



BENDEMEER SECONDARY SCHOOL

2025 END-OF-YEAR EXAMINATION

SECONDARY TWO

CANDIDATE
NAME

CLASS

CURRICULUM
GROUPING

INDEX
NUMBER

HISTORY (G2)

23 September 2025

Additional Materials: Writing Paper

1 hour 15 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on every page of your work.

Write in dark blue or black ink.

Write all answers on the writing paper provided. Fasten all your work securely together.

Section A

Answer all parts of Question 1.

Section B

Answer any two questions.

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

FOR EXAMINER'S USE

35

Section A: 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 understand and analyse the sources.

1(a) Study Source A.

What can you infer about the living conditions in the kampongs? Explain your answer. [4]

(b) Study Source B.

Why was this source published? Explain your answer. [5]

(c) Study Sources C and D.

How are the sources similar? Explain your answer. [6]

How did the public housing programme affect the people in Singapore?

Source A: *A photograph of Kampong Lorong Fatimah, taken in the 1980s.*



Source B: *Adapted from an opinion piece by “Mei-Mei” who is staying in a Housing & Development Board (HDB) flat in Toa Payoh in 1972, published in Our Home, a magazine created by HDB in 1972 to build rapport and stay connected with its residents.*

We might complain about the noisy shops downstairs but let's look at it this way. Which housewife can boast of having her market, her cobbler, her carpenter, her hair-dresser and even her doctor, dentist and banker all within easy walking distance?

The view from my eleventh floor and the breeze at that level also makes it comfortable all year round. This is not just my view, but many of those who have already moved into HDB flats agree with me as well.

Source C: *Adapted from an interview with Mr and Mrs Fernando on what it was like living in kampongs, published in 1998.*

There was no difference in race, whether you were Malay, Chinese, Indian or Eurasian or whatever. We lived as one kampong and neighbours who shared everything we had. If somebody plucked coconuts from their tree and there were 100 coconuts, each house would probably get five or six. There was a lot of mixing of cultures and when there were weddings, everyone would be invited and we would all go and chat while the kids played together. There was a strong protective spirit where everyone who kept an eye open for the other person. If a neighbour was at the bus stop and there were very young children, they would walk them home if it was dark.

Source D: *Adapted from an interview with a couple staying in a HDB flat in Toa Payoh, published in 2020.*

My neighbours were around the same age as my sister and I, and we used to play together a lot and our families were really close. They would offer us rides to school on rainy days and open their homes to us if we returned from school early and no one was home. Our neighbours felt like extended family members and the common areas are like our shared living room – we also help each other out whenever one of us needs assistance. We celebrated the different holidays like Hari Raya, Christmas and Diwali together too.

Section B: Structured Questions (20 marks)

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

2 This question is on the Japanese Occupation in Singapore and the challenges faced immediately after the Japanese surrendered.

- (a) Describe how the Japanese imposed Japanese culture on the locals in Singapore during the Japanese Occupation. [5]
- (b) Explain the problems faced by the people in Singapore immediately after the Japanese surrendered. [5]

3 This question is on the safeguarding of Singapore's independence after 1965.

- (a) Describe the external developments that challenged Singapore's security after 1965. [5]
- (b) Explain how Singapore built a strong defence force after 1965. [5]

4 This question is on Singapore's transformation in the years after 1965.

- (a) Describe the actions taken by the government to strengthen the education system in Singapore. [5]
- (b) Explain how the government built a national identity in Singapore after 1965. [5]

END OF PAPER

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Acknowledgements:

Source A © <https://remembersingapore.org/2012/04/04/from-villages-to-flats-part-1/>
Source B © <https://biblioasia.nlb.gov.sg/vol-14/issue-2/jul-sep-2018/our-home-sweet-home/>
Source C © Adapted from National Archives of Singapore, Oral Interview with Mrs Fernando, Accession No. 00244/8
Source D © <https://www.mynicehome.gov.sg/lifestyle/people/designing-for-life-reigniting-the-kampung-spirit/>

Suggested Answer Scheme to 2025 End of Year Sec 2 G2 History Examination

Section A: Source-based Question (15 marks)

1(a) Study Source A.

What can you infer about the living conditions in the kampongs? Explain your answer.

[4]

L1	Describes the source / Provides an invalid interpretation E.g. The source is a photograph of a kampong.	1
L2	States valid inference, unsupported E.g. I can infer that the living conditions in the kampongs were unsanitary.	2
L3	States a valid inference, supported with valid source use and explanation <i>Award 3 marks for a valid inference, supported with source use.</i> <i>Award 4 marks for a more fully developed answer.</i> I can infer that the living conditions in the kampongs were unsanitary. This can be seen from the source which shows that the kampong houses were very rundown and the water surrounding the houses was filled with rubbish. This suggests that the living conditions were unhygienic as they had to live with the dirty water surrounding their house. <u>Other acceptable answers:</u> I can infer that the living conditions in the kampongs were unsafe. This can be seen from the source which shows that the kampong houses were built using wooden planks and were very rundown. This suggests that the living conditions were unsafe as a house built with wooden planks may not be very stable.	3-4

1(b) Study Source B.

Why was this source published? Explain your answer.

[5]

L1	Answer based on provenance <i>Award 1m for answers that are not in reason form.</i>	1
L2	Answer based on context (no use of source content)/submessage E.g. This source was published because HDB wanted to convince Singaporeans that HDB was better than kampongs.	2
L3	Valid inference(s)/Valid outcome(s), supported <i>Award 3m for message explained (without support).</i> <i>Award 4m for well explained answers (with support but without inference/outcome).</i> No Outcome E.g. This source was published because HDB wanted to convince Singaporeans about the benefits of moving into HDB flats. This can be seen from the source which states "which housewife can boast of having her market, her cobbler, her carpenter, her hair-dresser and even her doctor, dentist and banker all within easy walking distance?". This suggests that moving into HDB flats was very beneficial as it was convenient for people to access daily necessities, which was something unheard of when they stayed in kampongs previously. No Inference E.g. This source was published so that more Singaporeans would willingly move from their Kampongs into HDB flats. This can be seen from the source which states "which housewife can boast of having her market, her cobbler, her carpenter, her hair-dresser and even her doctor, dentist and banker all within easy walking distance?". This suggests that the source was published to convince more Singaporeans to move to HDB flats because it was convenient for people to access daily necessities, which was something unheard of when they stayed in kampongs previously.	3-4
L4	L3 + purpose/intended impact on audience <i>Award 5m for outcome explained with supported evidence.</i> E.g. This source was published because HDB wanted to convince Singaporeans about the benefits of moving into HDB flats so that more Singaporeans would willingly move from their Kampongs into HDB flats. This can be seen from the source which states "which housewife can boast of having her market, her cobbler, her carpenter, her hair-dresser and even her doctor, dentist and banker all within easy walking distance?". This suggests that moving into HDB flats was very beneficial as it was convenient for people to access daily necessities, which was something unheard of when they stayed in kampongs previously.	5

1(c) Study Source C and D.
How are the sources similar? Explain your answer.

[6]

L1	Generalised comments/invalid matching <i>Award 0m if no comparison is made.</i>	1
L2	Similarity based on provenance/source type E.g. Both sources are interviews with people.	2
L3	States valid similarity OR difference in content, unsupported E.g. Both sources are similar in telling me that people had good relationships with their neighbours. OR/AND E.g. Both sources are also similar in telling me that there was racial harmony amongst the people living in kampongs.	2-3
L4	States a valid similarity OR difference in content, supported with valid source use	4
L5	States a valid similarity AND difference in content, supported with valid source use <i>Award 5m for valid similarities, supported with valid source use.</i> <i>Award 6m for a more developed answer.</i> E.g. Both sources are similar in telling me that people had good relationships with their neighbours. The evidence from Source C is “we lived as one kampong and neighbours who shared everything we had”. Similarly, the evidence from Source D is “our neighbours feel like extended family members and the common areas are like our shared living room”. This suggests that people had such good relationships with their neighbours that they would view each other as family that helped each other out whenever necessary. AND Both sources are also similar in telling me that there was racial harmony amongst the people living in kampongs. The evidence from Source C is “There was a lot of mixing of cultures and when there were weddings, everyone would be invited and we would all go and chat while the kids played together”. Similarly, the evidence from Source D is “we celebrated the different holidays like Hari Raya, Christmas and Diwali together too”. This suggests that there was racial harmony amongst the people living in kampongs because the people got along well with each other regardless of their races.	5-6

Part 2: Structured Essay Questions (20 marks)

Answer any 2 sets out of the 3 given on writing paper provided.

This question is on the Japanese Occupation in Singapore and the challenges faced immediately after the Japanese surrendered.

- 2(a) Describe how the Japanese imposed Japanese culture on the locals in Singapore during the Japanese Occupation. [5]**

L1	Describes the situation in Singapore <i>Describes the situation in Singapore without focus on the question.</i>	1
L2	Identifies the way(s) the Japanese imposed Japanese culture on the locals <i>Lists the way(s) but without further elaboration.</i> 1. Teaching the Japanese language 2. Cultivating the Japanese spirit	2-3
L3	Describes the way(s) <i>Award 3 marks for one way identified and described.</i> <i>Award 4-5 marks for two ways identified and described.</i> E.g. The Japanese imposed Japanese culture on the locals in Singapore by teaching the Japanese language. Students were taught to speak and write in Japanese in place of English. These lessons were conducted daily over the schools' broadcasting services. Japanese education authorities published a series of Nippon-go readers for beginners, which were full of praise for the beauty and greatness of Japanese. Adults also had to learn Nippon-go. For instance, teachers were required to attend language classes several times a week. Language lessons also became a regular feature in the newspapers. Competitions, awards, extra rations, salary increments and promotions were used to motivate people to learn the Japanese language. The Japanese also imposed Japanese culture by promoting Nippon seishin (Japanese spirit) to foster a sense of loyalty and identity. During morning assembly in schools, students had to sing Kimigayo, the Japanese national anthem, and bow before the picture of the Japanese Emperor before the day began. They were also taught to sing Japanese folk songs. Daily mass exercises were also introduced as the Japanese emphasized physical education to instill discipline and promote fitness among the masses. Selected youths also received training in traditional Japanese martial arts such as kendo and judo to propagate the Japanese spirit in schools.	4-5

- 2(b) Explain the problems faced by the people in Singapore immediately after the Japanese surrendered. [5]**

L1	Describes the situation in Singapore <i>Describes the situation in Singapore without focus on the question.</i>	1
L2	Identifies the problems <i>Lists problems, but without further elaboration.</i> 1. Food shortages 2. Economic difficulties 3. Schooling disruptions	2
L3	Describes the problems	3
L4	Explains the problems faced by the people in Singapore immediately after the Japanese surrendered. <i>Award 4 marks for <u>one</u> problem identified and explained, and an additional mark for additional detail(s).</i> <i>Award 5 marks for <u>two</u> problems identified and explained.</i>	4-5

	E.g. One problem faced by the people in Singapore immediately after the Japanese surrendered was the shortage of food. There was a severe shortage of food, and the prices of food were very high. <u>The food shortage was because of wartime and post-war disruptions of production and shipping. Rice-producing countries such as Thailand were unable to produce enough rice to sell overseas.</u> Furthermore, rice that was produced could not even reach and be distributed in Singapore. <u>This was because war had destroyed a large number of merchant ships and sunken ships had blocked the harbour and there were few warehouses available for storage.</u> E.g. Another problem faced by the people in Singapore immediately after the Japanese surrendered was economic difficulties. When the British Military Administration (BMA) was established after the Japanese surrendered, they declared the banana notes introduced by the Japanese during their Occupation would no longer be the official currency of Singapore. <u>This meant that those who had not kept the Straits dollar from before the Japanese Occupation had no savings and had to borrow from others to survive. Hence, the people in Singapore faced economic difficulties as they struggled to make ends meet.</u> E.g. Another problem faced by the people in Singapore immediately after the Japanese surrendered was schooling disruptions. Even though the Japanese had promised greater educational opportunities, war had disrupted the schooling of many people in Singapore. <u>This was because many textbooks were destroyed during the war and there was no proper equipment such as blackboards. Furthermore, the curriculum during the Japanese Occupation was taught in Japanese language and were full of praise for the beauty and greatness of Japan.</u>	
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This question is on the safeguarding of Singapore's independence after 1965.

3(a) Describe the external developments that challenged Singapore's security after 1965. [5]

L1	Describes the situation in Singapore <i>Describes the situation in Singapore without focus on the question.</i>	1
L2	Identifies the external development(s) <i>Lists the external development(s) but without further elaboration.</i> 1. Konfrontasi 2. Vietnam War	2-3
L3	Describes the external development(s) <i>Award 4 marks for one external development identified and described.</i> <i>Award 5 marks for two external developments identified and described.</i> E.g. One external development that challenged Singapore's security after 1965 was the policy of Konfrontasi. Konfrontasi was launched by Indonesia because they did not support the formation of the Federation of Malaysia. They believed that Britain would continue to have indirect control over Singapore and Malaysia and protested with Konfrontasi. Konfrontasi involved armed aggression and bomb attacks to cause chaos and instability in countries in the Federation, including Singapore. The most serious bombing in Singapore was the bombing at the MacDonald House which killed 3 people and injured 33 others, thus challenging Singapore's peace and internal security. Another external development that challenged Singapore's security after 1965 was the Vietnam War. The Vietnam War was fought between the communists in North Vietnam and the non-communists in the South. The Singapore government feared that the war in Vietnam would spread to the rest of Southeast Asia and destabilise Singapore.	4-5

	Furthermore, if North Vietnam won, communism could spread to neighbouring countries, including Singapore, thus threatening the peace and stability in Singapore.	
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3(b) Explain how Singapore built a strong defence force after 1965.

[5]

L1	Describes the situation in Singapore <i>Describes the situation in Singapore without focus on the question.</i>	1
L2	Identifies how Singapore built a strong defence force <i>Lists the way(s), but without further elaboration.</i> 1. Introducing National Service 2. Establishing a home-grown defence industry	2
L3	Describes how Singapore built a strong defence force	3
L4	Explains how Singapore built a strong defence force <i>Award 4 marks for <u>one</u> way identified and explained, and an additional mark for additional detail(s).</i> <i>Award 5 marks for <u>two</u> ways identified and explained.</i> E.g. Singapore built a strong defence force by introducing National Service (NS). With National Service introduced in 1967, thousands of men were conscripted to serve the country for at least two years of full-time NS. Upon completing NS, they would be liable for reservist duties, which meant that they would continue to receive occasional military training and may be activated in times of emergency. <u>Hence, Singapore built a strong defence force by introducing NS as it solved the problem of limited manpower in the armed forces. By the end of the 1970s, the SAF had grown into a sizeable defence force with an army, an air force and a navy.</u> Singapore also built a strong defence force by establishing a home-grown defence industry. This enabled the Singapore Armed Forces (SAF) to continue operating even if foreign sources were cut off. In 1967, the Chartered Industries of Singapore (CIS) was established to produce ammunition and weapons for the SAF. Singapore also trained defence engineers and scientists who designed and created new technology that was suitable for Singapore's defence needs. <u>Hence, Singapore built a strong defence force by establishing a home-grown defence industry as it allowed Singapore to be self-sufficient and reduce its reliance on foreign countries for all its military weapons and equipment, which could be a potential weakness.</u>	4-5

This question is on Singapore's transformation in the years after 1965.

- 4(a) Describe the actions taken by the government to strengthen the education system in Singapore. [5]

L1	Describes the situation in Singapore <i>Describes the situation in Singapore without focus on the question.</i>	1
L2	Identifies the action(s) <i>Lists the action(s) but without further elaboration.</i> 1. Greater emphasis on mathematics, science and technical subjects in schools 2. Ensuring equal opportunities for education for boys and girls	2-3
L3	Describes the action(s) <i>Award 3 marks for one action identified and described.</i> <i>Award 4-5 marks for two actions identified and described.</i> One action taken by the government was to place a greater emphasis on mathematics, science and technical subjects in schools. From 1969, all male lower secondary students and half the female cohort had to take up technical subjects such as Woodwork, Technical Drawing and Home Economics. More technical teachers were trained and specialised schools were set up to provide more opportunities for technical education. This ensured that students would have the necessary knowledge and skills to work in the industrial sector when they graduated. This also meant that a steady supply of trained workers would be available for the industrial sector, thus helping Singapore remain attractive to MNCs. Another action taken by the government was to ensure equal opportunities for education for girls and boys. All Singaporean children were provided with free primary education and the government called on families to send both their sons and daughters to school. This ensured that everyone could be educated and could contribute to Singapore's economic progress. Ensuring equal opportunities also encouraged interaction amongst the youths, foster greater unity and develop a sense of national identity that everyone had a part to play in Singapore.	4-5

- 4(b) Explain how the government built a national identity in Singapore after 1965. [5]

L1	Describes the situation in Singapore <i>Describes the situation in Singapore without focus on the question.</i>	1
L2	Identifies how the government built a national identity <i>Lists the way(s), but without further elaboration.</i> 1. National Registration Act of 1965. 2. Creation of National Symbols 3. Forging of national identity in schools	2
L3	Describes how the government built a national identity	3
L4	Explains how the government built a national identity <i>Award 4 marks for <u>one</u> way identified and explained, and an additional mark for additional detail(s).</i> <i>Award 5 marks for <u>two</u> ways identified and explained</i> E.g. The government built a national identity in Singapore by introducing the National Registration Act of 1965. All Singaporeans above 12 years old and those with existing identity cards issued under the Registration of Persons Ordinance 1955 were required to re-register. Singapore citizens received a pink identity card, which served as a physical symbol of their identity as Singaporeans. It entitled them to the rights and privileges of citizenship, such as voting, priority in receiving employment opportunities over non-citizens, and access to social services such as education and healthcare.	4-5

	<u>Hence, the government built a national identity in Singapore by introducing citizenship laws and issuing identity cards so that people from diverse ethnic, language, religious and economic backgrounds would see themselves as citizens belonging to Singapore.</u> The government also built a national identity in Singapore by creating National Symbols. In 1959, after Singapore gained full internal self-government, Deputy Prime Minister Dr Toh Chin Chye coordinated efforts to create the State Flag and the State Crest, and adopt the State National Anthem “Majulah Singapura”. When Singapore gained independence, the State Flag and “Majulah Singapura” became out National Flag and National Anthem respectively. <u>Hence, the government built a national identity in Singapore by creating National Symbols to unite the people and build social cohesion and a sense of belonging in them.</u> The government also built a national identity in Singapore by forging national identity in schools. The National Pledge was introduced in schools and it reflected the ideals for building a united Singapore. Daily flag-raising and flag-lowering ceremonies, accompanied by the singing of the National Anthem and the recitation of the pledge were introduced in schools from August 1966. <u>Hence, the government built a national identity in Singapore by forging national identity in schools by fostering a greater sense of belonging and rootedness among students.</u>	
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Bendemeer Secondary School
2025 Secondary 2 G2 End-of-Year Examination
History
Table of Specifications

Topic	Section A (15 marks)			Marks	% Weightage
Part I: SBQ	Knowledge	Comprehension	Application		
How did the public housing programme affect the people in Singapore? (15 marks)					
a) Inference	0	0	4	4	4
b) Purpose	0	0	5	5	5
c) Comparison	0	0	6	6	6
Subtotal	0	0	15	15	15
Part II: SEQ (20 marks)	Knowledge	Comprehension	Application		
Japanese Occupation in Singapore and the challenges faced immediately after the Japanese surrendered	4	3	3	10	10
Safeguarding of Singapore's independence after 1965	4	3	3	10	10
Singapore's transformation in the years after 1965	4	3	3	10	10
Subtotal	8	6	21	35	35
Grand Total	23%	17%	60%		100%