

# **METHODIST GIRLS' SCHOOL**

Founded in 1887



## **PRELIMINARY EXAMINATION 2026 Secondary 4**

### **HISTORY**

Paper 1      Extension of European control in Southeast Asia and  
**2174/01**  
challenges to European dominance, 1870s-1942

## **Levels of Response Marking Scheme (LORMS)**

## Source-Based Case Study

### Why did Hitler purge the SA in 1934?

#### 1 (a) Study Source A.

How surprised are you by this source? Explain your answer.

[5]

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| L1        | <b>Answers based on undeveloped provenance or do not consider the concept of surprise</b><br><i>e.g., Source A is not surprising as it is from a Nazi Field-Marshal who was an army commander describing the events of June 1934.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1     |
| L2        | <b>Surprised OR Not Surprised without explanation</b><br><i>e.g., I am surprised that the Field-Marshal shared information with the SA.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2     |
| L3        | <b>Surprised OR Not Surprised based on the content of the source</b><br><i>e.g., Source A is not surprising as it shows the growing tension between the SA and the army in June 1934. Source A states that "I was warned that an attack by the SA on the army was imminent" and that the local SA leader "had only put his men on alert to resist my attack." This is not surprising as it confirms that both the army and the SA were suspicious of each other and feared an attack, which fits with the mounting tensions before the Night of the Long Knives.</i><br><b>AND</b><br><i>e.g., Source A is surprising as it reveals that the conflict may have been manufactured rather than a genuine SA plot. Source A states that "the army and the SA were being egged on against each other by Himmler." This is surprising because it suggests that Röhm was not actually planning to seize power, but that Himmler was deliberately provoking the two sides against each other for his own purposes.</i> | 3     |
| L3        | <b>Surprised AND Not Surprised based on cross-reference to other sources/contextual knowledge AND critical analysis of provenance</b><br><p>Award 5 marks for surprised and the lack of it.</p> <i>e.g., Source A is not surprising when cross-referenced with Source F. Source A claims that "the army and the SA were being egged on against each other by Himmler," while Source F confirms that "Enemies of Röhm in the SS were already involved in a plot to destroy him" and that Himmler "convinced Hitler that Röhm was about to stage a revolution." Both sources consistently suggest that the threat was</i>                                                                                                                                                                                                                                                                                                                                                                                         | 4-5   |

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|           | <p><i>engineered by Himmler and the SS rather than a real SA plot, so Source A is not surprising.</i></p> <p><b>AND</b></p> <p><i>e.g., Source A is surprising given the context and the provenance of the source. As a Nazi Field-Marshal and army commander, I would not expect the army commander who was supposed to despise the three-million-strong SA to exchange information with the local SA leader about knowing the SA plans of attack during the period of growing tensions between the two groups in June 1934.</i></p> |       |

**(b) Study Sources B and C.**

Having read Source B, why do you think Hitler made the radio broadcast in Source C? Explain your answer.

**[6]**

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| L1        | <p><b>Answers based on undeveloped provenance/source content</b></p> <p><i>e.g., Hitler made the radio broadcast in Source C because he wanted to explain his actions to the Reichstag on 13 July 1934.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1     |
| L2        | <p><b>Answers based on the content of Source C (the purpose of the broadcast) without linking to Source B</b></p> <p>Award the higher mark for more developed answers.</p> <p><i>e.g., Hitler made the radio broadcast to justify the killings and warn others against opposing him. In Source C, Hitler declares that "if he lifts his hand against the state, certain death is his fate" and that he "became the Supreme Judge of the German people." This shows that Hitler wanted to justify acting outside the law and to threaten anyone who might challenge his authority.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2     |
| L3        | <p><b>Answers which use Source B to explain the purpose of the broadcast in Source C, supported by source content and/or contextual knowledge</b></p> <p>Award 3 marks for explaining the purpose of Source C in relation to Source B.<br/>Award 4 marks for a well-developed answer supported by contextual knowledge.</p> <p><i>e.g., Having read Source B, Hitler made the broadcast in Source C to justify the secretive and violent way in which the purge was carried out. In Source B, Hitler's driver describes how Hitler arrived at the hotel silently, ordered his men to "drive on" past any SA guard, and entered Röhm's bedroom with detectives to arrest him with the words "Röhm, you are under arrest," claiming "Röhm wants to carry out a coup." As these arrests and killings were carried out without any trial, Hitler needed the broadcast in Source C to explain why he did not "resort to the regular courts of justice" and to present himself as the "Supreme Judge of the German people." In the context of the Night of the Long Knives (30 June - 2 July 1934), in which up to 200 people were killed without trial, Hitler used the broadcast to legitimise these actions and to deter future opposition by warning that "certain death" awaited anyone who "lifts his hand against the state." Thus, the broadcast was a piece of propaganda designed to turn an illegal purge into an act of justified, decisive leadership.</i></p> | 3 - 4 |

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| L4        | <p><b>L3 + Answers based on a critical analysis of the provenance of BOTH Source B and Source C to reach a supported judgement on why Hitler made the broadcast</b></p> <p>Award 6 marks for a sustained evaluation that weighs the provenance of each source to explain Hitler's true purpose.<br/>e.g., [As L3 plus]</p> <p><i>Set against each other, the two provenances make Hitler's purpose clear. Because Source B—a private, first-hand account—shows that the purge was a violent, lawless act with no proven plot, Hitler needed the public, broadcast platform of Source C to re-cast that same event as legitimate justice and to deter future dissent. The very fact that a leader would broadcast a several-hours-long justification of killings he carried out in secret shows that the purpose of Source C was propaganda: to control how the nation understood the Night of the Long Knives. Thus, evaluating the provenance of both sources shows Hitler made the broadcast to transform an illegal purge into an act of decisive, justified leadership in the eyes of the German people.</i></p> | 5-6   |

(c) **Study Source D.**

What is the message of this cartoon? Explain your answer using details from the cartoon. **[5]**

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks      |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>L1</b> | <b>Describes the source, but no message identified</b><br><i>e.g., Source D shows Hitler giving a Nazi salute over the Storm Troopers (SA).</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1</b>   |
| <b>L2</b> | <b>Identifies valid sub-messages</b><br>Sub-messages address only one side of the cartoon, that is, either Hitler acknowledging the SA who helped him rise to power or Hitler betraying the SA after he had risen to power.<br>Award 3 marks for support from source content<br><br><i>e.g., Source D shows Hitler acknowledging the SA who had helped him rise to power. The cartoonist depicts the Hitler extending his right arm when the SA saluted Hitler with a "Hail".</i><br><b>OR</b><br><i>e.g., Hitler with his hidden gun pointing to the SA while treading on the fallen Storm Troopers labelled "Fare Well." This means that Hitler was abandoning and destroying the SA, the very men who had helped bring him to power.</i>                                                                                                                                                                             | <b>2-3</b> |
| <b>L3</b> | <b>Identifies valid overall message</b><br>The overall message addresses both sides of the cartoon.<br>Award 5 marks for support from source content.<br><br><i>e.g., In the context of the Night of the Long Knives of 30 June 1934, the cartoonist's main message is to criticise Hitler's ruthlessness and betrayal in destroying the SA who had been vital to his rise to power. The cartoon shows Hitler acknowledging the SA's saluting ("Hail") while on the other side, the SA lie defeated beneath him ("Fare Well"). This suggests that Hitler greets power while bidding farewell to his old followers. The cartoonist, writing in the British Daily Herald on 3 July 1934, condemns Hitler as a brutal leader who was willing to betray and murder his own loyal supporters. Hitler wanted to consolidate his own power by getting rid of the SA to please the conservative elites who despised the SA.</i> | <b>4-5</b> |

(d) Study Sources E and F.

How far does Source F prove that what Röhm says in Source E is mistaken? Explain your answer.

[6]

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| L1        | <p><b>Answers based on undeveloped provenance</b></p> <p><i>e.g., Source F proves Source E mistaken as Source F is from an American historian's biography while Source E is a report of a conversation with Röhm written by a former Nazi.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1     |
| L2        | <p><b>Answers based on disagreement, so Source F proves Source E mistaken OR agreement, so Source F does not prove Source E mistaken</b></p> <p>Award the higher mark for more developed answers or both aspects.</p> <p><i>e.g., Source F proves that what Röhm says in Source E is mistaken as they differ over whether a real revolution was planned. In Source E, Röhm rages that "Adolf is a swine" and boasts of the chance "to do something new and great, something that will turn the world upside down," implying he was pushing for a genuine, revolutionary continuation of the movement. In contrast, Source F states that "Röhm had no intention of revolting" and that his enemies merely "convinced Hitler that Röhm was about to stage a revolution." This shows that Source F proves Röhm mistaken (or misleading) as, despite his revolutionary talk, there was no actual plot to seize power.</i></p> <p><b>OR</b></p> <p><i>e.g., Source F does not prove Source E mistaken as both suggest Röhm was frustrated and at odds with Hitler. In Source E, Röhm complains that Hitler "is getting friendly with the Prussian generals" and wanted to "turn the SA into a branch of the army." Similarly, Source F confirms that Röhm's "growing power" made enemies of Himmler, Göring and Goebbels. This shows that Source F supports the picture of tension in Source E rather than proving it mistaken.</i></p> | 2-3   |
| L3        | <p><b>Answers based on cross-reference to another source/contextual knowledge to decide how far Source F proves Source E mistaken</b></p> <p>Award the higher mark for more developed answers.</p> <p><i>e.g., [As L2 plus] Source F proves Source E mistaken. Source F concludes that "Röhm had no intention of revolting," which proves that Röhm's revolutionary boasts in Source E did not amount to a real plot to seize power. Upon cross-reference to Source A, Source A states that Röhm and the SA leaders "were being egged on against each other by Himmler." This suggests that Röhm was not actually plotting to overthrow the government, but it was Himmler and the SS manipulation.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4-5   |

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| L4        | <p><b>L3 + Identifies the disagreement while uses evaluation of the authors' provenances to decide which is mistaken</b></p> <p><i>e.g., [As L3 plus] The provenance of Source E limits how far Röhm's words can be taken as evidence of a genuine plot. Source E is a report of a conversation held in 1934 but written down only in 1940 by a former Nazi who had fled Germany. Its nature is second-hand and reconstructed from memory six years after the event, so the exact words are unreliable. Röhm is also described as drunken, boastful venting rather than a stated plan to seize power. The writer's purpose, as an exiled opponent of the regime, may also have been to portray the Nazi leadership as divided and treacherous. By contrast, the provenance of Source F, strengthens its claim to prove Röhm mistaken. Source F is an extract from an American historian's biography of Hitler, published in 1976. Source F does prove Röhm mistaken on the crucial point that he was planning to seize power, because a detached historian with hindsight is more trustworthy on Röhm's real intentions than Röhm's own drunken, second-hand boasts.</i></p> | 6     |

(e) **Study all the sources.**

'Hitler purged the SA because Röhm threatened to seize power.' How far do these sources support this view? Use the sources and your knowledge to explain your answer.

[8]

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| L1        | <b>Writes about hypothesis, no valid source use</b><br><br><i>e.g., Hitler purged the SA because Röhm threatened to seize power and take over the army.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1     |
| L2        | <b>Yes OR No, supported by valid source use</b><br><br>Award 2 marks for one Yes or No supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 4 marks.<br><br><i>e.g., <b>Source E supports the view as it suggests Röhm's ambitions. In Source E, Röhm boasts of the chance "to do something new and great, something that will turn the world upside down!" and "I can be the creator of a new army." This reveals Röhm's ambitions of overthrowing the government and the army to seize power.</b></i><br><br><b>OR</b><br><br><i>e.g., <b>Source A does NOT support the view as it suggests the conflict was manufactured. Source A reports that "the army and the SA were being egged on against each other by Himmler," implying there was no genuine Röhm plot but rather provocation by Himmler and the SS.</b></i> | 2-4   |
| L3        | <b>Yes AND No, supported by valid source use</b><br><br>Award 5 marks for one Yes and No supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7 marks.<br><br>For L2 and L3, award a bonus of up to 2 marks (+1/+1) for use of contextual knowledge (CK) to question up to two sources in relation to their reliability, sufficiency, etc. The total mark for the question must not exceed 8.<br><br>• Accept any plausible L2's or L3's valid source use and (+1/+1) CK up to 2 marks, e.g., L2 (+1) CK, and/or L3 (+1) CK.                                                                                                                                                                                                                                                                                              | 5-8   |

| Level | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L3    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|       | <p><b>Support (B, C, E)</b></p> <p><i>[As L2 plus]</i></p> <p><i>e.g., Source B supports the view as Hitler himself believed Röhm was plotting against the government. In Source B, Hitler declares "Röhm wants to carry out a coup" before personally arresting him. This supports the view that Hitler purged the SA because he believed Röhm threatened to overthrow the government.</i></p> <p><i>[CK +1 mark] e.g., While Source B supports the view, it is not fully reliable. It is the testimony of Hitler's own driver, who would present Hitler's version of events. Hitler was just as ruthless with his own party as he was towards his enemies outside the party. By the middle of 1934, he was beginning to see the SA leaders and Röhm as a threat.</i></p> <p><i>Source C supports the view as Hitler publicly justified the purge as a response to a threat against the state. In Source C, Hitler warns that anyone who "lifts his hand against the state" faces "certain death" and claims he became "the Supreme Judge of the German people." This implies he purged the SA to crush a threat to the state.</i></p> | <p><b>Not Support (A, D, F)</b></p> <p><i>[As L2 plus]</i></p> <p><i>Source D does NOT support the view as it portrays Hitler as ruthlessly destroying loyal followers. The cartoon's "Hail and Fare Well" shows Hitler abandoning the SA who helped him, suggesting the purge was about Hitler's own consolidation of power, not a real Röhm threat.</i></p> <p><i>Source F does NOT support the view as the historian states Röhm never intended to revolt. Source F explains that rivals "convinced Hitler that Röhm was about to stage a revolution" and that "many old scores" were settled, with victims such as Strasser, Schleicher and Bredow who "had no connection with Röhm." This shows the purge was driven by rivalry and elite pressure, not a genuine threat from Röhm.</i></p> <p><i>[CK +1m] e.g., While Source F does not support the view, it is sufficient. Röhm's real 'threat' was to the army and elites, not to Hitler personally. The SA had swelled to over three million and Röhm demanded the army be merged into the SA and the power of the wealthy be broken. Hitler needed the support of the 100,000-strong army, President Hindenburg and conservative elites to consolidate his power, so he purged the SA to win their backing rather than because Röhm was about to seize power.</i></p> |

## Section B: Essays

Answer **two** questions.

- 2** 'The development of the rubber industry was the greatest economic impact of British colonial rule in Malaya.' How far do you agree with this statement? Explain your answer. **[10]**

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark       |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>L1</b> | <p><b>Identifies/Describes the topic or other factor(s) for the topic</b></p> <p>Award 1 mark for identifying one factor, 2 marks for identifying two or more factors. Award 2 marks for describing one factor and 3 marks for describing two or more factors.</p> <p><i>e.g., The development of the rubber industry was one of the economic impacts of British colonial rule in Malaya. The first rubber plantations were established in the 1890s and demand for rubber was high due to the growth of the automobile industry. The size of rubber estates in Malaya grew from 345 acres in 1897 to 50,000 acres in 1905.</i></p> <p><i>e.g., The growth of the tin industry was another economic impact of British rule in Malaya. By 1898, large tin-mining companies were in the hands of European businessmen who used sophisticated equipment such as tin dredges. At the turn of the century, the Federated Malay States became the world's largest producer of tin.</i></p>                                                                                                                                                                                                                                                                                                                                                                                      | <b>1-3</b> |
| <b>L2</b> | <p><b>Explains how the given factor led to the outcome of the issue OR Explains how other factor(s) contributed to the outcome of the issue</b></p> <p>Award 4 marks for an explanation of how the given factor led to the outcome of the issue OR how other factor(s) contributed to the outcome of the issue, and an additional mark for additional factor(s) or further supporting detail, to a maximum of 5 marks.</p> <p><b>Agree:</b></p> <p><i>e.g., I agree that the development of the rubber industry was the greatest economic impact of British colonial rule in Malaya as it became Malaya's most profitable export. The demand for rubber was especially high from the late 19<sup>th</sup> century due to the growth of the automobile industry. European businessmen such as William Sime and Henry Darby of Sime, Darby and Co. invested in large plantation estates and introduced more modern production methods. The size of rubber estates grew rapidly from 345 acres in 1897 to 50,000 acres in 1905. By the early 20<sup>th</sup> century, rubber became more important than tin and was Malaya's most profitable export. The rubber industry had the greatest economic impact as it brought in large amounts of capital and profits, drew in many Indian labourers, and transformed Malaya into a major exporter of rubber to the world.</i></p> | <b>4-5</b> |

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |
| L3        | <p><b>Explains how the given factor AND other factor(s) led to the outcome of the issue</b></p> <p>Award 6 marks for an explanation of how the given factor led to the outcome of the issue AND another factor that contributed to the outcome of the issue, and an additional mark for further supporting detail or factor, to a maximum of 8 marks.</p> <p><b>Disagree:</b><br/> e.g., [As L2 plus] <b>However, I disagree as the growth of the tin industry was also a major economic impact of British rule. Tin was the earliest reason for large-scale European investment and was central to the colonial economy. By 1898, large tin-mining companies owned by European businessmen used sophisticated equipment such as tin dredges, which greatly increased production. Chinese labour provided the manpower for the industry. At the turn of the century, the FMS became the world's largest producer of tin, with exports rising from 26,000 tons in 1889 to 70,000 tons in 1929. This suggests that the tin industry was as important an economic impact as rubber, because it was the foundation of the export economy and, together with rubber, raised total revenue from 9 million Straits dollars in 1896 to 21 million in 1902.</b></p> <p>e.g., [As L2 plus] <b>I also disagree as the development of infrastructure and the shift to an export-oriented economy were significant economic impacts. To connect the tin mines and rubber plantations, roads, bridges and railways were built; the first railway line opened in 1885, connecting Taiping to Port Weld. The Malayan economy also changed from a subsistence-based one to an export-oriented one, supplying cash crops such as pepper, sugar cane, gambier, tea, coffee and tobacco, and raw materials to other parts of the world. The standardisation of currency in 1904 further eased trade and encouraged foreign investment. This shows that the greatest economic impact was not the rubber industry alone but the wider transformation of Malaya into an export economy supported by infrastructure and a common currency.</b></p> | 6-8  |
|           | <p><b>Reaches a balanced conclusion based on an explicit consideration of the relative importance of different factors</b></p> <p>Award an additional 2 marks to a maximum of 10 marks.<br/> The total marks to be awarded for the response will be based on marks obtained at L3 + 2 bonus marks: i.e., L3/6+2; L3/7+2; L3/8+2.</p> <p>e.g., [As L3 plus] <b>In conclusion, I agree that the development of the rubber industry was the greatest economic impact of British colonial rule in Malaya as it became the most profitable export and drove the largest expansion in the early 20<sup>th</sup> century. While the tin industry played a part in laying the foundation of the export economy and was the original reason for British investment and infrastructure, the tin industry saw fluctuations and declined by the late 19<sup>th</sup> century. The development of the tin industry, the infrastructure, and the shift to an export economy were contributing impacts that supported the rubber industry.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 9-10 |

- 3 'Censorship was the most powerful method used by the Japanese militarists in the 1930s to increase their influence over its people.' How far do you agree with this statement? Explain your answer.

[10]

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| L1        | <p><b>Identifies/Describes the topic or other factor(s) for the topic</b></p> <p>Award 1 mark for identifying one factor, 2 marks for identifying two or more factors. Award 2 marks for describing one factor and 3 marks for describing two or more factors.</p> <p><i>e.g., Censorship was one method used by the Japanese militarists to increase their influence over the people. The Publications Monitoring Department published guidelines for all publishing companies and scrutinised all media, including fiction books. In 1936, the government formed the Information and Propaganda Committee to further control the media and promote their militarist ideas.</i></p> <p><i>e.g., Control of education was another method used by the militarists. In 1937, the Ministry of Education published Fundamentals of Our National Polity (Kokutai no hongi) and used it as a basis for Japan's education system to instill traditional ethics, loyalty to the Emperor and Shinto beliefs in students.</i></p>                                                                                                                                                                                                                                                                                                                                                                                             | 1-3  |
| L2        | <p><b>Explains how the given factor led to the outcome of the issue OR Explains how other factor(s) contributed to the outcome of the issue</b></p> <p>Award 4 marks for an explanation of how the given factor led to the outcome of the issue OR how other factor(s) contributed to the outcome of the issue, and an additional mark for additional factor(s) or further supporting detail, to a maximum of 5 marks.</p> <p><b>Agree:</b></p> <p><i>e.g., I agree that censorship was the most powerful method used by the militarists as it silenced all opposing ideas. There was censorship of ideas that did not conform with the government's beliefs or were seen as threats to Japanese national identity. The Publications Monitoring Department published guidelines for all publishing companies and scrutinised all media, including fiction books, and any material presenting the military or Emperor in a bad light was censored. In 1936, the Information and Propaganda Committee was formed to work with it. Individuals such as political leaders, intellectuals and university students who promoted non-conforming ideas were imprisoned or dismissed, enforced by a special police force. This shows that censorship was powerful because it removed all competing viewpoints, ensuring that the people received only a single, controlled narrative loyal to the state and Emperor.</i></p> | 4-5  |
| L3        | <p><b>Explains how the given factor AND other factor(s) led to the outcome of the issue</b></p> <p>Award 6 marks for an explanation of how the given factor led to the outcome of the issue AND another factor that contributed to the outcome of the issue, and an additional mark for further supporting detail or factor, to a maximum of 8 marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 6-8  |

| Level<br>(L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|              | <p><b>Disagree:</b><br/> e.g., [As L2 plus] <b>However, I disagree as the control of education was also a powerful method of increasing the militarists' influence.</b> In 1937, the Ministry of Education published <i>Fundamentals of Our National Polity</i> and used it as the basis for the education system, guiding teachers to inculcate traditional ethics, loyalty to the Emperor and Shinto beliefs. The curriculum was centred on ultranationalist and militarist ideals and contained large amounts of physical exercise, military-style drilling and technical lessons to prepare youths for war. <b>This suggests that education was at least as powerful as censorship because it shaped the beliefs of young Japanese from an early age, indoctrinating an entire generation into obedience and militarism.</b></p> <p>e.g., [As L2 plus] <b>I also disagree as the control of thought through the workplace and propaganda increased the militarists' influence.</b> From 1937, the government set up a network of discussion councils in all workplaces, telling workers that companies were like families where every member was equally valuable before the Emperor. The Campaign for Economic Revitalisation used propaganda that praised traditional rural values and women's traditional roles, promoting loyalty to the state and Emperor. Political life was also controlled through 'electoral purification' from 1935, which removed views such as socialism and communism. <b>This shows that the militarists relied on a combination of methods, and that workplace control, propaganda and political control were also powerful in shaping the people's loyalty.</b></p> |      |
|              | <p><b>Reaches a balanced conclusion based on an explicit consideration of the relative importance of different factors</b></p> <p>Award an additional 2 marks to a maximum of 10 marks.<br/> The total marks to be awarded for the response will be based on marks obtained at L3 + 2 bonus marks: i.e., L3/6+2; L3/7+2; L3/8+2.</p> <p>e.g., [As L3 plus] <b>In conclusion, while I agree that censorship was a powerful method as it removed all competing ideas and made the other methods possible, the control of education was arguably more powerful in the long term as it shaped beliefs positively and permanently from childhood, whereas censorship only suppressed ideas in the short term. Workplace control and propaganda were contributing methods that reinforced these ideas. On balance, censorship and education worked together as a system, so censorship was a necessary but not sufficient method on its own.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 9-10 |

- 4 'The United States (US) economic policy on Japan was the most important cause of World War II in the Asia-Pacific.' How far do you agree with this statement? Explain your answer.

[10]

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| L1        | <p><b>Identifies/Describes the topic or other factor(s) for the topic</b></p> <p>Award 1 mark for identifying one factor, 2 marks for identifying two or more factors. Award 2 marks for describing one factor and 3 marks for describing two or more factors.</p> <p><i>e.g., <b>The US economic policy on Japan was one cause of World War II in the Asia-Pacific.</b> The US imposed tariffs on Japanese goods in the 1930s and, after Japan's invasion of China, placed embargoes on steel and iron in 1940 and on oil in August 1941, which cut off almost 90 per cent of Japan's oil supplies.</i></p> <p><i>e.g., <b>The rise of Japanese militarism was another cause of the war.</b> By 1936, the military was effectively running Japan and many officers were ultranationalists who believed it was Japan's destiny to drive the Western powers out of Asia and expand Japan's empire.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1-3  |
| L2        | <p><b>Explains how the given factor led to the outcome of the issue OR Explains how other factor(s) contributed to the outcome of the issue</b></p> <p>Award 4 marks for an explanation of how the given factor led to the outcome of the issue OR how other factor(s) contributed to the outcome of the issue, and an additional mark for additional factor(s) or further supporting detail, to a maximum of 5 marks.</p> <p><b>Agree:</b></p> <p><i>e.g., <b>I agree that US economic policy was the most important cause of the war as it left Japan with little choice but to fight.</b> US tariffs in the 1930s badly hurt Japan's export trade and convinced the ultranationalists that Japan needed to be self-sufficient. After the 1937 invasion of China, the US took a harder line, placing an embargo on steel and iron in October 1940 and an oil embargo in August 1941 that would cut off almost 90 per cent of Japan's oil. Roosevelt also revived the Trading with the Enemy Act, freezing Japanese assets. The US demanded that Japan withdraw from China and Indochina. <b>The US economic policy was the most important cause because the oil embargo crippled Japan's military and economy and forced Japan to choose between backing down or seizing resources by force, leading to the attack on Pearl Harbour.</b></i></p> | 4-5  |
| L3        | <p><b>Explains how the given factor AND other factor(s) led to the outcome of the issue</b></p> <p>Award 6 marks for an explanation of how the given factor led to the outcome of the issue AND another factor that contributed to the outcome of the issue, and an additional mark for further supporting detail or factor, to a maximum of 8 marks.</p> <p><b>Disagree:</b></p> <p><i>e.g., [As L2 plus] <b>However, I disagree as the rise of Japanese militarism and the need for resources were also important causes of the war.</b> By 1936 the military was effectively running Japan, and many officers were ultranationalists who</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6-8  |

| Level (L) | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|           | <p><i>believed it was Japan's destiny to expand its rule over Asia. Japan also had little farmland and depended heavily on imports—in 1936, it imported 89 per cent of its iron ore and 82 per cent of its oil—so many argued Japan had to expand to obtain raw materials. <b>The rise of militarism and the need for resources were more fundamental causes, as Japan was already committed to expansion and had invaded Manchuria (1931) and China (1937) before the harshest US measures were imposed.</b></i></p> <p><i>e.g., [As L2 plus] <b>I also disagree as the Manchurian Crisis and Japan's expansionist foreign policy were important causes of the war.</b> The conquest of Manchuria in 1931 was hugely popular in Japan, boosted the influence of the military and ultranationalists, and encouraged further expansion into China. The weak response of the League of Nations emboldened Japan, which resigned from the League in 1933. Japan then pursued aggression towards China from 1933 to 1940, leading to the Second Sino-Japanese War in 1937, and took French Indochina by 1941. <b>It was Japan's own expansionist actions, rather than US policy alone, that drove the Asia-Pacific region towards war.</b></i></p> |      |
|           | <p><b>Reaches a balanced conclusion based on an explicit consideration of the relative importance of different factors</b></p> <p>Award an additional 2 marks to a maximum of 10 marks.<br/>The total marks to be awarded for the response will be based on marks obtained at L3 + 2 bonus marks: i.e., L3/6+2; L3/7+2; L3/8+2.</p> <p><i>e.g., [As L3 plus] <b>In conclusion, the US economic policy of oil embargo was the immediate trigger that forced Japan's hand and led directly to Pearl Harbour. The most important reason was the rise of militarism that was the fundamental cause, as Japan was already at war in China and committed to expansion before the harshest measures. US policy accelerated rather than caused the war. Japan's militarist, resource-hungry expansionism made backing down unthinkable.</b></i></p>                                                                                                                                                                                                                                                                                                                                                                                                    | 9-10 |