

BEDOK SOUTH SECONDARY SCHOOL
END-OF-YEAR EXAMINATION 2023

1EXP

CANDIDATE
NAME

CLASS

INDEX
NUMBER

LOWER SECONDARY HISTORY

5 October 2023

Additional Materials: Writing Paper

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class at the top of this page.
Write your answers on the writing paper provided.
Write in dark blue or black ink.

Section A

Answer **all parts** of Question 1.

Section B

Answer **all parts** of Question 2 or 3.

Fasten your answer scripts together. Submit the question paper and answer scripts separately.
The number of marks is given in brackets [] at the end of each question or part question.

Setter: Mrs Joan Yang

For Examiner's Use	
Section A	/ 20
Section B	/ 15
Total	<div>35</div>

This document consists of **5** printed pages, including this cover page.

[Turn over

SECTION A (Source-Based Case Study)

Answer **all** questions.

1 This question is on founding of modern Singapore.

- (a)** Study Source A.
What can you infer about Singapore as a British colony? Explain your answer. [5]
- (b)** Study Source B.
What does the source tell you about the challenges faced by the British in Singapore? Explain your answer. [5]
- (c)** Study Source C.
What does the source tell you about education in colonial Singapore? Explain your answer. [5]
- (d)** Study Sources D and E.
How similar are these sources? Explain your answer. [5]

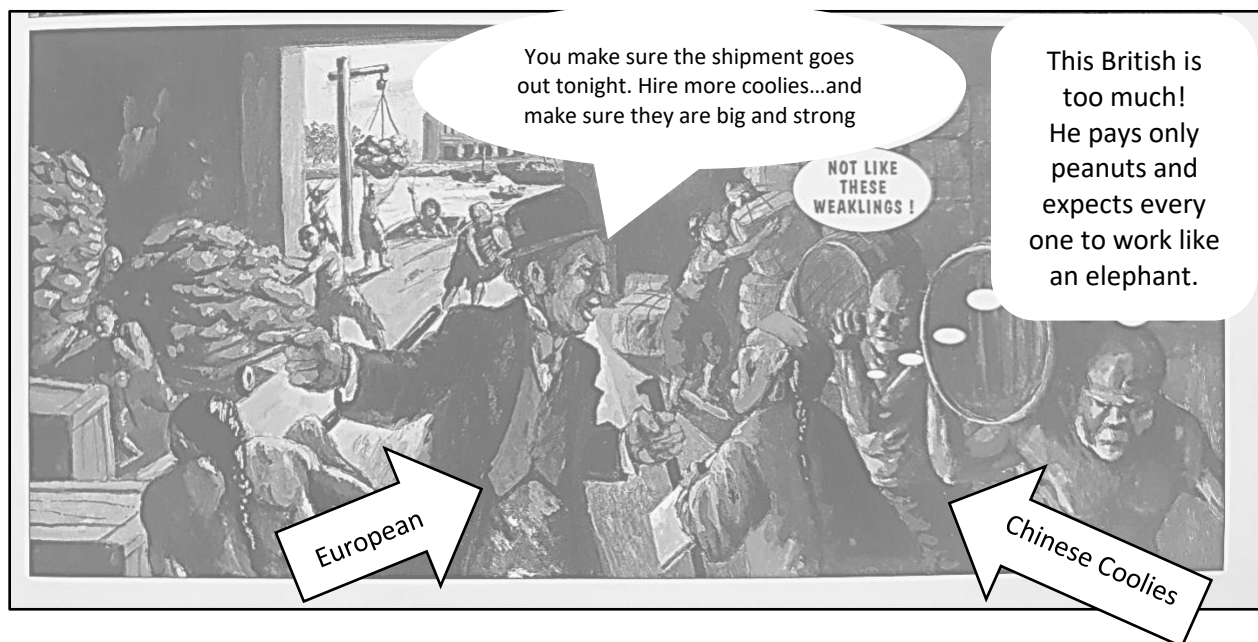
How did the British govern Singapore?

Background Information

The British first arrived in Singapore in 1819, with the signing of the treaty between Sir Stamford Raffles and Tengku Hussein and Temenggong Abdul Rahman. Singapore was declared a free port from its founding days and soon developed into a centre for regional trade. Many people flocked to Singapore to enjoy the benefits of free trade. Singapore's growth was fast and the British had to manage the different aspects of Singapore's development.

Study the sources below to find out how the British govern Singapore.

Source A: An artist drawing of colonial Singapore.



Source B: An article by historian Ms Irene Lim on the British colonial rule in Singapore.

The Chinese Protectorate was set up by the British to address matters concerning the Chinese community in Singapore. William Pickering was appointed the first Protector of Chinese. The protectorate oversaw matters concerning the Chinese community. Its primary role was to manage newly arrived coolie labourers, manage secret societies and rescue female victims sold to brothels. To stop coolie abuses, Pickering assigned an officer to get on board each newly arrived ship to inform the *sinkeh** that the Chinese Protectorate would offer them assistance. The *sinkeh* were given leaflets and dissuaded from approaching secret societies for help. The Protectorate was authorised to remove from the brothels any girl under 16 years old who was found to be trained for immoral purposes.

**sinkeh* refers to newly arrived immigrants

Source C: An article published by Singapore National Library Board.

The first formal school to be established on the island was the Singapore Free School, which was founded in 1834 by Reverend R. J. Darrah. This school was to consist of a central English school and elementary-level vernacular* schools. Although the school ran vernacular departments in Malay, Chinese and Tamil, these classes were short-lived. The Free School subsequently became known as the Singapore Institution Free School and later, Raffles Institution. The colonial government showed a general lack of interest in promoting education. Its limited involvement came in the form of financial support for Malay schools and giving small grants to English schools.

*Vernacular schools taught in the native languages of the local communities such as Chinese, Malay and Tamil

Source D: Adapted from an article written by Professor Tommy Koh in 2019 to celebrate 200 years of British rule in Singapore.

The colonial administration provided little healthcare services to the local population. This was left to wealthy individuals, clan associations, community and religious groups who took it upon themselves to open schools, hospitals, free clinics, orphanages and other welfare institutions. The British operated Singapore as an open economy, welcoming investment from all sources and welcoming traders of all nations. This legacy has served Singapore well.

Source E: An article adapted from a 2015 exhibition on 200 Years of Healthcare by the National Heritage Board.

The colonial regime contributed to the healthcare of Singapore. These included the Maternal and Child Health Service in 1907, the School Health Service in 1921 and Singapore's first public dental clinic in 1929. Many argue that the British rule, for all its flaws, laid the foundations for Singapore's remarkable economic success today. Under British rule, it grew in population and prosperity.

Section B (Essay)

Answer **both parts** of any **one** question in this section.

2 This question is about how Singapore became a British Trading Post.

(a) Explain why the British became more involved in Southeast Asia in the 19th century. [5]

(b) Explain two reasons why the British had to look for a third trading settlement in Southeast Asia. [10]

3 This question is about the contribution of immigrants in Singapore during the 19th and 20th century.

(a) Explain the contribution by immigrants to education during the British colonial rule. [5]

(b) Explain two pull factors that attracted immigrants to come to Singapore during the 19th century. [10]

END OF PAPER

Copyright Acknowledgements:

Source A: To Tame a Tiger, Joe Yeoh

Source B: https://eresources.nlb.gov.sg/infopedia/articles/SIP_1346_2008-12-10.html

Source C: https://eresources.nlb.gov.sg/infopedia/articles/SIP_2016-10-03_094744.html

Source D: <https://lawgazette.com.sg/category/special-issue/bicentennial/>

Source E: <https://www.roots.gov.sg/en/stories-landing/stories/history-of-healthcare-sg>

Secondary 1 Express History

Suggested LORMS

1a) Study Source A.

What can you infer about Singapore as a British colony? Explain your answer. [5]

Level	Descriptor	Marks
L1	<p>Describe source without making an inference</p> <p>E.g. I can infer that Singapore was a busy trading warehouse and there were many people working.</p>	1
L2	<p>Inference, unsupported.</p> <p><i>Award 2 marks for 1 inference unsupported.</i> <i>Award 3 marks for 2 inferences unsupported.</i></p> <p>E.g. I can infer that Singapore as a British Colony was a trading port (2 marks) and there were immigrants of different races.</p>	2-3
L3	<p>Inference, supported</p> <p><i>Award 4 marks for 1 inference supported.</i> <i>Award 5 marks for 2 inferences supported.</i></p> <p>E.g. I can infer that Singapore as a British colony was a trading port. From source A, it depicts a scene of a warehouse, suggesting that Singapore was a trading port with warehouses to store goods brought in by Merchants. There are lots of businesses taking place in British colonial Singapore.</p> <p>And/ Or</p> <p>I can also infer that Singapore as a British colony welcomed many immigrants from different countries. From source A, it shows a British man giving orders and the Chinese/ Asian coolies carrying the goods in the warehouse. Thus implying that Singapore was a colony that was multi-racial. It was a colony which welcomed people from different parts of the world.</p> <p>Other acceptable answers: <i>there was racism (British/ Europeans controlling Asian), locals/ Asians were dominated by Europeans/ British</i></p>	4-5

1b) Study Source B.

What does the source tell you about the challenges faced by the British in Singapore?
Explain your answer. [5]

Level	Descriptor	Marks
L1	Describe Chinese Protectorate without making an inference E.g. I can tell that the Chinese Protectorate was set up by the British to address matters concerning the Chinese community in the Straits Settlements.	1
L2	Inference, unsupported. <i>Award 2 marks for 1 inference unsupported.</i> <i>Award 3 marks for 2 inferences unsupported.</i> E.g. I can tell that the challenges faced by the British were labour abuses. (2 marks) E.g. I can tell that the challenges faced by the British were labour abuses (2 marks) and threats from secret societies (3 marks) Other acceptable answers: <i>prostitution, providing coolie welfare</i>	2-3
L3	Inference, supported <i>Award 4 marks for 1 inference supported.</i> <i>Award 5 marks for 2 inferences supported.</i> E.g. I can infer that the challenges faced by the British were labour abuses. From source B, "To stop coolie abuses, Pickering assigned an officer to get on board each newly arrived ship to inform sinkeh* that the Chinese Protectorate would offer them assistance" tells me that the abuse of new coolies was a serious problem. The challenge was so bad that the British had to set up a Chinese Protectorate to carry out inspection of ships and educate every new immigrant that arrived of their rights and to avoid joining the secret societies. AND E.g. I can also infer that another challenge faced by the British was prostitution. From source B, part of the Chinese Protectorate work was to "rescue female victims sold to brothels". This tells me that the British had to face a challenging task of rescuing women who were forced into prostitution. This tells me that vices e.g. prostitution was a rampant problem among the Chinese immigrants and the British had to deal with this problem. <i>Accept any other answer with sound historical perspectives.</i> Sub-messages award a level 2.	4-5

1c) Study Source C.

What does the source tell you about education in colonial Singapore? Explain your answer. [5]

Level	Descriptor	Marks
L1	<p>Describe without making an inference/ misinterpretation of source.</p> <p>E.g. I can infer that education in colonial Singapore was good because RI came from there.</p>	1
L2	<p>Inference, unsupported.</p> <p><i>Award 2 marks for 1 inference unsupported.</i> <i>Award 3 marks for 2 inferences unsupported.</i></p> <p>E.g. I can tell that education in colonial Singapore was mostly started by British missionaries. (2 marks) I can tell that the British did little for education in colonial Singapore and they gave some financial support to schools. (3 marks) Education was not a priority for the British.</p> <p><i>Other acceptable inference:</i> I can tell that education in Singapore cater to locals (evidence > “the school ran vernacular departments in Malay, Chinese and Tamil”).</p>	2-3
L3	<p>One Inference, supported</p> <p><i>Award the higher marks in the level for a better explained answer.</i></p> <p>E.g. I can tell that education in colonial Singapore was unimportant. From source C, “The colonial government showed a general lack of interest in promoting education.” (4 marks) Suggesting that the British did not place any importance in investing in education in Singapore. As a result, very little money was set aside to build schools or education the local population. (5 marks)</p>	4-5

1d) Study Sources D and E.

How similar are these sources? Explain your answer. [5]

Level	Descriptor	Marks
L1	Similarity/ Difference based on source type/provenance E.g. Both are written/ textual sources.	1
L2	Similarity/ Difference based on source content, unsupported. <i>Award 2 marks for 1 similarity / difference unsupported.</i> <i>Award 3 marks for 1 similarity AND difference unsupported.</i> E.g. They are similar in agreeing that the British contributed towards the economy of Singapore. OR They are different in pointing out the healthcare contribution of the British in Singapore. Source D points out the failure of the British in taking care of healthcare while source E points out the contribution of the British in healthcare.	2-3
L3	Similarity/ Difference based on source content, supported. <i>Award 4 marks for 1 similarity / difference supported</i> <i>Award 5 marks for 1 similarity AND difference supported</i> E.g. They are similar in agreeing that the British contributed towards the economy of Singapore. From source D, “The British operated Singapore as an open economy, welcoming investment from all sources and welcoming traders of all nations.” Suggesting that the British invested in Singapore as a trading port. This help Singapore to prosper as a port. Similarly, in Source E, “British rule, for all its flaws, laid the foundations for Singapore’s remarkable economic success today.” Implying that the British were the ones who helped to set up Singapore as a port which contributed to its success economically. Thus both sources agree that the British should be credited with the success of Singapore economically. (4 marks) AND / OR The difference is in the British contribution to healthcare in Singapore. Source D says that the British neglected the healthcare for the people in Singapore while source E says that the British took care of the healthcare of the locals. From source D, the writer pointed out that the British “The colonial administration provided little healthcare services to	4-5

	<p>the local population” and goes on to say that they hardly contributed to the healthcare of Singapore. These sectors were left to the efforts of locals/ wealthy individuals who set up “hospitals, free clinics”. But/ however, in source E the British took care of the healthcare of Singapore. From source E, “The British contributed to the healthcare of Singapore” suggesting that the British have done good things for Singapore. Taking care of mothers, children and teeth of the people. (5 marks)</p> <p><i>Accept any other comparison with sound historical perspective. Criteria has to be provable, clear argument of student must be consistent to the criteria stated.</i></p>	
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2a) Explain why the British became more involved in Southeast Asia in the 19th century.
[5]

Level	Descriptor	Marks
L1	<p>Writes about British/ Southeast Asia (SEA) with no focus on question.</p> <p>E.g. Prior to the 19th century, most of the British trade in SEA was conducted by the British EIC. But there was little EIC presence in SEA. The British presence only grew from the mid-18th century onwards.</p>	1
L2	<p>Describes the motivations of the British in SEA. <i>Award the higher mark for a more substantial description.</i></p> <p>E.g. By the late 18th century, much of India was under the control of the EIC. Trade between India and China had become the EIC's major source of income. (2 marks) The EIC exported cotton and opium from India, as well as wool from Britain, to China. In return, the EIC bought tea, silk and porcelain from China, which were highly sought after in Britain at that time. (3 marks)</p>	2-3
L3	<p>Explains British motivation in Southeast Asia and how it benefits them. <i>Award the higher mark for a more substantial explanation.</i></p> <p>E.g. By the late 18th century, much of India was under the control of the EIC. Trade between India and China had become the EIC's major source of income. The EIC exported cotton and opium from India, as well as wool from Britain, to China. In return, the EIC bought tea, silk and porcelain from China, which were highly sought after in Britain at that time.</p> <p>To protect its lucrative India-China trade, the British needed to control the Straits of Melaka and the waters surrounding Singapore, which linked the Indian Ocean with the South China Sea. (4 marks) However, at the start of the 19th century, these were controlled by the Dutch. The EIC's trade was confined to Bencoolen. Therefore, there was a need to find places in Southeast Asia that were free from Dutch control. (5 marks)</p> <p>Other acceptable explanation: Interest in Spice Trade (TB page 47)</p> <p><i>Explanation should generally show (1) British motivation → (2) how British benefits from it. → (3) resulting in involvement</i></p>	4-5

2b) Explain two reasons why the British had to look for a third trading settlement in Southeast Asia. [10]

Level	Descriptor	Marks
L1	<p>Describes British trade without focus.</p> <p>E.g. Since the 17th century, the British and the Dutch had been fierce competitors for trade outside Europe. (1 mark) Britain had already developed trade links with China, India and parts of SEA. (2 marks)</p>	1-2
L2	<p>Identifies two reasons.</p> <p><i>Award 3 marks for one identified reason and 4 marks for two reasons.</i></p> <p>E.g. The two reasons are to (1) break the Dutch monopoly of spice trade in SEA and (2) unsuitability of existing British Ports.</p>	3-4
L3	<p>Describes two reasons faced by the British in conducting trade in SEA.</p> <p><i>Award 5 marks for describing one reason and 6 marks for describing two reasons.</i></p> <p>E.g. The Dutch were already a dominant European power in Southeast Asia. At the height of its power, the Dutch East India Company (VOC) monopolised the trade in cloves, mace and nutmeg. After the Dutch took over Melaka in 1641, they shifted the main trade routes to the Sunda Straits. Dutch ports such as Batavia (present-day Jakarta) became the key trading ports in Southeast Asia, replacing Melaka. (5 marks)</p> <p>After 1786, the British had two trading ports, in Penang and Bencoolen, where British ships could stop for refuelling or repairs on their journeys between India and China. However, both were unsuitable trading ports due to their location. (6 marks)</p>	5-6
L4	<p>Explains one reason faced by the British in conducting trade in SEA.</p> <p><i>Award higher marks in the level for a more substantial explanation.</i></p> <p>E.g. The first reason was to break the Dutch monopoly over the Spice Trade. The Dutch were already a dominant European power in Southeast Asia. At the height of its power, the Dutch East India Company (VOC) monopolised the trade in cloves, mace and nutmeg. After the Dutch took over Melaka in 1641, they shifted the main trade routes to the Sunda Straits. Dutch ports such as Batavia (present-day Jakarta) became the key trading ports in Southeast Asia, replacing Melaka. By the 19th century, the Dutch were able to control trade along the Straits of Melaka and the Sunda Straits. Dutch control over these waterways meant that the British were confined to trading in Bencoolen. (7 marks) As such this limits the British access to the lucrative</p>	7-8

	<p>spice trade in SEA which prevents them from making money off the spice trade. (8 marks) This the above explains why the British had to look for a third British trading settlement in SEA.</p>	
L5	<p>L3 + Explains one other reason faced by the British in conducting trade in SEA. <i>Award higher marks for more substantial explanations.</i></p> <p>E.g. The second reason was the unsuitability of existing British ports. After 1786, the British had two trading ports, in Penang and Bencoolen, where British ships could stop for refuelling or repairs on their journeys between India and China. However, both were unsuitable trading ports due to their location. Bencoolen was unsuitable as it was situated on the western side of Sumatra (facing Indian Ocean instead of Straits of Meleka) and not along the main trading route between India and China. (9 marks) Penang was too far north along the Straits of Melaka to allow the British to control the Straits of Melaka or to protect British ships travelling along the straits. (10 marks) Thus the above explains why the British had to look for a third British trading settlement in SEA.</p>	9-10

3a) Explain the contribution by immigrants to education during the British colonial rule.

Level	Descriptor	Marks
L1	<p>Writes about British/ immigrant contribution with no focus on question.</p> <p>E.g. The promotion of trade was the main priority for the British authorities in Singapore.</p>	1
L2	<p>Describes the contribution of immigrants to education. <i>Award the higher mark for a more substantial description.</i></p> <p>E.g. The welfare of the general population was not a primary focus of the British. Healthcare services and educational opportunities provided by the British were therefore inadequate to meet the needs of the people. In response, some migrants helped fund educational and healthcare provisions for the larger community in Singapore. (2 marks) Prior to 1900, schools were largely intended for boys. There were very few schools for girls, except those run by Christian missions that took in orphaned and homeless girls. For example, Maria Dyer, an English missionary, started one of the earliest schools for such girls e.g. Chinese Girls' School, then later Church of England Zenana Missionary School it began as a home for young Chinese girls rescued by the police before they could be sold off. (3 marks)</p>	2-3
L3	<p>Explains the education contribution by immigrants and how it benefits the local/ society. <i>Award the higher mark for a more substantial explanation.</i></p> <p>E.g. The welfare of the general population was not a primary focus of the British. Healthcare services and educational opportunities provided by the British were therefore inadequate to meet the needs of the people. In response, some migrants helped fund educational and healthcare provisions for the larger community in Singapore. Prior to 1900, schools were largely intended for boys. There were very few schools for girls, except those run by Christian missions that took in orphaned and homeless girls. For example, Maria Dyer, an English missionary, started one of the earliest schools for such girls e.g. Chinese Girls' School, then later Church of England Zenana Missionary School, it began as a home for young Chinese girls rescued by the police before they could be sold off. With schools being set up in Singapore, it helped to make the younger generation more educated which gives them more options in life and access to good jobs. (4 marks) Girls will also know their rights better and be better taken care of under the care of these mission schools. (5 marks)</p> <p>Other acceptable explanation: which in turn benefitted businesses. These pool of people will be able to work and support the economic growth of Singapore.</p> <p><i>Explanation should generally show (1) Immigrant Contribution → (2) how society/ people benefit from it. → (3) resulting in improvement to lives of immigrants</i></p>	4-5

3b) Explain two pull factors that attracted immigrants to come to Singapore during the 19th century.

Level	Descriptor	Marks
L1	<p>Describes general conditions in homeland without focus.</p> <p>E.g. In the past, immigrants suffered back in their homeland and left because of poor living conditions. (1 mark) Thus for them to come to Singapore in the 19th century, Singapore must have good reasons. (2 marks)</p>	1-2
L2	<p>Identifies two pull factors.</p> <p><i>Award 3 marks for one identified contribution and 4 for two contributions.</i></p> <p>E.g. The pull factors are trade and business opportunities (3 marks) and better job prospects. (4 marks)</p> <p>Other acceptable answer: Free immigration policy (TB page 139)</p>	3-4
L3	<p>Describes two pull factors that attracted immigrants to come to Singapore.</p> <p><i>Award 5 marks for describing one factor and 6 marks for describing two factors.</i></p> <p>E.g. The many trading and business opportunities available in Singapore attracted people from Europe, India, China and neighbouring countries. With its excellent geographical location, Singapore served as a convenient meeting point for traders from many parts of the world stopping to replenish their fuel and food supplies. Taking advantage of its good location and trading networks, numerous traders came to Singapore for the many diverse goods that could be found and traded. By exchanging or selling their goods and buying local products, they were able to obtain what they needed and return home. (5 marks)</p> <p>Another major pull factor was the availability of better job prospects. Different types of jobs were available because the British needed 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 numbers since Singapore's founding. Singapore was also an attractive option for the poorer migrants because they could receive higher wages than what they received back home. (6 marks)</p>	5-6
L4	<p>Explains one pull factor that attracted immigrants to come to Singapore A.</p> <p><i>Award higher marks in the level for a more substantial explanation.</i></p> <p>E.g. The many trading and business opportunities available in Singapore attracted people from Europe, India, China and neighbouring countries. With its excellent geographical location, Singapore served as a convenient meeting point for traders from many parts of the world stopping to replenish</p>	7-8

	<p>their fuel and food supplies. Taking advantage of its good location and trading networks, numerous traders came to Singapore for the many diverse goods that could be found and traded. By exchanging or selling their goods and buying local products, they were able to obtain what they needed and return home. Singapore's free port status meant that traders did not have to pay taxes on trade. (7 marks) This enabled them to make larger profits in Singapore than in other ports in the region. (8 marks) Thus the above explains why immigrants were attracted to come to Singapore in the 19th century.</p>	
L5	<p>L3 + Explains one other pull factor that attracted immigrants to come to Singapore. <i>Award higher marks for more substantial explanations.</i></p> <p>E.g. Another major pull factor was the availability of better job prospects. Different types of jobs were available because the British needed 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 numbers since Singapore's founding. Singapore was also an attractive option for the poorer migrants because they could receive higher wages than what they received back home. This enabled them to support their families and give them a better life/ higher standard of living. (9 marks) 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. (10 marks) Thus the above explains why the immigrants were attracted to Singapore.</p>	9-10