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Secondary One Express

History

2012

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Class	Candidate Name	Register No.
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FIRST TOA PAYOH SECONDARY SCHOOL **SECONDARY ONE EXPRESS**

MID-YEAR EXAMINATION 2013

14 May 2013

HISTORY

1 hour 30 minutes

Additional materials: 4 pieces of Writing Paper

INSTRUCTIONS TO CANDIDATES

Write in dark blue or black pen.

Write your name and index number in the spaces provided on the answer paper.

Write your answers on the separate writing paper provided. Detach the cover page and tie it together with your writing paper.

Student's Feedback:

How did you find the paper? Please circle your response.

Very Easy Easy Manageable Difficult Very Difficult

Section	For Examiner's Use
A 15 marks	
B 20 marks	
C 25 marks	
Total 60 marks	

Teacher's Feedback:

Student's Reflection:

Why do you think you got the marks? How prepared do you think you were? How do you think you can improve?

This question paper consists of 8 printed pages.

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Section A
(15 marks)

Part I - (5 marks)
Multiple Choice Questions

Answer all the questions. Write your answers in the writing paper provided.

The following questions are from Chapter 1: Investigating the Past

1. History is _____.
 - A) about achievements
 - B) the study of past events and people
 - C) about measuring time
 - D) about the past
2. A society is a group of people who _____.
 - A) have shared interests and beliefs
 - B) obediently follow all rules in the country
 - C) rebel against the ruler
 - D) are given tributes for obeying the ruler
3. Which of the following was the most important caste in the time of the Indus Valley Civilisation?
 - A) Brahmins
 - B) Kshatriyas
 - C) Shudras
 - D) Vaishyas
4. The oldest of the religions and philosophies that were followed by the ancient people is _____.
 - A) Buddhism
 - B) Christianity
 - C) Hinduism
 - D) Islam
5. Gupta doctors were highly regarded because they knew how to use herbs to _____.
 - A) dull pain and prevent infection
 - B) soothe the nerves
 - C) comfort the patient
 - D) stop the bleeding

Part II – (5 marks)
Time and Timeline

For Questions 6 and 7, convert the following into years or centuries.

6. AD 1558 is part of _____ century. [1]

7. The Hans ruled China from 206 BC to AD 220. This means they ruled for a period of _____ years altogether. [1]

8. Arrange the following events in a chronological order. [3]

Events	No.
A) 300 BC - India was ruled by the Mauryan Dynasty.	
B) 3000 BC - the Dravidians settled in the Indus Valley.	
C) AD 1360 - the Yuan Dynasty ended.	

Part III – (5 marks)
9. Classification.

Classify the following into the different types of sources.

Examples	Types of sources
a) Diary of a prisoner-of-war	
b) Singing of school song	
c) A picture of the Shang palace	
d) Government report	
e) Ancient coins	

Section B
Structured Questions
(20 marks)

Answer all the questions. Write the answers in the writing paper provided.

10. The following questions are about Civilisations, Kingdoms and Empires.

- a) Give two reasons why a civilisation develops on the bank of the river. [2]
- b) Describe how a country can build an empire. [3]
- c) Explain the role of the sea in the rise of maritime kingdoms. [5]

11. The following question is about Culture and Society.

- a) Explain how we can find out what religions and philosophies people in the past believed in. [5]

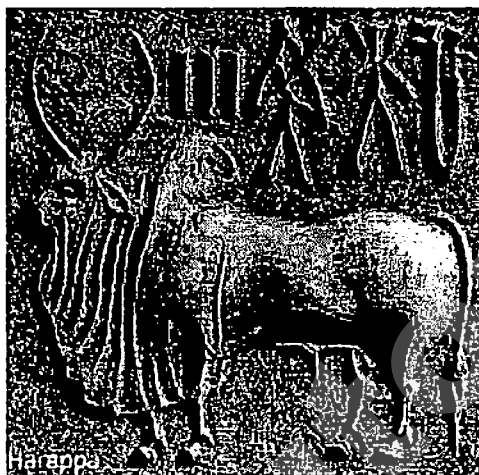
12. The following question is about the Golden Age of a Civilisation.

- a) Explain why printing is an important invention during the Golden Age of the Tang Dynasty. [5]

Section C
Source Based Question
(25marks)

13. This question is about the Indus Valley Civilisation in India.

Source A: This is an Indus Valley seal made of stone.



a) Study Source A

What can you infer about the Indus Valley Civilisation? Explain your answer.

[5]

14. This question is about the Qin Dynasty in China.

Source A: A historian's description of Qin Shihuang, the First Emperor of China.

Although Qin Shihuang established order in the land, it was at a terrible cost, both in economic and human terms. The peasants had to bear the burden of taxation. In many cases, they were drafted to work for months or years on the emperor's construction projects. Spying and the execution of alleged offenders and their families made life almost unbearable. Despite all these negative aspects, certain position innovations were of lasting value. The standardisation of the Chinese written script was of utmost importance, for this enabled people, regardless of local dialects, to understand the same written literature.

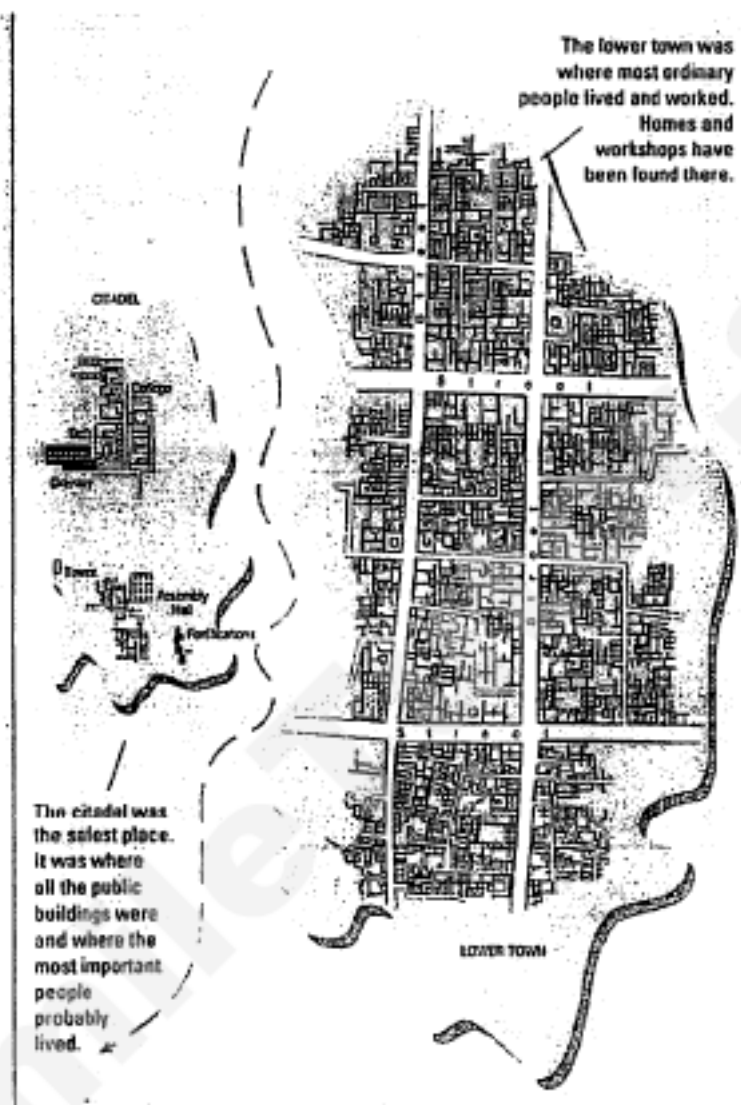
a) Study Source A

What can you infer about the First Emperor of the Qin Dynasty? Explain your answer.

[5]

15. This question is about Civilisations, Kingdoms and Empires.

Source A: A map showing the structure of a city in the Indus Civilisation.



a) Study Source A

What can you tell from this source about the government during the Indus Civilisation period? Explain your answer.

[5]

16. This question is about the Dongson Civilisation in Vietnam.

Source A: A bronze Dongson drum which was found in the Ma River Valley in Vietnam. It was originally used as early as 500 BC, starting in Vietnam, and then spreading to Thailand, India, Cambodia, Burma and most of South Asia.



Study Source A

- a) What can you tell about the Dongson Civilisation? Explain your answer. [5]

17. This question is about the Golden Age in China.

Source A: Adapted from an account of the Tang Dynasty.

From the Middle East, India, Persia and Central Asia, the Tang adopted new types of fashion, ceramics and improved *silver-smithing. The Chinese also gradually adopted the foreign concept of stools and chairs as seating, whereas the Chinese beforehand always sat on mats placed on the floor. Songs, dances, and musical instruments from foreign regions became popular in China during the Tang Dynasty. These musical instruments included oboes, flutes, small lacquered drums and percussion instruments from India such as cymbals. At the court there were nine musical **ensembles representing music from throughout Asia.

*smithing: making things out of metal by heating and hammering it to shape

**ensemble: a small group of musicians who play together regularly

a) Study Source A

What can you tell from this source about the Golden Age during the Tang Dynasty? Explain your answer. [5]

End of Paper

**FIRST TOA PAYOH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2013
SECONDARY ONE EXPRESS
HISTORY**

Answers

Part I (MCQ) 5 Marks

1. B
2. A
3. A
4. C
5. A

Part II – (5 marks)

6. AD 16th (1m)
7. 426 (1m)
8. A) 2
B) 1
C) 3 (3m, 1m each)

Part III – (5 marks)

9. Types of sources

- a. Written
- b. Oral
- c. Pictorial
- d. Written
- e. Artefact

Section B – SEQ

10. The following questions are about Civilisations, Kingdoms and Empires.

a) Give two reasons why a civilisation develops on the bank of the river. [2]

- River provides **fertile soil to grow crops.**
- **Food**, such as fish in water.
- Wild animals that come for fresh water can be hunted.
- **Fresh water** for drinking, cooking and watering crops.
- **Transport** so people can move around or trade.

[Any 2 points]

b) Describe how a country can build an empire.

[3]

- To build an empire, a country should have a large army or navy to capture and control other countries.
- An efficient government to make sure that the laws of the ruling country are carried out all over the empire
- It should have a strong ruler whom the army and officers who run the country are willing to obey

c) Explain the role of the sea in the rise of maritime kingdoms.

[5]

Level	Description	Marks
L1	Writes about maritime kingdom but is not relevant to question	1
L2	Identify factors <ul style="list-style-type: none"> - Maritime kingdoms rely on the sea to trade - Seas and rivers were better transport routes 	2
L3	<p>Explain factors Award 3-4m for explanation of 1 factor. Award 5m for explanation of 2 factors.</p> <p>Maritime kingdoms rely on the sea to trade. Trade was important to kingdoms that wanted to become rich and powerful. Once a kingdom became rich, it could use its wealth to build up a strong army and navy and take over more countries, building an empire. The army and navy would ensure there is safe trade and transport routes. <u>More traders would want to trade with the kingdom and leads to the kingdom being wealthy and hence helping it to rise as a trading power</u></p> <p>In early times, seas and rivers were better transport routes than any overland routes. Roads were seldom paved and it was hard to move heavy loads over long distances on muddy tracks. Kingdoms and empires need good transport routes to be able to move soldiers , officials and goods all over the kingdom or empire. <u>The bigger a kingdom or empire, the better its transport system had to be to run it efficiently.</u></p>	3-5

11. The following question is about Culture and Society.

- a) Explain how we can find out what religions and philosophies people in the past believed in. [5]

Level	Description	Marks
L1	<p>Writes about religion but has no relevance to the question/List down factors Through places of worship, burials and written evidence.</p>	1
L2	<p>Describe factors <i>2m – 1 factor described. 3m – 2 factors described.</i></p> <p>(a) Places of worship People made shrines to worship.</p> <p>(b) Burials People were buried with possessions, food and servants</p> <p>(c) Written evidence People began to use writing. They wrote down many things about their beliefs</p>	2-3
L3	<p>Explain factors <i>4m for 1 factor explained. 5m for 2 factors explained.</i></p> <p>(a) Places of worship People made shrines to worship. They built temples to serve as homes for the deities and for people to worship. Priests act as interpreter between ordinary people and deities.</p> <p>(b) Burials People were buried with possessions, food and servants. They believe they would have an afterlife where these things were needed. If they lived well, they would get a good afterlife.</p> <p>(c) Written evidence People began to use writing. They wrote down many things about their beliefs. They wrote personal prayers and requests to the gods, religious books and hymns for everyone to say and sing. Philosophers wrote about why people behave in the way they do and how to lead a good life.</p>	4-5

12. The following question is about the Golden Age of a Civilisation.

Explain why printing was an important invention during the Golden Age of the Tang Dynasty.

[5]

Level	Description	Marks
L1	Writes about Golden Age but has no relevance to the question/List down factors <ul style="list-style-type: none"> - The spread of ideas - Printing provided a cheaper, lasting way to record ideas - The Tang emperors also encouraged education and scholarship 	1
L2	Describe factors <i>2m – 1 factor described. 3m – 2 factors described.</i> <ul style="list-style-type: none"> - The invention of printing was very important for the spread of ideas. Before printing, ideas were spread by word of mouth or by carefully copying of books by hand. - Printing provided a cheaper, lasting way to record ideas where ideas could be printed. - Printing helped to facilitate and encouraged the spread of education. There was a thirst for knowledge especially since the Tang emperors also encouraged education and scholarship. 	2-3
L3	Explain factors <i>4m for 1 factor explained. 5m for 2 factors explained.</i> <ul style="list-style-type: none"> - The invention of printing was very important for the spread of ideas. Before printing, ideas were spread by word of mouth or by carefully copying of books by hand. This was a slow and expensive process. - Printing provided a cheaper, lasting way to record ideas where ideas could be printed. They could be made available to more people. Printed materials were more accessible as it was cheaper to print. - Printing helped to facilitate and encouraged the spread of education. There was a thirst for knowledge, especially since the Tang emperors also encouraged education and scholarship. More and more people learned to read and write. The earliest printed works were Buddhist writings. 	4-5

Section C - SBQ

Question 13

a) Study Source A

What can you infer about the Indus Valley Civilisation? Explain your answer.

[5]

Level	Description	Marks
L1	Describes topic/answers from provenance It is a seal made of stone.	1
L1	Makes inference unsupported <i>1 inference unsupported = 2m. 2 inferences unsupported = 3m</i> <ul style="list-style-type: none"> - The Indus Valley Civilisation had a shared language. - They were skilled craftsmen. 	2-3
L2	Makes inferences supported. <i>1 inference supported = 3m. 2 inferences supported = 5m</i> <ul style="list-style-type: none"> - The Indus Valley Civilisation had a shared language. - There are characters that look like a form of writing. This means that the people can read, write and speak a common language. - They were skilled craftsmen. The seal is made of stone and yet they can carve beautiful pictures in it. It shows they have the tools and knowledge to do so. 	4-5

Question 14

a) Study Source A

What can you infer about the First Emperor of the Qin Dynasty? Explain your answer.

[5]

Level	Description	Marks
L1	Describes source/answers from provenance <ul style="list-style-type: none"> - Peasants had to bear the burden of taxation. - Standardisation of Chinese written script. 	1
L2	Makes inference unsupported <i>1 inference unsupported = 2m. 2 inferences unsupported = 3m</i> <ul style="list-style-type: none"> - Qin Shihuang was a harsh ruler. - He contributed to the achievement of Qin Dynasty. 	2-3
L3	Makes inferences supported. <i>1 inference supported = 4m. 2 inferences supported = 5m</i> <ul style="list-style-type: none"> - Qin Shihuang was a harsh ruler. (Point) - He punished the people. Peasants had to work for months on the emperor's construction projects. (Evidence) - He contributed to the achievement of Qin Dynasty. (Point) - He standardised the Chinese written script. This enabled people regardless of local dialects to understand the same written language and literature. (Evidence) 	4-5

Question 15

a) Study Source A

What can you tell from this source about the government during the Indus Civilisation? Explain your answer.

[5]

Level	Description	Marks
L1	Describes source/answers from provenance - Ordinary people lived in the lower town.	1
L2	Makes inference unsupported <i>1 inference unsupported = 2m. 2 inferences unsupported = 3m</i> - There must have been a strong stable government. - Cities were well planned / The government is efficient. - The government is strong / able to meet the needs of the people.	2-3
L3	Makes inferences supported. <i>1 inference supported = 4m. 2 inferences supported = 5m</i> - There must have been a strong stable government. (Point) - Only a strong government could have planned such a well organised city. (Evidence) - Cities were well planned / The government is efficient. (Point) - Cities were laid out and divided into two parts. - Walled upper town or citadel with the biggest buildings. - A lower town with smaller homes and workshops. (Evidence) - The government is strong/able to meet the needs of the people. (Point) - Provision of homes for different classes of people. - Presence of fortification and granary. (Evidence)	4-5

Question 16

a) Study Source A

What can you tell about the Dongson Civilisation? Explain your answer.

[5]

Level	Description	Marks
L1	Describes source/answers from provenance - The Dongson drum is made of bronze.	1
L2	Makes inference unsupported <i>1 inference unsupported = 2m. 2 inferences unsupported = 3m</i> - There were skilled craftsmen. - There must have been trade.	2-3
L3	Makes inferences supported. <i>1 inference supported = 4m. 2 inferences supported = 5m</i> - There were skilled craftsmen. - The craftsmen who made the bronze drum would have had to smelt several tonnes of copper ore to get bronze to make the drum. - They would need the skill and tools to carve and make such a beautiful drum. - There must have been trade. - The drums were traded by people and found in Thailand, India, Cambodia, Burma and most of South Asia.	4-5

Question 17

a) Study Source A

What can you tell from this source about the Golden Age during the Tang Dynasty?
Explain your answer.

[5]

Level	Description	Marks
L1	Describes source/answers from provenance <ul style="list-style-type: none"> - The people adopted stools and chairs. - Songs, dances and musical instruments from foreign regions became popular in China. 	1
L2	Makes inference unsupported <i>1 inference unsupported = 2m. 2 inferences unsupported = 3m</i> <ul style="list-style-type: none"> - There was an open society / The people were open to new ideas - Support from the government for the arts 	2-3
L3	Makes inferences supported. <i>1 inference supported = 4m. 2 inferences supported = 5m</i> <ul style="list-style-type: none"> - There was an open society. The people were open to new ideas. People were willing to consider new ideas and accept the cultures of other people. This can be seen from the acceptance of new types of fashion, ceramics, silver-smithing and adoption of stools and chairs. Songs, dances and musical instruments from foreign regions became popular. - Support from the government for the arts. The government was willing to spend money to purchase musical instruments from other countries such as oboes, flutes, drums and percussion instruments such as cymbals. At the court there were nine musical ensembles representing music from throughout Asia. 	4-5

End of Paper



GREENVIEW SECONDARY SCHOOL

MID YEAR EXAMINATION 2013

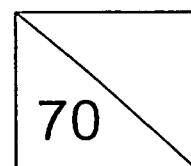
HISTORY

SECONDARY 1	DATE : 16 MAY 2013
EXPRESS	DURATION : 1 hour 45 min

NAME	REG. NO.	CLASS

INSTRUCTIONS TO CANDIDATES

1. Read all instructions carefully before you start writing.
2. There are **3 sections** in this paper: Section A, Section B and Section C.
3. Answer **Section A** in the **ANSWER SHEET**.
4. Answer **Sections B and C** on the **Writing Papers**.
5. Fasten answer sheet **in front of** writing papers.



This paper consists of **9** printed pages including the cover page.

[Please turn over]

Section A**[30 MARKS]****Part 1: Multiple Choice Questions****[10 marks]**

Choose the correct option for each question and write your answers on the answer sheet provided.

1. Historians have to ensure that their evidence contains statements that agree with one another. This means that the statements are _____.
 A. credible
 B. corroborative
 C. consistent
 D. consistent ()
2. Trade officials appointed to look after the needs of foreign traders during the time of the Melaka Sultanate were known as _____.
 A. Bendahari
 B. Mratans
 C. Mantris
 D. Syahbandar ()
3. "Mandate of Heaven" is the right to rule as a result of the blessing and approval of _____.
 A. gods
 B. priests
 C. the people
 D. officials ()
4. In ancient China, the men had to pass the _____ in order to work in the government departments.
 A. Imperial Public Service Examinations
 B. Imperial Public Servant Examinations
 C. Imperial Civil Service Examinations
 D. Imperial Civil Servant Examinations ()
5. Buddha attained enlightenment. This means he was _____.
 A. without food for many days
 B. in a daze
 C. far from satisfied
 D. free from suffering and desire ()

6. The _____ and _____ are the two teachings in Buddhism. ()
- A. Eightfold Path and Analects
 - B. Four Noble Truth and Analects
 - C. Four Noble Truth and Eightfold Path
 - D. Analects and the Six Classics
7. The _____ is the largest religious monument in the world. ()
- A. Borobudur
 - B. Ananda Temple
 - C. Angkor Wat
 - D. Prambanan Temple
8. Another word for rebirth is _____. ()
- A. caste
 - B. after-life
 - C. non-violence
 - D. reincarnation
9. Which of these were measures taken by a king to prevent a rebellion? ()
- A. Implementing a spy system.
 - B. Sending the princes to govern distant provinces.
 - C. Forcing the princes and members of the ruling class to pay tribute.
 - D. Threatening to kill or make the princes' families suffer.
10. Which one of the following would least likely trigger a peasant rebellion? ()
- A. People suffered from shortage of food.
 - B. People were not happy with the laws.
 - C. People suffered a loss in property and crops due to floods.
 - D. People wanted the king's power for themselves.

Part 2: Match the words to the meanings.**[10 marks]**Write the matching alphabets on the answer sheet provided.

No.	Words	Meanings
1.	Expeditions	A. The study of objects or remains left behind by people of the past.
2.	Monarchy	B. A large area ruled by an emperor.
3.	Ideology	C. The buying, selling or exchanging of goods between people or countries.
4.	Archaeology	D. The scientific study of the stars and planets.
5.	Monuments	E. A system of government in which a king or queen rules over a country.
6.	Trade	F. A story that is made up or unproven.
7.	Astronomy	G. Buildings, statues or pillars built to remind people of an important person or event.
8.	Myth	H. A journey made by a religious person to a place that is sacred according to his or her religion.
9.	Empire	I. Organized journeys that are made for a particular purpose.
10.	Pilgrimage	J. A set of beliefs on which people or countries based their actions.

Part 3: Chronology and Sequencing**[10 marks]**

Arrange the following events chronologically. Use the numbers 1 – 10 (from the earliest to the latest: 1 being the earliest and 10 being the latest). Write down the answers on the answer sheet provided.

No.	Event
1.	A stone slab called the Rosetta stone was found in Egypt in 1799 C.E.
2.	During the Han dynasty, some advances in technology lightened the loads of farmers between 202 – 270 C.E.
3.	The earliest form of civilization was formed in Mesopotamia around 3000 B.C.E.
4.	Tang Taizong ruled China from 627 – 650 C.E.
5.	Two cities that were buried during the volcanic eruptions of Mount Vesuvius in Rome happened in 79 C.E.
6.	The rise of port cities in Southeast Asia started in 200 B.C.E.
7.	Hinduism arrived in Southeast Asia in 1st century C.E.
8.	Abolition of feudal system in ancient China in 2nd Century B.C.E.
9.	Zheng He conducted seven naval voyages in 15th century C.E.
10.	Chola expedition to Southeast Asia occurred in 1025 C.E.

Section B: Source Based Questions**[25 marks]**

Write your answers on the writing papers provided. Use the sources that you are directed to and always refer to the sources by the source letter. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

Source A: A historian's description of the development of the city of Harappa.

A massive brick wall surrounds the citadel mound and the lower town. Large public buildings, market areas, large and small houses as well as craft workshops are found in the same neighbourhood. There was also a variety of basic house plans, ranging from those with just one room to those with courtyards and up to twelve rooms, and to those great houses with several dozen rooms and several courtyards. Nearly all the large houses had private wells.

1. Study Source A. What does Source A tell you about the Harappa settlements in the Indus Valley Civilisation? Explain your answer. **[5 marks]**

Source B: A historian's account about the spread of Buddhism in ancient China.

It is widely believed that Buddhism was introduced to China during the Han period. Vast amounts of financial and human resources were allocated to create impressive works of art and build elaborate temples where people could pray. The growing interest in Buddhism also inspired artists to think of new ways of depicting deities. People in ancient China also took part in Buddhist rituals and practices and went on religious pilgrimages. Ancient China also established friendly relations with other Buddhist kingdoms.

2. Study Source B. What can you infer from Source B about Buddhism in ancient China? Explain your answer. **[5 marks]**

Source C: A description from the website on the spread of Islam in early Southeast Asia.

Conversion to Islam was gradual as it was common in the ruling **elites* in port cities in the beginning. The Muslim peasants and tribes, however, preferred to retain their earlier religious traditions. For women in Southeast Asia, they continue to enjoy high status in society even after they became Muslims. They could own land and dominated local markets as traders. Religion is not an issue between Muslim women and non-Muslims as the non-Muslim men would embrace Islam after marriage.

**elites: A group of people considered to be the best in a society because of their power, talent, or wealth.*

3. Study Source C. What can you infer from Source C about the society in ancient Southeast Asia before the arrival of Islam? Explain your answer. **[5 marks]**

Source D: A painting on the palace women's activity under the Shang Dynasty.



4. Study Source D. What does the source tell you about the life of palace women during the Shang Dynasty? Explain your answer. [5 marks]

Source E: A painting of the Qin army at war.



5. Study Source E. What can you infer from Source E about the ruling of ancient China during the Qin Dynasty? Explain your answer. [5 marks]

Section C: Structured Questions**[15 marks]**

Answer question **1 or 2** on the **writing papers** provided. **Label** all your answers.

1. Organisation of Society

- (a) Explain **ONE** way how meritocracy was practiced in ancient China. [2m]
- (b) State **ONE** positive impact of meritocracy on the society in ancient China. [1m]
- (c) Explain **TWO** strengths of the social system in ancient Southeast Asia. [4m]
- (d) State **ONE** occupation that belonged to the working class in ancient Southeast Asia. [1m]
- (e) Define the term "caste system". [2m]
- (f) Draw and label the caste pyramid in ancient India. [5m]

OR**2. Scientific and Artistic Achievements**

- (a) Define the term "golden age". [2m]
- (b) Describe **TWO** conditions necessary for a country to experience golden age. [4m]
- (c) Explain **ONE** use of the seismograph in ancient China. [2m]
- (d) State **TWO** artistic achievements of ancient India. [2m]
- (e) Define hydraulic engineering. [2m]
- (f) Describe **ONE** benefit of hydraulic engineering to the society in ancient Southeast Asia. [2m]
- (g) State **ONE** example of literary work in ancient Southeast Asia. [1m]

Acknowledgements:

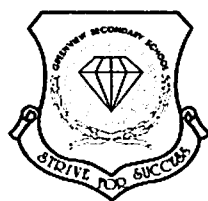
Source A: <http://www.ancientindia.co.uk/staff/resources/background/bq23/home.html>

Source B: <http://www.gloriousindia.com>

Source C: Imelda Wong, Secondary 1 Comprehensive Guide History, Wisemann Publishing, 2011

Source D: <http://www.chinancient.com/jiju>

Source E: <http://www.twcenter.net/forums/showthread.php?t=156135>



GREENVIEW SECONDARY SCHOOL

1E ANSWER SCHEME

HISTORY

SECONDARY 1
EXPRESS

DATE	: 16 MAY 2013
DURATION	: 1 hr 45 min

**MARK
SCHEME**

Section A**[30 MARKS]****Part 1: Multiple Choice Questions****[10 marks]**

1. B	2. D	3. A	4. C	5. D
6. C	7. C	8. D	9. C	10. D

Part 2: Match the words to the meanings.**[10 marks]**

No.	Words	Answer	No.	Words	Answer
1.	Expeditions	I	2.	Monarchy	E
3.	Ideology	J	4.	Archaeology	A
5.	Monuments	G	6.	Trade	C
7.	Astronomy	D	8.	Myth	F
9.	Empire	B	10.	Pilgrimage	H

Part 3: Chronology and Sequencing**[10 marks]**

1. 3	2. 8	3. 6	4. 5	5. 7
6. 2	7. 4	8. 10	9. 9	10. 1

Section B: Source Based Questions**[25 marks]**

- (a) Study Source A. What does Source A tell you about the Harappa settlements in the Indus Valley Civilisation? Explain your answer. **[5 marks]**

Level of Response	Level Descriptions	Marks Allocation
L1	Describes the source only. <i>Award 1 mark for 1 description.</i> <i>Award 2 marks for 2 descriptions.</i>	1 – 2m
L2	Makes inference(s) from the source, unsupported <i>Award 3 marks for 1 inference, unsupported.</i> <i>Award 4 marks for 2 inferences, unsupported.</i>	3 – 4m
L3	Makes inference(s) from the source, supported with evidence <i>Award 4 marks for 1 inference, supported.</i> <i>Award 5 marks for 1 inference, supported and explained.</i> <i>Award 5 marks for 2 inferences, supported.</i> 1. Source A tells me that the Harrappa settlements in the Indus Vally Civilisation <u>were made up poor and rich people</u> . This is supported by evidence in the source, which states that, "There was also a variety of basic house plans, ranging from those with just one room to those with courtyards and up to twelve rooms, and to those great houses with several dozen rooms and several courtyards. Therefore, this suggests that there was some form of class system existing in the society. 2. Source A also tells me that town of Harrappa was <u>well-planned</u> . This is supported by evidence in the source, which states that, "Large public buildings, market areas, large and small houses as well as craft workshops are found in the same neighbourhood." Therefore, this suggests that some form of town planning took place in order to ensure it is organized and self-sufficient.	4 – 5m

- (b) Study Source B. What can you infer from Source B about Buddhism in ancient China?
Explain your answer. [5 marks]

Level of Response	Level Descriptions	Marks Allocation
L1	Describes the source only. <i>Award 1 mark for 1 description.</i> <i>Award 2 marks for 2 descriptions.</i>	1 – 2m
L2	Makes inference(s) from the source, unsupported <i>Award 3 marks for 1 inference, unsupported.</i> <i>Award 4 marks for 2 inferences, unsupported.</i>	3 – 4m
L3	Makes inference(s) from the source, supported with evidence <i>Award 4 marks for 1 inference, supported.</i> <i>Award 5 marks for 1 inference, supported and explained.</i> <i>Award 5 marks for 2 inferences, supported.</i> 1. I can infer from Source B that <u>Buddhism played an influential role in the lives of the people in ancient China</u> . This is supported by evidence in the source, which states, "Vast amounts of financial and human resources were allocated to create impressive works of art and build elaborate temples where people could pray." Therefore, this suggests that Buddhism became a way of life in ancient China. 2. I can also infer from Source B that <u>Buddhism paved the way for the arts in ancient China to prosper</u> . This is supported by evidence in the source, which states that, "The growing interest in Buddhism also inspired artists to think of new ways of depicting deities." Therefore, this suggests that the growing interest and curiosity in Buddhism led to the sprouting of temples and art pieces in ancient China.	4 – 5m

- (c) Study Source C. What can you infer from Source C about the society in ancient Southeast Asia before the arrival of Islam? Explain your answer. [5 marks]

Level of Response	Level Descriptions	Marks Allocation
L1	Describes the source only. <i>Award 1 mark for 1 description.</i> <i>Award 2 marks for 2 descriptions.</i>	1 – 2m
L2	Makes inference(s) from the source, unsupported <i>Award 3 marks for 1 inference, unsupported.</i> <i>Award 4 marks for 2 inferences, unsupported.</i>	3 – 4m
L3	Makes inference(s) from the source, supported with evidence <i>Award 4 marks for 1 inference, supported.</i> <i>Award 5 marks for 1 inference, supported and explained.</i> <i>Award 5 marks for 2 inferences, supported.</i> 1. I can infer from Source C that the society in ancient Southeast Asia had their <u>deep-rooted belief system</u> . This is supported by evidence in the source, which states, "The Muslim peasants and tribes, however, preferred to retain their earlier religious traditions. Therefore, this suggests that the society needed time to adapt to the new religion from their previous belief system." 2. I can infer from Source B that there was <u>no discrimination on women</u> in the society in ancient Southeast Asia. This is supported by evidence in the source, which states, "For women in Southeast Asia, they continue to enjoy high status in society even after they became Muslims. They could own land and dominated local markets as traders." Therefore, this suggests that there was no distinctive treatment of men and women in the society.	4 – 5m

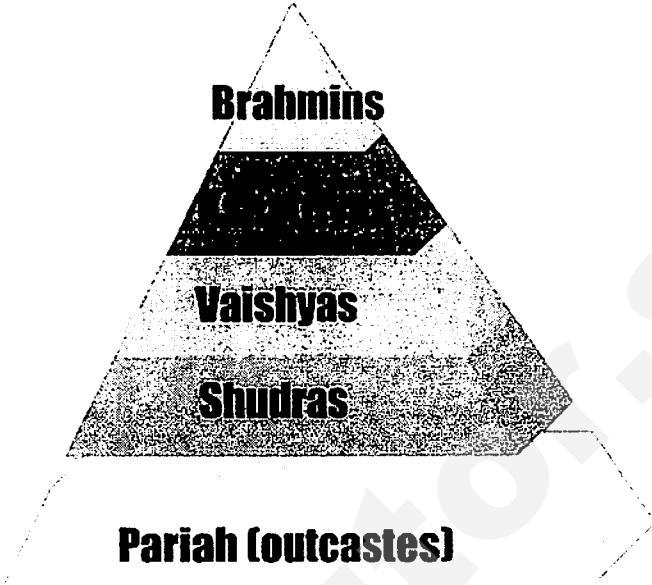
(d) Study Source D. What does the source tell you about the life of palace women during the Shang Dynasty? Explain your answer. [5 marks]

Level of Response	Level Descriptions	Marks Allocation
L1	Describes the source only. <i>Award 1 mark for 1 description.</i> <i>Award 2 marks for 2 descriptions.</i>	1 – 2m
L2	Makes inference(s) from the source, unsupported <i>Award 3 marks for 1 inference, unsupported.</i> <i>Award 4 marks for 2 inferences, unsupported.</i>	3 – 4m
L3	Makes inference(s) from the source, supported with evidence <i>Award 4 marks for 1 inference, supported.</i> <i>Award 5 marks for 1 inference, supported and explained.</i> <i>Award 5 marks for 2 inferences, supported.</i> <ol style="list-style-type: none"> The source tells me that the <u>palace women led a healthy and active lifestyle</u> during the Shang dynasty. This is supported by evidence in the source, which shows the women on horseback playing the Chinese version of polo with sticks and a ball. Therefore, this suggests that the palace women kept themselves fit and energetic by engaging in sporting activities among themselves. The source tells me that the <u>palace women were allowed to be seen in the public</u>. This is supported by evidence in the source, which shows the women on horseback playing the Chinese version of polo with sticks and a ball. Therefore, this suggests that there was no gender discrimination in ancient China. 	4 – 5m

(e) Study Source E. What can you infer from Source E about the ruling of ancient China during the Qin Dynasty? Explain your answer. [5 marks]

Level of Response	Level Descriptions	Marks Allocation
L1	Describes the source only. <i>Award 1 mark for 1 description.</i> <i>Award 2 marks for 2 descriptions.</i>	1 – 2m
L2	Makes inference(s) from the source, unsupported <i>Award 3 marks for 1 inference, unsupported.</i> <i>Award 4 marks for 2 inferences, unsupported.</i>	3 – 4m
L3	Makes inference(s) from the source, supported with evidence <i>Award 4 marks for 1 inference, supported.</i> <i>Award 5 marks for 1 inference, supported and explained.</i> <i>Award 5 marks for 2 inferences, supported.</i> 1. I can infer from Source E that the <u>ancient China was ruled with violence</u> during the Qin Dynasty. This is supported by evidence in the source, which shows the Qin army using bows and arrows to kill the people. Therefore, this suggests that the army used terror to rule the country during the Qin Dynasty and this intimidated the people. 2. I can infer from Source E that <u>the Qin army was ready for war in order to remove any opposing armies or parties.</u> This is supported by evidence in the source, which shows the army on the carriage with sharp weapons and being very aggressive. Therefore, this suggests that the ruling class were paranoid that there were others who would be more powerful and overrule them.	4 – 5m

Section C: Structured Questions		[15 marks]
Answer ONE question on the writing papers provided. Label all your answers.		
1.	Organisation of Society	
	(a) Explain ONE way how meritocracy was practiced in ancient China.	[2m]
	<ul style="list-style-type: none"> The appointment of civil servants no longer depended on class or family background. Anyone who was capable and intelligent could be a civil servant as long as he/she passed the Imperial Civil Service Examinations. 	
	(b) State ONE positive impact of meritocracy on the society in ancient China.	[1m]
	<ul style="list-style-type: none"> Social mobility - meritocracy allowed the ancient Chinese to move out of the classes into which they were born. 	
	(c) Explain TWO strengths of the social system in ancient Southeast Asia.	[4m]
	<ul style="list-style-type: none"> Flexibility The social system can change. For example, enterprising fishermen could set up businesses, thus becoming members of the trading class. Brought order and fostered a sense of belonging. The social systems brought order to the society and gave their members a sense of identity. Each person knew the role he had to play and what job he had to do. 	
	(d) State ONE occupation that belonged to the working class in ancient Southeast Asia.	[1m]
	<ul style="list-style-type: none"> Farmers, craftsmen or fishermen 	
	(e) Define the term "caste system".	[2m]
	<ul style="list-style-type: none"> The strict division of Indian society into classes based on specific occupations. 	

	<p>(f) Draw and label the caste pyramid in ancient India. [5m]</p> <p><i>1 mark for every correctly labeled and spelled caste.</i></p> 	
3.	Scientific and Artistic Achievements	
	<p>(a) Define the term "golden age". [2m]</p> <ul style="list-style-type: none"> A period of peace, stability and prosperity that enables science and the arts to flourish. 	
	<p>(b) Describe <u>TWO</u> conditions necessary for a country to experience golden age. [4m]</p> <p><i>*Any two*</i></p> <ul style="list-style-type: none"> People were happy and satisfied with their government and rulers. In times of peace and stability, people did not have to worry about safety, food and shelter. Little poverty and starvation because the economy was thriving and prosperous They could think of ways to improve their lives and government gave money to encourage them to be creative and innovative. 	

	<p>(c) Explain <u>ONE</u> use of the seismograph in ancient China.</p> <ul style="list-style-type: none"> ▪ A device to detect earthquakes, indicate when an earthquake had occurred and from what direction. ▪ It allowed help to be sent quickly. 	[2m]
	<p>(d) State <u>TWO</u> artistic achievements of ancient India. *Any two*</p> <ul style="list-style-type: none"> ▪ Cotton, dyed cotton cloth ▪ Vedas, The Mahabharata and Ramayana, Shakuntala ▪ Anjanta Caves – example of painting, sculptures and architecture 	[2m]
	<p>(e) Define hydraulic engineering.</p> <ul style="list-style-type: none"> ▪ The control of water supply by building dams and canals. 	[2m]
	<p>(f) Describe <u>ONE</u> benefit of hydraulic engineering to the society in ancient Southeast Asia.</p> <ul style="list-style-type: none"> ▪ Since water was a precious resource for rice farming, during the dry season, dams, canals and reservoirs were built to gather, store and re-direct water. 	[2m]
	<p>(g) State <u>ONE</u> example of literary work in ancient Southeast Asia. *Any one*</p> <ul style="list-style-type: none"> ▪ Hikayat ▪ Syair ▪ Pantun 	[1m]

Name	Register Number	Class
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MACPHERSON SECONDARY SCHOOL

Lower History

May 2013

1 hour 45 mins

MID YEAR EXAMINATION

SECONDARY ONE EXPRESS

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

Write your name, class and register number on top of this page and on any separate answer paper used.

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

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

Section A

Answer **all** questions in Section A and write your answers on the question paper

Sections B and C

Answer **all** questions and write your answers on the foolscap provided

At the end of the examination :

Hand up answer scripts in 2 separate lots:

1. Section A
2. Sections B and C [Foolscap]

Section A: Multiple Choice & Short Answer Questions [20 marks]

Multiple Choice: Select either A, B, C or D & write the alphabet in the brackets provided.
Each multiple choice is 1m.

Short Answer Question: Write short answers in the given lines.
Each explanation is 2m.

1 Which of the following statements regarding History is NOT true?

- A] History is a study of events that happened in the past.
- B] History is a study of events in the present.
- C] History is about people who have changed the world.
- D] There are lessons to be learnt from History. []

2 An oral source is _____.

- A] about events in the past
- B] information about prehistory
- C] something passed on from person to person
- D] information you obtain from the internet []

3 The features of a civilisation include all of the following except _____.

- A] Government
- B] Writing
- C] Religion
- D] fertile soil []

4 When a kingdom is troubled by natural disasters, the ancient Chinese believed that the ruler has _____.

- A] to consult the oracle bones to bring good luck
- B] lost the Mandate of Heaven
- C] to present offerings to his ancestors
- D] not donated money to the temple []

- 5 Which of the following is TRUE of the Yangshao and Longshan civilisations?
- A] In both civilisations oracle bones were used to tell the future.
 - B] The Yangshao culture was more advanced than the Longshan culture.
 - C] The Shang civilisation emerged from that of the Longshan.
 - D] Both civilisations were famous for their high quality polished black pottery. []

Study Source A and answer Questions 6 and 7

Source A: A photo of terracotta warriors and horses found in Qin Shihuang's tomb



<http://www.britannica.com/eb/article-9019967/QinShihuang>

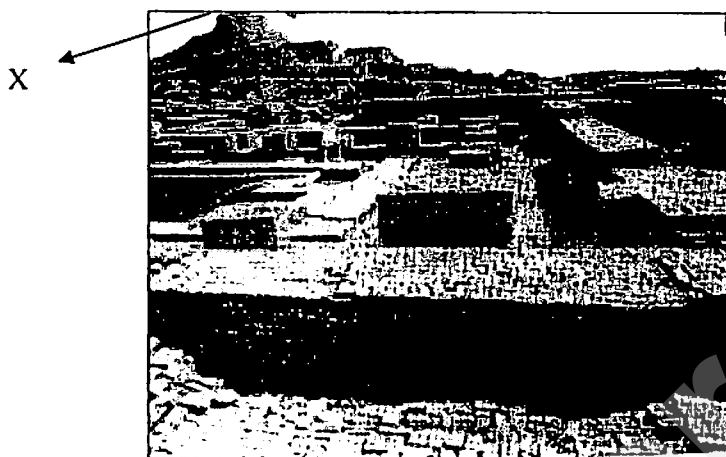
- 6 Which of the following statements is the most appropriate to describe what you can learn from Source A?
- A] It tells me that Qin Shihuang loved his soldiers.
 - B] It tells me that Qin Shihuang believed in life after death.
 - C] It tells me that Qin Shihuang respected animals.
 - D] It tells me that Qin Shihuang was well loved. []

7 Explain your choice of answer in Question 6

Answer:

Study Source B and answer Questions 8, 9 and 10

Source B: A view of one of the cities found in the Indus Civilisation.



<http://www.harappa.com/>

8 The feature marked 'X' was the citadel which was a large fort that could hold and protect many people. What does this tell you about the civilisation?

- | | |
|--|--|
| A] It tells me that they might have enemies. | B] It tells me that there was a need to trap rain water. |
| C] It tells me that the people enjoyed going to high places to look at their city. | D] It tells me that there was not enough living space. [] |

9 I can tell that there was a form of _____ in the Indus civilisation.

- | | |
|---------------|-----------------------|
| A] writing | B] religion |
| C] government | D] occupation [] |

10 State a piece of evidence from Source B to support your answer in Question 9.

Answer: _____

11 Which of the following classes in ancient India was the highest in the caste system?

- | | |
|-------------|--------------------|
| A] Brahmins | B] Kshatriyas |
| C] Shudras | D] Pariahs [] |

12 Which of the following dynasties in ancient China introduced the Civil Service Examination?

- | | | | | |
|----|--------------|----|---------------|----------|
| A] | Han Dynasty | B] | Qin Dynasty | |
| C] | Zhou Dynasty | D] | Shang Dynasty | [] |

13 Which of the following was seen as the lowest social class in ancient China because they were thought to be making their living from the hard work of others?

- | | | | | |
|----|---------|----|-------------|----------|
| A] | Farmers | B] | Scholars | |
| C] | Traders | D] | Magistrates | [] |

14 The social system of ancient _____ discouraged social mobility to ensure order.

- | | | | | |
|----|----------------|----|-------|----------|
| A] | Southeast Asia | B] | India | |
| C] | Malacca | D] | China | [] |

15 Explain the meaning of "tribute".

Answer:

16) Explain why some farmers pay tribute to the feudal lords?

Answer:

Section B: Source-Based Question [15 marks]

Answer all questions on the foolscap paper provided

Study 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.

(a) Study Source A

What does Source A tell you about Chandragupta Maurya? Explain your answer. (5m)

(b) Study Sources B and C

How similar are Sources B and C? Explain your answer. (5m)

(c) Study Sources D and E

How different are Sources D and E? Explain your answer. (5m)

Government in Ancient China and India

Background Information

In ancient History, there are many rulers who ruled differently. Some were tyrants who were cruel to their people. Hence, these were hated by the people they ruled over. Others were capable and kind rulers who managed the country well and took care of their people. These were respected and loved by their people. Yet some others were in between, capable yet at the same time tyrants in their own way. Read the following sources to find out more about the different rulers.

Source A A comment on Chandragupta Maurya

Chandragupta Maurya was successful in unifying India as a single unit and is thus regarded as a unifier. His biggest achievements were defeating Alexander's army and taking over the Nanda Empire at a young age of just 20 years. Such was the extent of his empire that not just India, but even neighbouring lands of Afghanistan, Balochistan, Nepal came under his kingdom. After uniting India during his efficient reign, Chandragupta gave up the throne and adopted the life of an ascetic*. He migrated towards the south approximately to the present day Karnataka and left to live in a small cave. A temple has been built in that site in the honour of the emperor.

Adapted from <http://www.iloveindia.com/index.html>

ascetic*: a person who leads a very simple life giving up the normal pleasures of life or denies himself or herself material satisfaction; hermit/ monk

Source B An account of Han Wudi

China's strongest enemies were the Xiongnu. In the past China's rulers had only fought the Xiongnu in defence. More often it had bribed the raiders to stay away. Wudi came up with a different idea. He would attack the Xiongnu and driven them so far from China that they would not be able to carry out their raids.

Wu Di's first strike was a failure but he regrouped his army and four years later he was successful. Over the next ten years he carried out seven campaigns, scatter them and expanded China's borders to the west.

Adapted from Han Wu Di & Ancient China, Miriam Greenblat

Source C An Account of Qin Shihuang

Despite his military might, Qin Shihuang faced a threat from the north: raids by the nomadic Xiongnu. In order to defend his empire, Qin Shi Huang ordered the construction of an enormous defensive wall. The work was carried out by hundreds of thousands of slaves and criminals between 220 and 206 B.C.; untold thousands of them died at the task. This northern fortification formed the first section of what would become the Great Wall of China.

Adapted from <http://asianhistory.about.com/od/profilesofasianleaders/p/qinshihungbio.htm>

Source D A Historian's account of Ashoka

Ashoka led a huge army and fought a bloody battle with the army of Kalinga, present day Orissa. Though Ashoka emerged victorious at the end, the sight of the battlefield made his heart break with shame, guilt, and disgust. It is said that the battle was so furious that the waters of River Daya turned red with the blood of the slain soldiers and civilians. This turned him heartbroken and thus, made a pledge to never ever fight a battle again. He converted to Buddhism. He was so inspired by the teachings of the Buddhist monks and Buddhist philosophies that he spread this knowledge all over the world.

<http://www.iloveindia.com/history/ancient-india/maurya-dynasty/ashoka.html>

Source E An account of Ashoka

After a series of battles, Ashoka killed many of his brothers. He thus attained the throne in 274 BC. For the first eight years of his rule, he became famous for his brutality and his desire to expand the Mauryan Empire. He also learned that one of his brothers was hiding in Kalinga. Ashoka was outraged that any place would aid his brother. He launched a full invasion of the province. In the fighting, thousands of people were killed and large areas of land were ravaged.

<http://larryfreeman.hubpages.com/hub/Ashok-A-Short-Biography-of-Ashoka-the-Great-of-India>

Section C: Structured Essay Questions [30m]**Answer questions 2 AND 3****2 Government**

- (a) State two measures taken by Qin Shihuang to unite China under Qin rule. [2m]
- (b) Explain how Parameswara's friendship with China helped Melaka to grow into a great trading port. [5m]
- (c) Explain two other reasons that contributed to Melaka's growth as a trading port. [8m]

3. Internal threats

- (a) State two examples of internal threats in ancient India. [2m]
- (b) Explain how peasant uprisings in ancient China affected the lives of the people. [5m]
- (c) Explain why piracy and volcanic eruption affected the lives of the early people of Southeast Asia. [8m]

END OF PAPER

Suggested Answer Scheme for INA End-of-year exams 2013

Section A answers (MCQ + Short answer questions)

- 1) B
- 2) C
- 3) D
- 4) B
- 5) C
- 6) B
- 7) This is because I can see that in the source the terracotta warriors and horses were buried with him in his grave to serve him in the after-life. /accept other appropriate answers
- 8) A
- 9) C
- 10) The cities were well designed which shows prior planning by the government
- 11) A
- 12) A
- 13) C
- 14) B
- 15) A tribute is a gift paid to someone of higher status from someone of lower status in respect of him/her
- 16) Farmers pay tribute to feudal lords to pay respect to them and also to obtain the right to farm on the land belonging to the feudal lords.

	Inference	
1a	Study Source A What does Source A tell you about Chandragupta Maurya? Explain your answer.	5
L1	Answers based on provenance/lifting	1
L2	Answer based on inference, unsupported <i>Award 2m for 1 inference & 3m for two inferences without support.</i> Chandragupta was a great/ powerful king/conqueror.	2-3
L3	Answer based on inference, supported <i>Award 4m for 1 inference, supported</i> <i>Award 5m for 2 inferences, supported</i> Chandragupta was a great/ powerful king/conqueror. This was because in the source it states that he defeated Alexander's army & extended the empire beyond India to 'even neighbouring lands of Afghanistan, Balochistan, Nepal came under his kingdom.'	4-5
Compare & contrast		
1b	Study Sources B & C How similar are sources B and C? Explain your answer.	5
L1	Answer based on provenance /topic Both are about rulers of ancient China	1

L2	Similarity or Difference in Content <i>Award 2m for similarity OR difference – unsupported</i> Both are about the way the rulers dealt with Xiongnu/ Both identified the Xiongnu as their common enemy during their respective reigns/ However, they are different in the way the rulers dealt with the Xiongnu.	2-3
L3	Similarity and Difference based on content <i>Award 4m for 1 valid similarity AND 1 difference</i> <i>Award 5m for 2 or more valid similarities & differences.</i> Both are about the way the rulers dealt with Xiongnu. This is because Source B states that 'China's strongest enemies were the Xiongnu' and Source C states that Qin Shihuang faced 'a threat from the north' which were the Xiongnu. Or Both identified the Xiongnu as their common enemy during their respective reigns. (Same evidence as above) Or However, they are different in the way the rulers dealt with the Xiongnu. This is because Source B states that Wudi attacked the Xiongnu and succeeded to 'scatter them' while Source C states that Qin Shihuang ordered the building of 'an enormous defensive wall' to defend the empire	4-5
Compare & contrast		
1c	Study sources D and E How different are sources D and E? Explain your answer	5
L1	Based on provenance &/or topic <i>Award 1 mark only to answer with both aspects of L1</i>	1
L2	Similarity or Difference in Content <i>Award 2m for similarity OR difference – unsupported</i> Both talked about Ashoka's war with Kalinga. Or Both talked about Ashoka's brutality during his war with Kalinga. Or However, they are different in the way Ashoka was presented	2-3
L3	Similarity and Difference based on content <i>Award 4m for 1 valid similarity AND 1 difference</i> <i>Award 5m for 2 or more valid similarities & differences.</i> Both talked about Ashoka's brutality during his war with Kalinga. This is because Source D states that he "fought a bloody battle with the army of Kalinga" and Source E states that he "killed many of his brothers/ famous for his brutality" Or However, they are different in the way Ashoka was presented. This is because Source D presented Ashoka as a king who was remorseful and guilty after his war at Kalinga while Source E presented Ashoka as a king who was cruel/unfeeling and bitter during his battle at Kalinga. In Source D it says that the Kalinga war turned him "heartbroken" and he made a pledge to "never ever fight a battle again". In Source E, however, it says that Ashoka became "famous for his brutality" and when he learnt that one of his brothers was hiding in Kalinga he was "outraged that any place would aid his brother" and hence invaded Kalinga.	4-5

Section C (Structured-essay Questions)

2 Government

(a) State two measures taken by Qin Shihuang to unite China under Qin rule. [2m]

He standardised the laws, system of measurement, coinage, writing script across the empire creating a sense of unity for the Chinese people. [any 2]

(b) Explain how Parameswara's friendship with China helped Melaka to grow into a great trading port. [5m]

	Descriptor	Mks
L1	Writes about topic <i>Award 1m for each detail, to a maximum of 2m</i>	1
L2	Describes the given factor	2-3
L3	Explain the given factor China was considered a powerful country then. Friendship with China enabled Melaka to be protected by a more powerful ally and deter enemies from thinking about attacking Melaka. Piracy was also a common problem then. With China's huge and powerful navy protecting Melaka, the problem of piracy was removed. With peace and stability ensured by China's aid in Melaka, Melaka continued to develop into a great trading port.	4-5

(b) Explain two other reasons that contributed to Melaka's growth as a trading port. [5m]

L1	Writes about topic	1-2
L2	Identifies / & Describes factors <i>Award 3m for describing one given factor</i> <i>Award 4m for doing both</i> Parameswara married a Muslim Princess. Parameswara got the locals to welcome and bring foreign traders around.	3-4
L3	Explains any one of the factor(s) <i>Award 5m for an explanation, and additional mark for any supporting detail, to a maximum of 6m.</i> Parameswara's marriage to a Muslim princess and his conversion to the religion of Islam contributed to Melaka's growth as a trading port. This was because it won him the support of many rich Indian-Muslim & Arab traders. These traders were influential and shifted their trading base from Sumatra to Melaka. As a result, Melaka grew and developed to become a great trading port. Parameswara appointed custom magistrates[syahbandars] to take care of foreign traders[looked after their needs] while they were in Melaka. The locals also acted as a communicator to teach the foreign traders about the culture and way of life of Melaka. As a result, many foreign traders felt welcomed and found it easy to trade in Melaka.	5-6

	and continued to frequent and did trade in Melaka.	
L4	Explains both factors Award 7 marks for answers which explains one factor but describes the other Award 8m when both factors are explained with additional details awarding up to a maximum of 10 marks.	7-8

3 Internal threats

(a) State two examples of internal threats in ancient India. [2m]

Natural disasters such as floods, famine & drought

Man-made dangers such as rebellion & war between parts of an empire/civil war

(b) Explain how peasant uprisings in ancient China affected the lives of the people. [5m]

L1	Writes about topic <i>Award 1m for each detail, to a maximum of 2m</i>	1
L2	Describes the given factor	2-3
L3	Explain the given factor Peasant uprising in ancient China affected the lives of the people. This was because people's lives were lost and there was great suffering. The uprising might be instigated by a group of farmers who felt that they were being taken advantage of and had to pay unnecessary high taxes to the government. Or it could happen because farmers were unhappy with the emperor and his laws, or when they thought he was losing the Mandate of Heaven, for example if there were natural disasters. The peasant would see their suffering as a sign from heaven to rebel. All this internal strife resulted in deaths as people fought with the soldiers.	4-5

(c) Explain why piracy and volcanic eruption affected the lives of the early people of Southeast Asia. [8]

L1	Writes about topic <i>Award 1m for each detail, to a maximum of 2m.</i>	1-2
L2	Describes factor(s)	3-4
L3	Explains one factor Volcanic eruption affected the lives of the early people. This was because such acts of nature caused death & suffering. The lava that came out from the volcano destroyed homes, crops and killed lives. People had to evacuate and escape and the produce by farmers were destroyed overnight. As a result, the livelihood of many early people suffered as they were not able to sell their produce. However such acts of nature also benefited farmers. This is because after the volcanic	5-6

	<p>eruption, the soil in which the larva flowed was also very fertile. As a result, many farmers would flock to and plant their crops on such fertile land and had much produce to sell later on.</p> <p>Piracy affected the lives of the early people. This was because trade was important in creating wealth for the maritime kingdoms of southeast Asia. If the traders felt endangered by pirates, they would not come to trade. Hence, to control piracy the rulers employed orang laut to act as officials and soldiers to keep watch over the important sea routes.</p>	
L4	<p>Explains both factors</p> <p>Award 7m marks for answers which explains one factor but describes the other</p> <p>Award 8m when both factors are explained with additional details</p>	7-8



NORTH VIEW SECONDARY SCHOOL
Semestral Examination 2013
Sec 1 Express

HISTORY

10 May 2013

Candidates answer on the Writing Papers provided.

1 hour 30 mins

READ THESE INSTRUCTIONS

- 1 This paper consists of two sections.

Section A	Part I	Matching Questions	20 marks
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Section B	Part I	Source-Based Questions	15 marks
	Part II	Structured Questions	45 marks

- 2 Write your name, class and register number in the spaces provided on the writing papers.
- 3 All answers for **both Section A and Section B** should be written on the **writing papers** provided and labelled clearly.
- 4 If you use more than one sheet of writing paper, fasten the sheets together with the string provided.

INFORMATION FOR CANDIDATES

The total marks for this paper is **80**. The number of marks for each part question is given in brackets [] at the end of the question.

SECTION A [20 MARKS]**PART I: MATCHING QUESTIONS [20 MARKS]**

Match the items No (1) to (20) in Column 1 with the correct answers in Column 2. Write the letter of the alphabet against the question number on the writing papers.

Example: 1 J
2 L

No	Column 1		Column 2
1	A system of government where the people elected their own leaders.	A	Chronology
2	A kingdom ruled by a Muslim King.	B	Sons of Heaven
3	History books, research papers and encyclopedias	C	Pataliputra
4	Life-size warriors, chariots and horses made of baked clay.	D	Archaeology
5	Capital of the Mauryan empire	E	War Office
6	Started the Imperial Civil Service Examination	F	Bendahara
7	The study of objects left behind by people who lived in ancient times	G	Secondary Sources
8	The arrangement of past events starting with the events that occurred first.	H	Terracotta
9	The Indo-European tribes that attacked India	I	Alexander the Great
10	The founder of Melaka	J	The Great Wall of China
11	The practice of showing respect and obedience to parents	K	Mandate of Heaven
12	The Commander of the army and navy.	L	Democracy
13	The longest cemetery in the world	M	Parameswara
14	Consisting of war elephants and thousands of soldiers	N	Aryans
15	Ancient Chinese rulers as they were chosen by Heaven	O	Sultanate
16	The Greek emperor who invaded India in 326 BCE	P	Oc-Eo
17	A system of rewards based on a person's ability	Q	Laksamana
18	Blessing given to a good ruler during the Shang Dynasty	R	Han Wudi
19	Chief Minister of Melaka	S	Meritocracy
20	Important port of Funan	T	Filial piety

SECTION B (45 MARKS)**PART I: SOURCE-BASED QUESTIONS [15 MARKS]**

Answer all questions on the writing papers provided.

Study the sources below and answer the questions that follow.

Question 21 Indus Valley Civilisation

Source A Seals from the Indus Valley Civilisation

**Study Source A**

- a. Is Source A a primary or secondary source? [1]
- b. What does Source A tell you about the occupations of the Indus Valley Civilisation? [4]

Study Source B

Question 22 Qin Dynasty

Source B An online article describing the rule of Qin Shi Huang.

With an unstoppable army that crushed seven other nations, Qin Shi Huang was also a diabolical madman. He was obsessed with finding the secret to immortality so he could rule China forever, leading expeditions out to find the legendary Islands of the Immortals and eating mercury pills and drinking fire.

Once in charge, Qin Shi Huang made life a little easier for the rest of China. He standardized all the measurements, roads and writing so that it wouldn't be so confusing to travel around the country there. He built some walls which would become the basis for the Great Wall of China, one of the greatest construction projects in human history. Sure, he was oppressive, tyrannical and brutal, but he was also efficient and he laid the groundwork for a Chinese national identity that has lasted two thousand years.

Source C An article on the myths and legends surrounding China's most important Emperor, SACU's China Eye magazine in 2007 by Rob Stallard

Imperial Myths

There are many myths about the First Emperor which have arisen from half-truths.

The First Emperor built the Great Wall of China

He consolidated and linked pre-existing walls. The Great Wall we see today is almost all a Ming dynasty creation of the fifteenth century. The border of China changed over the centuries so the line of the Wall had to change too. Admittedly he did invent the concept of 'A Great Wall' to divide the nomads from the settled farmlands.

The First Emperor devised the Chinese language

All the lands he conquered were forced to adopt the existing language and small seal script of the Qin kingdom, a new language was not devised. King Zheng sought to rid his new empire of this confusion.

The First Emperor killed all the scholars

It is not clear how many scholars were killed. It is probably that a group of scholars dismayed by the new reforms plotted a revolution and they were put to death for treason.

Study Source B

- a. Is Source B a primary or secondary source? [1]
- b. What can you infer about Qin Shi Huang as a ruler from Source B? [4]

Study Source B and C

- c. How different are Sources B and C? Explain your answer. [5]

Acknowledgements

Source A - Taken from Department of Archaeology and Museums, Ministry of Minorities, Culture, Sports, Tourism, and Youth Affairs, Government of Pakistan. Photograph © www.metmuseum.org

Source B - Adapted from http://www.arqueologos.org/IMG/jpg/Qin_Shi_Huangdi.jpg

Source C - Adapted from <http://www.sacu.org/qinemperor.html>

PART II: STRUCTURED QUESTIONS [45 MARKS]

Answer all questions and write your answers on the writing papers provided.

Question 23 Introduction to History & Reconstructing the Past

- a. What is history? [2]
- b. List the 3 ways how historians make sure the evidence is reliable. [3]
- c. Describe how facts are different from opinions. [4]
- d. 'History is a dead subject.' Do you agree with this statement? Explain your answer. [6]

Question 24 Birth of Civilisations

- a. What is a civilisation? [2]
- b. List any 3 of the common features of early civilisations. [3]
- c. Describe how rivers and seas help civilisations to develop. [4]
- d. 'The Indus Valley Civilisation had the most advanced government system in Asia during its time.' Do you agree with this statement? Explain your answer. [6]

Question 25 Government and Society

- a. What is a government? [2]
- b. List 3 reasons why the Brahmins replaced the Kshatriyas as the highest ranked caste. [3]
- c. Describe how Chandragupta Maurya ruled his kingdom. [4]
- d. 'The caste system was beneficial to the ancient Indian society.' Do you agree with this statement? Explain your answer. [6]

- END OF PAPER -

NORTH VIEW SECONDARY SCHOOL

Semestral Examination 2013

Sec 1 Express

History- Answer Key

SECTION A [20 MARKS]

PART I: MATCHING QUESTIONS [20 MARKS]

Match the items No (1) to (20) in Column 1 with the correct answers in Column 2. Write the letter of the alphabet against the question number on the writing papers.

Example: 1 J
 2 L

1	L	11	T
2	O	12	Q
3	G	13	J
4	H	14	E
5	C	15	B
6	R	16	I
7	D	17	S
8	A	18	K
9	N	19	F
10	M	20	P

SECTION B [45 MARKS]**PART I: SOURCE-BASED QUESTIONS [15 MARKS]**

Answer all questions on the writing papers provided.

Study the sources below and answer the questions that follow.

Question 21 Indus Valley Civilisation

Source A Seals from the Indus Valley Civilisation

- a) Source A is a primary source [1]
- b)
- L1 – Describes the source** [1]
 eg. *Source A shows a selection of seals and scripts found along the Indus civilization now at the British Museum*
- L2 – Infers without support** [2]
 eg. *There were traders living in the Indus Civilisation. There were also craftsmen.*
- L3 – Infers with support** [3-4]
 eg. *Firstly, Source A shows that there were traders among the Indus people. This can be supported by Source A where it shows seals with carvings of animals on them. These seals were most likely used for personal identification by traders to differentiate their goods or to mark their goods..*
- Secondly, Source A also shows that there were craftsmen. This can be supported by Source A which shows a selection of seals. The intricate designs on the seals shows that there must have been very skilled craftsmen to able to produce such item.*

Question 22 Qin Dynasty

- (a) Source B is a secondary source [1]
- (b)
- L1 – Describes the source** [1]
 eg. *Source B shows an on-line account of the rule of Qin Shi Huang*
- L2 – Infers without support** [2]
 eg. *Life under Qin Shi Huang was harsh /cruel*
 Qin Shi Huang was a tyrant / powerful ruler/efficient ruler /unforgettable ruler
- L3 – Infers with support** [3-4]
 eg. *Firstly, Source B shows that that Qin Shi Huang was a powerful ruler. This can be supported by Source B where it shows that he was capable of*
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getting his people to build "walls which would become the basis for the Great Wall of China, one of the greatest construction projects in human history."

Secondly, Source B also shows that Qin Shi Huang was an unforgettable ruler. This can be supported by Source B where it says that "he laid the groundwork for a Chinese national identity that has lasted two thousand years."

- c) **L1 – Compare Provenance** [1]
Both sources are articles adapted from website.

- L2 – Compare Topic** [2]
Both sources are talking about the type of ruler Qin Shihuang was like.

- L3 - Compare Content (similar or different)** [3-4]
Both sources are similar in content. Both sources agree that Qin Shi Huang was a powerful ruler. This can be supported by Source B where it shows that he was capable of getting his people to build "walls which would become the basis for the Great Wall of China, one of the greatest construction projects in human history.". Similarly, Source C also shows that " Admittedly he did invent the concept of "A Great Wall" to divide the nomads from the settled farmlands."

- L4- Compare Content (similar and different)** [4-5]
Both sources are similar in content. Both sources agree that Qin Shi Huang was a powerful ruler. This can be supported by Source B where it shows that he was capable of getting his people to build "walls which would become the basis for the Great Wall of China, one of the greatest construction projects in human history.". Similarly, Source C also shows that " Admittedly he did invent the concept of "A Great Wall" to divide the nomads from the settled farmlands." On the other hand, Source C does not agree on Qin Shi Huang being an unforgettable ruler. This can be supported by Source C where it says that " All the lands he conquered were forced to adopt the existing language and small seal script of the Qin kingdom, a new language was not devised."

Structured Questions (45 Marks)

Question 23

(a)	<ul style="list-style-type: none"> History is the study and record/ of past human events. It could be the study of the past of an individual (a single person) or a whole country. 	[2]
(b)	<p>The three tests that historians use to evaluate evidence are:</p> <ul style="list-style-type: none"> firstly the consistency of the evidence that is whether there is any irregularity. secondly, the test of credibility asks if the person giving the evidence is reliable or trust worthy. finally, the last test is that of corroboration which is whether the particular evidence agrees with another evidence. <p>(List all <u>three</u> tests)</p>	[3]
(c)	<ul style="list-style-type: none"> A fact is evidence that has been proven to be true and reliable. Give example An opinion is what the person thinks or believes to be true, which other people may not agree with. Give example 	[2] [2]
(d)	<p>L1 Simple exertion without elaboration. [1] L2 State reasons [2-3] L3 Explain one sided [3-4] L4 Explain both sides [4-6]</p> <p>eg. Yes, I agree that History is a dead subject because it is about events that happen in the past and we are not able to change what has already happened. However, History can also be exciting as it is full of true stories about real people and real experiences. It also requires us to investigate the past like a detective thus developing our critical thinking skills. Secondly, history is all around us as everything that exists today has come out of the past so we understand the change and how our society came to be. History also teaches us important lessons so that we learn from our past successes and failures. Finally, history helps us to understand and appreciate others as we learn about the cultures and achievements of people in the past and in doing so understanding and respecting each other.</p>	[6]

Question 24

(a)	<ul style="list-style-type: none"> An advanced stage of human development/ where people live in cities/ and have an advanced culture 	[2]
(b)	<p>List three features of civilisations</p> <ul style="list-style-type: none"> Different occupations Government Belief system Writing system Advances in sciences and arts <p>(List any <u>three</u> characteristics)</p>	[3]
(c)	<p>Describe how</p> <ul style="list-style-type: none"> Rivers provided fresh water for drinking and watering crops: they did not need to 	[4]

	<p>depend on rain water</p> <ul style="list-style-type: none"> • Rivers provided fish: which was an important source of food • Soil around rivers were fertile / easy to plough: therefore, large amounts of crops could be grown • Rivers and seas provided a means of transport: people could travel long distances from one village to another <p>(Describe all <u>four</u> reasons)</p>	
(d)	<p>L1 Simple exertion without elaboration. [1] L2 State reasons [2-3] L3 Explain one sided [3-4] L4 Explain both sides [4-6]</p> <p>Yes, I agree that the Indus Valley Civilisation had the most advanced government system in Asia during its time. This is because from the ruins of the Indus Valley Civilisation, it can deduced that its cities were incredibly well-planned by the government. For example, it had the world's first complex underground drainage system. Some drains brought water to houses while some brought waste material away. Granary to store grains such as barley, wheat and oats were also built. Citadel, a large fort for the people to take shelter if an enemy attacked the city was also found The Great Bath which was used for religious bathing .All these was only possible when the system of government was efficient and effective. However, it also not the most advanced government as the Shang civilization also had a sophisticated government system. Ancient records tell us that the Shang civilization was ruled by a dynasty of kings. They lived in a capital city from which they ruled the surrounding villages and smaller cities. They also established palaces, temples and storage houses for food in the capital city.</p>	[6]

Question 25

(a)	<ul style="list-style-type: none"> • A group of people responsible for ruling a country/ a system of rule 	[2]
(b)	<p>List <u>three</u> reasons why the Brahmins replaced the Kshatriyas as the highest ranked class</p> <ul style="list-style-type: none"> • Country has become stabilized • the role of the warriors has diminished importance. <p>Religious activities more common and more important, the role of priests and religious teachers had risen in importance, they were the ones who read the holy books well and conduct religious ceremonies.</p>	[3]
(c)	<p>Describe how Chandragupta Maurya ruled his kingdom</p> <ul style="list-style-type: none"> • Chandragupta Maurya built roads, including the Great Royal for easy travel within his empire • built irrigation systems for the fields. • Visited the provinces to talk to his subjects. • Maintain law and order. • Set up the War Office/ kept a large army • Absolute authority over all government matters <p>(Any <u>four</u> of the above)</p>	[4]
(d)	<p>L1 Simple exertion without elaboration. [1] L2 State reasons [2-3] L3 Explain one sided [3-4] L4 Explain both sides [4-6]</p> <p>Yes, I agree that the caste system was beneficial to the ancient Indian society as it helped bring order to society. Everyone knew the role he had to play in society and the job he had to do. Moreover, members of the different castes had their own sense of belonging like a little community. However, it was also not beneficial as it did not allow flexibility. This is because it did not allow people especially those from the lower castes to change their jobs even if they were capable and talented.</p>	[6]

NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL**MID YEAR EXAMINATION 2013**

SUBJECT : History
LEVEL/STREAM : 1 EXPRESS
DATE : 10 MAY 2013
TIME : 0815 – 0945
DURATION : 1 HOUR 30 MINUTES

Instructions to candidates:**DO NOT TURN OVER THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO.**Write ALL answers in writing paper provided.**Section A**

Answer all multiple choice questions in this section.

Section B

Answer all fill in the blanks questions in this section.

Section C

Answer all source based questions in this section.

Section D

Answer all structured essay questions in this section.

The total score for this paper is 60 marks.

This question paper consists of 6 printed pages including this cover page.

Section A

Answer all multiple choice questions in this section. (6 marks)

Write all answer on writing paper.

1. Which of the following is not considered an oral source?
 - A. A history book based on the written stories of Singaporeans during the 1970s.
 - B. A filmed interview of Mr Barack Obama.
 - C. A printed transcript of a testimony given by the Japanese tsunami survivor.
 - D. An audio recording of a speech of the president of Singapore.

2. Which official was not the one that Qin Shihuang, the Emperor of China, sent to look after the provinces in his empire?
 - A. The military leader
 - B. The administrative governor
 - C. The imperial inspector
 - D. The civil leader

3. What must someone do to attain enlightenment according to Buddhism?
 - A. The person must do whatever the king said.
 - B. The person must be free from desire and suffering.
 - C. The person must be as educated as possible to be 'enlightened'.
 - D. The person must become poor and useless.

4. What do you call a government system in which the king owned all the land but gave land to lords who then ruled it for him out of loyalty to the king?
 - A. Feudalism
 - B. Wicked rule
 - C. Centralised rule
 - D. Civil service

5. Which one of the statements below about the Indus Valley Civilisation is false?
 - A. The Indus Valley civilisation had a strong government.
 - B. The Indus Valley seals showed that they had a common language.
 - C. The Indus Valley people stored grain in the citadel for times of drought.
 - D. The Indus Valley Civilisation had a drainage system that was ahead of their time.

6. To avoid linking the dating system to Christianity, which of the following can we use?
 - A. AD and BC
 - B. CE and BCE
 - C. AD and BCE
 - D. CE and BC

Section B

Answer all fill in the blanks questions in this section. (10 marks)

Write all answer on writing paper. Each word can only be used ONCE.

political	kingdom
Palembang	sultan
society	Legalism
Meritocracy	Calligraphy
Brahmins	Temenggong
philosophy	enlightenment
missionaries	Buddhism

7. Different _____ systems are the different ways of running a country.
8. A _____ refers to a group of people living and working together to protect themselves and their interests.
9. _____ refers to writing words using swift, flowing brush strokes, which made the writing look more graceful.
10. _____ refers to a system where people get and keep their jobs because they do the work well.
11. The _____ was responsible for law and order in the Melakan Empire.
12. _____ were the most important people in the Indian caste system.
13. _____ is thinking about why people behave in the way that they do and then creating a set of rules about how to live a good life.
14. _____ is a system of laws in which harsh punishments are given to people who break the laws so that they will behave well.
15. _____ refers to a state where a person is free from desire and suffering.
16. _____ are people who go from one place to another to spread their religious beliefs.

Section C

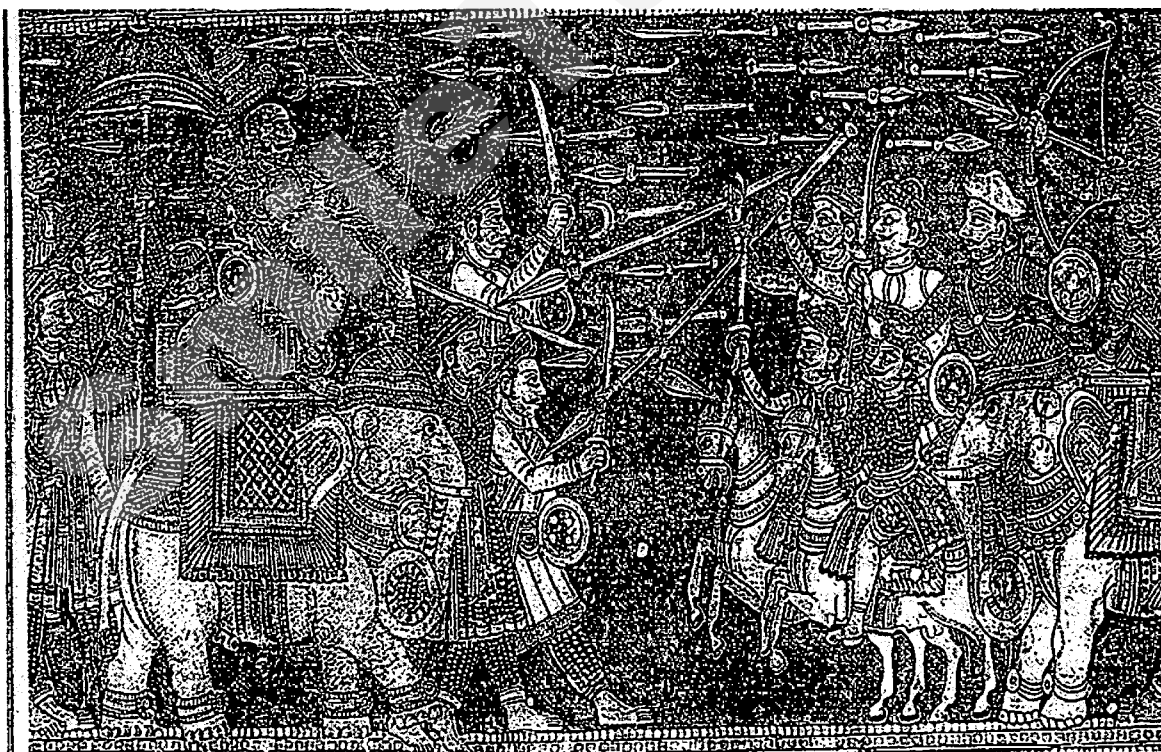
Answer all source based questions in this section. (20 marks)

Write all answer on writing paper.

Issue: Asoka's rule during the Mauryan Empire.

17. Study source A. What can you learn from the source about the Mauryan Empire? Explain your answer. [5]
18. Study source B. What does the source tell you about Emperor Asoka? Explain your answer. [5]
19. Study source C. What can you infer from the source about the Mauryan Empire? Explain your answer. [5]
20. Study source D. What can you learn from the source? Explain your answer. [5]

Source A: An online picture on Emperor Asoka on the left fighting a war against an enemy kingdom.



Source B: Adapted from an online source about Emperor Asoka.

Asoka always tested his ministers for their loyalty. More than five hundred of them were killed for being disloyal to him. He also kept around 500 wives. When a few of these women commented that he had a bad complexion, he had the whole lot of them burnt to death. He also built an elaborate torture chamber to punish his enemies. This earned him the name of "Chandaashoka" meaning "Asoka the Fierce".

Source C: Adapted from an online article about the Mauryan Empire.

By around 305 BC the Mauryan Empire stretched across most of northern India, from the Indus to the Bay of Bengal. The Mauryan Empire had a war office run by thirty ministers with responsibility for the navy, army, elephants and support services. There were even sources that said the empire had 600,000 soldiers, 30,000 chariots and 9,000 elephants. While the army was large and powerful, the emperor tried to maintain friendly relations with other kingdoms. The emperor also started many projects to help improve the lives of his people. Crimes like theft and fighting were very rare.

Source D: Adapted from an online article about Emperor Asoka's conversion to Buddhism.

Emperor Asoka was a Buddhist. He told his people that they need not fear him. He would use only persuasion, not violence, to win people over. Asoka made available shade and fruit trees for the people, as well as medicine for all people and animals. Asoka urged his people to follow a vegetarian diet, and banned the burning of forests so as not to harm wild animals. His people could finally work and plan for their future. They grew to love their emperor.

Section D

Answer all structured essay questions in this section. (24 marks)

Write all answer on writing paper.

21. Describe what is meant by Democracy. [2]
22. Describe what is meant by Autocracy. [2]
23. Identify two difficulties that a ruler will face in controlling a big kingdom or empire. [2]
24. Identify two advantages of a centralised government. [2]
25. Explain two reasons why the Gupta rulers were able to rule their empire well. [4]
26. Explain two reasons how the Melakan Empire was able to become rich and powerful. [4]
27. Explain two conditions for a 'Golden Age' of civilisation to happen. [4]
28. Describe two achievements during India's Golden Age. [4]

Acknowledgement

Source A: From <http://www.wildfiregames.com/forum/index.php?showtopic=16700&st=120&p=262581&#entry262581>

Source B: Adapted from www.dataorch.com/data.aspx?aid=32

Source C: Adapted from www.historyofwar.org/articles/people_chandragupta_maurya.html

Source D: Adapted from <http://asianhistory.about.com/od/india/a/ashoka.htm>

End of Paper

Suggested Answer:**Section A**

1. C
2. B
3. B
4. A
5. C
6. B

Section B

7. Political
8. Society
9. Feudal
10. Meritocracy
11. Temenggong
12. Brahmins
13. Philosophy
14. Legalism
15. Enlightenment
16. Missionaries

Section C

17. Study source A. What can you learn from the source about the Mauryan Empire? Explain your answer. [5]

Level/Marks	Example
1 mark for each point	I can learn from source A about an empire.
L2/2-3 Inference w/o evidence (3 marks for second inference)	I can learn from source A that the Mauryan Empire was not peaceful. I can learn from source A that the Mauryan Empire has a strong army..
L3/4-5 Inference w evidence (5)	I can learn from source A that the Mauryan Empire was not peaceful. As seen from source A, there are many soldiers fighting.

marks for second inference)	I can learn from source A that the Mauryan Empire had a strong army. As seen from source A, Asoka was riding an elephant and they had many weapons and soldiers.
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18. Study source B. What does the source tell you about Emperor Asoka? Explain your answer.

[5]

Level/Marks	Example
L1/1 Lifting or Describing	Source B tells me that Asoka was an emperor.
L2/2-3 Inference w/o evidence (3 marks for second inference)	Source B tells me that Emperor Asoka was a cruel emperor. Source B tells me that Emperor Asoka was a suspicious emperor who did not trust his ministers.
L3/4-5 Inference w evidence (5 marks for second inference)	Source B tells me that Emperor Asoka was a cruel emperor. As seen from the source, 'More than five hundred of them were killed for being disloyal to him'. Source B tells me that Emperor Asoka was a suspicious emperor who did not trust his ministers. As seen from the source, 'Ashoka always tested his ministers for their loyalty'.

19. Study source C. What can you infer from the source about the Mauryan Empire? Explain your answer.

[5]

Level/Marks	Example
L1/1 Lifting or Describing	I can infer from source C that it was an empire.
L2/2-3 Inference w/o evidence (3 marks for second inference)	I can infer from source C that the Mauryan Empire was a powerful empire. I can infer from source C that the Mauryan Empire was a peaceful empire.

L3/4-5 Inference w evidence (5 marks for second inference)	<p>I can infer from source C that the Mauryan Empire was a powerful empire. As seen from the source, 'the Mauryan Empire stretched across most of northern India, from the Indus to the Bay of Bengal'</p> <p>I can infer from source C that the Mauryan Empire was a peaceful empire. As seen from the source, 'Crimes like theft and fighting were very rare'.</p>
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20. Study source D. What can you learn from the source? Explain your answer. [5]

Level/Marks	Example
L1/1 Lifting or Describing	I can learn from the source that Asoka was a Buddhist.
L2/2-3 Inference w/o evidence (3 marks for second inference)	<p>I can learn from source D that the people enjoyed a peaceful life under Emperor Asoka.</p> <p>I can learn from source D that Emperor Asoka cared for his people.</p> <p>I can learn from source D that Buddhism is a peaceful religion.</p>
L3/4-5 Inference w evidence (5 marks for second inference)	<p>I can learn from source D that the people enjoyed a peaceful life under Emperor Asoka. As seen from the source, 'He would use only persuasion, not violence, to win people over'.</p> <p>I can learn from source D that Emperor Asoka cared for his people. As seen from the source, 'Asoka made available shade and fruit trees for the people, as well as medicine for all people and animals'.</p> <p>I can learn from the source that Buddhism is a peaceful religion. As seen from the source, after Asoka became a Buddhist, he 'would use only persuasion, not violence to win people over'.</p>

Section D

21. Describe what is meant by Democracy. [2]

Level/Marks	Example
1 mark for every point described	Democracy refers to a political system whose leaders are chosen by the people (1). They choose their leaders by voting for or against them in elections (1).

22. Describe what is meant by Autocracy. [2]

Level/Marks	Example
1 mark for every point described	Autocracy refers to a political system where the ruler makes all the decisions about running the country (1). The autocrats are often kings who inherit the kingdom from their close family members (1) OR the people in an autocracy have no say in who their rulers are or how they are governed (1).

23. Identify two difficulties that a ruler will face in controlling a big kingdom or empire. [2]

Level/Marks	Example
Any 2 from the list. 1 mark for every point identified	<ul style="list-style-type: none"> - The ruler will need more people to organize things for him - The ruler will need a bigger army or navy to keep control - The ruler will need his soldiers, sailors and officials to be trustworthy - The ruler cannot go to all parts of his kingdom or empire regularly to check up on his officials - The ruler will have more and more people who have been forced to become part of his empire refuse to obey him

24. Identify two advantages of a centralised government. [2]

Level/Marks	Example
1 mark for every point identified	The ruler is the only decision maker (1). The ruler does not have to share power with anyone else (1).

25. Explain two reasons why the Gupta rulers were able to rule their empire well. [4]

Level/Marks	Example
1 mark for each point described. Maximum of 2 marks	<ul style="list-style-type: none"> - The Guptas has strong rulers with a powerful army (1). - The Guptas made sure that their empire was peaceful and well run (1) - The Guptas made it easier for the people to communicate by standardizing the written language, Sanskrit (1).
1 mark for each point explained. Maximum of 2 marks	<ul style="list-style-type: none"> - The Guptas has strong rulers with a powerful army (1). This allowed them to control their empire well (1). - The Guptas made sure that their empire was peaceful and well run (1). This allowed the people to trade and exchange ideas (1). - The Guptas made it easier for the people to communicate by standardizing the written language, Sanskrit (1). This made the people happy with the flourishing of literature, art and architecture (1)

26. Explain two reasons how the Melakan Empire was able to become rich and powerful. [4]

Level/Marks	Example
1 mark for each point described. Maximum of 2 marks	<ul style="list-style-type: none"> - The Melakan Empire was able to become rich and power because it had a good and safe harbor (1) - The Melakan Empire was able to become rich and power because it was an entrepot port (1). - The Melakan Empire was able to become rich and power because it had an alliance with China (1).
1 mark for each point explained. Maximum of 2 marks	<ul style="list-style-type: none"> - The Melakan Empire was able to become rich and power because it had a good and safe harbor (1). This provided shelter for ships from the strong winds that could blow up in the area (1). - The Melakan Empire was able to become rich and power because it was an entrepot port (1). This allowed traders to trade there and go home, instead of going all the way to India or China (1). - The Melakan Empire was able to become rich and power because it had an alliance with China (1). This allowed it to be protected from possible enemies

	(1).
27.	Explain two conditions for a 'Golden Age' of civilisation to happen. [4]

Level/Marks	Example
1 mark for each point described. Maximum of 2 marks	<ul style="list-style-type: none"> - A golden age can happen when there is a time of peace (1) OR when the civilization has a strong army and navy (1). - A golden age can happen when the civilization is powerful and prosperous (1). - A golden age can happen when there is an open society (1).
1 mark for each point explained. Maximum of 2 marks	<ul style="list-style-type: none"> - A golden age can happen when there is a time of peace (1) OR when the civilization has a strong army and navy (1). The people will have the opportunity to make progress in science, technology and culture (1). - A golden age can happen when the civilization is powerful and prosperous (1). This will allow the civilization to spend more money on the arts, literature and new goods (1). - A golden age can happen when the leader supports the growth of learning and the arts (1). This will encourage respect for studying and also a thirst to develop new ideas (1). - A golden age can happen when there is an open society (1). This will encourage the people to consider new ideas and make contact with other cultures (1).

28. Describe two achievements during India's Golden Age. [4]

Level/Marks	Example
1 mark for each point listed. Maximum 2 marks.	<ul style="list-style-type: none"> - Golden coins (1). - Mathematics (1). - Astronomy (1).
1 mark for each point described. Maximum 2	<ul style="list-style-type: none"> - Golden coins (1). The Guptas used the same coins to unify the whole empire (1). - Mathematics (1). The Guptas started the decimal counting system (1). - Astronomy (1). The Guptas made very accurate recordings of the positions of the stars and planets (1).

marks.	- Medicine (1). The Guptas were skilled surgeons/doctors who knew about herbs that could dull pain and prevent infection (1).
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Name:

Class: 1E



St. Gabriel's Secondary School

2013 First Semestral Examination

Subject : History
Level/Stream : Sec 1 Express
Duration : 1 hour 30 mins
Date : 6 May 2013

Additional materials:
Writing paper
String

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

You may use a soft pencil for any rough working.

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

Section A

Answer all questions in this section.

Section B

Answer any two questions.

Begin your answer to Section B on a new and separate sheet of paper.

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.

This document consists of 5 printed pages, including this cover page.

[Turn Over]

SECTION A [30 marks]**Source-based Questions**

Study all the sources below and answer the questions that follow.
Write your answers on the foolscap paper provided.

Part I (15 marks)**Chapter 3: Birth of civilisations**

Source A: *A bronze vessel used by the people of ancient China*



Source B: *An archaeological description of the Mohenjo – daro city by a historian.*

Archaeological evidence in Mohenjo – daro showed that the city was carefully planned, laid out and divided into two parts. There was a walled upper city, or citadel on a high mound. These were the biggest buildings, probably palaces and temples, where the most important people probably lived. Below the citadel, there was a lower city, with smaller homes and workshops, where most ordinary people lived and worked.

Source C: A historian's account on trade in ancient Southeast Asia

Ships sailing from India had to break their journey in Southeast Asia because the distance to China was too long to be completed during a single monsoon season. They needed a port like Oc – eo or Palembang to shelter in and to obtain provisions from. In Southeast Asia, Indian traders met with other traders at these ports to get supply of goods from the Malay Archipelago as well as from China.

- 1 (a) **Study Source A**
What does the source tell you about the craftsmen of ancient China? Explain your answer. [5]
- (b) **Study Source B**
What does Source B tell you about the people of the Indus Valley civilisation? Explain your answer [5]
- (c) **Study Source C**
What can you infer about the ports in Southeast Asia? Explain your answer. [5]

Part 2 (15 marks)

Chapter 4: Government

Source A: *A historian's account of Chandragupta Maurya's administration of his empire.*

Chandragupta made improvements to the lives of his people. He built many roads for easy travel. He also helped the farmers when he ordered that irrigation system be maintained to ensure a supply of water to the fields. However, he also meted out severe punishments to anyone who were suspected of disloyalty or disobedience to him; by cutting off their hands, ears or noses.

Source B: *A historian's account of Emperor Qin Shihuang's reign.*

Qin Shihuang divided his empire into 36 provinces. Each province had a military governor in charge of the army, a civilian governor who looked after the affairs of the ordinary people and an inspector who made sure that what was happening in that area was approved by the emperor. To make sure that everyone followed his laws, he decided to burn all the books which expressed views that were different from his own. Anyone found hiding books which had been banned or discussing their contents was executed or buried alive.

Source C: *A historian's account of the Fall of Melaka.*

Sultan Mahmud Shah was the last Sultan of Melaka. He did not have a good and capable Bendahara to help him rule his kingdom. There was also power struggle and rivalry among his court officials. In 1511, Melaka fell to the Portuguese. They had a good leader, named Alfonso d'Albuquerque, experienced soldiers and better weapons (such as cannons) than those used by Sultan's Mahmud's men.

- 2 (a) **Study Source A**
What can you infer about Chandragupta as a leader? Explain your answer. [5]
- (b) **Study Source B**
What does the source tell you about Qin Shihuang as a ruler? Explain your answer. [5]
- (c) **Study Source C**
What does Source C tell you about the fall of Melaka? Explain your answer. [5]

SECTION B [20 marks]**Structured Essay Questions [2 x 10m = 20 marks]**

Answer any two questions. Write down the question number clearly on your answer script.

3. Chapters 1 and 2: An Introduction to History and Reconstructing the Past.

- (a) How does learning history help you develop critical thinking skills? [4]
Explain your answer.
- (b) Why do historians corroborate information which they gather? [6]
Explain your answer.

4. Chapter 3: Birth of civilisations

- (a) How do ancient civilisations rise and develop? Explain your answer. [4]
- (b) Why do you think the Indus civilization fell? Explain your answer. [6]

5. Chapter 4: Government

- (a) How did Parameswara make Melaka an attractive port to traders? Explain your answer. [4]
- (b) Why do you think Qin Shihuang introduced a centralized system of government? Explain your answer. [6]

END OF PAPER

Copyright Acknowledgements:

- Source A: <http://www.metmuseum.org/toah/works-of-art/43.25.4>
- Source B: Insight History 1, Nigel Kelly and Jane Shuter, Pearson Education South Asia Pte Ltd. 2006. pg.38
- Source C: The Ancient History of India, Southeast Asia & China. Curriculum Development Institute of Singapore 1995
- Source D: The Ancient History of India, Southeast Asia & China. Curriculum Development Institute of Singapore 1995. pg. 28
- Source E: The Ancient History of India, Southeast Asia & China. Curriculum Development Institute of Singapore 1995. pg. 140 and 143
- Source F: The Ancient History of India, Southeast Asia & China. Curriculum Development Institute of Singapore 1995. pg. 93

St. Gabriel's Sec School
Marking Scheme
Sec. One Express SA1 2013: History

Section A (30 marks)

Source Based Case Study

Part 1 (15 marks)

Chapter 3: Birth of civilisations

1 (a) Study Source A: What does Source A tell you about the craftsmen of ancient China? Explain your answer.			[5m]
L1:	<u>Lifts information from the source.</u> E.g. Source A shows a bronze vessel used by the people of ancient China.		[1m]
L2:	<u>Infers without support.</u> (Award 2 marks for 1 inference identified. 3 marks for 2 inferences identified.) E.g. – Source A shows me that the people of ancient China are skilled craftsmen. - Source A shows me that the people of ancient China knew how to make vessels from hard metal such as bronze. OR - Source A shows that the people had quite advanced technology.		[2-3m]
L3:	<u>Infer with support.</u> (Award 4 marks for 1 inference with support. Award 5 marks for another inference with further support) E.g. – Source A shows me that the craftsmen of ancient China were skilled craftsmen who were able to make a vessel from hard metal such as bronze. - Source A also shows me that the people of ancient China had advanced technology back then. They could have special tools and equipment to mould the vessel into the shape and size they desired. OR - Source A shows me that the people of ancient China were artistic, for they could engrave patterns and designs on the bronze vessel.		[4-5m]
(a) Study Source B What does source B tell you about the people of the Indus Valley civilisation? Explain your answer.			[5m]

L1:	<u>Lifts information from the source.</u> E.g. Source B describes the city of Mohenjo – daro	[1m]
L2:	<u>Infers without support.</u> (Award 2 marks for 1 inference identified. 3 marks for 2 inferences identified) E.g. - Source B tells me that there was city planning. - Source B tells me that there was a place organised for the rich and poor to live in. or - Source B also tells me that some people were more protected than others.	[2-3m]
L3:	<u>Infers with support</u> (Award 4 marks for 1 inference with support. Award 5 marks for another inference with further support.) E.g. – Source B tells me that there was a city planning / it had an efficient government. According to the source, Mohenjo – daro city was carefully planned, laid out and divided into two parts, the upper city and the lower city - Source B also tells me that there was a place organised for the rich and poor to live in. According to the source, the most important people lived in the walled upper part of the city where there was a citadel, probably palaces and temples; whereas the ordinary people lived in the lower part of the city with smaller homes and workshops. - Source B also tells me that important people who lived in the upper part of the city were well protected, because of the citadel which is a place of refuge during enemy attacks. Thus the people who lived in the lower part of the city might be easily attacked because there was no special place of refuge.	[4-5m]
(b) Study Source C What can you infer about the ports in Southeast Asia? Explain your answer.		[5m]
L1:	<u>Lifts information from the source.</u> E.g. - Source C gives an account on why trade grew in Southeast Asia.	1m
L2:	<u>Infers without support.</u> (Award 2 marks for 1 inference identified. 3 marks for 2 inferences identified) E.g. – The ports of Southeast Asia served as a resting point for	2- 3m

	<p>Indian traders.</p> <ul style="list-style-type: none"> - The ports of Southeast Asia served as a trading centre for the Indian traders. - These ports are important to the traders. 	
L3:	<p><u>Infers with support.</u> (Award 4 marks for 1 inference with support. Award 5 marks for another inference with further support)</p> <p>E.g. – I can infer that the ports of Southeast Asia served as a resting point for Indian traders. According to the source, Indian traders had to break their long journey in Southeast Asia and needed a port to shelter in and to obtain provisions from.</p> <ul style="list-style-type: none"> – I can also infer that these ports are important to them because they could serve the needs of the travelers like refilling food supply and fresh water. The phrase "to obtain provisions" says it all. - I can also infer that the ports served as a trading centre for the Indian traders. According to the source, Indian traders met with other traders at these ports to get supply of goods from the Malay Archipelago as well as from China. Thus the Indians could go home without having to sail all the way to China. 	4-5m
<u>Part 2: (15 marks)</u>		
<u>Chapter 4: Government</u>		
<p>2 (a) Study Source D What can you infer about Chandragupta as a leader? Explain your answer.</p>		(5m)
L1:	<p><u>Lifts information from the source</u> Chandragupta made improvements to the lives of his people.</p>	[1m]
L2:	<p><u>Infers without support.</u> (Award 2 marks for 1 inference identified. 3 marks for 2 inferences identified.) E.g. – Chandragupta was a caring leader. - Chandragupta was a harsh / cruel ruler.</p>	[2-3m]
L3:	<p><u>Infers with support.</u> (Award 4 marks for 1 inference with support. Award 5 marks for another inference with further support.)</p>	(4-5m)

	<p>E.g. – Chandragupta was a caring leader. According to the source he made improvements to the lives of his people by building many roads for them for easy travel / he helped farmers by ordering that irrigation system be maintained to ensure steady supply of water to the field.</p> <p>- Chandragupta was a harsh / cruel ruler to people who were suspected of disloyalty or disobedience to him; by cutting off their hands, ears or noses.</p>	
(b) Study Source B What does the source tell you about Qin Shihuang as a ruler? Explain your answer		(5m)
L1:	<u>Lifts information from the source.</u> E.g. – Qin Shihuang divided his empire into 36 provinces.	[1m]
L2:	<u>Infers without support.</u> (Award 2 marks for 1 inference identified. 3 marks for another inference identified). E.g. – Qin Shihuang was a capable leader. - Qin Shihuang was a harsh / cruel ruler.	[2-3m]
L3:	<u>Infers with support.</u> (Award 4 marks for 1 inference with support. 5 marks for another inference with further support). E.g. – Qin Shihuang was a capable leader. He had a good system of ruling his empire by dividing his kingdom into 36 provinces, and appointing three officials to look after a province. All the three officials had to report to him. - He was a harsh / cruel ruler to punish those who opposed him. For example, he decided to burn all the books which expressed views that were different from his own. Anyone hiding banned books or discussing their contents was executed or buried alive.	[4-5m]
(c) Study Source C. What does Source C tell you about the Fall of Melaka? Explain your answer.		(5m)
L1:	<u>Lifts information from the source.</u> E.g. – In 1511, Melaka fell to the Portuguese.	[1m]
L2:	<u>Infers without support.</u> (Award 2 marks for 1 inference identified. 3 marks for 2 inferences identified.)	[2-3m]

	<p>E.g. – He was a poor / weak leader.</p> <p>- The Portuguese, who was strong, conquered Melaka.</p>	
L3:	<p><u>Infers with support.</u> (Award 4 marks for 1 inference with support. Award 5 marks for another inference with further support.)</p> <p>E.g. – He was a poor / weak leader. He could not control the power struggle and rivalry among his court officials.</p> <p>- The Portuguese attack on Melaka was another factor in bringing down the Fall of Melaka. The Portuguese with their good leader, experienced soldiers and having better weapons (such as cannons) managed to defeat the people of Melaka.</p>	(4-5m)

Section B: Structured Essay Questions. (20 marks)

Answer any 2 questions of the 3 questions.

3. Chapters 1 and 2: An Introduction to History and Reconstructing the Past.

(a)	How does learning history help you develop critical thinking skills.	(4m)
L1:	<p>Identifies how learning history develops critical thinking and learning skills.</p> <p>E.g. – When we study history, we are not memorizing facts but asking many questions about the events that happened. Examples, What happened? why did it happen? Where did it happen? and many more.</p>	[1-2m]
L2:	<p>Explains how learning history develops critical learning skills. Hence, studying history trains us not to accept everything we read or hear as truth. Instead, it trains us to use our critical thinking skills to get the full picture of the past, when we ask questions about the events or statements and look for information or evidence to support it.</p>	[3-4m]
(b)	Why do historians corroborate information which they gather? Explain your answer.	[6m]
L1:	<p>Defines the word "corroboration".</p> <p>E.g. To corroborate something that is said or reported means to provide information to support it.</p>	[1-2m]
L2:	<p>Explains reasons for historians for corroboration. For example, does evidence from an artifact support what was written long ago? When</p>	[3-6m]

	two people have written the same event or situation does the second account agree with the first? If it does, the writings corroborate with each other. However, if it does not, the writings do not corroborate each other, then either one is inaccurate or both are.	
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4. Chapter 3: Birth of civilisations.

(a)	How do ancient civilisations rise and develop? Explain your answer.	(4m)
L1:	<p>Identifies two factors which lead to the rise and development of ancient civilisations.</p> <ul style="list-style-type: none"> One factor is close proximity to water sources such as rivers and seas. Another factor is the availability of fertile land. 	[1-2m]
L2:	<p>Explains one factor which leads to the rise and development of ancient civilisations.</p> <ul style="list-style-type: none"> Close proximity to water such as rivers and seas is very important for survival and farming. Rivers provided water for drinking and watering crops. Rivers and seas also provided fish, which was an important source of food. Rivers and seas provided a means of transport so that people could travel from one village to another to trade. OR Another factor is the availability of fertile land, where people could grow abundant crops for food and to rear animals for their own consumption. Fertile land was in a place where there is plenty of sunshine and rainfall, because such conditions made the place suitable for farming. 	[3-4m]
(b)	Why do you think the Indus Valley civilization fell? Explain your answer.	(6m)
L1:	<p>Identifies the reasons for the Fall of the Indus Valley.</p> <ul style="list-style-type: none"> The fall of the civilisation was due to floods. The fall of the civilisation could also be due to an outbreak of malaria. Aryans speeded up the fall of the civilization. 	[1-2m]
L2:	<p>Explains the reasons for the Fall of the Indus civilisation.</p> <ul style="list-style-type: none"> The civilisation declined because of floods. Archaeological evidence revealed signs of constant rebuilding of walls and foundation of houses, suggests that floods could have caused the decline of the Indus civilisation. These floods would have destroyed the irrigation systems and their farms, thus causing shortage of food and leading to famine in the civilisation. Some scholars think that the floods might have bred mosquitoes which led to outbreak of malaria. As there was no cure found at that time, the disease probably killed many of the people in the Indus Valley. The decline of the civilization was almost certainly speeded up by the invasion of the Aryans. Around the time of the decline of the Indus Civilisation the Ayans entered India in small bands. 	[3-6m]
5.	Chapter 4: Government.	

(a)	How did Parameswara make Melaka an attractive port to traders?	(4m)
L1:	<p>Identifies two factors of how Parameswara made Melaka an attractive port. E.g. – To make Melaka a safe place for trading, Parameswara formed a friendship with the Chinese emperor.</p> <p>He appointed syabandars.</p> <p>He converted himself to a Muslim.</p>	[1-2m]
L2:	<p>Explains how Parameswara made Melaka an attractive port to traders. E.g. To make Melaka a safe place for trading, Parameswara formed a friendship with China to ensure protection from enemy attacks since China was very powerful then.</p> <p>He appointed syahbandars. Their jobs were to look after the needs of foreign traders who stopped at the port of Melaka.</p> <p>- He converted himself to a Muslim by marrying a Muslim princess. By doing so, Parameswara won the support of rich Indian-Muslim and Arab traders, who shifted their trading headquarters from north Sumatra to Melaka.</p>	[3-4m]
(b)	Why do you think Qin Shihuang introduced a unitary system of government? Explain your answer.	(6m)
L1:	<p>Defines the word 'unitary' system of government. - It is a system of government where there is a single system of administration, law, money and measurement.</p>	[1-2m]
L2:	<p>Explains the reason introducing a unitary government. A unitary system of government ensured that a country would be run smoothly and fosters a sense of unity amongst the Chinese people. Law and order could be easily maintained if there was a common law to follow. It would be difficult to rule such a large empire if there were different rules in different parts of the empire.</p>	[3-6m]

Section A [25 marks]

Part I: Multiple-Choice Questions (10 marks)

For each question, select the correct answer from the choices given. Write your answers on the Answer Sheet.

1. Which century does the year 134 CE belong to?
 (A) 1st century CE (B) 2nd century CE
 (C) 3rd century CE (D) 10th century CE
2. Which of the following refers to the arrangement of past events, starting with the event that occurred first?
 (A) Chronology (B) Circa
 (C) Period (D) Timeline
3. Which of the following was not a feature of Mohenjo-Daro?
 (A) Citadel (B) Granary
 (C) Great bath (D) Palace
4. According to the Indus stone seals, what did the ancient Indus people have?
 (A) An efficient government (B) An irrigation system
 (C) A religion (D) A writing system
5. Which of the following rivers is commonly regarded as the 'cradle of Chinese civilisation'?
 (A) The Ganges River (B) The Mekong River
 (C) The Yangtze River (D) The Yellow River
6. What were gifts made as a form of respect to a king or emperor also known as?
 (A) Donations (B) Offerings
 (C) Taxes (D) Tribute

Comment [T331]: Arranged options in alphabetical order. Remember to change the answer scheme yourself.

7. Which of the following is a feature of feudalism?

- (A) The kingdom is ruled from the capital by a king.
- (B) The men are given land in return for their support.
- (C) The state is under the protection of a stronger king.
- (D) There is a single system of administration.

Comment [TJ2]: Alphabetical order?

8. Why were the 'outcastes' in ancient India discriminated against?

- (A) It was due to their marriage to other classes.
- (B) It was due to the nature of their occupation.
- (C) It was due to the place they were born.
- (D) It was due to the status of their parents.

Comment [TJ3]: Alphabetical order?

9. Which of the following refers to a group of people ruled by the same government and sharing common needs?

- (A) Civilisation
- (B) Class
- (C) Society
- (D) Tribe

10. Which of the following occupations was looked down upon in ancient China as they were thought to rely on the hard work of others?

- (A) Craftsmen
- (B) Farmers
- (C) Scholars
- (D) Traders

Part II: Sequencing (5 marks)

Re-arrange the following key events. Number the events (1 to 5) from the earliest (1) to the latest (5) against the corresponding question numbers on the Answer Sheet.

- 11. People began to move to the Indus Plain from their villages c. 3000 BCE.
- 12. There were around 3000 castes within the *varna* system by 1000 CE.
- 13. Powerful kingdoms and wealthy cities were built on the Ganges Plain by 600 BCE.
- 14. Mohenjo-daro was abandoned around 1200 BCE.
- 15. The *shudras* were introduced into India's class system after c. 1500 BCE.

Part III: Matching (10 marks)

Match the items in Column A with the items in Column B. Write the letters [A, B, C...] next to the corresponding question number on the Answer Sheet.

<u>Column A</u>	<u>Column B</u>
16. Myth	A. Information given to prove a point or to verify the accuracy of a statement
17. Empire	B. An area ruled by a king
18. Meritocracy	C. The ranking of classes in a social system
19. Sources	D. The record and study of past human events that have shaped the way the world is today
20. Kingdom	E. A story that is made up or unproven
21. Hierarchy	F. A system in which people are rewarded based on their abilities
22. Opinion	G. The study of objects or remains left behind by people of the past
23. Evidence	H. A very large area ruled by an emperor
24. History	I. A collection of the historian's evidence
25. Archaeology	J. What a person thinks or believes to be true

Section B [55 marks]**Part I: Source-based questions (15 marks)**

Study the sources carefully and answer the questions that follow on the writing paper provided.

This question is about the Yangshao and Longshan culture.

26.

a) Study Source A.

What does the source tell you about the Yangshao villages? Explain your answer. [5m]

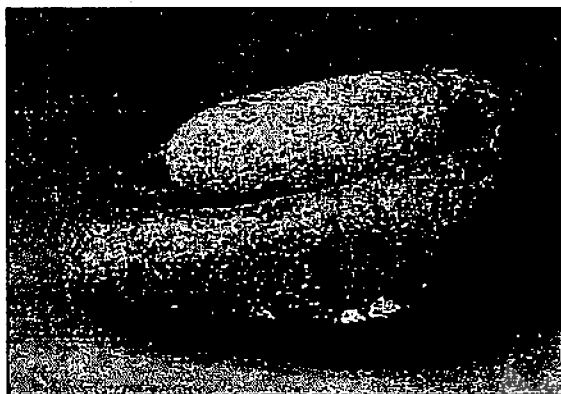
b) Study Source B.

What can you infer from the source about the features of the Yangshao villages? Explain your answer. [5m]

c) Study Source C.

What does the source suggest about the Longshan culture? [5m]

Source A: A stone *pestle and mortar* from the Yangshao culture



**Pestles and mortars were tools commonly used to grind and husk millet.*

Source B: An extract about the Yangshao culture from the *Encyclopedia of Ancient Asian Civilisations*

The inhabitants cultivated millet and maintained domestic stock. They made pottery vessels and used polished stone tools. Their millet was stored in underground pits for winter consumption, and in one of these pits at the site of Linjia a *bronze* knife that was between 6 and 10 percent tin was found. It was cast in a double mold and represents one of the earliest bronzes, if not the earliest, from China.

**Bronze is an alloy, a substance consisting of two or more metals.*

Source C: An adaptation of the Longshan culture written by an archaeologist.

Longshan boasts the first large villages with rammed-earth walls and the production of expensive goods such as thin-walled ceramics for the richer Longshan people. Other advances include the manufacture of silk, lacquer wares and ivory carving, and numerous copper and bronze artefacts. Evidence for the use of writing has been found in the form of carved symbols on pottery shards.

Part II: Structured Questions (40 marks)

Answer any 2 questions. Each question carries 20 marks. Write your answers on the writing paper provided.

27) Journey into the Past

- a. i) Define the term 'dynasty'. [2m]
 ii) Describe the term 'artefacts' and state one example of an artefact. [3m]
- b. List any three reasons why people study history. [3m]
- c. Describe the three methods historians use to determine if a piece of evidence is reliable. [6m]
- d. Explain the difference between a primary and secondary source and state two examples (one of each). [6m]

28) Civilisations, Kingdoms and Empires

- a. i) Define the phrase 'pictographic writing'. [2m]
 ii) Describe what oracle bones are and state one example of its use. [3m]
- b. List any three occupations during the ancient Chinese civilisation. [3m]
- c. Describe the three features of civilisation in ancient India. [6m]
- d. Explain the reasons for the rise of maritime kingdoms in ancient Southeast Asia and state the two major maritime kingdoms. [6m]

29) Government and Society

- a. i) Define the word 'government'. [2m]
 ii) Describe the term 'monarchy' and state one example of it. [3m]
- b. List any three classes in the social system of the Zhou dynasty in ancient China. [3m]
- c. Describe the three ways in which Qin Shihuang controlled China. [6m]
- d. Explain the importance of the caste system in ancient India and state two examples of castes within the social system. [6m]

End of Paper

Answer Scheme (1E)**Section A [25 marks]****Part I: Multiple-Choice Questions (10 marks)**

1. B	2. A	3. D	4. D	5. D
6. D	7. B	8. B	9. C	10. D

Part II: Sequencing (5 marks)

11. 1	12. 5	13. 4	14. 3	15. 2
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Part III: Matching (10 marks)

16. E	17. H	18. F	19. I	20. B
21. C	22. J	23. A	24. D	25. G

Section B [55 marks]**Part I: Source-based questions (15 marks)****26a) Study Source A.**

What does the source tell you about the Yangshao villages? Explain your answer

L1	Talks about provenance, answers without focus, or lifts from text e.g. Source A tells me that the Yangshao culture used a stone pestle and mortar.	[1m]
L2	One inference, without support [2m] Two inferences, without support [3m] e.g. Source A tells me that the Yangshao villages were advanced. AND/OR Source A tells me that the Yangshao villages were highly-skilled at making tools.	[2-3m]
L3	One inference, with support [4m] Two inferences, with support [5m] e.g. Source A tells me that the Yangshao villages were advanced as they used stone tools to grind millet and husk millet. AND/OR Source A tells me that the Yangshao villages had highly-skilled craftsmen as the stone tools they made thousands of years ago have lasted till today and in a relatively good condition.	[4m]

26b) Study Source B.

What can you infer from the source about the features of the Yangshao villages? Explain your answer

L1	Talks about provenance, answers without focus, or lifts from text e.g. Source B tells me that in the Yangshao villages, people cultivated millet and maintained domestic stock.	[1m]
L2	One inference, without support [2m]	[2-3m]

	Two inferences, without support [3m] e.g. Source B tells me that the Yangshao villages had many occupations. AND/OR Source B tells me that the Yangshao villages were an advanced culture.	
L3	One inference, with support [4m] Two inferences, with support [5m] e.g. Source B tells me that the Yangshao villages had many occupations. It shows evidence of people cultivating millet and maintaining domestic stock – farmers, and people making pottery and stone tools – craftsmen. AND/OR Source B tells me that the Yangshao villages were an advanced culture. From the bronze knife, I can infer that they had the skill to create alloys like bronze using different metals. Source B also tells me that the knife was possibly China's oldest representation of bronze.	[4-5m]

c) Study Source C.

What does the source suggest about the Longshan culture? Explain your answer.

L1	Talks about provenance, answers without focus, or lifts from text e.g. Source C tells me that people the Longshan culture had earth-rammed walls.	[1m]
L2	One inference, without support [2m] Two inferences, without support [3m] e.g. Source C tells me that people in the Longshan villages were highly advanced. AND/OR Source C tells me that the Longshan culture had some kind of social classification.	[2-3m]
L3	One inference, with support [4m] Two inferences, with support [5m] e.g. Source C tells me that people in the Longshan villages were highly advanced. The evidence is that they had "earth-rammed walls" and even had the technology to produce "thin-walled ceramics". AND/OR Source C tells me that the Longshan culture had some kind of social classification, as "expensive thin-walled ceramics" were meant for the "richer people", which suggests that there was a division between the poor and the rich in the Longshan villages.	[4-5m]

Part II: Structured Questions (30 marks)

1) Journey into the Past

- a. **i) Define the term 'dynasty'.** [2m]
 A dynasty is a line of rulers [1m] who belong to the same family [1m].
- ii) Describe the term 'artefacts' and state one example of an artefact.** [3m]
 Artefacts are tools and objects made by people of the past [1m] and are often discovered by archaeologists [1m].
- An example of an artefact is a stemcup from the Yangshao villages [1m].

- b. List any three reasons why people study history. [3m]

Any three:

Understanding change and how our society came to be
Learning from past successes and failures
Understanding and respecting one another
Developing our critical thinking skills

- c. Describe the difference between a primary and secondary source and state one example of each. [6m]

A primary source is information provided by people who were involved in historical events (1m) or who witnessed the events (1m). However, a secondary source is a record of people who did not directly participate in the historical events (1m) or did not witness the events they describe (1m).

An example of a primary source is a recorded interview with a survivor of World War Two about World War Two (1m).

An example of a secondary source is a textbook about World War Two written by a modern historian who did not live through the war (1m).

Accept any plausible answers

- d. Describe the three methods historians use to test if a piece of evidence is reliable. [6m]

The credibility (1m) test checks if the author or source of the evidence is trustworthy (1m).

The consistency (1m) test checks if the statements in the evidence have similar meanings (1m).

The corroboration (1m) test checks if there are other evidences which support it (1m).

2) Birth of Civilisations

- a. i) Define the phrase 'pictographic writing'. [2m]
Pictographic writing is an early form of writing (1m) which uses pictures to represent things or ideas (1m).

- ii) Describe what oracle bones are and state one example of its use. [3m]

Oracle bones are made of turtle shells and/or the shoulder bones of sheep or cows (1m). Priests would apply heat to it and study the cracks (1m) to tell the future (1m).

OR

They were used to record (1m) down names of rulers, family histories and events like eclipses of the sun and moon. (1m)

- b. List any three occupations during the ancient Chinese civilisation. [3m]

Any three:

Farmers
Traders
Priests
Craftsmen

- c. Describe the rise of maritime kingdoms in ancient Southeast Asia and state the two major maritime kingdoms. [6m]

Maritime kingdoms in Southeast Asia were able to rise due to the growing of rice. Rice farmers made profit from selling the rice that they harvested, which allowed ancient Southeast Asia to prosper and the villages to grow into cities (1m).

They also rose due to trade. People of Southeast Asia became skilled at building boats and sailed across large stretches of ocean to trade [1m]. Traders travelling between India and China also saw Southeast Asia as a convenient resting place and brought back with them unique Southeast Asian products like coral and dried fish [1m].

Award 1 mark for "Rice and trade."

The two major maritime kingdoms were Funan [1m] and Srivijaya [1m].

- d. **Describe the three features of civilisation in ancient India.** [6m]

Government

The ruins of the Indus Valley civilisation show us that the cities of Mohenjo-daro and Harappa were incredibly well-planned [1m]. This is evidence of there being an efficient system of government [1m].

Different Occupations

Artefacts like bronze tools, the ruins of public baths and granaries [1m] in Mohenjo-daro suggest that there were different occupations like craftsmen, priests and farmers [1m].

Writing

Artefacts like Indus stone seal bearing ancient writing [1m] shows that there was a writing system in ancient India [1m].

3) Government and Organisation of Society

- a. **i) Define the word 'government' .** [2m]

Government refers to the group of people responsible [1m] for ruling a country [1m].

OR

Government refers to the system [1m] of ruling [1m].

- ii) Describe the term 'monarchy' and state one example of it.** [3m]

A monarchy is a system of government [1m] in which the ruler is a king or emperor [1m].

One example of a monarchy is the Qin dynasty in ancient China.

Accept any plausible answers

- b. **List any three classes in the social system of the Zhou dynasty in ancient China.** [3m]

Any three:

Kings, priests, feudal lords OR ruling class,

Scholars

Farmers

Craftsmen

Traders

- c. **Describe the importance of the caste system in ancient India and state two examples of castes within the social system.** [6m]

The caste system in ancient India brought order to society [1m] as everyone knew the role they had to play and the job they had to do [1m]. The caste system also gave members of the different caste a sense of belonging [1m] within their 'little community' [1m].

Examples Any two

Brahmins

Kshatriyas
Vaishyas
Shudras

- d. Describe the three ways in which Qin Shihuang controlled China. [6m]
Any three:

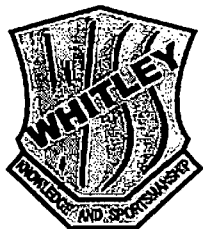
Qin Shihuang removed the power of the feudal lords (1m) by tearing down their forts and taking away their lands (1m).

He tightened his control of China by implementing a unitary system of government (1m) with standardised measures, coins and script (1m).

He was also infamous for his cruelty (1m). He enforced strict laws and showed no mercy to those who opposed his laws (1m).

He divided his empire into 36 provinces (1m), each under the charge of a military governor, a civilian governor and an inspector (1m).

Name: _____ () Class: _____



WHITLEY SECONDARY SCHOOL

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MID-YEAR EXAMINATION 2013

SUBJECT : History
LEVEL : Secondary 1 Express
DATE : 6 May 2013
DURATION : 1 hr 30 mins
Total Marks : 60

READ THESE INSTRUCTIONS FIRST

Do not turn the page unless you are told to do so.

Write in dark blue or black pen.

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

Answer ALL questions in the spaces provided.

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

This paper consists of 9 pages inclusive of this page.

Section A: Multiple Choice Questions**(10 marks)**

For each of the following questions, choose the appropriate option and record your answer in the brackets.

1. The word 'civilisation' comes from the Latin word 'civitas'. What does 'civitas' mean?
 - a. city
 - b. river
 - c. people
 - d. work()

2. Coins, pots, paintings and clothes discovered by archaeologists are examples of _____.
 - a. antiques
 - b. artefacts
 - c. written sources
 - d. treasures()

3. Which of the following statements is not a reason for the study of History?
 - a. To learn lessons from the past.
 - b. To become a detective.
 - c. To understand the present.
 - d. To know how people lived in the past.()

4. What made the rulers of Srivijaya rich?
 - a. A huge army
 - b. Deposits of gold
 - c. Plentiful fish
 - d. Flourishing trade()

5. Which of the following statements is true of Indus Valley cities?
- a. They are built of wood.
 - b. All houses were the same size.
 - c. They had complicated drainage systems.
 - d. There was no town planning. ()
6. Which of the following is not an important skill or characteristic of a good historian?
- a. Observant of things around them.
 - b. Accepts all things as the truth easily.
 - c. Viewpoints of things are not affected by bias
 - d. Able to analyse things carefully. ()
7. Experts who excavate sites and study the things found there are known as _____.
- a. architects
 - b. astronomers
 - c. archaeologists
 - d. astrologists ()
8. Which of the following is an example of an opinion?
- a. All Europeans are taller than Asians.
 - b. During World War II, Singapore was occupied by the Japanese.
 - c. Mr Lee Hsien Loong is the Prime Minister of Singapore.
 - d. Qin Shihuang was the First Emperor of China. ()
9. The rulers of Melaka were called _____.
- a. pharaohs
 - b. emperors
 - c. sultans
 - d. kings ()

10. An example of a reliable source is _____.

- a. archaeological remains
- b. internet
- c. stories
- d. videos

()

Section B: Chronology

(5 marks)

Arrange the following dynasties in chronological order, starting from the earliest to the latest. Write 1 for the earliest dynasty, 2 for the next dynasty and so on.

	Dynasty	Order
11.	Tang Dynasty (618 CE - 907 CE)	
12.	Qin Dynasty (221 BCE – 210 BCE)	
13.	Ming Dynasty (1368 CE – 1644 CE)	
14.	Han Dynasty (202 BCE – 220 BCE)	
15.	Eastern Chou (1027 BCE – 221 BCE)	

Section C: Fill in the blanks

(5 marks)

Fill in the correct answers in the blanks.

16. The later part of the Zhou Dynasty is known as the period of the _____ States.

17. During the Shang Dynasty, the shis were given land in return for their support of the _____.

18. The ancient Chinese believed that their ruler had a Mandate of _____ which allowed them to rule.

19. Chandragupta Maurya ruled India from his _____ at Pataliputra.

20. The writings in the Indus Valley were found on stone _____.

Section D: Source Based Questions

Source A: *A photograph of Qin Shi Huang's Terracotta Army, guarding his tomb.*



21. Study Source A.

What can you infer about Qin Shi Huang? (4m)

Source B: *An account of the system of rule under Chandragupta by the Greek ambassador Megasthenes.*

The people were known for their honesty; lying and stealing were generally unknown, and the Greek ambassador notes that court cases were seldom resorted to. Much of this was no doubt due to the harsh penal system. The death penalty was imposed for the avoidance to pay taxes, and injury was inflicted for lying.

22. Study Source B.

What can you infer about the Chandragupta Maurya's rule over India? (4m)

Source C: *A passage taken from an article promoting an exhibition on the findings at Qin Shi Huang's grave in Xi'an.*

Among the 120 treasures the Chinese have permitted to be exhibited in London from September 13, are a dozen warriors, a musician, an acrobat, a strongman, a chariot with horses and bronze birds to sing and entertain the emperor in the netherworld... The first emperor still lies in his vast tomb outside the city of Xi'an, entombed with his concubines and the 700,000 workers who are said to have been killed to keep the location secret.

23. Study Source C.

What can you infer about Qin Shi Huang's personality from the source? (6m)

Source D: A passage detailing the system of government under the rule of Chandragupta Maurya.

Under Chandragupta's rule, the world saw an independent, unified India for the first time. Chandragupta divided his empire into administrative districts or zones, each of which had a hierarchy of officials who were responsible for collecting taxes, maintaining the army, completing irrigational projects and maintaining law and order.

To preserve the empire, Chandragupta commanded an enormous military and frequently used spies. Standard weights and measures were also established, and India's first coins were minted.

Source E: A passage detailing the system of government under the rule of Qin Shi Huang.

The First Emperor of China successfully unified China in 221 B.C. and established the Qin Dynasty.

China's first bureaucratic administration was also created. From this administration came many harsh new laws including the mandatory burning of all books from the conquered states. Qin Shi Huang built the Great Wall of China to protect China against invaders.

Irrigation canals were built throughout the country as well as over 4,000 miles of highways, which connected the Capital with distant provinces. Qin Shi Huang also standardized weights and measures.

24. Study Source D and E.

How are Sources D and E similar? (6m)

Acknowledgments

Source A: http://www.123rf.com/photo_14939518_terracotta-warriors-and-horses-guarding-the-tomb-of-emperor-qin-shi-huang-xian-china.html

Source B and D: <http://everything2.com/title/Chandragupta+Maurya>

Source C: *The Sunday Times*, 26 August, 2007.

Source E: *History of the World*, <http://all-history.org/162.html>

Section E: Structured Questions**(20 marks)**

Write the answers in complete sentences. Attempt all questions.

25. What is a 'cradle of civilisation'?

[1m]

26. Give three reasons to explain why many early civilisations developed near rivers. [3m]

27. Name the two civilisations along the Yellow River in ancient China.

[2m]

28. Give four examples to show that the people of the Indus Civilisation were highly civilised although it started in 3500 BCE. [4m]

29. Describe the four features of the Chinese system of government in the Shang Civilisation.

[4m]

30. 'The decline of the Indus Valley civilisation was caused by a group of people called the Aryans.' Do you agree? Explain your answer. [6m]

End of Paper

Answer Scheme

History 1E MOY 2013

Section A

- 1 a
- 2 b
- 3 b
- 4 d
- 5 c
- 6 b
- 7 c
- 8 a
- 9 c
- 10 a

Section B

	Dynasty	Order
11	Tang Dynasty (618 CE - 907 CE)	4
12	Qin Dynasty (221 BCE – 210 BCE)	2
13	Ming Dynasty (1368 CE – 1644 CE)	5
14	Han Dynasty (202 BCE – 220 BCE)	3
15	Eastern Chou (1027 BCE – 221 BCE)	1

Section C

- 16 Warring
- 17 king
- 18 Heaven
- 19 capital
- 20 seals

Section D: Source Based Questions

Q21. Study Source A

What can you infer about Qin Shi Huang? (4m)

I can infer that QSH believes in life after death. (2m) This can be seen from the soldiers that are guarding his tomb that are armed with both horses and an armour. (1m) Therefore showing how QSH believes that these armed soldiers will keep watch over him after he has died. (1m)

Q22. Study Source B

What can you infer about the Chandragupta Maurya's rule over India? (4m)

I can infer that Chandragupta Maurya was a harsh/strict ruler. (2m) This can be seen in the passage which states, "The death penalty was imposed for the avoidance to pay taxes, and injury was inflicted for lying." (1m) This shows that Chandragupta Maurya was a harsh/strict ruler who would resort to violence for minor crimes in order to keep his kingdom peaceful. (1m)

Q23. Study Source C

What can you infer about Qin Shi Huang's personality from the source? (6m)

I can infer that QSH is a very cruel man. (1m) This can be seen in the source which states that "entombed with his concubines and the 700,000 workers who are said to have been killed to keep the location secret." (1m) Therefore showing how he cruelly murder innocent people just to prevent others from finding his tomb. (1m)

I can also infer that QSH likes to enjoy the luxuries found on this earth. (2m) This can be seen in the source which states "Among the 120 treasures the Chinese have permitted to be exhibited in London from September 13, are a dozen warriors, a musician, an acrobat, a strongman, a chariot with horses and bronze birds to sing and entertain the emperor in the netherworld..." This shows that Qin Shi Huang enjoys his riches so much that he hopes to bring them along with him to his next life after death. (1m)

Q24. Study Source D and E

How are Sources D and E similar? (6m)

Sources D and E are similar as they both show how Chandragupta Maurya and Qin Shi Huang established a centralized government in their empire. (1m) This can be seen in Source D which states "Chandragupta divided his empire into administrative districts or zones, each of which had a hierarchy of officials who were responsible for collecting taxes, maintaining the army, completing irrigational projects and maintaining law and order." And Source E which states "Irrigation canals were built throughout the country as well as over 4,000 miles of highways, which connected the Capital with distant provinces. Qin also standardized weights and measures." Therefore showing how both kings establish a centralized system of government which ensures that their empire is ruled in an organized and efficient manner. (2m)

Sources D and E are also similar in showing how both Chandragupta Maurya and Qin Shi Huang tried to control the thoughts and minds of their people. (1m) This can be seen in Source D which states "To preserve the empire, Chandragupta commanded an enormous military and frequently used spies." And Source E which states, "...harsh new laws including the mandatory burning of all books from the conquered states." Thus showing how both Emperors tried to control the minds and thoughts of their people so that they can maintain loyal to them. (2m)

Section E

25 A place where civilisation begins. [1]

26 Any 3

- Rivers provided water for drinking. [1]
- Rivers could be used as a means of transport. [1]
- Rivers could be used for irrigating crops. [1]
- Fish in the river provided food. [1]

27 Yangshao [1] and Longshan [1]

28 Any 4

- The streets were well-planned. [1]

- Mohenjo-daro had the world's first complex underground drainage system that brought water to houses while others carried waste material away. [1]
 - Citadel was a large fort where people could take shelter if an enemy attacked the city. [1]
 - The Great Bath was a large public bath that was probably used for religious bathing. [1]
 - The granary was a public building that was used to store grains such as barley, wheat and oat. [1]
- 29
- The king did not directly rule all the lands in his kingdom. [1m]
 - The king only ruled a small area around his capital. [1m]
 - The king divided the rest of his kingdom into many units of land and allowed men who were loyal to him to rule these lands.[1m]
 - In return, these men had to pay the king a tribute. [1m]

30

L1	<p>Describes about the Indus Valley Civilisation but without focusing on the question.</p> <p>The Indus Valley Civilisation grew steadily and prospered for about 1000 years. Around 1500 BCE, the civilisation rapidly declined.</p>	1
L2	<p>Agrees and describes the given reason OR Disagrees and describes another reason.</p> <p><i>Award 3m for a description of a reason, and an additional mark for each supporting detail, up to a maximum of 4m.</i></p> <p>Yes, the Aryans invaded the Indus Valley Civilisation. The Aryans settled on the Ganges Plain as grain farmers and lived alongside the Indus people who had already moved there.</p> <p>OR</p> <p>No, floods was the cause of the decline. Floods destroyed the irrigation system that the people depended on for their farming. The floods might have bred mosquitoes which led to outbreaks of malaria.</p>	2-3
L3	<p>Explains the given reason or other reasons.</p> <p><i>Award 5m for weak explanations.</i></p> <p><i>Award 6m for clear explanations.</i></p> <p>Yes. L2 + As a result, the mixing of cultures of the Indus people and the Aryans brought about the fall of the civilisation, and the beginning of the Indian culture today.</p> <p>OR</p> <p>No. L2 + In the end, due to the bad living conditions, people died or migrated to a more fertile soil for good.</p>	4-5
L4	<p>Explains the given reason and other reasons.</p>	6