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Anglo-Chinese School (Barker Road)

PRELIMINARY EXAMINATION 2016

SECONDARY FOUR (EXPRESS)/ FIVE (NORMAL ACADEMIC)

COMBINED HUMANITIES (SOCIAL STUDIES)
(2204/01)

1 HOUR 45 MINUTES

Instructions to Candidates:

1. Answer **Question 1** from Section A, and **one** question from Section B.
2. Begin your answer to Section B on a new and separate sheet of paper.
3. You are advised to spend no longer than 1 hour on Section A.
4. You are to tie the two sections in separate bundles.
5. Attach a cover sheet to the front of your answer scripts. Write your index number in the box provided on the cover sheet.
6. The total marks for the entire paper is 50 marks.

Information for Candidates:

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

This question paper consists of 7 printed pages.

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 which 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.

- 1 (a) Study Source A.
Why do you think the cartoon was drawn? Explain your answer, referring to details of the cartoon. [6]
- (b) Study Source B.
Can we trust what the source says regarding the role that Israel played in worsening the Palestinian-Israeli conflict? Explain your answer. [7]
- (c) Study Source C.
How useful would this source be to your understanding of the Palestinian-Israeli conflict? Explain your answer. [7]
- (d) Study Source D.
How far does Source D prove that the Palestinians would never accept Jewish rule? Explain your answer. [7]
- (e) Study Sources E and F.
Having read Source E, are you surprised by Source F? Explain your answer. [8]

The Middle-East Conflict Between the Israelis and Palestinians

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The struggle between the Israelis and the Palestinians is one of the most enduring and explosive of all the world's conflicts. Before 1919, Palestine was part of the Ottoman Empire. Between 1919-1948, Palestine was placed under British control by the League of Nations. However, there was a problem when the British decided to grant independence to Palestine in 1948 as they had promised to support the creation of a Jewish state in Palestine, much to the anger of the Palestinian Arabs, who did not want such an arrangement. Eventually, the British requested the help of the United Nations to solve the problem. In 1947, the UN General Assembly voted to partition Palestine into two independent states, a Jewish state (Israel) and an Arab state (Palestine), for both Jewish and Palestinian settlers, respectively. The Jewish people accepted the proposal but the Arabs rejected it.

Israel declared its independence on 14 May 1948. It was attacked by the surrounding Arab countries the following day. Large numbers of Palestinians were made homeless either by being terrorised into leaving their homes or by choice. Since 1948, Israel has had a series of wars with its Arab neighbours. Many Palestinians became refugees in the West Bank, the Gaza Strip and the neighbouring Arab countries.

Presently, Israel is occupying the Palestinian territories. There have been many uprisings started by the Palestine Liberation Organisation (PLO) protesting Jewish expansion in Gaza and the West Bank and claiming for a future, independent state. The PLO adopted violent methods such as hijackings, kidnappings, bombings and raids on Israeli settlements in the hope of terrorising Israel into giving up the conquered lands. Israel has retaliated with similar violent actions.

The Palestinian-Israeli conflict has now widened into an international conflict. Israel has the support of the USA while the Palestinians have the support of the Arab countries. There have been attempts at mediation and peace-making between the two sides.



Source A: A cartoonist's impression of the Palestinian-Israeli peace talks in 2002. From left to right: Ariel Sharon (then Israeli Prime Minister), Tony Blair (then British Prime Minister), Yassar Arafat (then Chairman of the PLO).



Source B: An article by an American journalist on the ethnic cleansing of the Palestinians by the Israelis.

Israeli authorities are carrying out a process in East Jerusalem that can accurately be described as ethnic cleansing. It is plainly geared to uproot Palestinians from an area that historically has been known as Arab East Jerusalem and convert it into an integral, permanent part of the capital of the Jewish state. The scandalous process is recognised and deplored by major news media in Britain and elsewhere and even by some newspapers in Israel, but it is predictably ignored in the United States. Still worse, Washington provides the financial, political and military support without which the cleansing could not go forward.

Source C: A photograph of a Jew and a Palestinian.



Source F: An extract from the British-Israeli Public Affairs Committee, which is an official Israeli information service.

If the Arabs were so attached to their land, why did they leave it in 1948 during a crisis? The responsibility must lie with those who attacked Israel – the call of the Arab leaders to the Arabs to move out so that the armies could move in. The blame must be attributed to Arab leaders who encouraged these Arabs to leave, promising them that after victory in the war they would be able to return to claim the property of the Jews as well. Arab propaganda led them to fear what would happen to them if they stayed, and threatened that they would also be considered traitors to the Arab cause.

Source D: Two quotes from interviews with PLO members.

'When we hijack a plane it has more effect than if we killed a hundred Israelis in battle. For decades world public opinion has been neither for nor against the Palestinians. It simply ignored us. At least the world is talking about us now.'

'The non-violent methods are very beautiful and very easy, and we wish we could win with these methods. Our people do not carry machine-guns and bombs because they enjoy killing. It is a last resort. For twenty-two years we waited for the United Nations and the United States, for liberty, for freedom and independence. There was no result. So this is our last resort.'

Source E: An extract from a PLO pamphlet.

On 9 April 1948, a Jewish force attacked the peaceful Palestinian Arab village of Deir Yassin near Jerusalem. In cold blood they murdered 154 men, women and children, mutilating many of the bodies. The plan was to frighten the rest of the Palestinian population into leaving to avoid the same happening to them. Thousands of Palestinians who fled during the confusion and terror were prevented from returning to their homes by Israel.

Section B (Structured-Essay Questions)

Answer one question.

2 Healthcare In Singapore

- (a) Explain how working with organisations is an important way to manage healthcare in Singapore. [5]
- (b) Explain two other ways to manage healthcare in Singapore. Which is more effective in meeting the needs of the people of Singapore? Explain your answer. [10]

3 Bonding Singapore

- (a) Explain how safeguarding the interests of minority groups is an important way of managing ethnic diversity in Singapore. [5]
- (b) Explain two other measures taken to manage ethnic diversity in Singapore. Which is more effective to bond Singaporeans? Explain your answer. [10]

4 Decline of Venice

- (a) Explain how Venice declined because of maritime competition. [5]
- (b) Explain two other reasons that contributed to Venice's decline. Which contributed more to Venice's demise? Explain your answer. [10]

END OF PAPER

Section A (Source-Based Case Study)

The Middle-East Conflict Between the Israelis and Palestinians

- 1(a) *Study Source A.*
Why do you think the cartoon was drawn? Explain your answer, referring to details of the cartoon. [6]

Note: This question asks 'Why?' Only answers which provide a reason can therefore be rewarded.

- L1 **Answers based on provenance / Generalisations about cartoon / topic** [1 m]

- It does not tell me anything as cartoons are just to make people laugh.
- The cartoonist does not approve it because that is what he drew.

OR

Describes the cartoon [1 m]

- The cartoon shows three men/ leaders and a dove.

- L2 **Message about the Palestinian-Israeli peace talks, unsupported** [2 m]

- The cartoonist feels that the Palestinian-Israeli peace talks would be futile/ unsuccessful as both parties are unwilling to lay down their arms.
- I can infer that the peace talks are extremely difficult as the hatred is too deep-seated.
- The cartoonist is not very hopeful of a peaceful solution to the Palestinian-Israeli conflict as both parties are not willing to lay down the arms for the peace talks.

- L3 **Messages about the Palestinian-Israeli peace talks with support from details of cartoon** [3-4 m]

Award 3 m for 1 message supported and an additional mark for another message supported, up to a max of 4 m.

- The cartoonist feels that the Palestinian-Israeli peace talks would be futile/ unsuccessful as both parties are unwilling to lay down their arms. This can be seen by Ariel Sharon being armed with a knife while Yassar Arafat is armed with a baseball bat. Thus, the drawing of weapons in the cartoon shows that they are not ready to put down their weapons.
- I can infer that the peace talks are extremely difficult as the hatred is too deep-seated. There seems to be tension going on. There is no real peace even though the cartoon shows a peace conference going on to discuss peace – Tony Blair is holding on to a book "peace proposals". This can be seen by Tony Blair smiling cynically while the two other leaders are armed with weapons. Coming

with this kind of aggressive mindset will not help to make the peace talk any easier. Even the dove of peace is cynical – it is quoted as saying "some hope".

- The cartoonist is not very hopeful of a peaceful solution to the Palestinian-Israeli conflict as both parties are not willing to lay down the arms for the peace talks. Coming to the peace conference armed with weapons shows hostility, tension and distrust between the two leaders. This implies that they are all ready to fight with each other again.

- L4 **Purpose of the cartoon** [5-6 m]
Award 5m for undeveloped answers, and 6m for developed answers.

- The cartoonist is not very hopeful of a peaceful solution to the Palestinian-Israeli conflict as both parties are not willing to lay down arms for the peace talks. By portraying the Palestinian and Israeli leaders in such an antagonistic mood, the cartoonist shows the Palestinian-Israeli peace talks in a negative light. He drew the cartoon to bring across the message that the distrust between the two groups were too deep-seated to reach any form of peace settlement. Thus the cartoon was drawn to persuade Palestinian and Israeli leaders and people to put down their arms and work towards peace.

- (b) *Study Source B.*
Can we trust what the source says regarding the role that Israel played in worsening the Palestinian-Israeli conflict? Explain your answer. [7]

- L1 **Provenance only** [1 m]

- Yes, I can trust Source B as it is an article by an American journalist.

- L2 **Typically** [2 m]
Answers based on a reluctance to generalise from this one incident.

- No, this is only 1 viewpoint/ 1 source.
- No we cannot trust what Source B says because it is just the view of one American.

- L3 **Answers based on source content** [3-4 m]
Award 3 marks for an explanation of reliability OR unreliability based on content. Award 4 marks for an explanation of reliability AND unreliability based on content.

- Yes, I can trust Source B. Source B proves that Israel played an important role in worsening the Palestinian-Israeli conflict as it describes the Israeli authorities as carrying out an ethnic cleansing process of the Palestinians which is "geared to uproot Palestinians" and converting the Arab East Jerusalem into "an integral, permanent part of the capital". Israel was able to carry out this "scandalous process" because of the "financial, political and military support" by the US.

- **No, we cannot trust what the source says regarding the role that Israel played in worsening the Palestinian-Israeli conflict as the source is biased and highly opinionated. It uses strong persuasive words such as "ethnic cleansing", "plainly opinionated", "uproot", "scandalous", "deplored" and "ignored" to blame Israel and the United States for worsening the Palestinian-Israeli conflict.**
- L4 Cross-reference to other sources to prove OR disprove that the Israelis played an important role/ are to be blamed for worsening the conflict [4-5 m]**
Award 5 marks unless it is a weak cross-reference.
- Source B says that Israel played an important role in worsening the Palestinian-Israeli conflict as it describes the Israeli authorities as carrying out an ethnic cleansing process of the Palestinians which is "geared to uproot Palestinians" and convert the Arab East Jerusalem into "an integral, permanent part of the capital". This is contradicted by Source D. Source D shows two interviews by PLO members which advocated the use of violence against the Israelis so as to make the Palestinian cause and Palestinian fight for freedom and independence known to the world – "when we hijack a plane it has more effect than if we killed a hundred Israelis in battle... at least the world is talking about us now... for twenty-two years we waited for the United Nations and the United States, for liberty, for freedom and democracy. There was no result. So this is our last resort". Source D shows that it is the violence advocated by the PLO that is worsening the conflict. Thus, Source B does not prove that the Israeli authorities play an important role in worsening the Palestinian-Israeli conflict.
 - Source B says that Israel played an important role in worsening the Palestinian-Israeli conflict as it describes the Israeli authorities as carrying out an ethnic cleansing process of the Palestinians which is "geared to uproot Palestinians" and convert the Arab East Jerusalem into "an integral, permanent part of the capital". This is supported by Source E which shows an example of ethnic cleansing by the Israeli authorities – Source E describes the Jewish forces attacking a Palestinian Arab village in "cold blood" and "murdering" and "mutilating" more than 150 Palestinians. The violence used by the Jewish forces against the Palestinian Arabs shows the important role Israel played in worsening the Palestinian-Arab conflict. Thus, Source E can be trusted.
 - Source B says that Israel played an important role in worsening the Palestinian-Israeli conflict as it describes the Israeli authorities as carrying out an ethnic cleansing process of the Palestinians which is "geared to uproot Palestinians" and convert the Arab East Jerusalem into "an integral, permanent part of the capital". This is contradicted by Source F which states that it is the Arab leaders that have to take the responsibility and blame for worsening the conflict as they were the ones who "attacked Israel" and called the Arab armies to "move in" to the Jewish territories. Thus, Source B cannot be trusted regarding the role the Israelis played in worsening the conflict.
 - Source B says that Israel played an important role in worsening the Palestinian-Israeli conflict as it describes the Israeli authorities as carrying out an ethnic cleansing process of the Palestinians which is "geared to uproot Palestinians" and convert the Arab East Jerusalem into "an integral, permanent part of the capital". This is contradicted by the Background Information which states that

the PLO "adopted violent methods such as hijackings, kidnappings, bombings and raids on Israeli settlements in the hope of terrorising Israel into giving up the conquered lands". With such use of violence by the PLO, Source B does not prove that the Israeli authorities are entirely to be blamed for worsening the conflict.

- L5 Cross-reference to other sources to prove AND disprove that the Israelis played an important role/ are to be blamed for worsening the conflict [6 m]**
- L6 Yes: Evaluation of source content based on the provenance [7 m]**
The author is American, yet he says critical things about the American government/ is unsupportive of the role US played in the Palestinian-Arab conflict, therefore he is likely to be reliable (enhanced reliability).
- I do think this source is very reliable in what it says regarding the role that Israel played in worsening the Palestinian-Israeli conflict. It tells you about how an American journalist feels about the ethnic cleansing of Palestinians by Israelis and how this would worsen the conflict. It also talks about the US media and government "predictably" ignoring this "scandalous process" because the US government is the one who provides "financial, political and military support" to the Israelis "without which the cleansing could not go forward". The Background Information also tells us that Israel "has the support of the USA".
- Why would an American person lie about this? You would think he would want to say good things about what his own government is doing, not criticise it. So the fact that he points out his own government's support for Israel and its lack of condemnation of Israel's ethnic cleansing process makes his evidence more reliable.
- (c) Study Source C.**
How useful would this source be to your understanding of the Palestinian-Israeli conflict? Explain your answer. [7]
- L1 Answers on provenance [1 m]**
- Source C is useful as it shows a photograph of a Jew and a Palestinian.
- L2 Answers on typicality, explained [2 m]**
- Source C is not useful because it is just one source/ photograph.
- OR**
- General comments on useful/ not useful [2 m]**
- Yes, it is useful as it tells me about different people having different experiences.

L3 Answers based on usefulness/ limitations of content [3-4 m]
 Award 3 marks for an explanation of usefulness OR limitations based on content.
 Award 4 marks for an explanation of usefulness AND limitations based on content.

- This source is useful to my understanding of the Palestinian-Israeli conflict as it tells me that both the Arabs and the Jews believe that they have the right to live and rule themselves in their own land, Palestine. This is the source of conflict as both sides see themselves as having more right than the other to the same piece of land and thus cannot co-exist with each other. Thus the conflict cannot be easily and peacefully resolved. With the creation of Israel in 1948, the Arab Palestinians were unable to return to their homeland while the Jews could, even though they were born outside Israel. In the photograph, the girl is from the United States and Israel would pay her to move to the Palestinian land because she is Jewish. The man is from Palestine but he cannot return to his land as he is not Jewish.

AND/OR

- Source C is not useful as it shows me two people having different treatment in Israel. The source is limited as it does not tell me if all Palestinian Arabs and Jews are being treated differently like these two people. Moreover, Source C also does not give any information about the conflict between the Palestinian Arabs and the Jews over Jewish occupation of Israel. It is not useful as it does not tell me why and how this situation came about.

L4 Valid cross-reference [5-7 m]
 Award 6 marks unless it is a weak cross-reference.
 Award 7 marks for 2 cross-references.

- Source C shows Israel would pay for the girl from the United States to move to the Palestinian land because she is Jewish. The man from Palestine cannot return to his land as he is not Jewish. The source tells me that both the Arabs and the Jews believe that they have the right to live and rule themselves in their own land, Palestine. This is the source of conflict as both sides see themselves as having more right than the other to the same piece of land and thus cannot co-exist with each other. Thus the conflict cannot be easily and peacefully resolved. With the creation of Israel in 1948, the Arab Palestinians were unable to return to their homeland while the Jews could, even though they were born outside Israel. Sources E and F support Source C to show that the Palestinian-Israeli conflict cannot be easily resolved as both show differing views on the causes of the refugee problem. In Source E, the PLO blames the Jewish forces for expelling Arab Palestinians through massacre and intimidation. Palestinians were also "prevented from returning to their homes by Israel". Source F shows the official Israeli sources putting the responsibility of the Arab refugees solely on the Arab leaders for they had sent the armies to attack Israel. They had also "threatened" the Arabs to leave or they would be labelled as "traitors to the Arab cause". Peace seems remote as one party is putting the blame solely on the other. Moreover, such strong negative feelings about the other party as seen in the two sources will not help to promote peace between the two warring parties. Moreover, the miserable plight of the Palestinian refugees has made relations between Israel and the Arab countries even more intense. Source C is reliable and thus useful.

- Source C is useful to my understanding of the Palestinian-Israeli conflict as it tells me that the problem between the Arabs and the Jews is so deep-seated that even after so many years, there is still no solution to the problem. Reconciliation or peaceful solution has not taken place. The photograph shows that Israel would pay for the girl from the United States to move to the Palestinian land because she is Jewish but the man who is from Palestine cannot return to his land as he is not Jewish.
- This is supported by Source A which shows that both parties, the Palestinians and the Israelis, are unwilling to lay down their arms. Both the Israeli and Palestinian leaders are armed with a sharp knife and a baseball bat respectively. There is still hostility even in the peace talk. The cartoonist is not hopeful of a peaceful solution to the Palestinian-Israeli conflict as both parties are not willing to lay down the arms for the peace talks. Coming to the peace talks with weapons show that they are all ready to fight with each other again. Thus this source is reliable and useful as evidence that the Palestinian-Arab conflict cannot be easily solved as the problem is too deep-seated.

- (d) Study Source D.
 How far does Source D prove that the Palestinians would never accept Jewish rule?
 Explain your answer. [7]

L1 Undeveloped provenance [1 m]

- Yes, it must prove it because it is from interviews with PLO members.

L2 Yes, explained by source content [2-3 m]
 Award the higher mark in the level for more fully developed answers.

- Yes, it does prove it. The PLO members carried out violent acts so as to get the attention of the world to give them freedom and independence.

L3 No: typically [4m]

- No, it does not prove it. These 2 PLO members would not have accepted the Jewish, but we have no reason to believe that what they think must be true of all Palestinians.

L4 No: explained lack of reliability [5 m]

- This source cannot prove that the Palestinians would never accept Jewish rule. Source D shows interviews with members belonging to PLO, an organisation which wants an independent state in the Middle East. Thus, they will definitely be biased against Israel and Jewish rule.

L5 Yes, because it is reliable, explained by cross-reference [6 m]

- Yes, it is proof. I can believe what the source says. The Palestinians would not accept Jewish rule because they hate the Jews. Thus, they carry out violent acts. Source D says "for twenty-two years they waited for the UN and the US... for freedom and independence". This is supported by the Background Information which says that the PLO "adopted violent methods such as hijackings, kidnappings, bombing and raids on Israeli settlements in the hope of terrorising Israel into giving up the conquered lands."

L6 L5 + a qualification of 'Yes' [7 m]
This qualification can be using either L3 or L4.

- Yes, it is proof. I can believe what the source says. The Palestinians would not accept Jewish rule because they hate the Jews. Thus, they carry out violent acts. Source D says "for twenty-two years they waited for the UN and the US... for freedom and independence". This is supported by the Background Information which says that the PLO "adopted violent methods such as hijackings, kidnappings, bombing and raids on Israeli settlements in the hope of terrorising Israel into giving up the conquered lands. However, the source is based on interviews by members from the PLO, an organisation which wants an independent state in the Middle East. Thus, they will definitely be biased against Israel and Jewish rule so that people will support them in their fight against Israel for land and independence."

(e) Study Sources E and F.
Having read Source E, are you surprised by Source F? Explain your answer. [8]

L1 Valid comparison of the sources, but no statement of surprised/ not surprised [1 m]

- The two sources completely disagree with each other because Source E thinks that Jewish forces were responsible for causing thousands of Palestinians to leave their homeland whereas Source F thinks that the Arab leaders were responsible.

L2 Not surprised: provenance [2 m]

- I am not surprised that they are different because one is from a Palestinian pamphlet and the other is from an official Israeli information service.

L3 Not surprised because they agree: comparison of content [3 m]

- I am not surprised at all because both of the sources talk about Palestinian refugees leaving their Israeli settlements. Source E says that thousands of Palestinians "fled during the confusion and terror" and were "prevented from returning to their homes" and Source F states that the Palestinians "left", "moved out" of and were "encouraged... to leave" Israel in 1948.

L4 Not surprised because they agree: comparison of tone [4 m]

- I am not surprised because both sources have a similar tone. Both sources are very biased as they try to win support for their own camp. Source E is very biased, accusing and one-sided. There are negative words and imagery used such as saying that the Jewish were violent as they "attacked" a "peaceful" village "in cold blood". Source E uses strong and persuasive words like "murdered", "mutilating", "confusion and terror" to suggest that the Jews terrorised the Arabs into leaving their homes.

Source F also shows a biased and accusing tone. The extract puts the view strongly across – the "responsibility must lie with those who attacked Israel". The blame is placed solely on the Arab leaders as they were the ones who "encouraged" the Palestinians to leave their homes.

L5 Comparison of content of Sources E and F: surprised that they differ [5-6 m]

Award the higher mark in the level for more fully developed answers.

- I am surprised because both sources have different reasons for the Palestinians' departure/ give conflicting treatment to the Palestinian refugees/ opposing views regarding who is to be blamed for the Palestinian departure. Source E says that the Palestinians left because they were being "frightened" into leaving as a result of the attack on the "peaceful Palestinian Arab village of Deir Yassin" by Jewish forces. The blame was placed on the Jewish forces for being involved in a series of massacres and intimidation which forced the Palestinians to leave as they did not want "the same happening to them". Source F, on the other hand, says that the Arab leaders had "called" large numbers of Arabs to leave so that "the armies could move in." The blame in this source was "attributed to Arab leaders" because they "encouraged these Arabs to leave, promising them that after victory in the war they would be able to return to claim the property of the Jews as well". The Palestinians left their settlements as they feared that they might be considered "traitors to the Arab cause" if they stayed.

L6 Not surprised: purpose of both sources [7-8 m]

Award the higher mark in the level for more fully developed answers.

- I am not surprised as both sources have similar purposes. Both sources have their own agenda in trying to influence the readers to put the blame on the other camp. Both sources also try to win support for their own camp.

The tone in Source E is biased and accusatory as it is trying to put the blame on the Israelis. Source E claims that many of the Palestinian Arabs were not equipped to deal with violence and conflict. Many of them left because they were "frightened" into leaving by the Jewish forces who engaged in violence and massacre and were further "prevented from returning to their homes by Israel". The purpose of this source is to win support for the Arabs by putting the blame on the Israelis. There are negative words used such as "frighten", "confusion and terror", "murdered" and "mutilated" to suggest that the Jews terrorised the Arabs into leaving. This could also draw some sympathetic support for the Arabs as they were seen to be the victims of crimes committed by the Jewish forces. As this is an extract from a PLO pamphlet, it is likely to

be a one-sided propaganda material with the purpose of brainwashing the Arabs and the world into believing that the Jews are murderous, cold-blooded and violent so as to gain the support of the Arabs as well as the world with regards to the Palestinian cause.

Similarly, the purpose of Source F is to put the blame on the Arabs for their own refugee problem. Source F says that responsibility for the Arab refugees "must lie with those who attacked Israel. It was the Arab leaders who called the Arabs to get out so that the Arab armies could get in. Source F also tries to win the support for Israel by putting the blame on the Arab leaders for sending their armies to attack Israel. Source F says that the "blame must be attributed to Arab leaders who encouraged these Arabs to leave". Such comments could draw some sympathetic support for the Israelis since they were not the ones responsible for the refugees. As this is an extract from an official Israeli information service, it is likely to be one-sided and biased to put the blame solely on the Arabs so as to gain the support of the Israelis as well as the rest of the world to the Israeli cause.

Section B: Structured-Essay Questions

- 2a) Explain how working with organisations is an important way to manage healthcare in Singapore. [5]

L1	Answers describing Singapore's healthcare with no focus on the question E.g. In early 1980s, the Singapore government was concerned with the rising costs of providing healthcare. This concern was raised by the then Health Minister, Mr Goh Chok Tong, on a number of occasions. In 1983, the Ministry of Health published a document called the National Health Plan (NHP). The NHP suggested that healthcare policies should not put a strain on government spending, and that healthcare needs could be shared by individuals with the support of the community.	1m
L2	Describes Factor <i>Award the higher mark in the level for more fully developed answers.</i> (see L3 non-bold)	2-3m
L3	Explains Factor <i>Award the higher mark in the level for more fully developed answers.</i> E.g. The community provides some healthcare support to meet the needs of the people. This is because it is not possible for the government to run all healthcare services. For example, some patients who are discharged from hospitals may still need medical care. Voluntary medical organizations and private organizations are given grants to run community hospitals, nursing homes and day rehabilitation centres for this group of patients. Support is also given by the government to organizations that provide specific healthcare support services. An example is the National Kidney Foundation (NKF). NKF helps patients suffering from chronic kidney problems and provide subsidized rates for kidney dialysis. Through their services, NKF helps the government hospitals relieve some of their load of kidney patients and more people who need kidney healthcare attention are being cared for adequately. Thus, working with organisations is an important way to manage healthcare in Singapore.	4-5m

- 2b) Explain two other ways to manage healthcare in Singapore. Which is more effective in meeting the needs of the people of Singapore? Explain your answer. [10]

L1	Identifies other factor(s) Award 1m for identifying one factor and 2m for identifying another factor. E.g. Individual and Government	1-2m
L2	Describes other factor(s) Award 3m for describing one factor and an additional mark for describing another factor. (see L3 non-bold)	3-4m
L3	Explains 1 factor Award 5m for an explanation of one other factor and an additional mark for any supporting detail. E.g. Individual MediSave - One of the ways to manage healthcare in Singapore is encourage the people to be self-reliant, and not over-reliant on the government. One of such measures is called Medisave introduced in 1984. Medisave encourages Singaporeans to be responsible for their own health by making sure every employed Singaporean contribute a certain amount of money from their CPF contributions to their Medisave accounts every month. The money from their Medisave accounts can be used to pay hospital bills and certain medical treatments. By encouraging Singaporeans to have money in their CPF accounts, they are better able to pay for healthcare. In this way, people share the costs of healthcare with the government. Medisave, hence, helps to lighten the government's burden of paying for healthcare services. Healthcare becomes a shared responsibility and the government need not depend on raising taxes to pay for rising healthcare costs. Other examples – MediShield (Life), keeping a healthy lifestyle E.g. Government Ward subsidies – Direct subsidies are given to government hospitals, polyclinics and some nursing homes for the elderly to ensure that basic healthcare services are available for all Singaporeans. In 2000, subsidies made up one quarter of government spending on healthcare. To ensure that healthcare remains affordable for most Singaporeans, especially the lower-income group, the government gives different rates of subsidies to the different classes of wards in hospitals. For example C class	5-6m

	wards receive 65-80% of subsidies, while B2 class wards get 60-65%, B1 class wards receive 20%, and A class wards get no subsidy. Other government examples: i) Medifund, ii) Means-testing, iii) Promoting healthy lifestyle (the Great Singapore Workout, ACES Day)	
L4	L3 + Explains another factor Award 7m for an explanation of a second factor and an additional mark for any supporting detail. (both sides of L3)	7-8m
L5	L4 + Explains relative importance of the 2 chosen factors Award the higher mark in the level for more fully developed answers. E.g. In my opinion, individual efforts are the more effective way to meet the needs of the people of Singapore. When Singaporeans are responsible for their own health by eating well, exercising to keep healthy, they would not need healthcare at all! And all the doctors and nurses at the various healthcare institutions could concentrate more on the patients who will genuinely need more of their attention. Government subsidies are also important to meet the needs of people, but they are designed to solve the problem after they surface, but healthy living by individuals prevents diseases from even starting in the first place.	9-10m

3a) Explain how safeguarding the interests of minority groups is an important way of managing ethnic diversity in Singapore. [5]

L1	Answers describing the ethnic diversity issues in Singapore with no focus on the question E.g. Since independence, Singapore has enjoyed racial and religious harmony among its people. Various policies and programs have been implemented to ensure that all people living in Singapore, regardless of race or religion, enjoy a harmonious living environment.	1m
L2	Describes Factor Award the higher mark in the level for more fully developed answers. (see L3 non-bold)	2-3m
L3	Explains Factor Award the higher mark in the level for more fully developed answers. PCMR - The policy of minority representation gives minority groups a say in governance. It is also a way to safeguard the interests of the minority groups. The Presidential council of minority rights (PCMR) is an example. The PCMR consists of members from minority racial and religious groups, and it ensures that no religious or racial group is disadvantaged as a result of a law that is passed in Parliament. Leaders from the minority racial and religious groups represent their minority groups of people to examine laws passed with the President, and this helps to maintain a sense of accountability and social harmony in Singapore. GRC - The Group Representation Constituency ensures that at least one of the candidates contesting in the General Election is from the minority racial communities such as Malay, Indian or Eurasian. The GRC system ensures that the minority racial groups are represented in the Parliament. In this way the concerns and needs of the minority groups are made known to the government. Self-help groups - Examples of self-help groups include the Chinese Development Assistance Council (CDAC), Singapore Indian Development Association (SINDA), Mendaki, and the Eurasian association. These organizations help members of their community who are less fortunate get aid in their studies and training for their jobs. Self-help groups also give moral support to their own community. This helps Singaporeans to cope and compete with one another on an equal footing. By doing so, people from the minority groups will be able to improve their social and economic positions in the society. Since 2002, these self-help groups have embarked on joint projects such as a joint tuition program so that students from different ethnic groups could interact with one another.	4-5m

3b) Explain two others measures taken to manage ethnic diversity in Singapore. Which is more effective to bond Singaporeans? Explain your answer. [10]

L1	Identifies other factor(s) Award 1m for identifying one factor and 2m for identifying another factor. E.g. National identity and Common Space	1-2m
L2	Describes other factor(s) Award 3m for describing one factor and an additional mark for describing another factor. (see L3 non-bold)	3-4m
L3	Explains 1 factor Award 5m for an explanation of one other factor and an additional mark for any supporting detail. E.g. Building a national identity Multi-racialism - The policy of multi-racialism promotes equality among the races, with no special rights granted to any particular racial or religious group. Everyone has equal opportunities to succeed, regardless of their background. Favouring a certain group of people because of their race or religion is prohibited by the Constitution. Since everyone is seen as a valued member of Singapore society, a sense of national identity as fellow Singaporeans is achieved. Common practices - Common practices are actions that Singaporeans carry out together. Singing the national anthem, taking the pledge, and attending the flag raising ceremony are examples. These common practices help to inculcate loyalty and national pride and they seek to get Singaporeans to see themselves as one people. Bilingualism - The policy of bilingualism was introduced in schools in 1966. Students were expected to learn English and their own Mother Tongue. With bilingualism, English is used as the language linking the different ethnic groups. Mother Tongue was used to impart moral values and cultural traditions of each race. The English is a non-native language for all the ethnic groups in Singapore, so no one has an advantage over others; and the use of English as helped improve communication among Singaporeans. E.g. Common space Grassroots organizations - Grassroots organizations such as People's Association create common space through their wide range of programmes and activities developed to cater to the needs and interests of every Singaporean. For example, students do home visits, and stay with a host family from another ethnic group. This allows participants to gain a better understanding of the cultures and customs of other races. With mutual respect, strong friendships	5-6m

	between people of different ethnic groups can be built over time. Educational institutions – Schools and tertiary institutions are open to every Singaporean, regardless of race or religion. Students of different races and religious groups study together. The daily interaction between students during lessons, CCAs and other school activities provide an opportunity for friendships to be cultivated and strengthened. Students from different races come together to play games and work on tasks, and deepen their friendships. Other examples - Public housing, IRCCs, NS (textbook page 148-151)	
L4	L3 + Explains another factor Award 7m for an explanation of a second factor and an additional mark for any supporting detail. (both sides of L3)	7-8m
L5	L4 + Explains relative importance of the 2 chosen factors Award the higher mark in the level for more fully developed answers. E.g. In my opinion, common space is the more effective way to bond Singaporeans. The bonds formed between students of different ethnicity from a young age through school activities help develop a lifelong relationships that will be able to withstand the tests of time compared to the common practices such as saying the pledge together. Although common practices are enforced in schools, they may not touch the hearts of the participants and no meaningful relationships between people of different ethnicities are built. The relationships formed with neighbours and fellow NS-men are longer lasting and stronger.	9-10m

4a) Explain how Venice declined because of maritime competition.

[5]

L1	Answers describing Venice with no focus on the question E.g. Venice faced a gradual decline from the 15th to the 18th centuries. While the Venetians prided themselves on their successes, they overlooked several events and developments unfolding in the region. They were not responsive to these changing circumstances as their predecessors.	1m
L2	Describes Factor Award the higher mark in the level for more fully developed answers. (see L3 non-bold)	2-3m
L3	Explains Factor Award the higher mark in the level for more fully developed answers. E.g. The 15th century as the beginning of an age of exploration and discovery. Marco Polo's tales of his voyages encouraged many European explorers to follow in his footsteps. One such explorer was Christopher Columbus who discovered the Americas in 1492. Another Portuguese explorer, Vasco Da Gama, successfully reached a thriving spice centre in India in 1497. As a result, the Portuguese were able to buy their spices from India and this led to the decline of Venice's economy. These new sea routes destroyed Venice's monopoly of the lucrative spice trade and reduced greatly the large profits which Venetians traders had earned for centuries, thus affecting the Venetian economy greatly leading to its eventual decline. Other examples – new trade rivals (textbook page 120)	4-5m

4b) Explain two other reasons that contributed to Venice's decline. Which contributed more to Venice's demise? Explain your answer. [10]

L1	Identifies other factor(s) <i>Award 1m for identifying one factor and 2m for identifying another factor.</i> E.g. Foreign threats, Political challenges, social challenges	1-2m
L2	Describes other factor(s) <i>Award 3m for describing one factor and an additional mark for describing another factor.</i> (see L3 non-bold)	3-4m
L3	Explains 1 factor <i>Award 5m for an explanation of one other factor and an additional mark for any supporting detail.</i> E.g. Foreign threats Political developments in Europe forced the Venetian government to turn its attention to controlling the nearby mainland territories. These mainland territories had all along been supplying Venice with essential resources such as food and water. Venice tried to protect these territories by offering to help mainland states fight against one another. Such actions by Venice meant that Venice treaded on fragile relations with these bigger states. To protect themselves, Venice recruit mercenaries to fight its wars because it had a small population. This meant that when Venice was attacked it had little or no allies to help it. From about the 13th century, the Ottoman empire began to challenge Venice for these mainland territories. The wars with the Ottomans caused Venice much energy and resources, and Venice had to give up some of these territories. The Ottomans next challenged Venice for its control of the Adriatic Sea. Venice had to re-deploy its galleys from trading purposes to warring purposes. This affected Venice's economy even more. Other examples – the League of Cambrai E.g. Political challenges Incapable leadership - A plague struck Venice in the 17th century and led to an alarming decline of the population of the nobility. And in order to retain their family wealth and property, noble families arranged marriages among themselves. This caused wealth to be concentrated in the hands of a few families. From the 16th century, a small group of nobles dominated the government. With power in the hands of few, corruption flourished. Nobles started to see their office as matters of personal glory than service to the state. For example, many nobles who were previously scholars competed to serve as naval commanders in the wars against the Ottomans. These scholars had no military skills, and Venice suffered heavy losses in battles, leading to the	5-6m

	decline of Venice. Other political examples – government corruption, over-reliance on mercenaries E.g. Social challenges The Venetians became less prepared for war as they shifted their focus away from security matters. Having lived in peace stability meant that they were more concerned about wealth than maintaining the security of the city-state. As nobles become more affluent, they became less involved in important matters such as the administration and development of the state. They became more distant from commoners, and the gap between the rich and poor widened. The lifestyles of the rich Venetians changed more and more, and they pursued pleasure and entertainment which neglected the more important state affairs. Gambling halls were common and rich nobles lost much of their fortunes through gambling. Venice gradually lost its once effective government who could protect the city-state from external invaders, and its economy declined to an irreversible state.	
L4	L3 + Explains another factor <i>Award 7m for an explanation of a second factor and an additional mark for any supporting detail.</i> (both sides of L3)	7-8m
L5	L4 + Explains relative importance of the 2 chosen factors <i>Award the higher mark in the level for more fully developed answers.</i> E.g. In my opinion, political challenges did the most to contribute to the demise of Venice. If there had been good capable leaders, they would be able to enforce good social policies to cut the gambling and reform the government from practices of corruption. Capable leaders would also be able to anticipate military threats and think of ways to solve Venice's security issues from foreign threats.	9-10m

