



**Assumption English School
End of Year Examination
2020**

Subject: Humanities (History)

Level/Stream: Secondary 2 Express

Date: 5 October 2020

Time: 1130 – 1230 hrs

Duration: 1 hour

LORMS

MARKING SCHEME

Section A: Source-Based Question (20 Marks)

Level	Question and Level Descriptor	Marks
1(a)	Study Source A. What is the message of the source? Explain your answer, using details from the source.	[5]
L1	Restates the provenance / Description of source/ Lifting from source <u>Example</u> The message of the source is that there was a local hanging upside down. (<i>Description of source</i>)	1
L2	Valid sub-message, supported. <i>Award 2 marks for sub-message, unsupported.</i> <i>Award 3 marks for sub-message, supported.</i> <u>Example of sub-message, unsupported:</u> The message of the source is the locals were tortured/ suffering. [P] OR The message of the source is the locals were treated harshly/ brutally. [P] <u>Example of sub-message, supported:</u> The message of the source is the locals were tortured/ suffering [P] because <u>the locals were punished by the kempeitai and unable to free himself from this suffering.[Ex]</u> The evidence from Source A is the Kempeitai was whipping the local who was hanging upside down with a rope and he was bleeding profusely. [Ev] OR The message of the source is the locals were treated harshly/ brutally [P] because <u>the locals were tortured by the kempeitai and unable to free himself from this suffering.[Ex]</u> The evidence from Source A is the Kempeitai was whipping the local who was hanging upside down with a rope and he was bleeding profusely. [Ev]	2 – 3
L3	Valid message, supported. <i>Award 4 marks for message, unsupported.</i> <i>Award 5 marks for message, supported.</i> <u>Example of message, unsupported</u> The message of the source is the Japanese were extremely brutal/ cruel/ inhumane to the locals. [M] OR The message of the source is the locals' lives were not valued. [M] <u>Example of message, supported</u> The message of the source is the Japanese were extremely brutal/ cruel/ inhumane to the locals [M] because <u>the locals were tortured harshly by the Kempeitai and were</u>	4 – 5

	<p><u>not treated like a human being. [Ex]</u> The evidence from Source A is the Kempeitai was whipping the local who was hanging upside down with a rope and he was bleeding profusely, similar to the turkey which was hanging upside down. [Ev]</p> <p>OR</p> <p>The message of the source is the locals' lives are not valued [M] because <u>the locals were mistreated and the treatment was equivalent to an animal. [Ex]</u> The evidence from Source A is the Kempeitai was whipping the local who was hanging upside down with a rope and he was bleeding profusely, similar to the turkey which was hanging upside down, [Ev]</p>	
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Level	Question and Level Descriptor	Marks
1(b)	Study Sources B and C. In what ways are Sources B and C similar? Explain your answer.	[5]
L1	Comparison based on source type/ provenance <u>Example</u> I can tell both sources are talking about the Sook Ching operation. (<i>Description of source</i>)	1
L2	Similarity based on content, unsupported. <i>Award 2 marks for one similarity in content, unsupported.</i> <i>Award 3 marks for two similarities in content, unsupported.</i> <u>Example</u> Sources B and C are similar in talking about the Japanese did not trust the locals who were working for the British colonial government. [BOC] OR/AND Sources B and C are similar in talking about the Japanese were inhumane/ brutal/ cruel. [BOC]	2 – 3
L3	Similarity based on content, supported. <i>Award 4 marks for one similarity in content, supported.</i> <i>Award 5 marks for two similarities in content, supported.</i> <u>Example</u> Sources B and C are similar in talking about the Japanese did not trust the locals who were working for the British colonial government. [BOC] The evidence from Source B is “On the fifth day of the Japanese invasion, government servants and clerks in European firms were told to step out. Our hands were tied and told to board the trucks.” [Ev] <u>This means that the Japanese wanted to kill the locals who had relationship with the British and Europeans and would not spare their life. [Ex]</u> The evidence from Source C is “Civil servants, anti-Japanese leaders, teachers and people with tattoos were identified by a nod from the Japanese informers and were taken to lorries to be tied up with steel wire.” [Ev] <u>This means that the Japanese were suspicious of locals who were working for the British and Europeans for fear that they might be anti-Japanese. [Ex]</u> OR/AND Sources B and C are similar in talking about the Japanese were inhumane/ brutal/ cruel. [BOC] The evidence from Source B is “About 400 of us were on the beach. The machine-gunning started. As my companions were hit, they fell down and pulled down the rest of us. As I fell, I was hit on the face. A soldier stepped on me to bayonet my neighbor.” [Ev] <u>This means that the Japanese have no regard for human lives as they conducted such mass massacre of the people. [Ex]</u> The evidence from Source C is “They dunk the heads of the victim into water until there was a confession. If a confession was not forthcoming, he would be pushed on to the floor and a soldier would step on his bloated stomach.” [Ev] <u>This means that the Japanese were ruthless in their treatment of the locals as they forced the locals to admit that they were anti-Japanese. [Ex]</u>	4 – 5

Level	Question and Level Descriptor	Marks
2(a)	Study Source A. What can you infer about the causes of the Maria Hertogh riots? Explain your answer, using details from the source.	[4]
L1	Restates the provenance/ Inaccurate inference/ Answers that do not address the question focus <u>Example</u> I can infer that Maria was standing between Mrs Hertogh and Che Aminah. <i>(Description of source)</i> I can infer that Maria Hertogh riots resulted in violence. <i>(Not addressing the question focus)</i>	1
L2	Valid inference(s) based on content, unsupported. Award 2 marks for one inference, unsupported. Award 3 marks for two inferences, unsupported. <u>Example</u> I can infer that the cause of the Maria Hertogh riot was due to a custody battle over Maria Hertogh. [P] OR/AND I can infer that the cause of the Maria Hertogh riot was due to religion. [P]	2 – 3
L3	Valid inference(s) based on content, supported. Award 3 marks for one inference, supported. Award 4 marks for two inferences, supported. <u>Example</u> I can infer that the cause of the Maria Hertogh riot was due to a custody battle over Maria Hertogh [P] because <u>both Maria's biological and foster mother did not want to give up on the custody of Maria. [Ex]</u> The evidence from Source A is Maria was standing between Mrs Hertogh and Che Aminah who were looking at Maria and had their hands on her. [Ev] OR/AND I can infer that the cause of the Maria Hertogh riot was due to religion [P] because <u>Maria's foster parent was a Malay Muslim while her biological parents were Catholic and they both wanted Maria to adopt their religion. [Ex]</u> The evidence from Source A is Mrs Hertogh was dressed in a Catholic nun costume with a rosary while Che Aminah was dressed in a Muslim costume with a hijab. [Ev]	3 – 4

Level	Question and Level Descriptor	Marks
2(b)	Study Source B. Why did Karim Ghani make this speech? Explain your answer.	[6]
L1	Answers based on provenance/ Description <u>Example</u> Karim Ghani made this speech about Maria's marriage. (<i>Answers based on provenance</i>)	1
L2	Reason based on context, explained (<i>because of what was going on at the time</i>) <u>Example</u> Karim Ghani made this speech because many Muslims were angered by the decision for Maria to be returned to her Dutch-Catholic biological parents and the ruling that disregarded the Islamic law of marriage by declaring Maria's marriage with her Muslim husband as illegal under the Dutch laws.	2
L3	Reason (Inference) based on content, supported <u>Example</u> Karim Ghani made this speech to tell the Muslim community that the Muslims were unhappy with the court ruling about Maria's marriage. [M] The evidence is "Today, on this island, an injustice has been force upon our Muslim brother and Muslim sister. They are now pressurised in the name of the law – harassed for being husband and wife and punished for being Muslims." [Ev] <u>This means that the court ruling was unfair to Maria and her husband and did not respect the Muslim laws. [Ex]</u>	3
L4	Message based on content, supported <u>Example</u> Karim Ghani [A] made this speech to convince [V] the Muslim community [A] that the Muslims were unfairly treated/ disrespected by the British. [M] The evidence is "Today, on this island, an injustice has been force upon our Muslim brother and Muslim sister. They are now pressurised in the name of the law – harassed for being husband and wife and punished for being Muslims. We can prove to them that they are wrong in their thinking and we are not those who would bow down to injustice." [Ev] <u>This means that the British colonial government/ court's decision was bias and did not respect the Muslim laws by ruling that Maria's marriage with her Muslim husband was null and void. [Ex]</u>	4
L5	L4 + Purpose (Impact) <i>Award 5m for weaker impacts that only include the action the audience needs to take. Award 6m for stronger impacts that include the action the audience needs to take and addresses the context at that time (date the source was published).</i> <u>Example</u> Karim Ghani [A] made this speech to convince [V] the Muslim community [A] that the Muslims were unfairly treated/ disrespected by the British [M] so that the Muslim community would be anger by Karim Ghani's speech and join in the fight/ riot to go against the British colonial government/ court. [I] The evidence is "Today, on this island, an injustice has been force upon our Muslim brother and Muslim sister. They are now pressurised in the name of the law – harassed for being husband	5 – 6

	<p>and wife and punished for being Muslims. We can prove to them that they are wrong in their thinking and we are not those who would bow down to injustice.” [Ev] <u>This means that the British colonial government/ court’s decision was bias and did not respect the Muslim laws by ruling that Maria’s marriage with her Muslim husband was null and void.</u> [Ex]</p> <p>Karim Ghani [A] made this speech to convince [V] the Muslim community [A] that the Muslims were unfairly treated/ disrespected by the British [M] so that the Muslim community would be anger by Karim Ghani’s speech and join in the fight/ riot to go against the British colonial government/ court [I] in light of the growing anti-Islam sentiments among the Muslim community who felt that the Islam law of marriage should not be disregarded (context). The evidence is “Today, on this island, an injustice has been force upon our Muslim brother and Muslim sister. They are now pressurised in the name of the law – harassed for being husband and wife and punished for being Muslims. We can prove to them that they are wrong in their thinking and we are not those who would bow down to injustice.” [Ev] <u>This means that the British colonial government/ court’s decision was bias and did not respect the Muslim laws by ruling that Maria’s marriage with her Muslim husband was null and void.</u> [Ex]</p>	
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Section B: Structured Question (10 Marks)

3	This question is on the people's aspirations for Singapore after 1945.	
	(a)	Describe three reasons why Singapore wanted a merger with Malaya.
		<p><i>Use point marking and award 1 mark for each valid term <u>that is accompanied by description</u>, up to a maximum of 3 marks.</i></p> <p>Valid reasons include:</p> <ul style="list-style-type: none"> • Willingness of the British to grant Singapore independence: The British colonial government was unwilling to grant Singapore independence as they thought Singapore was too small. But it was open to granting Singapore independence it became part of the Federation of Malaya with Sabah and Sarawak. • Threat of Communism: Malaya was a strong anti-Communist country. The People's Action Party believed that if Singapore were to join Malaya, Malaya could suppress the Communists threats in Singapore. • Fulfilling the promises made in the 1959 elections: The People's Action Party promised the people that PAP would achieve independence for Singapore. They had to fulfil their promises or the locals would lose their trust in the PAP now that they were elected. • Increase in trade, industries and job opportunities: With merger, goods can be bought and sold freely in a Common Market. This will lead to an increase of trade expansion of industries that will create more jobs for the locals. • Availability of raw material: With merger, raw materials could be obtained from Malaya. Malaya had many natural resources that Singapore could tap on if both countries merged.
	(b)	Explain why the Chinese Middle School students and trade unions were dissatisfied with the British colonial government after the war.
	L1	<p>Describes the dissatisfaction of the Chinese Middle School students and the trade unions with the British colonial government, without a focus on the question.</p> <p>E.g. The Chinese Middle School students and trade unions did not trust the British colonial government after the Japanese surrendered.</p>
	L2	<p>Describes the dissatisfaction of the Chinese Middle School students and the trade unions with the British colonial government.</p> <p><i>Award 2 marks for one factor described.</i> <i>Award 3 marks for two factors described.</i></p> <p>E.g. The Chinese Middle School students were dissatisfied with the British colonial government after the war. [P] The Chinese middle schools were Chinese-medium schools that offered secondary and pre-university education. These schools received little support from the British colonial government. The Chinese middle school students had limited opportunities to pursue a university education in Singapore and had to go to China to do so. But to prevent the spread of Communism, the colonial government banned people who visited China from returning to Singapore. The British colonial government also introduced the registration for National Service in 1954. [EI]</p> <p>OR/AND</p>

	<p>E.g. The trade unions were dissatisfied with the British colonial government after the war. [P] There were a number of trade unions set up after 1948 to protect the rights and welfare of workers in Singapore. Some of the trade unions were under the influence of the Communists who were active in organising anti-colonial activities and their ability to reach out to the masses. The trade unionist felt that the British colonial government sided with the employers and did little to protect worker's interests. [EI]</p>	
L3	<p>Explains the dissatisfaction of the Chinese Middle School students and the trade unions with the British colonial government.</p> <p><i>Award 4-5 marks for one factor, explained.</i></p> <p><i>Award 6-7 marks for two factors, explained.</i></p> <p>E.g. The Chinese Middle School students were dissatisfied with the British colonial government after the war. [P] The Chinese middle schools were Chinese-medium schools that offered secondary and pre-university education. These schools received little support from the British colonial government. The Chinese middle school students had limited opportunities to pursue a university education in Singapore and had to go to China to do so. But to prevent the spread of Communism, the colonial government banned people who visited China from returning to Singapore. The British colonial government also introduced the registration for National Service in 1954. [EI] <u>As a result, the Chinese Middle school students felt that they were unfairly treated by the British colonial government and they questioned the willingness of the British to look after their interests. The registration for National Service further caused unhappiness to the students who faced further disruption to their schooling. The distrust for the British further increased after police were sent to break up the anti-National Service demonstrations. This led the students to believe that the British were not genuine in their attempts to introduce constitutional changes.</u> [Ex] Therefore, the Chinese Middle School students were dissatisfied with the British colonial government after the war. [L]</p> <p>OR/AND</p> <p>E.g. The trade unions were dissatisfied with the British colonial government after the war. [P] There were a number of trade unions set up after 1948 to protect the rights and welfare of workers in Singapore. Some of the trade unions were under the influence of the Communists who were active in organising anti-colonial activities and their ability to reach out to the masses. The trade unionist felt that the British colonial government sided with the employers and did little to protect worker's interests. [EI] <u>As a result, out of fear of the threat of Communism, members of the trade unions were often arrested. This further increased the distrust of the trade unions towards the British colonial government. Thus, many members of the trade unions did not want to work within the constitutional changes introduced by the British. The disputes regarding the worker's salary and working conditions were not resolved and eventually erupted into a strike by the Hock Lee Bus Company that escalated into riots.</u> [Ex] Therefore, the trade unions were dissatisfied with the British colonial government after the war. [L]</p>	4 - 7