, for a society to thrive it must embrace the multiplicities of personalities and individuals, especially in a dynamic, global environment of today where innovation and invention are so prized.
  - Perhaps the American motto of E Pluribus Unum embodies this paradox best. To be one while many at the same time.
- The **irony of individuality** could also be explored where the general populous might be lulled into thinking they are exercising their individuality and opinion but they are merely one of the masses – if everyone is unique, no one is. This would be applicable in discussion of politics as well as sociological issues of individual identity.

Weak Scripts

- Weak essays will simply list the different values of being an individual rather than evaluate the value of individuality.

5. Punishment is the least effective instrument for the prevention of crime. Comment.

Question Requirements

- Students must address the key value term 'least effective' and clarify what is meant by 'effective'. 'Effective' may mean a reduction in crime rates, deterrence of potential offenders, preventing recidivism or dealing with the root causes of the crimes.
- Students must highlight a range of punishment ranging from the harsh to the less severe to evaluate the effectiveness of the punishment for the prevention including capital punishment, imprisonment, rehabilitation, reformative work and community sentences or restitution (payment of fines or compensation) and explain how they tackle the crimes. **Students would be on the wrong track if they are evaluating the harshness of different punishments.**
- Students need to evaluate the effectiveness of punishments against other *instruments* for the prevention of crime such as public education, technology and community efforts (faith-based organisations or even neighbourhood policing to prevent crimes such as delinquency), as well as government policies that may tackle greater issues of unemployment and poverty that often results in crimes or reintegrate criminals back into society.

Possible arguments

- **Punishments may not address crimes that are caused by the greater social or political climate.** Poverty may drive people to take part in crimes to try and find alternative sources of income when their basic needs are not met, thus punishments may not be able to address the root drivers of the crimes. Since the 1970s, studies have pointed out that there is correlation between unemployment, poverty and crimes in the U.S. Crimes of drug trafficking and production are especially tied to poverty, social development and even politics. It was reported by Guardian in 2011 that in Burma, 73% of households rely on income from opium to provide food, shelter, education and healthcare for their families. Drug enforcement agencies have tried to work towards opium eradication in southeast Asia for years or even intensify punishments to deter, claiming that the drug economy creates a difficult environment for socioeconomic development. It is the lack of socioeconomic development makes it imperative for many Burmese people to produce opium. Many armed groups such as the FARC also depend on the drug trade to fund their war against the government.
- **The prevention of crimes may be better addressed by public education efforts than punishments.** Rather than punishing the harm out of a criminal as a form of deterrence, it may also be more useful to have society step up on their vigilance in the crime prevention efforts. For example, counter-terrorism efforts in Singapore include promoting public vigilance in public spaces and education efforts on the need to preserve religious harmony and how fundamentalism should not be allowed to breed. Such efforts can be argued to be a long-term approach relative to imposing punishments on criminals and would be more helpful to reducing the burden of crime prevention from the state.
- **Punishments could be a short-term solution without community efforts to re-integrate the criminals back into the society.** Various researchers noted that prisoners are stripped of civil rights and are reluctantly absorbed into communities, which further increases alienation and isolation. Other contributors to recidivism are the difficulties released offenders face in finding jobs, renting apartments or getting education. Owners of business will often refuse to hire a convicted felon and are at best hesitant, especially in any position that entails even minor responsibility or the handling of money. Many leasing corporations now routinely perform criminal background checks and disqualify ex-convicts. In view of that, countries have tried to integrate criminals to ensure that offenders are able to find a job and have greater community support. The Singapore Prison Services released statistics on the recidivism rates in 2013 and noted that reintegration initiatives, such as enhanced supervision which was introduced last year, have ensured they receive adequate support during their reintegration phase and lowered recidivism rates from 27% in 2008 to 23.6% in 2010.
- **Abortion could also be argued** as an effective measure to prevent criminals from being born in the first place (see Roe vs Wade)

Possible counter-arguments

- **Harsh punishments are able to deter potential criminals and are more effective in preventing repeat offenders than other instruments.** The correlation between increasing imprisonment and decreasing crime rate in the U.S.A. has been used to advance the idea that increasing the severity of custodial punishment can be an effective crime prevention measure. Furthermore, countries have retained the use of capital punishments to deter the most severe of crimes including drug-trafficking. Singapore retains its position that the death penalty has been effective in keeping Singapore one of the safest places in the world to work and live in even as human rights organisation such as Amnesty International have strongly objected to it. In 2012, U.S. elected officials and office-seekers have stated that Singapore's success in combating drug abuse should be examined as a model for the United States. While rehabilitation and education efforts may work, it may be hard to convert the criminals who are driven by greed and anti-social desires.

- **Punishments such as the capital punishment may be the most effective to prevent crimes as they offer the incapacitation of the criminal.** The death penalty removes the worst criminal and prevents repeat offenders. Long term imprisonment with the intention to incapacitate is often used by criminal justice systems against habitual criminals who recidivate. Hardened criminals like Anders Behring Breivik, who was the perpetrator of the Norway attacks in 2011, was sentenced to 21 years of preventive detention for his heinous crimes. He would probably remain in prison for life.
- **Punishments may be the most effective instrument to prevent crimes as they offer the quickest solution to bring criminals to justice.** It could be argued that rehabilitation and education efforts may take a long time to implement, and it depends on whether the state would have the resources to execute other alternatives to prevent crimes. Rehabilitation programmes may prove to be too costly and complex to be successfully implemented and utilized in most countries. In the U.S., it was reported that psychologists are often overwhelmed by the load of rehabilitation cases as there are not enough professionals on board.
- **Punishments may also be effective for the crimes that require rehabilitation efforts.** Rather than punishing the harm out of a criminal, punishments through rehabilitation would seek, by means of education or therapy, to bring a criminal into a more peaceful state of mind, or into an attitude which would be helpful to society, rather than be harmful to society. As reported on BBC Radio on 2 September 2005, the recidivism rates for released prisoners in the U.S. is 60% compared with 50% in the U.K. The report attributed the lower recidivism rate in the UK to a focus on rehabilitation and education of prisoners compared with the US focus on punishment, deterrence and keeping potentially dangerous individuals away from society. Crimes such as substance abuse, drug-trafficking and even sexual offences may require therapy to treat their addictions.

Good Scripts

Good scripts would consider the range of crimes from the petty to the more severe crimes and demonstrate a range of punishments in the examples. It must show the knowledge of how crimes may be linked to wider social, cultural and political contexts and punishments may or may not be the effective response depending on the nature of the crimes and the criminal. There must be sustained evaluation of punishments against other methods of crime prevention. Good scripts should also evaluate punishments against other factors such as technology and government policies.

Some of the best scripts will recognise the complexity of the problem of crime and punishment, that there is no one clear solution/measure which we can say is universally effective. Much depends on the context of the punishment/crime and the implementation of these measures.

Weak Scripts

Weak scripts would be descriptive in narrating how punishments can prevent crimes without evaluation against other possible measures of crime prevention. The harshness of different punishments should not be the focus here.

6. The mass media is a scapegoat for the ills of society. To what extent do you agree?

<u>Question Requirements:</u>

- Students must address why the media is **perceived to be solely responsible** for the ills of society and question critically the extent of influence and power the mass media has on the consumers to elicit such ills.
- Students should also address a range of ills of society systematically and examine the causes of such ills to evaluate if the mass media is directly responsible for them. Students should at the very least examine **other stakeholders** and evaluate their responsibility in contributing to the social ills against the mass media.
- Good scripts would point to the characteristics of today's media - especially the advancement of visual technology and interactivity in social media - to examine the power of the media in causing such social ills.

<u>Possible arguments</u>
- **The social ills are caused by the social climate and the changing values of society rather than the mass media.** Social ills such as crimes and juvenile delinquency can be argued to be caused by the greater social climate - for example, in Brazil, youth gangs are formed due to social isolation, poverty as well as the street culture. Other forms of social ills such as divorces and teenage pregnancy can also be attributed greatly to the increasing secularism, changing norms towards single women - and rather than encouraging more liberal attitudes, the mass media can be argued to be just a mirror of the changing social norms that are more responsible for contributing to such ills.
- **Consumers are more discerning now and can exercise the free will to control the influence of the mass media.** With greater media literacy now, it can be argued that consumers are the ones who make the ultimate options in terms of consumption. Consumers indulge in materialism and consumerism, not merely as a result of the influence by mass media through advertisements that persuade their wants are needs, but it is due to their affluence and human greed that are the greater causes.
- **Some social ills may not have a relationship with the mass media.** Social ills such as social alienation, family breakdowns, drug and gambling addictions, and even the oppression of minority rights may not be linked to the media and may be more connected to the influence of other stakeholders.
- **Correlation, is not causation**. While media studies have demonstrated that the media may be correlated with an increase in aggression and violence, it cannot establish intermediary factors such as biological tendencies, lax government regulations on gun possession have contributed to the Sandy Hook Elementary School shootings as well as the Virginia Tech tragedy.

<u>Possible Counter-Arguments</u>
- **The mass media has influenced the society to engage in social ills due to its prevalence.** It can be argued that the media has offered more avenues to engage in social ills such as gambling or crimes such as piracy. The attitudes of materialism and increased consumerism may be attributed to how marketers are increasingly able to use the mass media to target the young and bypass the parents' supervision to buy excessively.

- **Social media has contributed to more social ills due to its offer of anonymity -** Cases of cyber-bullying, online-flaming and Internet addiction have increased due to how social media has offered an online platform for socially irresponsible behaviour, often encouraging the young to be more bold and anti-social. In March 2010, a 17-year old girl named Alexis Skye Pilkington was found dead in her room by her parents. Her parents claimed that after repeated cyberbullying,

she was driven to suicide. Racist remarks have often been cast on the site without understanding the implications of hurt to the minorities - e.g. Amy Cheong's Facebook post.

- **Social media has also given the deviants in the society an influential tool to mobilise the society to engage in social ills.** The use of social media has allowed people to mobilise others to engage in riots, often causing social disorder and looting in the process - e.g. the England Riots in 2011 where people used 'Blackberry' to coordinate the riots and arsons, in the midst of protesting against the death of Mark Duggan who was shot dead by the police.

Good scripts

Good scripts should examine and evaluate the responsibility of the mass media against other stakeholders in the cause of social ills. The evaluation should be sustained and good scripts will contextualise the arguments to the characteristics of the new and social media and the characteristics of the consumers today. There must be an examination of the assumption of why the media is the scapegoat for our social ills and good scripts should contain in its conclusion, the implications for the solutions/policies to address social ills.

Weak scripts

Weak scripts will launch into a descriptive analysis of why the media is harmful and beneficial, without paying attention to the assumption of why the media is assumed to have taken much blame for the social ills.

7. Do schools still have a future?

Question Requirements

- Students must recognize that modern developments, particularly in the field of technology, mean that traditional schools, operating from particular buildings on particular sites may be unnecessary in the future. The word 'still' implies that some things have recently changed, making the future of schools uncertain. Students should attempt to evaluate the potential of these changes. Since the word 'future' is rather vague the students could consider long term and short term possibilities. These could be concept pairs.

Possible Arguments

- **Increased connectivity through computers, tablets and mobile phones already gives everyone instant access to torrents of information**. Some schools are already making use of tablets and laptops in the classroom. We just need to go one step further. Teachers could work from home, supervising and teaching students through Skype or other applications. This type of schooling has been carried out for many years in remote areas of Australia through the medium of short wave radio. Assignments can be set, submitted and marked online and this is already happening at university level. There are already language courses at all levels available through the computer and Computer Assisted Language Learning (CALL) is already mainstream. Many countries are seeing an increase in home-schooling in cases where parents believe the education system does not suit their children's needs.
- **Online education may be getting more diverse and _cheaper_ than what schools can offer**. Some top universities are already putting their lectures online. This makes the best lecturers available to anyone in the world, and the service is free. Students would no longer have to suffer under boring or otherwise inadequate teachers.TED talks already provide over 1500 lectures,

conversations and conferences on diverse topics including music, biology, medicine, architecture and education. Again, these are free and accessible to anyone.

- **With more desire for choices, schools may not be able to meet the current demands of students to pursue their interests, due to inflexible bureaucracy**. These online resources will increase rapidly in the future and students will be able to construct their own education according to their aims and talents. They will be able to choose the best teachers. Education will escape from schools and become a life-long process, an all-you-can eat buffet, which is totally free.

Possible Counter-arguments

- Schools provide much more than information. They are important for character building. They provide a wide range of activities for students and allow them to develop their talents, and leadership qualities. Schools form communities with which students can identify and teachers, through their pastoral responsibilities, can assist students in ways which their parents cannot.
- Physical education must be communal and cannot take place at home. Interaction (real, not digital) with other students and with teachers is an important part of education and learning. This is particularly important for younger age groups, who need to learn how to deal with their peers.
- In an age where both parents often work, schools fulfill an important child-minding function, and that function may be able to substituted by online schools.

Good Scripts

Good scripts will see the possibilities that computers and interconnectivity give us and also appreciate that schools are about more than just providing information. They may look at short term and longer term possibilities.

Weak Scripts
Weaker students may not pick up the significance of "still" and may not see the ways by which schools could become redundant. They may focus on the importance of education in getting a good job in our 'fast-paced society'.

8. Solving environmental problems comes at too high a price. How far do you agree?

Question Requirements.

Students should be attempting to show that environmental problems **can** be solved but that in some cases the price is too high. 'Too high' might be established by showing that people or governments would not be prepared to pay this price. The word 'price' does not only refer to monetary costs but might also include, for instance, a sacrifice of living standards or of sovereignty by a government. Since the question is 'How far' the assumption is that the statement is true to some extent.

Possible Arguments
- Green technology such as electric or hybrid cars, solar panels, wind or wave turbines, is appreciably more expensive than our present fossil fuel based technology. Of course, the price is likely to come down as a consequence of increased production. There will be some popular reluctance to pay the increased costs and governments which impose this technology on their citizens may sacrifice some popularity. Nuclear energy is much more

environmentally friendly in some ways but is very unpopular due to the perceived dangers and the problem of waste disposal, which might be both dangerous and expensive. Governments are scaling back their nuclear programmes because they are very expensive to set up and deeply unpopular with the public. Few governments are willing to sacrifice their popularity in this cause.

- Environmental problems might be solved or ameliorated if people were willing to make drastic cuts in their living standards so that fewer resources were used and less pollution produced. However this would be very difficult/impossible to achieve in practice, particularly as the question of fairness would be difficult to resolve. Should the rich developed countries make most cuts or should countries like China make the sacrifice, since they produce large amounts of pollution although they are still very poor in some areas?

- Livestock production is one of the main causes of environmental devastation and methane from cows is a major cause of Global Warming. However, people all over the world are changing to a diet which contains more meat as they become more prosperous. If the world would renounce meat and become committed vegetarians environmental problems would be ameliorated. It seems unlikely that they would pay this price.

- Large-scale technological solutions to global warming have been proposed, such as seeding the oceans with iron filings to promote the growth of algae or solar mirrors to reflect the sun's rays away from the Earth. However these would be very expensive and would need efficient international direction and supervision. They might have unforeseen side-effects and would need to be maintained consistently over a long period. Governments would have to co-operate and fund these measures, sacrificing some of their own interests and sovereignty. This appears an unlikely prospect.

Possible Counter Arguments

- Since the question asks 'How far' a counter argument is difficult since the assumption is that the statement is true to some extent. One possibility is to argue that environmental problems **cannot** be solved since the situation has gone past the 'Tipping Point'. For instance, the thawing of the Arctic tundra, which is already occurring, is releasing large quantities of methane into the atmosphere. Methane is a much more effective greenhouse gas than carbon dioxide and a chain reaction may already have started.

- Another approach is to point out that as the situation deteriorates people and governments may be more willing to pay the 'price' to solve the problems. Minds might be concentrated by the seriousness of the problem. Students could also point out successful attempts to deal with environmental problems to establish that the price is not always too high.

Good Scripts

Good scripts will be able to establish that the price is **too** high rather than just high. They will also see that price involves more than financial costs.

Weak Scripts

Some students may focus only on the higher monetary price of solar panels etc, not realizing that the 'price' may be paid in different ways. Students may have an inadequate knowledge of potential solutions. Failed to address the term 'too'.

9. Consider the claim that beauty is more important than brains.

<u>**Question Requirements**</u>

Students must address the value terms "more important than" and consistently compare the two attributes of "brains" and "beauty". Students should also consider the yardstick/ points of comparison/common variable for the evaluation of these attributes in their answers (important in what context, important to whom, how they determine the value, impact).
Students should work within acceptable definitions for "beauty" and "brains". "Beauty" in reference to aesthetics, physical appearances etc. "Beauty of character" should not be accepted for the purposes of this discussion. "Brains" rather straightforwardly should be discussed with regard to intellect and cognitive ability.

<u>**Possible Arguments**</u>
1. Beauty is seemingly more important than brains as portrayed in the media.
- Looks seem to be overemphasized in the media today, with protagonists of movies and TV shows often being physically attractive. Smart protagonists or intellectual characters are often relegated to "geeks" or "nerds" and viewed in a less favourable light. (E.g. TV shows like "Beauty and the Geek", films such as "Princess Diaries", "The Devil Wears Prada" – emphasizes on some sort of transformation of the less attractive protagonist into a conventionally defined beauty).
- Interesting to also consider that in fairy tales, the evil characters are often associated with less appealing traits (think villains such as the evil witches/ wizards) while the good characters are associated with physically appealing traits (Beauty and the Beast, Sleeping Beauty, The Little Mermaid etc).

2. The proliferation of the quest for attaining beauty more so than brains suggests the growing importance of beauty.
- The beauty industry is a serious business: the growth of the cosmetic industry has been reported to reach over 170 billion dollars a year. The surge of a very lucrative market suggests a growing demand for attaining a beautiful exterior.
- There is a growing trend among youths who seem to focus more on attaining beauty – The American Society of Plastic Surgeons reported nearly 219,000 procedures done on teenagers alone in 2010.

3. Beauty (or physical appearance) is often the first point of judgement, before brains.
- The "Halo Effect" is a psychological bias where one's judgement of an individual may be influenced by the overall impression of another (In layman's term, "judging a book by its cover"). The physicality of an individual is often a common starting point of passing judgement of an individual. A research conducted in 2003 saw findings that pointed to individuals who were attractive were more likely to be perceived as trustworthy and friendly. Dion and Berscheid's 1972 study saw an overwhelming number of subjects found attractive subjects having more socially desirable personality traits rather than the average/unattractive subjects.

4. Traditionally, the value attached to a woman's worth (as a mate) was often tied to notions of beauty rather than intellect.
- The eligibility of a woman was often tied to cultural notions of beauty. Women often took to physically altering the body to make themselves more appealing to suitors/spouses. Historically, we see this in "foot binding" in China while the modern day phenomena of plastic surgery and make up see women seeking to beautify themselves to become more appealing to the opposite sex. The

emphasis on the attractiveness of a woman as a suitable mate implies the importance of beauty over the brains.

5. Great works of art traditionally found inspiration in beauty, rather than intellect.
- Historically, muses for great artworks were often inspiring due their appearances/female form rather than merely their ability to think. (e.g. Paintings: Manet's muse, Victorine Meurent naked form was predominant in his works "Olympia" and "The Picnic", Dali was inspired by Gala Diakonova, "The Girl with the Pearl Earring" by Johannes Vermeer, Edie Sedgwick's fashion sense and beauty was the muse for Andy Warhol's films and paintings)

Possible Counter-Arguments
1. The increase in favourable media portrayals of intellectuals in the mainstream media suggests an acknowledgement of the importance of the brains.
- The growing popularity of TV Shows such as "Big Bang Theory", "Numb3rs", "CSI", "Sherlock" see the idolisation of the intellect while shows such as "Ugly Betty" and "Glee" portray characters with less conventional ideas of beauty.
- Even beauty pageants are gearing towards an "all-rounded" individual where beauty is ironically not the sole indicator for the winner (consider the much dreaded Q&A sections in such pageants). In this aspect, beauty is not held in higher regard than brains.

2. While there has been an increased dedication to the quest for attaining beauty, the pursuit of the intellect still thrives.
- It is not necessarily true that the burgeoning beauty industry has seen the fall of the pursuit of the intellect. In fact, even in countries like South Korea that have a thriving beauty industry, the pursuit of knowledge is still held in high regard as suggested by the intense academic rigour in schools and the high-pressure tuition industry.

3. The intellectual abilities of the individual have a longer and lasting impact, rather than the fleeting nature of beauty.
- Consider the phrase, "knowledge is power" by Sir Francis Bacon. Students can argue that beauty/ physical attributes may create opportunities for individuals but the brain is more important in sustaining the success of the individual. "Model-turned-actresses/businesswomen" are often unable to sustain themselves if they do not have the smarts/ abilities to do so (e.g. Tyra Banks, Heidi Klum are examples of models who have managed to break into the entertainment and maintain it through their niche TV programme, in Singapore, ex Miss Universe Eunice Olsen has successfully branched into politics, business and the entertainment industry).
- Additionally, beauty is fleeting (definitions change with time, beauty also seems to be age-dependent) as opposed to intellect that are longer lasting, hence more important in sustaining interest and value in the world. Consider also, the value of monetary value of educational degrees in Singapore which usually fetch higher salaries than a mere beauty who does not have a degree. Intellect then, is often prized over mere beauty. According to a 2009 University of Florida study, people with intelligence earn more in their lifetime than those who are attractive or self-confident.

4. With social progress, the value of a woman moved away from a mere object of beauty and towards her intellect.
- According to the study by researchers at the University of York, in societies where the gender gap is narrowing, more men are coming to value intelligence and character over both physical looks and traditional wifely virtues such as cooking skills. They found that, in those countries where the gender gap was narrowest, men increasingly valued brains over beauty.

Additional Point

1. Interestingly, a reversal of gender biasedness towards beauty has emerged.
- In the same University of York study, where women earn decent incomes of their own, male spending power becomes less important. Instead, in a world turned upside down from traditional stereotypes, women focus more on how men look. "Traditionally, women prefer wealthy men who have an ability to invest resources in any children. What we found was that as women became more equal, this preference declines, but men's looks become much more important."

Good scripts
Good scripts would show sustained evaluation of beauty against brains and show through various scopes such as cultural, aesthetics as well as social why one variable is important than the other.

Weak scripts
Weak scripts show no points of comparison, purely listing why beauty or brains is important.

10. 'To reach beyond tolerance is to open oneself to getting to know others, to appreciate their role in the world.' (Gustav Neibuhr) To what extent has this been achieved in your society?

Question Requirements
Students have to address the concept of **tolerance** and **appreciation /acceptance** as solutions to differences in society. There needs to be a distinction between the two concepts in the essay. **Tolerance** as being fair, objective, and permissive attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own. The *assumption* of the problems of "tolerance" as an inadequate state of affairs in society should be addressed- where there is still an undercurrent of prejudice, a mere acceptance of the boundaries drawn between groups.

Appreciation/ Acceptance can be understood as being aware of differences and appreciating and respecting these differences. (Deeper understanding of the different cultural identities/beliefs/customs)

Students may want to explore if the acceptance and appreciation of differences in their society is achievable/ purely an ideal.

Students could argue that our acceptance is from a pragmatic level [economic standpoint] or at an engineered rather than organic acceptance [fear of facing the law versus true understanding and acceptance of difference]

A range of social differences must be discussed in the local context and evaluate if Singapore is merely practicing tolerance or moving towards a society of acceptance. What is the **appearance** vs the **reality**? (e.g. racial divisions, xenophobic rants, homophobia, religious tensions, gender relations, class/socio-economic differences)

Possible Arguments
Public education on the promotion and celebration of cultural differences constitute efforts to accept differences.
- Such efforts have increased in visibility, in attempts to increase the outreach to the public.
- Racial Harmony Day celebrations, International Friendship Day, National Education, Social Studies. From a young age, students are educated on the different cultural practices of the various races in Singapore.

- Museums have dedicated spaces to the education and appreciation of these cultural differences as well (Peranakan Museum, National Museum of Singapore, Malay Heritage Museum)
- National Heritage Board (NHB) has created cultural displays at local shopping malls during National Heritage Festival. The government has also allocated $5 million to launch the Heritage Grant Scheme in 2013.
- On the surface, these public education policies are moving away from merely acknowledging and displaying our differences (tolerance) and taking on a more celebratory and appreciative stance towards these differences.

The State has set up government bodies to promote and cultivate a sense of appreciation of differences within society.
- These various bodies of the state work on a grassroots level, creating opportunities for interaction and understanding cultural differences.
- Promotion/ Acceptance: People's Association (a statutory board to promote racial and social cohesion) embarking on grassroots activities to foster social cohesion. Inter-Racial Confidence Circles (IRCC) – embark on grassroots activities such as visiting places of worships and working on block parties, also allowed for open discussion.
- National Integration Council (NIC) was set up to address the tensions between foreigners and locals, and sought to create opportunities for the assimilation and appreciation of differences (organising of pot luck parties in housing estates to introduce/welcome foreigners into the community).
- Singapore's growing civil society has increased its visibility - mainstream coverage of certain events

Possible Counter-Arguments
Singapore's growing civil society has pressing concerns/ pointing out the superficiality of acceptance in the society.
> Aware, Pink Dot
Singapore's growing fears of the threats to their livelihood have made it impossible for locals to see beyond their differences and appreciate the roles of others in society.
A 2012 Insight survey saw a near unanimous response on the country's need for foreigners, and recognised their role in the Singapore's economy. Locals practice tolerance of foreign presence due to the benefits that the local economy gains as a whole. The appreciation, if any, is a calculated one for their own gain. (A pragmatic society, if you will)
However resentment over the strain on infrastructure caused by the surge of foreigners and increased competition for jobs have led to locals being blindsided by the threat/inconvenience to them. Singapore society has hardly made leeway into appreciating the differences, let alone tolerance. (e.g. "cook a pot of curry" incident, White Paper Population uproar, forum letters regarding foreign competition for university placements and jobs).
To a large extent, Singaporeans merely tolerate foreigners because of 1) the inability to do anything about it 2) the hope that they will reap benefits from the thriving economy.

The existence of discriminatory policies and laws hinder the acceptance and appreciation of others by society.
Often cited 377A (against homosexual acts) enforces a marginalisation of a community and hinders their acceptance into society. While the state refuses the repeal based on the lack of readiness of the majority to accept alternative lifestyles, the society may never get to be open these alternative lifestyles if they are defined as illegal acts.
Race-based policies in Singapore seem to enforce tolerance, rather than cultivating an appreciation of racial differences. (The HDB Ethnic Integration Programme is a constructed, enforced system

seeking to prevent racial enclaves). Ironically, race-based policies also seem to accentuate the differences, rather than accept the differences.

If the state cannot accept and appreciate these differences, society may never go beyond tolerance.

State efforts to reach beyond tolerance are often dismissed as pure lip service, having minimal impact and participation.

The work of various government bodies and committees has been limited by the outreach of these programmes – the effects of one-off events are questionable.

Education does not necessarily mean acceptance and appreciation.
Educational programmes run in schools have varied levels of participation and appreciation – textbooks often provide a superficial explanation of cultural practices. Youths are *educated* about these differences, but the *approval and celebration* of other cultures are often left wanting.

11. Should we work to live rather than live to work?

Question Requirements
Students should be able to distinguish between the two attitudes towards work, explain the difference and present a value claim that takes into account the context.

They should be able to provide examples that support their claims.

Concept pairs that may be relevant would be pragmatism vs passion/idealism, idealism vs reality, past vs present, Asian vs Western, affluent vs developing…

Work to live: Practicality, functional.

Live to work: 2 possible interpretations - Passion, pride (ideal?), aspirational; or all-consuming entity that robs an individual of any semblance of a life (eg teaching).

Need to consider the context in order to argue.

Possible CA :
Live to Work:
This is shorthand for saying that their lives center on their work or careers, and that achievement in their professions is a major source of satisfaction and meaning in their lives. Money may or may not be a major motivation for these people. In some cases, achieving huge levels of pay (as is the case with many senior corporate executives, such as CEOs) is coveted more as a means of keeping score and proving their relative worth versus other people, than it is for the money itself.

The individual has an obligation to society to carry out his duty beyond the basic expectations especially in cases where "work" is considered a vocation. Teachers, nurses, doctors, firemen, policemen, army officers, politicians etc are expected to take care of the needs of the public and nation selflessly.

Possible Arguments
Work to live: Pragmatic reasons behind work - These people may view their work or careers largely as a means to earn a living. Sole breadwinners in their families may fall into this group. Their real interests may lie elsewhere, and their work or careers are only the means to an end, not an end in itself. Some of these people may try to cut corners, to gain maximum pay for minimum effort. Others may indeed take great pride in their work, and put great effort in doing their jobs well, but their jobs simply are not the centers of their lives.

They need to have other priorities in life - family commitments: the need to take care of children, spouse, parents, grandparents or the need to make time for one's social and emotional growth in order to contribute meaningfully to common interests or common good.

Means to an end - to achieve overall happiness, in the long-term. Accumulating assets from earnings in order to achieve a sense of fulfillment and happiness.
Global trends such as the rising cost of living, the increasing numbers of dysfunctional individuals and families etc may force individuals to make choices that are pragmatic.

Good scripts
Students will constantly evaluate the two opposing sides and good scripts usually would find the need to seek a balanced view of having both elements. They may also address the following questions: Is it critical to understand whether one is fundamentally a live to work or a work to live type person? If so how can it help us to find meaning and purpose in our lives?

Weak scripts
Weak scripts would list and not evaluate against the opposing tension between the aspirational values of work and the functional side of work.

12. Assess the impact of technology on children.

Question Requirements

- Candidates must address the contention in the question – evaluate the positive and negative impact that technology has on children.
- Take into consideration the nature of children (vulnerability, immaturity and at their formative stage of learning or development) and how they use technology.
- Definition of technology: Information technology, appliances, technology for education.

Possible arguments

Negative impact of the use of technology and social media –
- **Responsible for accelerating destructive habits and anti-social behavior** such as a thirst for instant gratification, violence, lack of attention span, violation of privacy, inappropriate sexual behavior, cyber bullying, identity theft/fraud, gaming addiction and encourages solitude/introversion. For example, children under 2 in the US spend twice the amount of time watching television over reading. Violation of privacy is one of the top parental concerns of American parents. Dependent relationship on technology in the lives of the young – perhaps unwarranted or unsupervised use of technology at home may be detrimental to a child's ability to manage usage and lead to addictions.

- **Increasing consumerist behaviour in children - impact of marketing technology**. Children are impressionable and biologically are still maturing – easily influenced by sound and visual images that overstimulate their young minds. Immersive "Advergames" or video games made specifically to advertise a product are used to capture the children to cartoon characters where children, unsuspecting of the persuasive intent, would often encourage their parents to make the purchases. The Club is an online virtual world run by kid-centric television network Nickelodeon, where users are invited to create avatars and play Super Spongy Square Games (overseen by Sponge Bob), browse the Power Rangers Samurai store or join in Dora (the Explorer's) Great Big World Game. Disney offers an array of free apps for kids featuring The Muppets and Mickey Mouse. Barbie.com offers video games that enable users to design virtual dresses for Barbie and her "besties," watch cartoon episodes of "Barbie: Life in the Dreamhouse" or play an assortment of "princess charm school games," which are, according to the perky disembodied electronic voice of the website, "super glam

and royally fun!". These marketing strategies often instill consumerist habits from young, away from the supervision of their parents.

- **Decline in physical interactivity and awareness/knowledge of social graces** – due to the use of online platforms for social interaction. More children own mobile phones/smartphones and other gadgets for leisure. Increasing occurrence of myopia and obesity in modern societies. Children do not learn to negotiate and interact through physical play and games/activity.

<u>Positive impact</u> on children in terms of physical, cognitive and social development

- **Technology is used to improve pediatric care for children** - information technology has improved the access to healthcare for children in developing countries, while nanotechnology has helped to improve pediatric care and surgical treatments. Many chemotherapeutic treatments cause severe side effects, especially in children. To date, nanoparticle-based drug delivery approaches have helped to deliver chemotherapeutic agents in a way that attacks cancer cells without harming healthy cells. This is especially particularly helpful for children, where their immunity has not developed fully. Diagnostic tools to detect genetic diseases early such as ocular albinism or to assess risks of developing diseases at a later stage such as thyroid cancers can help doctors to prepare the child to have more customised medical treatments or make changes to their diets or lifestyle to reduce their risks.

- **Technology has also arguably play a positive impact on their cognitive skills** by increasing their skills to multi-task with innovations such as Ipads and even smartboards, and through the use of the Internet, children's language and literacy development are often promoted, allowing for greater gains in verbal and nonverbal skills. Software that includes Computer Assisted Instruction (CAI) are supported by child researchers as a useful type of computer program to teach a child language. There are CAI reading programmes that provide instruction and remediation for young learners while explaining key concepts. Some of these programs help students learn basic words and phonics skills. Other programmes develop reading comprehension skills by having learners predict words and stories. Even electronic toys are used to help disabled children to develop basic cognitive skills. LINKX, an electronic toy developed by Delft University of Technology, teaches children with autism colors. The toy consists of blocks that light up different colors while saying that colour. Disney also has apps to help weave stories such as Bambi, Little Red Riding Hood with interactive games to teach words and vocabulary to young children.

- **Technology has also helped to impact on their social skills**, giving them more opportunities to interact with people when they are at their critical stage of how to socialize with others. Some children on the autistic spectrum find it challenging to communicate with other people, but new interactive technology from the London Knowledge Lab in the UK, is helping primary school children improve their social interaction in the classroom. The "ECHOES" research project allows the children to communicate with a virtual character - a boy called Andy - through a touchscreen TV.

Good Scripts
Good scripts may look at a range of impact rather than just the social impact, but move to look at the education aspect, economic impact (the promotion of consumerist values/habits in children through marketing technology that targets children) as well as their physical health. The essay will look at the specific context of children and the impact should be supported by academic research as

well as trends in media reports rather than just anecdotal observations of children's behaviour in the society.

<u>Weak Scripts</u>

A descriptive discussion of the types of technology used by children without evaluating the degree of impact will be characteristic of a weak script. **Essays which merely list the harm and benefit would fail. There must be sustained evaluation of why the negative impact or beneficial impact is limited.** Technology may have produced solutions to alleviate the negative impact to children, or that the parents or schools have shown more awareness of the negative impact of technology on children and are currently helping to balance through education or cyber-wellness programmes.

Candidates that merely describe the functions of technology without focusing on the impact on children and without taking into consideration the nature of children.