

Name: _____ () Class: _____

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2022**

**HUMANITIES
HISTORY**



ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL
ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL
ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL
ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL
ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL ASSUMPTION ENGLISH SCHOOL

LEVEL : Secondary 2 Express

DATE : 12 May 2022

TG : 1, 2 & 5

DURATION : 1 hour 15 minutes

Additional Materials provided: One answer booklet

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.

Write your name and index number clearly on the top of every paper used.

Write in dark blue or black ink on both sides of the paper.

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

At the end of the examination, submit the answer booklet and question paper separately.

The number of marks is given in brackets [] at the end of the question or part-question.

SECTION A (15 marks)

Answer **all parts** of Question 1.

SECTION B (20 marks)

Answer **both** Question 2 and Question 3.

Section A: Source-Based Question (15 Marks)

Study the sources and Question 1 carefully, and then answer **all parts** of the question.

For each question part, you should use the source(s) indicated to help you answer the question. In answering the questions, you should also use your knowledge of the topic to help you understand and analyse the sources.

1 (a) Study Source A.

What can you infer from this source about the impact of the announcement of the National Service Ordinance? Explain your answer. [4]

(b) Study Source B.

What is the purpose of this source? Explain your answer. [5]

(c) Study Sources C and D.

How different are these two sources about the causes of the Anti-National Service riots? Explain your answer. [6]

The 1954 Anti-National Service Riots

Source A: *A photograph taken during the Anti-National Service riots on 13 May 1954. The Chinese caption wrote "How can we forget about this scene!"*



Source B: *A public statement by Teo Chye Hiong who had engaged in pro-Communist activities such as the Anti-National Service riot since 1954, published on 28 October 1968 after the National Service was implemented in 1967.*

Since my arrest, I have soberly considered my past life and the political and economic situation in Singapore. I have discovered to my shame that I had allowed myself to be misled and exploited by pro-communist.

In 1954, the communists incited Chinese middle school students to oppose the National Service Ordinance. I was then 18 years old and eligible for national service. 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. We also sang Communist songs like "Unity is Strength", "Do not be soldiers" and "May 13 Song".

**Cannon fodder refers to soldiers regarded merely as material to be used in war.*

Source C: *A transcript of an interview with the chief reporter, Mr Lee Khoon Choy, who witnessed the student demonstrations against the National Service Ordinance outside the Government House on 13 May 1954.*

There was a big crowd near the Government House. There was a lot of shouting and protest. We saw students all over chanting slogans such as down with the British and they were against national service. 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. They were all in the mood to fight the colonial government because the government had not done anything beneficial to the Chinese education. And why should the parents allow the children to be recruited into the army to fight for the British? It was quite foolish to ask the parents to get the children to join the army. The Communists knew the mentality of the Chinese population.

Source D: *An excerpt of an article written by a historian about the anti-National Service, published in 2004.*

Many parents objected to the National Service Ordinance as that they felt they were not obliged to provide service to the colonial government. At that time, there was much popular dissatisfaction with the colonial government. More than a thousand students gathered to prepare for a march to present their petition against the National Service Ordinance to the Governor. An eyewitness, Lee Soo Seong, recalled the objectives of the student demonstrations: "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." However, Lee was not sure whether or not students were being made use of by the communist to oust* the British from Singapore.

**Oust refers to the act of driving out or expelling a person from a position.*

Section B: Structured Questions (20 Marks)

Answer **both** questions in this section.

2 This question is on the Japanese Occupation of Singapore.

- (a) Describe the methods the Japanese used to promote the Japanese culture to the people in Singapore. [4]
- (b) Explain how the people in Singapore struggled under the Japanese rule. [6]

3 This question is on the merger of Singapore and Malaya.

- (a) Describe the concerns of the Malayan Prime Minister about the possible merger between Malaya and Singapore. [4]
- (b) Explain the reasons why Singapore pursued a merger with Malaya. [6]

End of Paper

Acknowledgements:

- Source A © <https://www.roots.gov.sg/Collection-Landing/listing/1070420>
- Source B © <https://www.nas.gov.sg/archivesonline/data/pdfdoc/PressR19681028d.pdf>
- Source C © https://www.nas.gov.sg/archivesonline/Flipviewer/publish/d/dec628d9-115d-11e3-83d5-0050568939ad-OHC000022_028/web/html5/index.html?launchlogo=tablet/OralHistoryInterviews_brandingLogo_.png&pn=1
- Source D © Wong, Sin-Kiong. "Subversion or Protest? Singapore Chinese Student Movements in the 1950s." *American Journal of Chinese Studies* 11, no. 2 (2004): 181-204.
<http://www.jstor.org/stable/26393638>