



**Dunman High School**  
**Humanities & Aesthetics Programme**  
**Year 4 DHP - History**

25

**Source Based Case Study**

<b>Name :</b>	<b>Reg. No. (      )</b>
<b>Class :</b>	<b>Date:</b>

**The Malayan Union**

**Source A:** A photograph of a rally in Johor Bahru, published in Singapore on 24 May 1946. The man on the left is a Malay Dato. The men on the right are British MPs. They are on their way to a meeting to discuss the Malayan Union.



**Source B:** An extract from the British government proposals of January 1946 on the future Constitution of the Malayan Union.

The British Crown must provide the common link which will draw together the communities of Malaya and promote a sense of common interest and the development of common institutions.

Previously, His Majesty the King had no authority in any of the Malay states, although the Malay rulers had to accept British advice, except in matters of religion and custom. The new policy, however, requires that His Majesty should have authority in the Malay states so that he can make laws for all the states alike. Sir Harold MacMichael has been engaged on a mission to the Malay states and has successfully concluded agreements with each of the Malay rulers. The negotiations were concluded with friendliness and goodwill. The agreements grant full authority in each state to His Majesty the King of England.

**Source C:** An extract from an article in an American newspaper published on 9 March 1946. The article was about the debate on the Malayan Union in the British Parliament.

Plans to set up a Malayan Union were criticised by speakers from all parties. They said that intimidation by the British Government had led the sultans of the Malay states to sign away their sovereignty. They claimed that attempts to tighten the British hold on Malaya without consultation or the consent of the inhabitants would result in bloodshed and anarchy.

One MP quoted a letter from the Sultan of Selangor. The Sultan revealed he had been urged by Sir Harold MacMichael to surrender his powers to the King in order to ensure peace and progress in Malaya.

Another MP mentioned protests against the British Government's rush tactics from the Sultans of Johore and Kedah, the latter claiming he had been presented with a 'verbal ultimatum with time limit'.

**Source D:** An article by a Malay Rajah in response to the appeal for views on the proposed Malayan Union, published in December 1945.

Being a native in close and constant touch with my community, I know their views on this subject.

For convenience of administration, the union of all the Malay states in Malaya has always been regarded as necessary and advantageous. The need for this is so obvious that even the semieducated natives who form the majority of the Malay race would not fail to appreciate the good points and advantages derived from such an arrangement.

The educated minority have, as a matter of fact, long regarded it as absurd that a country of the size of Malaya should be so divided and subjected to many different laws and systems of government. It is most likely that such a proposal would have the unanimous support and agreement of not only the 'sons of the soil' but also the other races residing in the Malay Peninsula.

**Source E:** From a speech made by Dato Onn bin Jafaar to an audience of Malays on 12 May 1946.

The Malays of this country will never accept a Malayan Union. We have almost lost faith in the British Government. I can disclose that UMNO has today decided to send a delegation of three representatives to England to present the case of the people against the Malayan Union. I hope the British will keep up the spirit of friendship which they had when they first came to this country, and that they will pay regard to the rights of the Malays and not just push them aside.

**“The Malayan Union was a good idea for the people of Malaya.” Use Sources A – E to show how far the evidence confirms this statement.**

In answering the question, you should use your knowledge and understanding of the period to help you interpret and evaluate the sources. You may use any of the sources where they are helpful.

### QUESTION ANALYSIS:

- Key words:
- Assumption of given question:
- Historical Controversy:
  - Whose idea was the Malayan Union?
  - What was the intent behind the Malayan Union?
  - What were the possible implications and effects of the Malayan Union?
  - From a local perspective, what are the different points of view that someone could have regards to the Malayan Union?

[Note: Create as many paragraphs as you need. One for each point of inference to be analysed.]

### Introduction

<i>Overview of source response to hypothesis</i>	A simple categorisation of sources based on: a. Support a. Challenge a. Balanced	Support -
		Challenge -
		Balanced -
<i>State your stand on whether the sources provides strong/weak evidence for/against the issue overall.</i>		

Paragraph/s for analysing evidence in sources that support the given statement.

<p><b>INFERENCE:</b></p> <ul style="list-style-type: none"> <li>• Highlight the common link between identified sources in addressing the hypothesis</li> <li>• Explanatory link to the hypothesis – make an explicit link to support the idea that Malayan Union was a good idea</li> </ul>	
<p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Select relevant and specific content from the source that supports your inference.</li> <li>• Make explicit reference to the source - Paraphrase and <b>quote key words and phrases</b> to demonstrate explicit use of the sources. For non-textual sources, draw reference to specific visual representation.</li> <li>• <b>Explanatory link back to your inference</b> – for sources that are not self-explanatory in making an explicit link to the inference. Eg: "Source A as a political cartoon demonstrates that..."</li> </ul>	
<p><b>EVALUATION:</b></p> <ul style="list-style-type: none"> <li>• Be strategic in your use of skills – which source requires specific contextual knowledge (CK) to showcase a relevant context of the source?</li> <li>• In the use of cross-reference (CR), <b>draw explicit reference from one source to another and highlight the relevant source content</b> that supports claims. Paraphrase and quote key words or phrases.</li> </ul>	

<ul style="list-style-type: none"> <li>• Lastly, make a judgment about the utility of the sources – Do they make a strong case for their perspective? Or are they limited in providing a holistic view of the issue?             <ul style="list-style-type: none"> <li>• Does the purpose of the source affect its utility?</li> </ul> </li> </ul>	
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Paragraph/s for analysing evidence in sources that opposes the given statement.

<b>INFERENCE:</b> <ul style="list-style-type: none"> <li>• Highlight the common link between identified sources in addressing the hypothesis</li> <li>• Explanatory link to the hypothesis – make an explicit link to challenge the idea that the Malaya Union was a good idea</li> </ul>	
<b>EVIDENCE:</b> <ul style="list-style-type: none"> <li>• Select relevant and specific content from the source that supports your inference.</li> <li>• Make explicit reference to the source - Paraphrase and <b>quote key words and phrases</b> to demonstrate explicit use of the sources. For non-textual sources, draw reference to specific visual representation.</li> <li>• <b>Explanatory link back to your inference</b> – for sources that are not self-explanatory in making an explicit link to the inference. Eg: “Source A as a political cartoon demonstrates that...”</li> </ul>	
<b>EVALUATION:</b> <ul style="list-style-type: none"> <li>• Be strategic in your use of skills – which source requires specific contextual</li> </ul>	

<p>knowledge (CK) to showcase a relevant context of the source?</p> <ul style="list-style-type: none"> <li>• In the use of cross-reference (CR), <b>draw explicit reference from one source to another and highlight the relevant source content</b> that supports claims. Paraphrase and quote key words or phrases.</li> <li>• Lastly, make a judgment about the utility of the sources – Do they make a strong case for their perspective? Or are they limited in providing a holistic view of the issue? <ul style="list-style-type: none"> <li>• Does the purpose of the source affect its utility?</li> </ul> </li> </ul>	
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#### Overall Evaluation

<p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Option 1:</b> Reconcile both the 'support' and 'challenge' sources <ul style="list-style-type: none"> <li>• i.e. Explain why and how both sides are valid despite their difference and come to a conclusion</li> </ul> </li> <li>• <b>Option 2:</b> Weigh between the 'support' and 'challenge' sources and conclude which is to be preferred. <ul style="list-style-type: none"> <li>• i.e. evaluate which set of sources are more convincing</li> </ul> </li> </ul>	
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### MARKING LEVELS FOR SOURCE-BASED STUDY QUESTION

LEVEL 1	The answer makes limited use of the sources. The sources may be paraphrased or described. Some relevant information from the source may be extracted at face value to support and/or challenge the hypothesis, but the answer may be confused or undeveloped.	[1 – 5]
LEVEL 2	The answer uses relevant information from sources at face value to support and/or challenge the hypothesis. Sources may be used in isolation. The answer may demonstrate some awareness of provenance of the source but evaluation of the sources is unlikely.	[6 – 9]
LEVEL 3	The answer begins to treat the sources as a set, although one or two sources may be neglected at the lower level. It will demonstrate some understanding of the question. Some sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate sources, but the sources are not placed in context.	[10 – 13]
LEVEL 4	The answer treats sources as a set and makes good use of the sources. It will demonstrate a clear understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate the sources in context but there will be gaps, unevenness and a lack of balance.	[14 -17]
LEVEL 5	The answer treats the sources as a set and makes very good use of the sources. It will demonstrate a good understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. The answer will demonstrate a critical evaluation of the sources in context to support and challenge the hypothesis (that is, balanced).	[18 – 21]
LEVEL 6	<p>L5+ The answer treats the sources as a set and makes excellent use of the sources. It will demonstrate a very good understanding of the question. The answer will demonstrate a critical evaluation of the sources in context to support and challenge the hypothesis (that is, balanced).</p> <p>It may question how far a conclusion can be reached using the evidence in the sources. It will either explain fully why evidence to challenge or to support the hypothesis is better/preferred, or justify why an amended/alternative historical interpretation where appropriate. For L6, L5 answer must also be secure.</p>	[22 – 25]