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Name	Index Number	Class
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4E/ 5N



BEDOK GREEN SECONDARY SCHOOL
Preliminary Examinations 2015

4E/ 5N

COMBINED HUMANITIES

2204/01

Paper 1 Social Studies

23 July 2015

Additional Materials: Writing Paper

1 hr 45 min

READ THESE INSTRUCTIONS FIRST

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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

Write in dark blue or black pen on both sides of the paper.

You may use a soft pencil for any diagrams or graphs.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A: You must answer all parts of Question 1.

Section B: Answer one question.

Write your answers on the writing paper provided.

At the end of the examination, fasten all your work securely together.

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

For Examiner's Use	
Section A	
Section B	
Total	

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Section A (Source-Based Case Study)

Question 1 is compulsory for all candidates.

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

Issue: Public Health in 19th-century Japan: How effectively did society and the healthcare system in Japan deal with smallpox?

1 (a) Study Source A.

What does Source A tell you about smallpox in Japan? Explain your answer. [6]

(b) Study Source B.

How far does Source B prove that the Japanese healthcare system faced serious problems in the 19th century? Explain your answer. [8]

(c) Study Source D.

Why was Source D published? Explain your answer. [6]

(d) Study Source E.

How useful is Source E as evidence of how smallpox was dealt with in 19th-century Japan? Explain your answer. [8]

(e) Study Source F.

How far does Source F surprise you? Explain your answer. [7]

BACKGROUND INFORMATION

Smallpox was an infectious disease caused by the smallpox virus. It was characterised by rashes, blisters and bumps all over the body, each filled with thick and opaque liquid. Survivors were often left with scars and pock-marks, especially on their faces, resulting in the disease being called the 'pox'. Just like the viruses of other airborne diseases such as hand, foot and mouth disease, the smallpox virus can be transmitted through fluids and droplets from an infected person. It can also be spread through direct contact with infected bodily fluids or contaminated objects. However, one major distinguishing characteristic of the smallpox virus is that it is extremely deadly, killing 30-35% of those infected. In many

historical outbreaks, over 80% of infected children died. Survivors of the disease would often enjoy subsequent long years of immunity.

Prevention of the disease involves vaccination using the cowpox virus. This involved the introduction of fluid from pustules* of cowpox sufferers into other people to infect them with cowpox. As the immune system fought off the relatively mild cowpox infection, the body would also develop immunity against smallpox, since the smallpox virus was very similar to the cowpox one. This technique was developed in England when it was noticed that milkmaids and other people who worked with cows never caught smallpox.

Smallpox first entered Japan in the 8th century, killing off a third of the population in its maiden visit. Up till the end of the 19th century, governments, village officials and commoners tried all sorts of methods to prevent or cure it, even after vaccination was introduced into Japan in 1848. For many, especially western visitors, these varied attempts exposed a weak, almost non-existent public health system in Japan, mired in baseless superstitions. How (in)effective were the society and healthcare system in Japan in dealing with smallpox?

*pustules – bumps on the skin, filled with pus. Usually caused by infections.

Source A: *Excerpt adapted from a Japanese novel written in 1916.*

After losing her two daughters to smallpox in 1851, Shibue Io could barely sleep nor eat for days. In that same epidemic, her neighbor, Yajima Tetsu, was the only survivor of her family, but people now looked away instantly when they saw her face. Shibue Chusai, husband of Shibue Io and a family friend of the Yajima family, felt morally obliged to give Tetsu his second son to help her continue the Yajima line.

Source B: *Excerpt from letters, written to Japanese health officials in 1872, by Dr. Willis, a European doctor who was Chief Surgeon at the Kagoshima government hospital in Japan.*

The torch of medical science will never kindle into light, nor be transmitted with ever increasing effulgence*, if those who are really efficient and able to deal with such questions as life and death be not adequately honoured and rewarded. No men will undergo the fatigue of becoming efficient doctors if there be not sufficient rewards to await them and my best efforts to teach will fall upon deaf ears if a slight addition of rice be the only reward to be hoped for.... As matters stand at present the most ignorant man who calls himself a traditional doctor and who keeps a dirty little shop and sells useless and often filthy rubbish under the name of medicine makes more money than any of the chief doctors of any government hospital.

Source C: *Excerpt (adapted) from a medical history book published in 1984.*

Many Japanese *daimyo* (nobles) in the 19th century decided that one way to solve revenue problems in their districts was to make use of the mountain herbs that were readily available and earn money through selling traditional medicine. A whole cult grew up around the buying and selling of medicine, and the production of the type of paper it was wrapped in, the boxes it was stored in, and the medicine containers the boxes were carried in. This of course grossly inflated the price and added to the prestige value of the medicine.

Source D: *Details in 'Shouni Yeshinai Gusa', a child-rearing book popular in 19th-century Japan.*

How to worship the smallpox deity? Put a straw festoon decorated with cut paper (*shimawawa*) in front of the entrance, clean the bedroom and set up a special family altar (*hoso-dana*) for the smallpox deity. Place in the *hoso-dana* offerings in red, like red confectionery, red rice, red fish such as sea bream or gurnard, a red *daruma** and figures representing a horned owl, a rabbit or a small cuckoo. Offer also a ritual lantern and Japanese *sa-ke** in a ceramic bottle decorated with red paper.

**daruma* – a traditional Japanese doll believed to have spiritual powers

**sa-ke* – Japanese rice wine

**effulgence* – a brilliant radiance

Source E: A woodblock print distributed by Japanese government officials in the country in the mid-19th century. The picture depicts a cow-herder and the smallpox demon.



Source F: Excerpt (adapted) from an account by an English doctor in Japan in 1860.

Smallpox appeared to have no terrors for the Japanese. Children covered with smallpox pocks, and to whom foreigners would instinctively give a very wide berth, were not kept indoors, or separated from the rest of the family, but were carried on the backs of other children only a few years older than themselves, or on their mothers' backs, in the open air; their bearers mixing quite freely with their friends and acquaintances as if nothing was the matter.'

5

Section B (Structured Essay Questions)

Answer ONE question.

2. Conflict in Northern Ireland
 - (a) Explain how the education system contributed to the conflict between the Catholics and Protestants in Northern Ireland. [5]
 - (b) Explain two other factors that contributed to the conflict between the Catholics and Protestants in Northern Ireland. Which factor was more important? Explain your answer. [10]
3. Globalisation
 - (a) Explain how globalisation may bring about an increase in the standard of living. [5]
 - (b) Explain two other benefits globalisation may bring. Which is more significant? Explain your answer. [10]
4. Venice: Rise & Fall of a City-State
 - (a) Explain how Venice's geographical advantages helped it secure its trade monopoly. [5]
 - (b) Explain two other factors that helped Venice secure its trade monopoly. Which was more important? Explain your answer. [10]

End Of Paper

Acknowledgements:

- Source A Adapted from: McClellan, Edwin, *Woman in the crested kimono : the life of Shibue Io and her family, drawn from Mori Ogai's Shibue Chusai*, New Haven, [Conn.] : Yale University Press, 1985.
- Source B Hugh Cortazzi, *Dr Willis in Japan, 1862-1877 : British medical pioneer*, London : Athlone Press, 1985, 190.
- Source C Margaret Lock, *East Asian medicine in urban Japan : varieties of medical experience*, Berkeley : Los Angeles : University of California, 1980, 61.
- Source D Hiroshi Kawaguchi, 'Decrease of Child Deaths from Smallpox After the Introduction of Vaccination on the Outskirts of Edo, Japan', in Satomi Kurosu, Tommy Bengtsson, Cameron Campbell (eds.), *Demographic Responses to Economic and Environmental Crises*, Rethaku University, 2010.
- Source E Katsukawa, Shuntai (1770 – 1820): *Hosō no kamitowa dere ka nazuren, akuma gedō no tataru nasu koto ka* (Who named "god of smallpox"? is that devil's doing?). UCSF Library and CKM, 530 Parnassus Avenue, University of California, San Francisco, CA 94143-0840, <http://content.cdlib.org/ark:/13030/nb6v19636d/?order=1>
- Source F John Black, *Young Japan : Yokohama and Yedo 1858-79*, vol. 1, London : Oxford University Press, 1966, 287 – 288.

BEDOK GREEN SECONDARY SCHOOL
Preliminary Examinations 2015

Answer Scheme (2015 Prelim 4ESN Social Studies)

- 1 (a) Study Source A.** [6]
- What does Source A tell you about smallpox in Japan? Explain your answer.
- L1 Describes source / Lifting [1-2]
- L2 Inferences without support [3-4]
- (1 inference – 3 m; 2 inferences – 4m)
- Eg. It tells us that smallpox caused many families to be destroyed. Eg. It tells us that smallpox left much bitterness and depression in its wake.
- L3 Makes a stand, supported by relevant inference(s) with evidence [5-6]
- (1 supported inference – 5m; 2 supported inferences – 6m)
- Eg. It tells us that smallpox left much sadness and depression among the survivors in its wake. The evidence is that 'After losing her two daughters to smallpox in 1851, Shibuie could neither sleep nor eat for days.' This means that she was in depression due to the loss of her children to smallpox.

- (b) Study Source B.**
- How far does Source B prove that the Japanese healthcare system faced serious problems in the 19th century? Explain your answer. [8]

- L1 Makes a stand, without support [1]
- L2 Makes a stand, using source content alone [2-4]
- Eg. Source B proves that the healthcare system faced serious problems as it shows that top medical doctors were paid paltry sums, hence very few of the best and brightest would come and offer their services to heal the sick and make medical advancements. This would have hindered the functioning and improvement of the Japanese healthcare system.
- L3 L2 + Evaluation of source's reliability through cross-reference. Award 4 marks for responses without L2. [4-6]
- L4 L2 + Evaluation of source's reliability through purpose. Award 6 marks for responses without L2. [6-7]
- L2 + Eg. However Source B may not necessarily prove that the healthcare system was facing problems as the doctor may be bearing a personal grudge for not being paid as much as he had hoped for. Hence he may be exaggerating the dismal situation in the hospitals in order to pressure the Japanese government officials he was writing to to increase his salary (and that of his subordinates) for fear that the public health situation would deteriorate further without such increases. Hence the source is not reliable and thus may not prove that the healthcare system was facing problems.
- L5 Explains issue of proof and/or analyses what the source reveals [7-8]
- The source does not prove that the medical system in Japan is facing problems as the doctor is making fallacious arguments. He introduces a false dichotomy by suggesting that either salaries of medical staff are increased sharply or nobody would want to join the medical service. In reality people may join the medical service for other reasons such as idealism or a desire to serve the community or perhaps to gain greater social prestige and influence in the area. Hence the source does not prove that the medical system is facing problems.
- The source actually does prove that the medical system in Japan is facing problems as it reveals the sharp division and hostility between the western and traditional wings of medicine in Japan. The undisguised vitriol and enmity that the western doctor displays towards his traditional medicine counterparts, as seen in the western doctor calling the other doctor 'ignorant' and keeping a 'dirty little shop' selling 'useless and often filthy rubbish under the name of medicine' reveals this hostility. This means that the Japanese healthcare system is indeed quite divided, with internal conflicts and a lack of cooperation. All these represent problems that would hinder its effective functioning and so the source would prove that the system is in trouble.

(c) Study Source D.

Why was Source D published? Explain your answer.

[6]

L1 Reasons – Surface content only

[1]

Eg. The source was published to show how to worship the smallpox deity.

L2 Reasons – Intent

[2-3]

Eg. The source was published to instruct Japanese people how to prevent themselves and their loved ones from contracting smallpox by worshipping and appeasing the smallpox deity by making offerings such as red fish and red confectionery.

L3 Reasons – context

[3-4]

Eg. The source was published because many Japanese were highly superstitious and believed that they had to appease a smallpox god in order to keep themselves and their families healthy, or to hasten the curing of smallpox in their loved ones. Thus there was interest on the part of many parents in books that promised spiritual remedies.

L4 L2 + L3

[5-6]

(d) Study Source E.

How useful is Source E as evidence of how smallpox was dealt with in 19th-century Japan? Explain your answer.

[8]

L1 Makes a stand, without support

[1]

L2 Makes a stand, with support from source content only (inferences)

[2-3]

Eg. Source E is useful as it shows that cowpox vaccine is effective in fighting smallpox.

L3 L2 + Evaluation of reliability of source through cross-reference

[4-5]

Eg. L2 + The source's usefulness is strengthened because it is reliable as its assertions about the effectiveness of the cowpox vaccine can be supported by the background information which states that the cowpox vaccine, developed in England, effectively dealt with smallpox as the immunity developed in individuals against cowpox could also combat the smallpox virus which was closely related to the cowpox virus. Hence Source E is reliable and thus useful.

L4 L2 + Evaluation of reliability of source through purpose

[6-7]

Eg. L2 + The source's usefulness is limited as it is not very reliable. Being a government advertisement to encourage vaccination in the population, the source may exaggerate the effectiveness of cowpox vaccination by incorporating the folklore of defeating the mythical smallpox monster, in order to convince more Japanese people to get themselves vaccinated. Hence it does not reliably show how effective vaccination is, and thus is limited in its usefulness.

L5 L3/L4 + Explains what source reveals / source in context of the issue. Award 5 marks for responses without L3/L4

[8]

Eg. L3/L4 + Regardless of its reliability, the source is still useful as it reveals that there was an organised, concerted campaign to promote vaccination in Japan, and in particular, the use of woodblock print media in this vaccination campaign was probably significant as well.

- (e) Study Source F. [7]
- How far does Source F surprise you? Explain your answer. [7]
- L1 Makes a stand, without support [1]
- L2 Makes a stand, with general arguments [2-4]
- Eg. I'm surprised because smallpox is deadly and yet the Japanese were not afraid of spreading it and allow their children to act in an irresponsible manner.
- L3 Makes a stand – surprised OR not surprised, making use of other sources / contextual knowledge / background information. Information cross-referenced must be specific. [4-6]
- Eg. I'm surprised because smallpox is deadly, killing 30-35% of its victims, and yet the Japanese in the source seemed to be lackadaisical and aloof, not afraid of spreading it and allowed their children to run around and mix with everybody else. They were not kept indoors, or separated from the rest of the family.
- OR
- Eg. I'm not surprised because it is likely many Japanese trusted in their deities and mysticism to protect them from smallpox, as can be seen in Source D which is a common book instructing people how to ward off smallpox using offerings. This meant that many Japanese were probably superstitious and were not aware of the contagiousness of smallpox, hence making their easy mingling with smallpox patients less surprising.
- L4 Both elements of L3 – shows surprise to some degree, and not surprised to some degree. [6-7]

2. Conflict in Northern Ireland

- (a) Explain how the education system contributed to the conflict between the Catholics and Protestants in Northern Ireland. [5]
- L1 Describes issue [1]
- L2 Describes factor [2-3]
- Eg. The education system in Northern Ireland contributed to the conflict. Protestant children attended fully-funded public schools where they were taught British history, played British sports and were loyal to Britain. On the other hand, Catholic children attended partially-funded private schools where they were taught Irish history, played Irish sports and regarded Britain as a foreign country. Only a small group of children attended integrated schools where both groups interacted with each other.
- L3 Explains factor [4-5]
- Eg. The education system in Northern Ireland contributed to the conflict. Protestant children attended fully-funded public schools where they were taught British history, played British sports and were loyal to Britain. On the other hand, Catholic children attended partially-funded private schools where they were taught Irish history, played Irish sports and regarded Britain as a foreign country. Only a small group of children attended integrated schools where both groups interacted with each other. Due to a lack of inter-community interaction for most of the children, the Protestants and the Catholics are unable to resolve their differences. Attending different schools and learning different things and not interacting together makes generations of Protestant and Catholic children grow up distrusting and being hostile to each other, causing tension and conflict.
- (b) Explain two other factors that contributed to the conflict between the Catholics and Protestants in Northern Ireland. Which factor was more important? Explain your answer. [10]
- L1 Describes issue [1]
- L2 Describes factor(s) [2-3]
- The difference in political beliefs between the Protestants and Catholics also contributed to the conflict in Northern Ireland. The Protestants see themselves as British and want Northern Ireland to remain part of the UK. They are afraid that a union with the Republic of Ireland would mean that the Catholic government would be intolerant of their Protestant beliefs. The Catholics see themselves as Irish and want a union with the Republic of Ireland. The Catholics also resent the history of English conquest where they were killed and treated badly by the Protestants.
- L3 Explains one other factor [4-5]
- Eg. The difference in political beliefs between the Protestants and Catholics also contributed to the conflict in Northern Ireland. The Protestants see themselves as

British and want Northern Ireland to remain part of the UK. They are afraid that a union with the Republic of Ireland would mean that the Catholic government would be intolerant of their Protestant beliefs. The Catholics see themselves as Irish and want a union with the Republic of Ireland. They also resent the history of English conquest where they were killed and treated badly by the Protestants. Loyalty to different countries makes the Protestants and the Catholics intolerant of each other, causing tension which would later result in conflict between the two sides. This difference also contributes to a lack of shared identity which leads to each side viewing the other as an 'other', further driving a wedge of hostility and lack of understanding between the two, hence leading to more tension and conflict.

OR

Eg. One reason for the conflict in Northern Ireland is the unequal allocation of public housing by city councils. As the city councils are largely made up of Protestants, more houses would be given to the Protestants than the Catholics, therefore the Catholics find the allocation of public housing by the government to be unfair. As the Catholics have larger families, they are frustrated by the shortage of housing as they would have to wait many years to be allocated a house. They were angered by this discrimination and their frustration led to the conflict.

L4 Explains two other factors

[6-8]

L5 L4 + Weighing of factors

[9-10]

Eg. L4 + The issue of divided loyalties was more important than allocation of housing because it was the divided loyalties that helped shape the distinct identities of each side. This distinct identity, contributing to the viewing of the other group as 'alien', was what made the Protestant councillors more willing to discriminate against the Catholics, as they did not see the latter as brothers or fellow countrymen.

3.

Globalisation

(a) Explain how globalisation may bring about an increase in the standard of living. [5]

L1 Describes issue

[1]

L2 Describes factor

[2-3]

Globalising countries have enjoyed an increase in income levels because when they open their countries to trade and foreign investment, they receive more trade revenue. Hence the people become richer.

L3 Explains factor

[4-5]

Eg. Globalising countries have enjoyed an increase in income levels because when they open their countries to trade and foreign investment, they receive more trade revenue. This allows the government to invest in infrastructure, education and healthcare, improving the lives and standard of living of the people. There may also be a trickle-down effect as the revenue received flows to different areas of the economy and society, benefiting households. For example, partially as a result of increased globalization, average household income in Singapore increased from around \$4900 (2.s.f.) in 2000 to \$5400 in 2005, suggesting an increase in standard of living of the people.

(b) Explain two other benefits globalisation may bring. Which is more significant? Explain your answer. [10]

L1 Describes issue

[1]

L2 Describes factor(s)

[2-3]

Eg. Due to Globalisation, people have become more aware of different cultures, through media such as television documentaries and the internet. This allows people from around the world to gain more knowledge about the history and culture of their fellow Earthlings halfway round the world.

L3 Explains one other factor

[4-5]

Eg. Due to Globalisation, people have become more aware of different cultures, through media such as television documentaries and the internet. This allows people from around the world to gain more knowledge about the history and culture of their fellow Earthlings halfway round the world, paving the way for better appreciation and relations between different peoples. For example, people in Singapore watching documentaries on European cities will understand European culture better and relate with Europeans more easily, contributing to better relations between different communities and countries.

OR

Another benefit brought by globalisation is the increase in awareness of environmental management as countries are aware that sustainable development is a key to further growth. This was partly due to the various environmental disasters, such as the Minamata bay disaster, and the effective media coverage of these events and the

subsequent airing of this footage around the world, reaching the living rooms of an unprecedented number of people. This has effectively brought home the important and fragility of the environment and inspired individuals, communities and governments to act to protect it. There are also many programmes (eg. recycling programmes) in schools, for example, to educate people about the importance of the environment. There are also cartoons (eg. Captain Planet) that teach young kids the importance of saving the planet. This increased awareness will result in more concern and protective measures taken to preserve environment, both in the present and future. For example, this awareness has propelled the search for alternative energy sources such as solar power, wind power, geothermal power and fusion.

L4 Explains two other factors

[6-8]

L5 L4 + Weighing of factors

[9-10]

Eg. L4 + Increased environmental awareness is more important as it is more crucial to the survival of future generations in the context of increased pollution all over the planet. People who know about the danger their planet is facing can easily take steps even in their daily lives, such as reducing wastage. On the other hand, cultural awareness may smoothen relations between different groups of people but its impact is more dilute, as many do not come into contact with others from different countries and cultures on a daily basis, and even so, this contact is mainly individual to individual, with less of a long-term or even a wide impact.

4. Venice: Rise & Fall of a City-State

(a) Explain how Venice's geographical advantages helped it secure its trade monopoly. [5]

L1 Describes issue [1]

L2 Describes factor [2-3]

Eg. Venice enjoyed geographical advantages as it had a good location as the gateway between Europe and Asia. This placed it right in the middle of the inter-continental trade, which means trade had to pass through. Venice also had a lot of salt marshes around it, and also a shallow lagoon around it.

L3 Explains factor [4-5]

Eg. Venice's geographical advantages included a good location as the gateway between Europe and Asia. This placed it right in the middle of the inter-continental trade, which means traffic had to pass through Venice. Hence Venice had more trade revenue as it could also provide services for traders who stopped over, and could also tax traders that passed through. This also made it easier or Venice to later on establish a monopoly over lucrative trade, such as the spice trade, since traders had to pass through Venice as the Eurasian gateway. From its strategic location, Venice would also later be able to deploy naval forces to enforce its monopoly as well.

(b) Explain two other factors that helped Venice secure its trade monopoly. Which was more important? Explain your answer. [10]

L1 Describes issue [1]

L2 Describes factor(s) [2-3]

Eg. Another factor was good leadership. Venice's leaders were capable and adaptable. Doges Dandolo and Ziani expanded the empire, building up military outposts and forts along the coast of the Adriatic and Venice also took over Constantinople in 1205.

L3 Explains one other factor [4-5]

Eg. Another factor was good leadership. Venice's leaders were capable and adaptable. They knew how to exploit opportunities and take advantage of situations, which enabled Venice to rise above its competitors and expand its power politically and economically. Doges Dandolo and Ziani expanded the empire, building up military outposts and forts along the coast of the Adriatic to control the trade routes & protect their own traders. Venice also conquered % of Byzantine territory after the capture of its capital Constantinople, bringing in control of lands, trade routes, resources, manpower, adding to Venetian power and rise. This gave the Venetians important islands such as Crete, from which it could extend its naval dominance by stationing military forces there. Hence it could further enforce its monopoly in the eastern Mediterranean by ensuring that other ships did not carry spices without paying Venice taxes.

OR

Eg. Another factor was the enterprising Venetian attitude to trade and their adventurous spirit. The Venetians had a very positive attitude towards trade; were good at negotiation, constantly maintaining favourable trading terms. This allowed them to maintain a competitive edge over their trading rivals. Venetians were very enterprising & adventurous. They explored new trade routes, supplies and markets by travelling to unknown lands. With such knowledge, they were able to enrich themselves and build up the Venetian empire through such trade expansion. An example was the adventurous Marco Polo travelling to China and bringing back knowledge of new markets, new products, such as dyes, perfumes and spices, back to Venice to enable other enterprising merchants to bring profits to the city-state. This enabled Venice to be one of earlier players to enter new markets, giving it an edge over other later-arrivals and helping it secure trade monopolies more easily since it would already have a greater market share than other European powers.

L4 Explains two other factors

[6-8]

L5 L4 + Weighing of factors

[9-10]

Eg. L4 + Good leadership was more important than the adventurous spirit of Venetian traders because without the stability afforded by good leadership in Venice itself, the traders would not have been able to accumulate enough wealth and support to strike out into distant lands in the first place. Whatever knowledge they brought back would also be lost in any internal civil strife that might have resulted without a steady governing hand, and Venice would not have been able to capitalise on this knowledge.