



BEDOK SOUTH SECONDARY SCHOOL END-OF-YEAR EXAMINATION 2023

2EXP

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

LOWER SECONDARY HISTORY

Additional materials: Writing Paper

2 October 2023

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

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

Write your name, index number and class on all the work you hand in.

Write your answers on the writing paper provided.

Write in dark blue or black pen.

Answer **all parts** of Question 1 in Section A.

Answer **both parts** of any **one** question in Section B.

Fasten your answer scripts together. Submit 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	/ 25
Section B	/ 15
Total	40

SECTION A (Source Based Case Study)

Study the Background Information and the sources carefully, and then answer **all** the questions. In answering the questions you should use your knowledge of the issue to help you interpret and evaluate the sources.

- 1 (a) Study Source A.
What does the source tell you about the response of people to the National Service Ordinance? Explain your answer. [5]
- (b) Study Source B.
Why do you think the newspaper published this article? Explain your answer. [6]
- (c) Study Sources C and D.
How similar are Sources C and D? Explain your answer. [7]
- (d) Study Source E.
Does the source prove that people in Singapore supported the National Service Ordinance? Explain your answer. [7]

What were the people's reactions towards the 1953 National Service Ordinance?

Background Information

After World War Two, the British felt that the responsibility of protecting Singapore should be more evenly spread out among the population. With the threat of communism, the British introduced the National Service Ordinance in 1953, requiring all males aged between 18 and 20 to register for National Service by May 1954. Those who failed to do so will be fined or jailed. The announcement sparked off debate in Singapore during that time.

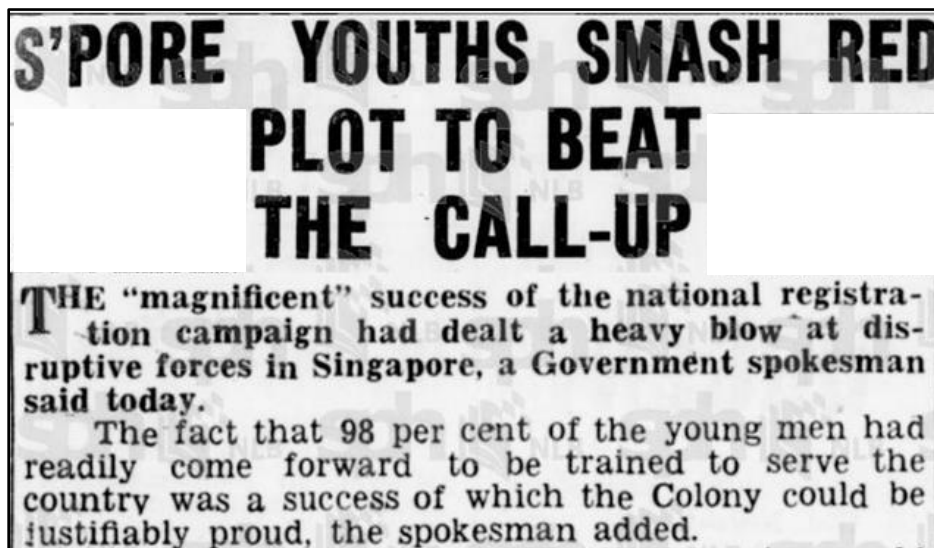
Study the following sources to find out about the people's reactions towards the 1953 National Service Ordinance.

Source A: A newspaper report published by The Straits Times on 25 May 1952.

The leaders of the Labour Front party called for a meeting to discuss about the National Service Bill*. During the meeting, the bill was vigorously debated. The party leaders spoke in support of the bill and gave a reasoned and fair speech on the need for National Service to build up the defence of Singapore. It was estimated that 300 party members attended the meeting. Majority voted against the National Service Bill. Mr Peter Williams, the party secretary-general said, "It is the duty of the British government to protect Singapore, and it is wrong to introduce a compulsory system of national service in a territory which does not have self-government".

*A bill is a draft law which is discussed in parliament.

Source B: The headlines of The Singapore Free Press, a popular English language Newspaper, published on 13 May 1953.



*Red refers to communists.

Source C: Written by a historian on the 1954 anti-National Service Riots.

Many youths see the British as being unfair towards the Chinese and were loyal to the Malayan Communist Party whom they feel grateful for fighting against the Japanese during World War two. Many of the Chinese students did not want to be enlisted into National Service as they did not want to be sent to fight against the communists. The Chinese students were not at all willing to sacrifice themselves for the British colonial government. They felt the British education policies were unfair to the Chinese schools. Many of the Chinese educated students graduated without being able to find good jobs.

Source D: A statement by Chinese student Teo Chye Hiong sharing his experience in the Anti-National Service Riots.

The communists incited the Chinese middle school students to oppose the National Service Ordinance. I was 18 years old then and was to be enlisted. My pro-communist classmate persuaded me to take part in the protest where Chinese students camped in school. He convinced me that the British will send me to fight the communists if I joined National Service. During the protest, we sang communist songs. My pro-communist classmates told me not to register for National Service and I was jailed 4 months because of that. As I wasted most of my time on communist activities, I did badly in school and failed my exams. Unable to graduate and without qualifications, I could not get a job.

Source E: Comments of Mr William Goode, the Colonial Governor of Singapore in 1954.

The National Service Ordinance was passed unanimously* by the Singapore Legislative Council yesterday. Describing National service as “practical”, Colonial Governor Mr Goode said “... National Service will be accepted not only by this council but also by the public and the youth of Singapore. Its success will show that Singapore is ready to accept the obligations as well as the privileges of self-government.

* the agreement of all people involved.

Copyright Acknowledgement:

Source A: <https://eresources.nlb.gov.sg/newspapers/Digitised/Article/straittimes19520325-1.2.114>

Source B: <https://eresources.nlb.gov.sg/newspapers/Digitised/Article/freepress19540513-1.2.3>

Source C: https://www.jstor.org/stable/26393638?read-now=1&seq=4#page_scan_tab_contents

Source D: <https://www.nas.gov.sg/archivesonline/data/pdfdoc/PressR19681028d.pdf>

Source E: <https://eresources.nlb.gov.sg/newspapers/Digitised/Article/straittimes19531216-1.2.21>

Section B (Essay)

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

2 This question is about merger and separation of Singapore from Malaysia.

- (a) Explain why Singapore wanted to merge with Malaya in 1963. [5]
- (b) Explain two reasons which caused the separation of Singapore from Malaysia in 1965. [10]

3 This question is about how Singapore safeguard its independence after 1965.

- (a) Explain how communist terrorism in Singapore was a challenge after its independence in 1965. [5]
- (b) Explain two ways in which Singapore built its defence force after its independence in 1965. [10]

End of Paper

1a) Study Source A.

What does the source tell you about the response of people towards the National Service Ordinance? Explain your answer. [5]

Level	Descriptors	Marks
L1	Lifting/ General description about source. E.g. The source tells me that the party leaders spoke in support of the bill and gave a reasoned and fair speech on the need for National Service to build up the defence of Singapore.	1
L2	Identifies inference, unsupported <i>Award 2 marks for identifying one inference and 3 marks for two inferences.</i> E.g. There were mixed responses to the National Service Ordinance. (2 marks) And/ Or E.g. I can tell that the responses were both <i>positive</i> and <i>negative</i> . (3 marks) I can tell that the leaders were supportive of the NS ordinance, but majority of the people were not supportive. (3 marks)	2-3
L3	Identifies inference, supported <i>Award higher marks for a better developed answer OR 2 supported inferences.</i> E.g. I can tell that the responses of the Labour Front leaders were positive towards the National Service Ordinance . From source A, "The party leaders spoke in support of the bill and gave a reasoned and fair speech on the need for the National Service to build up the defence of Singapore." Suggesting that the leaders of the political party were in support of introducing NS in Singapore. As such they spoke and explained why the British needed to introduce NS in Singapore. (4 marks) AND/OR I can also tell that majority of the members of Labour Front were not in favour . From source A, "Majority voted against the National Service Bill" implying that there was a majority of the members within the party that do not support the NS ordinance. Thus they voted against it to show that they disagree with NS. (5 marks)	4-5

1b) Study Source B.

Why do you think the newspaper published this article? Explain your answer. [6]

Level	Descriptors	Marks
L1	Answer based on provenance. E.g. It's a newspaper so they want to sensationalise news.	1
L2	Answer based on context. E.g. It is an English newspaper; hence they are likely pro-British and want to support them.	2
L3	Answer based on message of supporting ordinance/ show communists have lost support. <i>Award 3 marks for message, unsupported.</i> <i>Award 4 marks for message, supported.</i> E.g. The newspaper published this article because it wants to <ul style="list-style-type: none"> • show that the communist have failed. • garner/ win support from the public/ locals in Singapore • to prove that the majority of the population supports the NS Ordinance/ British enlistment for NS. (3 marks) From source B, the headlines says "Youths smash red plot to beat the call up" suggesting that the young people ignored the call of the communists to defy the NS ordinance and not report for NS/ enlistment. (4 marks)	3-4
L4	Answer based on purpose, supported <i>Award the 5 marks if student identifies purpose (AAMO) and 6 marks if supported with evidence.</i> E.g. The newspaper published this article because it wants to garner/ win support (Action) from the public/ locals in Singapore (Audience) to prove that the majority of the population supports the NS Ordinance/ British enlistment for NS (Message) so that the locals will continue to support the NS policy/ will stop believing/ supporting the communists. (Outcome) From source B, "98% of the young men have come forward to be trained to serve the country" suggesting that the support for the NS Ordinance was widespread. The majority of the population in Singapore actually supports the British's NS Enlistment unlike what the communists have been calling the young people to go against the enlistment act/ ordinance.	5-6

1c) Study Sources C and D.

How similar are Sources C and D? Explain your answer. [7]

Level	Descriptors	Marks
L1	Comparison based on source type / provenance E.g. Both are written sources.	1
L2	Identifies Similarity OR difference, unsupported. E.g. Both sources are similar in saying that the opposition to the NS Ordinance was because the youth did not want to fight against the communists. <i>(Other acceptable similarities: Communists started the Anti-NS Riots/ Chinese support communists/ angry at the unfairness of the British)</i> OR E.g. Both sources are different in the <u>causes of unemployment</u> among the youths. Source C claims that many Chinese educated students graduated without being able to find work (<i>accept answers that point to availability of jobs</i>) because there was a lack of jobs for them, but in Source D, the unemployment among Chinese students were because many dropped out of school and could not secure jobs because they were unqualified.	2
L3	Both aspects of L2.	3
L4	Identifies similarity OR difference, supported <i>Award the higher marks in the level for a better explained answer.</i> <i>If students picks out matching evidence without any explanation, award 4 marks.</i> E.g. Both sources are similar in that the opposition to the NS Ordinance was because the Chinese did not want to fight against the communists (criteria). From source C, “Many of the Chinese students did not want to enlist into National Service as they did not want to be sent to fight against the communists” suggesting that the youths did not want to fight the communists in the Malayan jungles. They did not want to be seen as ungrateful to the communists who fought against the Japanese during WWII. Similarly, in source D, “He convinced me the British will send me to fight the communists if I joined National Service.” implying that Mr Teo also did not want to fight against the Communists. Thus, he did not enlist for NS. Thus both sources are similar in the sentiments/ feelings among the Chinese students that they did not want to join NS because they fear having to fight the communists whom they feel grateful to.	4-5

	<p>OR</p> <p>However, they are different in the causes of unemployment among the Chinese students. In source C, the Chinese students have successfully graduated from school and yet was unable to secure a job because they were Chinese educated. But in source D, the Chinese student dropped out of school and found himself unqualified and jobless. From source C, “Many of the Chinese educated students graduated without being able to find good jobs” suggesting that the Chinese students completed their education successfully but still find themselves jobless. But in Source D, it says “I did badly in school and failed my exams. Unable to graduate and without qualifications I could not get a job” implying that the student had himself to blame. He spent his time protesting and neglected his studies causing himself to drop out of school, unqualified for any jobs.</p>	
L5	<p>Both aspects of L4. <i>Award the higher marks in the level for a better explained answer.</i></p>	6-7

1d) Study Source E.

Does the source prove that people in Singapore supported the National Service Ordinance? Explain your answer. [7]

Level	Descriptors	Marks
L1	Assertion, unsupported E.g. Yes, it proves.	1
L2	Yes/No, answer based on provenance/ typicality. E.g. Yes it proves because the author is the colonial governor, so what he say must be true.	2
L3	Yes, based on source content. <i>Award the higher marks in the level for a better explained answer.</i> E.g. Yes, it proves that people in Singapore supported the National service Ordinance. From source E, William Goode said “The National Service (NS) Ordinance was passed unanimously* by the Singapore Legislative Council yesterday” proving that everyone supported the ordinance. (3 marks) Thus proving that his ordinance had the full support of the politicians in Singapore. (4 marks)	3-4
L4	L3 + Cross refer to other sources/ contextual knowledge to question reliability. <i>Award the higher marks in the level for a better explained answer.</i> ...L3 + However, when I cross refer to source D, it challenges the claim that people supported the NS Ordinance . Source D claims that the communists opposed the ordinance and incited a protest against it. In source D, Mr Teo shared “My pro-communist classmate persuaded me to take part in the protest where Chinese students camped in school.” This suggests that the youths, influenced by the communists protested against the NS call up. (5 marks) Since source E is challenged by Source D, this makes it unreliable hence it cannot prove that people supported the NS Ordinance since it shows that many Chinese youths are protesting against it. (6 marks)	5-6
L5	L4 + Critical analysis of provenance to question reliability of Source E. E.g. L4 + Lastly, source E cannot prove that the people in Singapore supported the National Service Ordinance. William Goode is the colonial governor hence he is likely to be biased in his views. He likely wanted to garner support (Action) for the new NS Ordinance that was passed/ sway the support of the Chinese youths/ general public/ locals (Audience) to support the newly passed ordinance (Message) so that the general public/ youths will support the British by coming forward to enlist for NS. (Outcome) Since it is unreliable, it cannot prove that people in Singapore supported the NSO. (7 marks)	7

2a) Explain why Singapore wanted to merge with Malaya in 1963.

[5]

Level	Descriptor	Marks
L1	<p>Writes about Post WWII Singapore with no focus on the question</p> <p>E.g. After the Japanese Occupation, there were a lot of problems. The British tried their best to solve these problems.</p>	1
L2	<p>Describes economic/ political situation in Singapore. <i>Award the higher mark for a more substantial description.</i></p> <p>E.g. Singapore wanted to merge with Malaya because this was the only way to gain independence from the British. During the Cold War, Britain feared that Southeast Asia would fall under communist control, especially given influences from communist China and rising communist movements in nearby Indonesia and Vietnam. To safeguard Singapore and the Borneo territories (North Borneo and Sarawak) from the spread of communism, the British sought to provide greater political stability through the formation of a new federation comprising Malaya, Singapore, North Borneo (later known as Sabah), Sarawak and Brunei.</p>	2-3
L3	<p>L2+ Explains why merger will help solve the economic/ political situation in Singapore.</p> <p>E.g. 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 entrepôt trade. As its neighbours became independent, they wanted to direct their exports through their own ports, reducing Singapore's importance as a regional trading port.</p> <p>Moreover, the Malayan government had introduced tariffs in the 1950s on goods traded with Singapore. The tariffs made goods entering Malaya from Singapore more expensive and thus less desirable to customers in Malaya. This reduced the amount of trade between Malaya and Singapore. <u>But if Singapore were to merge with Malaya, its goods will be able to move freely without being taxed. (4 marks) This will help Singapore gain a bigger market to sell its products which in turn will grow the economy and help create jobs for Singaporeans. (5 marks)</u></p>	4-5

2b) Explain two reasons which caused the separation of Singapore from Malaysia in 1965. [10]

Level	Descriptor	Marks						
L1	<p>Identifies the reasons that caused the separation.</p> <p>E.g. The first reason was the <u>economic disagreement</u> (1 mark) and second was the <u>political differences</u> between both countries. (2 marks) OR The first reason was disagreement over <u>common market</u> (1 mark) and the second reason was over <u>revenue contribution</u> (2 marks) to the federal government.</p> <p><i>Accept any 2 of the following reasons:</i></p> <table><tr><td>Economic</td><td>Political</td></tr><tr><td>common market</td><td>composition of political parties</td></tr><tr><td>revenue contribution</td><td>treatment of different races</td></tr></table> <p>(accept as 2 reasons) - If student presents answer as Economic & composition of political parties. - Student presents as economic (answers cover revenue contribution) and common market.</p> <p>(accept as 1 reason) - Student presents as economic (vague answer) and common market.</p>	Economic	Political	common market	composition of political parties	revenue contribution	treatment of different races	1-2
Economic	Political							
common market	composition of political parties							
revenue contribution	treatment of different races							
L2	<p>Describes 2 reasons for the separation of Singapore from Malaysia.</p> <p><i>Award 3-4 marks for describing one reason and 5-6 marks for describing two reasons.</i></p> <p>E.g. The first reason which caused the separation of Singapore from Malaysia is because of economic reasons. One of the main disagreements was over the common market. Singapore joined Malaysia with the understanding that there will be a common market where Singapore produced goods can be sold freely without being subjected to taxation/tariffs. (3 marks) But this did not happen. After joining Malaysia, the Federal government delayed the common market and continued to tax goods made in Singapore. (4 marks) AND/OR The second reason was because of disagreement over revenue collection. When Singapore joined Malaysia, it was agreed that Singapore would contribute 40% of its revenue collection to the Federal government. (5 marks) However, later the Federal Government increased it to 60% as</p>	3-6						

	defence spending had increased as a result of <i>Konfrontasi</i> . Singapore disagreed as it felt 40% was sufficient. (6 marks)	
L3	<p>Explains 1 reason which contributed to the tension thus resulting in the separation.</p> <p><i>Award higher marks in the level for a more substantial explanation.</i></p> <p>E.g. The first reason which caused the separation of Singapore from Malaysia is because of economic reasons. One of the main disagreement was over the common market. Singapore joined Malaysia with the understanding that there will be a common market where Singapore produced goods can be sold freely without being subjected to taxation/tariffs. But this did not happen. After joining Malaysia, the Federal government delayed the common market and continued to tax goods made in Singapore. This caused tension between Singapore and Malaysia as it felt that Malaysia did not keep to its promise of merger. (7 marks) Unhappiness/resentment grew as a result because Singapore felt that it was unfair that as state of the Federation of Malaysia it was not treated as part of the country. Instead, Singapore was treated like a competitor/ outsider to other Malaysian states and its goods subjected to tariffs thus making its things more expensive and hence Singapore was unable to sell its goods to grow its economy. (8 mark)</p>	7-8
L4	<p>L3 + Explains one other reason which contributed to the tension thus resulting in the separation.</p> <p><i>Award higher marks for more substantial explanations.</i></p> <p>L3 + The second reason was because of disagreement over revenue collection. When Singapore joined Malaysia, it was agreed that Singapore would contribute 40% of our revenue collection to the Federal government. However, later the Federal Government increased it to 60% as defence spending had increased as a result of <i>Konfrontasi</i>. Singapore disagreed as it felt 40% was sufficient. <u><i>This caused tension between Singapore and Malaysia because Malaysia felt that Singapore was not contributing its fair share. (9 marks) Singapore was seen as uncooperative. Singapore at the same time also felt that Malaysia was asking for too much from Singapore and it was not being fair to a small country. Eventually relationship deteriorated and finally resulted in the separation of Singapore from Malaysia. (10 marks)</i></u></p>	9-10

3a) Explain how communist terrorism was a security challenge to Singapore after its independence in 1965. [5]

Level	Descriptor	Marks
L1	<p>Writes about Singapore in 1965 with no focus on the question. Student write about communism in the wrong context of 1940s-1950s instead.</p> <p>E.g. After our independence, Singapore was poor and we went through many security threats like the <i>konfrontasi</i>.</p> <p>Describes/ Explains threat of <i>regional</i> communism around Singapore. Such answers talks about Vietnam War.</p>	1
L3	<p>Describes communist threat within Singapore. <i>Award the higher mark for a more substantial description.</i></p> <p>E.g. By the 1970s, the MCP had split into smaller groups. While they were no longer a formidable unified force, the communists still posed a danger to the internal security of Singapore. Police raids against these groups uncovered large quantities of weapons such as pistols and grenades. During this decade, the communists carried out acts of violence that included the killing of a seven-year-old girl in Changi in 1970, the explosion of a bomb in Katong in 1974 and the attempted assassination of Singapore's Commissioner of Police in 1976.</p>	2-3
L4	<p>Explains how communist terrorism within Singapore negatively impacted economy/ security. <i>Award the higher mark for a more substantial explanation.</i></p> <p>E.g. By the 1970s, the MCP had split into smaller groups. While they were no longer a formidable unified force, the communists still posed a danger to the internal security of Singapore. Police raids against these groups uncovered large quantities of weapons such as pistols and grenades. During this decade, the communists carried out acts of violence that included the killing of a seven-year-old girl in Changi in 1970, the explosion of a bomb in Katong in 1974 and the attempted assassination of Singapore's Commissioner of Police in 1976. <u>Such terrorist acts caused fear within the citizens and drives away investments (4 marks) as no one would dare to set up factories and offices in Singapore for fear that the communists will destroy their investments. In the long run, it will also affect the economy of Singapore as people remain jobless. (5 marks)</u></p>	4-5

3b) Explain two ways in which Singapore built its defence force after its independence in 1965. [10]

Level	Descriptor	Marks
L1	<p>Identifies the ways in which Singapore built its defence force.</p> <p>E.g. The first way was through National Service (1 mark) and by establishing its home grown defence force (2 marks).</p> <p><i>Other acceptable answer:</i> Establishing a home grown defence industry. (TB page 140-141)</p>	1-2
L2	<p>Describes 2 ways in which Singapore built its defence force.</p> <p><i>Award 3-4 marks for describing one reason and 5-6 marks for describing two reasons.</i></p> <p>E.g. First way was by introducing National Service. The Singapore government deemed that conscription was the only way Singapore could raise a credible defence force after independence. It therefore introduced National Service (NS) in 1967, which rapidly expanded the defence force, known as the Singapore Armed Forces (SAF). (3 marks) Thousands of men were conscripted for at least two years of full- time NS. Upon completing NS, they would be liable for reservist duties, which meant they would continue to receive occasional military training and take up arms in times of emergency. (4 marks)</p> <p>AND/OR</p> <p>The second way is through strengthening military cooperation with other countries to further strengthen its defence. Singapore built on its existing relations with Commonwealth countries such as Britain, Australia and Malaysia, and established new ties with countries such as the United States. This was essential as friendly relations with other countries would allow the SAF to buy equipment from them, and train with and learn from other more experienced armed forces.</p> <p>In 1971, Singapore, Australia, Malaysia, New Zealand and Britain established the Five Power Defence Arrangements (FPDA) which committed the five members to consult one another in the event of an armed attack on Singapore or Malaysia. These five countries shared a close history as parts of the former British Empire and members of the Commonwealth. The FPDA has facilitated regular combined military exercises among the five countries and has provided a platform for them to enhance defence cooperation. The latter was particularly critical in the 1970s and 1980s, when various armed conflicts were raging across parts of Southeast Asia.</p>	3-6

L3	<p>Explains 1 way in which Singapore built its defence force. <i>Award higher marks in the level for a more substantial explanation.</i></p> <p>E.g. First way was by introducing National Service. The Singapore government deemed that conscription was the only way Singapore could raise a credible defence force after independence. It therefore introduced National Service (NS) in 1967, which rapidly expanded the defence force, known as the Singapore Armed Forces (SAF). Thousands of men were conscripted for at least two years of full- time NS. Upon completing NS, they would be liable for reservist duties, which meant they would continue to receive occasional military training and take up arms in times of emergency. <u>This helps to ensure that Singapore was able to quickly build up a sizable pool of trained soldiers to defend itself. (7 marks)</u> <u>With a ready pool of trained soldiers, this will help to deter potential aggressors and from us being bullied by other countries. (8 marks)</u></p>	7-8
L4	<p>L3 + Explains one other way in which Singapore built its defence force. <i>Award higher marks for more substantial explanations.</i></p> <p>L3 + The second way is through strengthening military cooperation with other countries to further strengthen its defence. Singapore built on its existing relations with Commonwealth countries such as Britain, Australia and Malaysia, and established new ties with countries such as the United States. This was essential as friendly relations with other countries would allow the SAF to buy equipment from them, and train with and learn from other more experienced armed forces.</p> <p>In 1971, Singapore, Australia, Malaysia, New Zealand and Britain established the Five Power Defence Arrangements (FPDA) which committed the five members to consult one another in the event of an armed attack on Singapore or Malaysia. These five countries shared a close history as parts of the former British Empire and members of the Commonwealth. The FPDA has facilitated regular combined military exercises among the five countries and has provided a platform for them to enhance defence cooperation. The latter was particularly critical in the 1970s and 1980s, when various armed conflicts were raging across parts of Southeast Asia. <u>This helps to ensure that when Singapore is under attack, allies from the FPDA will be able to render help. (9 marks)</u> <u>This in turn deters potential aggressors/ enemies from launching attack on Singapore as they will have to deal with additional forces from the FPDA countries. (10 marks)</u></p>	9-10