



**Assumption English School**  
**Mid-Year Examination**  
**2022**

**Subject:** History  
**Level/Stream:** Secondary 2 Express  
**Date:** 12 May 2022  
**Duration:** 1 hour 15 minutes

# **Mark Scheme**

## Section A: Source-Based Question (15 Marks)

Level	Question and Level Descriptor	Marks
1(a)	<b>Study Source A.</b> <b>What can you infer from this source about the impact of the announcement of the National Service Ordinance? Explain your answer.</b>	[4]
L1	<b>Restates provenance/ Describes the source/ Misinterprets the source</b> <u>Example</u> I can infer from this source that there were clashes between the Chinese middle school students and the policemen. [ <i>Describes the source</i> ] I can infer from this source that the policemen were trying to encourage the Chinese middle school students to sign up for National Service. [ <i>Misinterpretation of source</i> ]	1
L2	<b>Did not address the question focus about the impact of the announcement of the National Service Ordinance</b> <u>Example</u> I can infer from this source that the authorities were violent/ harsh towards the Chinese middle school students. [ <i>Did not address the question focus</i> ] I can infer from this source that the Chinese middle school students were treated roughly by the authorities. [ <i>Did not address the question focus</i> ]	2
L3	<b>Valid inference about the impact of the announcement of the National Service Ordinance, unsupported</b> <u>Example</u> I can infer from this source that the announcement of the National Service Ordinance resulted in instability/ chaos/ violence. [P]	3
L4	<b>Valid inference about the impact of the announcement of the National Service Ordinance, supported with valid source use</b> <u>Example</u> I can infer from this source that the announcement of the National Service Ordinance resulted in instability/ chaos/ violence. [P] The evidence from Source A is there were two policemen who forcibly grabbed the Chinese middle school student by his hand with a lot of force. The photograph also had a Chinese caption that wrote "How can we forget about this scene!" [Ev] <u>This means that the authorities were aggressive towards the Chinese middle school students and inflicted harm on the students who were trying to express their unhappiness about the National Service Ordinance, leading to social instability in the society.</u> [Ex]	4

Level	Question and Level Descriptor	Marks
1(b)	<b>Study Source B.</b> <b>What is the purpose of this source? Explain your answer.</b>	[5]
L1	<b>Answers based on provenance/ Lifting from the source/ Describes the source/ Misinterprets the source</b> <u>Example</u> The purpose of the source is Teo Chye Hiong had discovered to his shame that he had allowed himself to be misled and exploited by pro-communist. <u>[Lifting from source]</u>	1
L2	<b>Reason (inference) based on content</b> Award 2 marks for one valid inference, without support of valid source use. Award 3 marks for one valid inference, supported by valid source use. <u>Example</u> Teo Chye Hiong [A] is trying to show that the communists are responsible for causing instability within the country such as the 1954 Anti-National Service riots. [M] The evidence is "Fong Lai Wah, a pro-communist classmate, persuaded me to take part in a camp-in launched by the pro-communist student Delegation for Exemption from National Service, because he alleged the British were sending students to be cannon fodder." Without thinking, I took part in the camp-in at Chinese High School. [Ev] <u>This means that the communist were actively influencing the impressionable Chinese middle school students to go against the National Service policy by spreading inaccurate information that the colonial government was intending to send them to fight against their enemies without any regard for their lives and education.</u> [Ex]	2 – 3
L3	<b>Reason based on content/ impact of source [AVAM/ AVAI]</b> Award 3 marks for a valid message/ impact, without support of valid source use. Award 4 marks for a valid message/ impact, supported by valid source use. Refer to the example in the next level.	3 – 4
L4	<b>Detects the purpose of the source and intended impact [AVAMI]</b> Award 5 marks for a more developed answer. <u>Example</u> Teo Chye Hiong [A] is trying to convince [V] the people in Singapore [A] that the communists are responsible for causing instability within the country such as the 1954 Anti-National Service riots [M] so that the people in Singapore will support the Singapore government [I] and National Service [I – <b>consideration of context</b> ]. The evidence is "Fong Lai Wah, a pro-communist classmate, persuaded me to take part in a camp-in launched by the pro-communist student Delegation for Exemption from National Service, because he alleged the British were sending students to be cannon fodder." Without thinking, I took part in the camp-in at Chinese High School. [Ev] <u>This means that the communist were actively influencing the impressionable Chinese middle school students to go against the National Service policy by spreading inaccurate information that the colonial government was intending to send them to fight against their enemies without any regard for their lives and education.</u> [Ex]	4 – 5

	<b>*Do not accept impacts about supporting the British colonial government and people in Singapore would not be influenced by Communism (context of source is in 1968 after Singapore achieved independence).</b>	
Level	Question and Level Descriptor	Marks
1(c)	<b>Study Sources C and D.</b>  How different are these two sources about the causes of the Anti-National Service riots? Explain your answer.	[6]
L1	<b>Generalised comments/ Difference or similarity based on provenance/ source type</b>  <u>Example</u> Both sources are different because Source C is an interview with the chief reporter while Source D is an article written by a historian. <i>[Difference based on provenance]</i>	1
L2	<b>Invalid matching with valid basis of comparison about the cause of the Anti-National Service riots/ False matching</b>  <u>Example</u> Sources C and D are similar in talking about the parents' reluctance in sending their children for National Service/ how the parents did not agree with the National Service. <i>[Invalid matching with valid basis of comparison about the cause of the Anti-National Service riots- because parents' reluctance was not a direct cause of the riots]</i>  Sources C and D are different in talking about the support for National Service. <i>[False matching]</i>	2
L3	<b>Valid similarity in content, unsupported</b> Award 3 marks for a valid similarity/ difference with basis of comparison, unsupported. Award 4 marks for both valid similarity and difference with basis of comparison, unsupported.  <u>Example</u>  <u>Similarity</u> <b>Both sources are similar in talking about the unhappiness towards the British colonial government/ how the Chinese students were anti-British or anti-colonialism. [BOC]</b>  <b>Both sources are similar in talking about the Chinese students' reluctance to join the National Service/ how the Chinese students were unwilling to go for National Service. [BOC]</b>  OR/AND  <u>Difference</u> <b>Both sources are different in talking about whether Communism was the reason that caused the Anti-National Service riots. [BOC]</b>	3 – 4
L4	<b>Valid similarity in content, supported with valid source use</b> Award 5 marks for a valid similarity/ difference with basis of comparison, supported.	5 – 6

Award 6 marks for both valid similarity and difference with basis of comparison, supported.

Example

Similarity

**Both sources are similar in talking about the unhappiness towards the British colonial government/ how the Chinese students were anti-British or anti-colonialism. [BOC]** The evidence from Source C is “They were all in the mood to fight the colonial government because the government had not done anything beneficial to the Chinese education.” **[Ev]** This means that the Chinese students were unhappy with the colonial government because the British discriminated against Chinese education while favouring English-medium schools. **[Ex]** The evidence from Source D is “One reason was to go against the colonial government. This was an honourable aim and we respected it. We supported the idea because everyone knew that the colonial government was not treating us well.” **[Ev]** This means that the Chinese population did not support the British rule in Singapore as the British did not take good care of them and protect their interests. **[Ex]**

**Both sources are similar in talking about the Chinese students’ reluctance to join the National Service/ how the Chinese students were unwilling to go for National Service. [BOC]** The evidence from Source C is “We saw students all over chanting slogans such as down with the British and they were against national service.” **[Ev]** This means that the Chinese students were unhappy with the British and did not want to participate in National Service to protect a foreign government that did not seem to give them anything in return. **[Ex]** The evidence from Source D is “More than a thousand students gathered to prepare for a march to present their petition against the National Service Ordinance to the Governor.” **[Ev]** This means that many Chinese students did not support the National Service Ordinance and wanted to express their discontentment against this policy in the hopes that the Governor would change his mind after listening to the students’ concerns. **[Ex]**

OR/AND

Difference

**Both sources are different in talking about whether Communism was the reason that caused the Anti-National Service riots. [BOC]** The evidence from Source C is “I think the communists deliberately created the scene and clashed with the police. The communists were trying to control the school and the students and exploiting this national service matter because this was a useful source of strength by exploiting the Chinese education.” **[Ev]** This means that the communists intentionally influenced the Chinese middle school students who were against the National Service to come together to make an uproar and cause social instability. **[Ex]** The evidence from Source D is “However, Lee was not sure whether or not students were being made use of by the communist to oust the British from Singapore.” **[Ev]** This means that there is a possibility that the Chinese middle school students were not influenced by the communists to partake in the demonstration against the colonial government with regards to the National Service. It could be the students who genuinely did not want National Service to further disrupt their education. **[Ex]**

**Section C: Structured Questions (20 Marks)**

<b>2</b>	<b>(a)</b>	<b>Describe the methods the Japanese used to promote the Japanese culture to the people in Singapore.</b>	<b>[4]</b>
	<b>L 1</b>	<b>Describes the situation in Singapore</b> Describes the situation in Singapore without focus on the question.  E.g. Singapore came under the rule of the Japanese on 15 February 1942 and Singapore was renamed “Syonan-to” (Japanese for “Light of the South Island”).	<b>[1]</b>
	<b>L 2</b>	<b>Identifies the method(s)</b> List the method(s) that the Japanese used to promote the Japanese culture to the people in Singapore, but without further elaboration.  E.g. <b>The Japanese taught the locals the Japanese language to promote the Japanese culture to the people in Singapore. [P]</b>  OR/AND  E.g. <b>The Japanese cultivated the Japanese spirit among the locals to promote the Japanese culture to the people in Singapore. [P]</b>	<b>[2]</b>
	<b>L 3</b>	<b>Describes the method(s)</b> Award 3 marks for one method identified and described. Award 4 marks for two methods identified and described.  E.g. <b>The Japanese taught the locals the Japanese language to promote the Japanese culture to the people in Singapore. [P]</b> Nippon-go is the Japanese language. Students were taught to speak and write in Japanese in place of English. Lessons were conducted daily over the schools’ broadcasting services. Japanese education authorities published a series of Nippon-go readers for beginners to help students to learn the Japanese language. Competitions, awards, extra rations, salary increments and promotions were used to motivate people to learn. <b>[EI]</b>  OR/AND  E.g. <b>The Japanese cultivated the Japanese spirit among the locals to promote the Japanese culture to the people in Singapore. [P]</b> The promotion of Nippon <i>seishin</i> (Japanese spirit) to foster a sense of loyalty and identity. Students had to sing “kimigayo”, the Japanese national anthem. Students had to bow before the picture of the Japanese Emperor before the day began. They were also taught to sing Japanese folk songs. In addition, daily mass exercises were introduced to the locals and it was broadcast with instructions and rhythmic music on public radio. The Japanese emphasised physical education to instil discipline and promote fitness among the masses. Selected youths also received training in	<b>[3-4]</b>

		traditional Japanese martial arts such as kendo and judo to propagate the Japanese spirit in schools. [EI]	
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2	(b)	<b>Explain how the people in Singapore struggled under the Japanese rule.</b>	[6]
	L1	<b>Describes the situation in Singapore</b> Describes the situation in Singapore without focus on the question.  E.g. The people in Singapore lived under the Japanese rule after the British surrendered to the Japanese.	[1]
	L2	<b>Identifies the struggle(s) under the Japanese rule</b> List the struggle(s) faced by the people in Singapore under the Japanese rule, but without further elaboration.  E.g. <b>The people in Singapore struggled under the Japanese rule as they had to live in an atmosphere of fear. [P]</b>  OR/AND  E.g. <b>The people in Singapore struggled under the Japanese rule as they had to face hardship and starvation. [P]</b>  OR/AND  E.g. <b>The people in Singapore struggled under the Japanese rule as they suffered from diseases and death. [P]</b>	[2]
	L3	<b>Describes the struggle(s) under the Japanese rule</b>  E.g. <b>The people in Singapore struggled under the Japanese rule as they had to live in an atmosphere of fear. [P]</b> The Chinese population was targeted by the Japanese as they were seen as potential source of opposition and threat to their rule. This was because the Chinese resisted the Japanese when Japan invaded China in 1937. The Japanese conducted Operation Sook Ching requiring all Chinese men aged 18 to 50 to assemble at mass screening centres to be examined by the Japanese. The screening centres were located all over the island such as former Young Men's Christian Association (YMCA) building, which was used as the headquarters of the Kempeitai East District Branch. Those who were identified as anti-Japanese would be stamped with a triangular mark and transported to the beaches in Punggol and Changi to be executed. [EI]  OR/AND  E.g. <b>The people in Singapore struggled under the Japanese rule as they had to face hardship and starvation. [P]</b> The war had disrupted trade, which limited the import of goods into Singapore from overseas. Most of the available resources were channelled to Japan's war efforts rather than to the people. The shortage of items drove prices up as shops did not have enough goods to cater to the needs of the people, causing	[3]



	<p>drastic inflation. Black market flourished where people had to pay extremely high prices for basic necessities. <b>[EI]</b></p> <p>OR/AND</p> <p>E.g. <b>The people in Singapore struggled under the Japanese rule as they suffered from diseases and death. [P]</b> The primary cause of death were beriberi (lack of vitamin B1), pneumonia (lung infection) and dysentery (intestinal inflammation). Healthcare and sanitation worsened during the Japanese Occupation and the local population were weakened by food shortages. Between 1942 and 1945, 130,000 deaths were officially recorded. This was more than double the number between 1937 and 1940. <b>[EI]</b></p>	
L4	<p><b>Explains how the struggle(s) under the Japanese rule affected the lives of the people in Singapore</b> Award 4 marks for one struggle identified and explained, and an additional mark for additional detail(s). Award 6 marks for two struggles identified and explained.</p> <p>E.g. <b>The people in Singapore struggled under the Japanese rule as they had to live in an atmosphere of fear. [P]</b> The Chinese population was targeted by the Japanese as they were seen as potential source of opposition and threat to their rule. This was because the Chinese resisted the Japanese when Japan invaded China in 1937. The Japanese conducted Operation Sook Ching requiring all Chinese men aged 18 to 50 to assemble at mass screening centres to be examined by the Japanese. The screening centres were located all over the island such as former Young Men's Christian Association (YMCA) building, which was used as the headquarters of the Kempeitai East District Branch. Those who were identified as anti-Japanese would be stamped with a triangular mark and transported to the beaches in Punggol and Changi to be executed. <b>[EI]</b> <u>As a result, the people in Singapore, especially the Chinese had to live in fear as they were uncertain when would they be suspected of being anti-Japanese and be sent to their death by the Kempeitai.</u> <b>[Ex]</b> Thus, the people in Singapore struggled living in an atmosphere of fear under the Japanese rule. <b>[L]</b></p> <p>OR/AND</p> <p>E.g. <b>The people in Singapore struggled under the Japanese rule as they had to face hardship and starvation. [P]</b> The war had disrupted trade, which limited the import of goods into Singapore from overseas. Most of the available resources were channelled to Japan's war efforts rather than to the people. The shortage of items drove prices up as shops did not have enough goods to cater to the needs of the people, causing drastic inflation. Black market flourished where people had to pay extremely high prices for basic necessities. <b>[EI]</b> <u>As a result, the people in Singapore had to pay extremely high prices for basic necessities in the black market and many were unable to afford without a job or a high salary. The Japanese government also responded by printing more money known as "banana notes", resulting in massive drops in the value of the banana notes. Those people who were unable to get food had to starve. Malnutrition and starvation became part of their everyday life.</u></p>	[4-6]



		<p><b>[Ex]</b> Thus, the people in Singapore struggled living in hardship and starvation under the Japanese rule. <b>[L]</b></p> <p>OR/AND</p> <p>E.g. <b>The people in Singapore struggled under the Japanese rule as they suffered from diseases and death. [P]</b> The primary cause of death were beriberi (lack of vitamin B1), pneumonia (lung infection) and dysentery (intestinal inflammation). Healthcare and sanitation worsened during the Japanese Occupation and the local population were weakened by food shortages. Between 1942 and 1945, 130,000 deaths were officially recorded. This was more than double the number between 1937 and 1940. <b>[EI]</b> <u>As a result, the people in Singapore with diseases were unable to recover without proper medication and nutrition. Furthermore, the lack of sanitation and hygiene made the living conditions even unsuitable for the sick people to live in and caused the spread of diseases. These conditions push the death rates higher in Singapore.</u> <b>[Ex]</b> Thus, the people in Singapore struggled with diseases and death under the Japanese rule. <b>[L]</b></p>	
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3	(a)	<b>Describe the concerns of the Malayan Prime Minister about the possible merger between Malaya and Singapore.</b>	[4]
	L 1	<p><b>Describes the situation in Singapore</b> Describes the situation in Singapore without focus on the question.</p> <p>E.g. The People's Action Party government hoped to pursue merger with Malaya.</p>	[1]
	L 2	<p><b>Identifies the concern(s)</b> List the concern(s) that the Malayan Prime Minister have about the possible merger, but without further elaboration.</p> <p>E.g. <b>The Malayan Prime Minister was concerned about the changes to the racial makeup in a new federation. [P]</b></p> <p>OR/AND</p> <p>E.g. <b>The Malayan Prime Minister was concerned about the influence of the communists. [P]</b></p>	[2]
	L 3	<p><b>Describes the concern(s)</b> Award 3 marks for one way identified and described. Award 4 marks for two ways identified and described.</p> <p>E.g. <b>The Malayan Prime Minister was concerned about the changes to the racial makeup in a new federation. [P]</b> Tunku Abdul Rahman was concerned as the merger with Singapore alone meant the combined Chinese population would outnumber the Malays. The estimated Malay population would be 3.4 million while the Chinese population would be 3.6 million. He was also concerned that the predominantly Chinese population in Singapore might be reluctant to accept a Malay Sultan as their Head of State, use Malay as the national language or accept Islam as the state religion. <b>[EI]</b></p>	[3-4]

		OR/AND  E.g. <b>The Malayan Prime Minister was concerned about the influence of the communists. [P]</b> Tunku Abdul Rahman suspected that many Chinese in Singapore had sympathies for the communists, given that many of them had led and supported the strikes of the 1950s. He was worried that such attitudes would spread to the rest of the federation. <b>[EI]</b>	
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<b>3</b>	<b>(b)</b>	<b>Explain the reasons why Singapore pursued a merger with Malaya.</b>	<b>[6]</b>
	<b>L1</b>	<b>Describes the situation in Singapore</b> Describes the situation in Singapore without focus on the question.  E.g. The idea of a merger was not new as many people in Singapore had advocated a merger with Malaya since 1948.	<b>[1]</b>
	<b>L2</b>	<b>Identifies the reason(s) for merger</b> List the reason(s) why Singapore pursued a merger with Malaya, but without further elaboration.  E.g. <b>Singapore pursued a merger with Malaya to gain political independence from the British for Singapore. [P]</b>  OR/AND  E.g. <b>Singapore pursued a merger with Malaya to ensure economic survival. [P]</b>	<b>[2]</b>
	<b>L3</b>	<b>Describes the reason(s) for merger</b>  E.g. <b>Singapore pursued a merger with Malaya to gain political independence from the British. [P]</b> During the Cold War, Britain feared that Southeast Asia would fall under the communist control, especially given influences from communist China and rising communist movements in nearby Indonesia and Vietnam. The British sought to provide greater political stability through the formation of a new federation comprising Malaya, Singapore, North Borneo, Sarawak and Brunei to safeguard Singapore and the Borneo territories from the spread of communism. The People's Action Party (PAP) government also promised to achieve independence for Singapore during the 1959 election if Singapore merge with Malaya. <b>[EI]</b>  OR/AND  E.g. <b>Singapore pursued a merger with Malaya to ensure economic survival. [P]</b> Singapore did not appear to have a promising economic future if left on its own. It lacked natural resources and had a rapidly growing population in need of jobs. It was also facing a declining entrepot trade. As its neighbour became independent, they wanted to direct their exports through their own ports, reducing Singapore's importance as a regional trading port. Moreover, the Malayan government had introduced tariffs in the 1950s on goods traded with Singapore, which made the goods entering Malaya from Singapore more expensive and thus less	<b>[3]</b>

		desirable to customers in Malaya. This greatly reduced trade between Malaya and Singapore. <b>[EI]</b>	
	<b>L4</b>	<p><b>Explains why Singapore pursued a merger with Malaya</b> Award 4 marks for one reason identified and explained, and an additional mark for additional detail(s). Award 6 marks for two reasons identified and explained.</p> <p>E.g. <b>Singapore pursued a merger with Malaya to gain political independence from the British. [P]</b> During the Cold War, Britain feared that Southeast Asia would fall under the communist control, especially given influences from communist China and rising communist movements in nearby Indonesia and Vietnam. The British sought to provide greater political stability through the formation of a new federation comprising Malaya, Singapore, North Borneo, Sarawak and Brunei to safeguard Singapore and the Borneo territories from the spread of communism. The People's Action Party (PAP) government also promised to achieve independence for Singapore during the 1959 election if Singapore merge with Malaya. <b>[EI]</b> <u>As a result, Singapore pursued a merger with Malaya as it was deemed necessary for Singapore to achieve political independence as the British would only grant Singapore independence if it merged with Malaya. Also, the merger with Malaya would help to reduce the threat of communism and increase the security of Singapore. The PAP government also had to fulfil their election promise to the people in Singapore to gain their continuous support.</u> <b>[Ex]</b> <b>Thus, Singapore pursued a merger with Malaya to gain political independence from the British. [L]</b></p> <p>OR/AND</p> <p>E.g. <b>Singapore pursued a merger with Malaya to ensure economic survival. [P]</b> Singapore did not appear to have a promising economic future if left on its own. It lacked natural resources and had a rapidly growing population in need of jobs. It was also facing a declining entrepot trade. As its neighbour became independent, they wanted to direct their exports through their own ports, reducing Singapore's importance as a regional trading port. Moreover, the Malayan government had introduced tariffs in the 1950s on goods traded with Singapore, which made the goods entering Malaya from Singapore more expensive and thus less desirable to customers in Malaya. This greatly reduced trade between Malaya and Singapore. <b>[EI]</b> <u>As a result, Singapore pursued a merger with Malaya as it was deemed necessary for Singapore's economic survival in the long term through the establishment of a common market between Malaya and Singapore so that tariffs on Singapore goods could be removed. The Malayan hinterland would create a larger demand for Singapore's manufactured goods, leading to an increase in trade and more job opportunities for the people in Singapore.</u> <b>[Ex]</b> <b>Thus, Singapore pursued a merger with Malaya to ensure economic survival. [L]</b></p>	<b>[4-6]</b>