



AHMAD IBRAHIM SECONDARY SCHOOL
END-OF-YEAR EXAMINATION 2023

SECONDARY 1 (G3)

Name:	Class:	Register No.:
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G3 HISTORY

4 October 2023
1 hour 10 minutes

READ THESE INSTRUCTIONS FIRST

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

Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue, or correction fluid.

Section A

Answer all parts of Question 1

Section B

Answer any **two** questions.

Write all answers in this paper itself.

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

Section	Marks
Total	35

Source-Based Questions [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 in understand and analyse the sources.

Did the British colonial rule benefit the people in Singapore?

Source A: *A photograph in 1940, showing a class of students from the Raffles Institution, an English language school in Singapore.*



1 (a) Study Source A.

What does this source tell you about education in Singapore during the British colonial rule? Use details from the source to explain your answer. [4]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Source B: *Adapted from a study of the British colonial rule in Singapore, conducted by researchers from America.*

The colonial government established the Chinese Protectorate in 1877 to deal with the serious abuses of the labour trade. Their leader, William Pickering, was the first British official in Singapore who could speak and read Chinese. Pickering was given power to board incoming ships and did much to protect the newly arrived immigrants.

In the early 1880s, he also extended his protection to Chinese women entering the colony by working to end forced prostitution. His approach helped to reduce some of the powers of the secret societies. In 1889, Governor Sir Cecil Clementi-Smith introduced a law to ban secret societies, which took effect the following year. This helped to reduce the problems caused by the secret societies.

1 (b) Study Source B.

What can you learn from this source about the British colonial rule? Explain your answer, using details from the source. [5]

[illegible]

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Source D: *A description of the outbreak of cholera in Singapore in the 1800s.*

Some locals also refused to seek medical treatment offered by the colonial government as they were not sure if the treatment would really help them. The families of sufferers also hid the sick instead of encouraging them to seek proper treatment as they refused to go to the hospital.

How similar are these sources? Explain your answer.

[6]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Source A:	© https://www.nas.gov.sg/archivesonline/photographs/record-details/d4f01622-1161-11e3-83d5-0050568939ad
Source B:	© <i>Area Handbook for Singapore</i> , Nena, V. U.S. Government Printing Office, 1977
Source C:	© https://www.sgh.com.sg/SGH200/Pages/The-Early-Years.aspx
Source D:	© https://eresources.nlb.gov.sg/infopedia/articles/SIP_2015-07-

Section B: Structured Questions [20 marks]

Answer **any two** of the three questions in this section.

2. This question is on the establishment of Singapore as a trading settlement by the British.

(a) State three trading ports that existed in Southeast Asia in the 19th century. [3]

(b) Describe the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826. [7]

[illegible]

AISS G3 EOY History / 2023

3. This question is on Singapore's development as a port city from 1819 to 1942.

- (a) State three impacts that the opening of the Suez Canal had on Singapore in the 19th century. [3]

- (b) Describe how the Great Depression and the expansion of the tin and rubber industries impacted Singapore's growth as a port city from 1869 to 1942. [7]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. This question is about the contributions of migrants to Singapore in the 19th and 20th Centuries.

- (a) State three countries which the early immigrants in Singapore came from in the 19th and 20th centuries. [3]

- (b) Describe the factors that influenced the early immigrants to settle down in Singapore in the 19th and 20th centuries. [7]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- End of Paper-

Ahmad Ibrahim Secondary School
Secondary 1 (G3)
End of Year Examination 2023
History LORMS
Prepared by Mr Chong Wensheng

Source-Based Questions [15 marks]

1 (a) Study Source A.

What does this source tell you about education in Singapore during the British rule? Use details from the source to explain your answer. [4]

Level	Descriptor	Marks
L1	<p>Lifting / Mere description of source.</p> <p>E.g. The source tells me that there was a class of students from Raffles Institution.</p> <p>E.g. The source tells me that there were many boys in Raffles Institution.</p>	1
L2	<p>Valid Inference, unsupported.</p> <p>E.g. The source tells me that education was open to students from various races / ethnic groups during the British rule.</p> <p>E.g. The source tells me that education was enjoyable during the British rule.</p> <p>E.g. The source tells me that education was gender biased by only allowing boys to receive education opportunities.</p>	2
L3	<p>L2 + Inference with valid message, supported with explanation. <i>Award 3m for inference supported with evidence.</i> <i>Award 4m for inference supported with evidence and explanation.</i></p> <p>E.g. The source tells me that education was open to students from various races / ethnic groups during the British rule. This is supported from the photograph which showed a class of students from Raffles institution who come from different racial and ethnic backgrounds. This meant that education under the British rule has enabled and encouraged students to learn and interact with one another.</p> <p>E.g. The source tells me that education was enjoyable during the British rule. This is supported from the photograph which showed a class of students from Raffles institution who come from different racial and ethnic backgrounds, with smiling facial expressions. This meant that students enjoyed the learning process under the British rule as they were able to make friends with people of other races.</p> <p>E.g. The source tells me that education was gender-biased by only allowing boys to receive education opportunities. This is supported from the photograph which showed a class of students from Raffles institution who come from different racial and ethnic backgrounds. However, the photograph only shows male students. This meant that males had more education opportunities than females under British rule, as they were given priority to study in Raffles Institution.</p>	3 – 4

1 (b) Study Source B.

What can you learn from this source about the British colonial rule? Explain your answer, using details from the source. [5m]

Level	Descriptor	Marks
L1	<p>Lifting / Mere description of source.</p> <p>E.g. I can learn that William Pickering was the first British Official in Singapore who could speak and read Chinese.</p> <p>E.g. I can learn that there was a ban on secret societies during the British colonial rule.</p>	1
L2	<p>Valid Inference, unsupported. <i>Award 2 marks for one valid inference without support of valid source use, and an additional mark for a second valid inference, up to a maximum of 3 marks.</i></p> <p>E.g. I can learn that the British colonial rule benefitted the people in Singapore as they helped to resolve many social problems and challenges.</p> <p>E.g. I can learn that the British colonial rule was strong as they were able to enforce law and order in Singapore.</p> <p>E.g. I can learn that the British colonial rulers cared a lot for the Singaporeans during their colonial rule of Singapore.</p>	2 – 3
L3	<p>L2 + Inference with valid message, supported with explanation. <i>Award 4 marks for a valid inference supported by valid source use. Award 5 marks for a more developed answer.</i></p> <p>E.g. I can learn that the British colonial rule benefitted the people in Singapore as they helped to resolve many social problems and challenges. This is supported by, “The colonial government established the Chinese Protectorate in 1877 to deal with the serious abuses of the labour trade” and “In the early 1880s, he also extended his protection to Chinese women entering the colony by working to end forced prostitution.” This meant that the British were able to protect the immigrants from harm / the British were able to protect the immigrants from being mistreated by their employers.</p> <p>E.g. I can learn that the British colonial rule was strong as they were able to enforce law and order in Singapore. This is supported by, “The colonial government established the Chinese Protectorate in 1877 to deal with the serious abuses of the labour trade.” and “In 1889, Governor Sir Cecil Clementi-Smith sponsored a law to ban secret societies, which took effect the following year. This helped to reduce the problems caused by the secret societies.” This meant that the British were able to use their authority effectively to control the vice and social problems / challenges in Singapore.</p> <p>E.g. I can learn that the British colonial rulers cared a lot for the Singaporeans during their colonial rule of Singapore. This is supported by, “Their leader, William Pickering, was the first British official in Singapore who could speak and read Chinese.” and “In the early 1880s, he also extended his protection to Chinese women entering the colony by working to end forced prostitution.” This meant that the British took efforts to bridge the divide between the British and the immigrants by learning to communicate with the immigrants in Singapore to ensure that their needs were met.</p>	4 – 5

1 (c) Study Sources C and D.

How similar are these two sources? Explain your answer.

[6]

Level	Descriptor	Marks
L1	Similarity in provenances / source type E.g. Source C and D are similar as they are talking about diseases in Singapore. E.g. Source C and D are as they are talking about the healthcare system in Singapore in the 1800s.	1
L2	Invalid matching without valid common criteria E.g. Source C states that the hospitals in Singapore were poorly equipped. However, Source D states that people believed that diseases were caused by spirits.	2
L3	States a valid similarity in content, unsupported <i>Award 3 marks for a valid similarity / difference with common criteria but without support or valid use of both sources. Award up to 4 marks for additional valid similarities / differences without support.</i> E.g. Sources C and D are similar in showing that healthcare facilities / system were very poor in Singapore. E.g. Source C and D are similar in showing that people lacked faith in hospitals / people were not confident that the healthcare system was able to cure / treat them successfully. E.g. Source C and D are different in showing me how the people attempted to treat / cure diseases in Singapore. Source C shows that diseases were treated / cured with proper medical knowledge. However, Source D shows that diseases were treated / cured by superstition.	3 – 4
L4	States a valid difference <u>OR/AND</u> similarity in content, supported with valid source use <i>Award 5 marks for a valid similarity / difference with common criteria, supported by valid use of both sources. Award 6 marks for a more developed answer <u>OR</u> for two valid comparisons with supporting evidence.</i> E.g. Sources C and D are similar in showing that healthcare facilities were very poor in Singapore. This is supported by Source C which states that, “Hospitals were often run down, had few beds, and suffered from constant shortage of trained staff. Only those who had no other choice went to the hospitals.” Similarly, Source D also states that, “Some locals also refused to seek medical treatment offered by the colonial government as they were not sure if the treatment would really help them. The families of sufferers also hid the sick instead of encouraging them to seek proper treatment as they refused to go to the hospital.” This meant that people had very little faith in the healthcare system and facilities in Singapore, as there were very little resources given to develop / improve the healthcare facilities. E.g. Source C and D are different in showing me how the people attempted to treat / cure diseases in Singapore. Source C shows that diseases were treated / cured with proper medical knowledge. This is supported by Source C which	5 – 6

	<p>states that, "British government officials and the European community were luckier as they were treated in their homes by surgeons sent from the General Hospital. If they were very ill, they were treated in the homes of the surgeons using western medicine." This meant that the Europeans were well-taken care off by the British and they had a higher chance of recovering from the diseases. However, Source D shows that diseases were treated / cured by superstition or local religious practices. This is supported by, "However, many locals believed that cholera was caused by a spirit. In order to chase the spirit away, noisy processions were held at midnight with loud prayers, beating of drums, and setting of firecrackers." This meant that locals did not have enough medical knowledge on the treatment of the disease. Hence, this could have resulted in a lower chance of recovery from the disease.</p>	
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Structured Questions [20 marks]

- 2 (a) State three trading ports that existed in Southeast Asia in the 19th century. [3]

Use point marking and award 1 mark per valid reason, up to a total of 3 marks for three valid reasons.

Valid points include:

1. Penang
2. Melaka (Malacca)
3. Batavia
4. Singapore
5. Palembang

- (b) Describe the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826. [7]

Level	Descriptor	Marks
L1	<p>Describes Singapore without focus on the question. <i>Award 1 mark per undeveloped statement up to 2 marks.</i></p> <p>E.g. William Farquhar, the first Resident of Singapore helped to develop Singapore from 1819-1826.</p>	1 – 2
L2	<p>Identifies the effort(s) <i>Lists valid efforts taken by the British to develop Singapore between 1819 and 1826, but without further elaboration.</i> <i>Award the higher mark for a second valid effort identified without elaboration.</i></p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to enforce law and order, which was done by Sir Stamford Raffles.</p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to improve Singapore's defence and trade, which was done by William Farquhar.</p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to continue the plans and policies of the previous British Residents, which was done by John Crawfurd.</p>	3 – 4

L3	<p>Describes the identified effort(s) <i>Award 5 marks for one effort identified and described, and an additional mark for additional detail(s).</i> <i>Award 7 marks for two efforts identified and described.</i></p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to enforce law and order, which was done by Sir Stamford Raffles. Raffles was not happy with the way Farquhar had developed Singapore. Raffles dismissed Farquhar and designed the Singapore Town plan with Philip Jackson. This Singapore Town Plan allocated areas to the various ethnic groups in an orderly manner, such as Chinatown, Chulia Kampong and Kampong Glam. Raffles also shut down gambling dens which had become a source of income under Farquhar. Raffles did this because he felt that it was harmful to the local people. Hence, Raffles contributed to the development of Singapore by enforcing law and order.</p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to improve Singapore's defence and trade, which was done by Willam Farquhar. Raffles left Singapore one day after the 1819 Treaty was signed. Major William Farquhar was left in charge of Singapore as the first British Resident of Singapore. When Farquhar was in charge, he setup defence positions at the Singapore River and Government Hill (Fort Canning today) with the help of 100 Indian soldiers (sepoys). This was because he feared a Dutch attack. Hence, Farquhar contributed to the development of Singapore by improving Singapore's defence.</p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to improve Singapore's defence and trade, which was done by Willam Farquhar. William Farquhar made Singapore a free port. This means fees were not collected from ships entering to use the port. Taxes were also placed only on certain items like opium, but not the rest. Farquhar also placed a British official on St. John's Island to inform passing ships about Singapore and its free port. Many traders soon came, leading to Singapore's growth in trade. By 1823, Farquhar had managed to attract many traders and labourers to Singapore. Farquhar raised money so he could run Singapore smoothly. He allowed liquor and opium to be sold in Singapore [which was bad for health]. Farquhar also sold licenses for gambling. These went against Raffles' orders. With the money from these activities, however, Farquhar was able to set up a police force to maintain law and order. Hence, Farquhar contributed to the development of Singapore by improving Singapore's trade.</p> <p>E.g. One of the early efforts made by the British Residents to develop Singapore as a settlement between 1819 and 1826 was to continue the plans and policies of the previous British Residents, which was done by Dr John Crawfurd. Dr John Crawfurd was the second Resident of Singapore from 1823 to 1826. He helped Raffles carry out his plans and policies such as the Singapore Town Plan in Singapore and set up a court system to deal with local legal matters. After Raffles left, Dr John Crawfurd still reintroduced sales of opium and license for public gambling allowing profits to be earned. Furthermore, Dr John Crawfurd still maintained the policy of free trade even when Raffles had left. Hence, Dr John Crawfurd contributed to the development of Singapore by continuing the plans and policies of previous British Residents that enabled Singapore to prosper.</p>	5 – 7
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- 3 (a) State three impacts that the opening of the Suez Canal had on Singapore in the 19th century.
[3]

Use point marking and award 1 mark per valid reason, up to a total of 3 marks for three valid reasons.

Valid points include:

1. Shorter travelling time for people, mail, and cargo to travel from Europe to Singapore
2. Increase in the volume of ships passing through the Straits of Melaka and calling at the port of Singapore to refuel and collect food supplies.
3. Lower shipping cost due to savings in distance and time
4. Increase in trade activities in Singapore.
5. Enhanced Singapore's role as a coaling station

- (b) Describe how the Great Depression and the expansion of the tin and rubber industries impacted Singapore's growth as a port city from 1869 to 1942.
[7]

Level	Descriptor	Marks
L1	<p>Describes Singapore without focus on the question. Award 1 mark per undeveloped statement up to 2 marks.</p> <p>E.g. Singapore grew from 1869 to 1942 because of what the British and the migrants did. They built many things and traded a lot with other countries.</p>	1 – 2
L2	<p>Identifies the reason(s), without further elaboration. Lists the external developments that impacted Singapore's economy from 1869 to 1942, but without further elaboration. Award the higher mark for a second external development identified without elaboration.</p> <p>E.g. The expansion of the tin and rubber industries impacted Singapore's growth as a port city from 1869 to 1942 it increased trade volume in Singapore.</p> <p>E.g. The Great Depression impacted Singapore growth as a port city from 1869 to 1942 as it decreased the trade volume in Singapore.</p>	3 – 4
L3	<p>Describes the identified reason(s) Award 5 marks for one development identified and described, and an additional mark for additional detail(s). Award 7 marks for two developments identified and described.</p> <p>E.g. The Great Depression impacted Singapore growth as a port city from 1869 to 1942 as it decreased the trade volume in Singapore. As Singapore was largely dependent on overseas trade, the companies that used them started to close. Hence, the prices of tin and rubber fell drastically as there was no demand for production. Companies started to retrenched staff and many became jobless. Many unemployed had to depend on relatives or friends in Singapore to survive and some were also forced to return to their homelands when their friends and relatives could no longer support them.</p> <p>E.g. The expansion of the tin and rubber industries impacted Singapore's growth as a port city from 1869 to 1942 it increased trade volume in Singapore. The expansion of the tin industry was due to the increased British control of Malaya,</p>	5 – 7

	<p>which brought about a stable and conducive environment for the tin industry to thrive. The expansion of the canning industry in the USA also created a high demand for tin. The growth of the tin industry increased trade between Malaya and Singapore. From 1890, a large part of Malayan tin was brought over to Singapore as tin ore. The tin ore was then smelted and purified in Pulau Brani. By the end of the 1800s, tin was one of the most important trade commodities handled by Singaporean traders. The tin industry brought about many benefits and profits to the businessmen and it boosted Singapore's prosperity.</p> <p>E.g. The expansion of the tin and rubber industries impacted Singapore's growth as a port city from 1869 to 1942 it increased trade volume in Singapore. The expansion of the rubber industry took place because of the invention of a new form of tyre and the rise of the motor car industry in the USA, which generated more demand for rubber. Countries like Brazil and Africa had inadequate supply to meet the rising demand. The rising price and demand for rubber increased Malaya's interest to grow rubber. By the 1900s, Malaya became the world's largest rubber producer.</p>	
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- 4 (a) State three countries which the early immigrants in Singapore came from in the 19th and 20th centuries. [3]

Use point marking and award 1 mark per valid reason, up to a total of 3 marks for three valid reasons.

Valid points include:

1. Europe
2. Arabia
3. China
4. India and Ceylon
5. Malay Archipelago

- (b) Describe the factors that influenced the early immigrants to settle down in Singapore in the 19th and 20th centuries. [7]

Level	Descriptor	Marks
L1	<p>Describes Singapore without focus on the question. <i>Award 1 mark per undeveloped statement up to 2 marks.</i></p> <p>E.g. Singapore grew from 1869 to 1942 because of what the British and the migrants did. They built many things and traded a lot with other countries.</p>	1 – 2
L2	<p>Identifies the reason(s), without further elaboration <i>Lists the external developments that influenced immigrants to come to Singapore after 1819, but without further elaboration.</i> <i>Award the higher mark for a second external development identified without elaboration.</i></p> <p>E.g. One factor that influenced early immigrants to settle down in Singapore in the 19th and 20th Centuries was due to push factors like poverty in their country;</p> <p><u>Other possible answers include:</u></p> <ul style="list-style-type: none"> ▪ War, rebellion, conflict, lawlessness ▪ Natural disasters ▪ Famine ▪ Overpopulation <p>E.g. One factor that influenced early immigrants to settle down in Singapore in the 19th and 20th Centuries was due to pull factors like better job prospects.</p> <p><u>Other possible answers include:</u></p> <ul style="list-style-type: none"> ▪ Better trade and business opportunities 	3 – 4
L3	<p>Describes the identified reason(s) <i>Award 5 marks for one factor identified and described, and an additional mark for additional detail(s).</i> <i>Award 7 marks for two factors identified and described.</i></p> <p>E.g. One factor that influenced early immigrants to settle down in Singapore in the 19th and 20th Centuries was due to push factors such as overpopulation, natural disasters or conflict. These unfavourable circumstances motivated people to settle elsewhere because of poor living conditions and some even fear for their lives. For example, many in China, India and Southeast Asia were</p>	5 – 7

	<p>affected by the unrest and instability caused by wars, rebellions and lawlessness. The people became worried about their families and for their own safety. It also became difficult for them to earn a livelihood. As a result, they left to seek more peaceful and prosperous lives elsewhere.</p> <p>E.g. Another factor that influenced early immigrants to settle down in Singapore in the 19th and 20th centuries was due to pull factors such as better job prospects. Different types of jobs were available in Singapore as it was a new and growing trading settlement. The British needed manpower to develop roads, bridges and other infrastructure to support the increase in port activities and provide for the growing population who had started coming in, increasing the numbers since Singapore's founding. Moreover, Singapore was also an attractive option for poorer migrants as they could receive higher wages than what they received back home. Since they could come and go freely because of the free immigration policy, many did not see Singapore as a permanent home and planned to return to their homelands after earning enough money.</p>	
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