

Class:	Register No:	Name:
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CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAM 2026

HISTORY

2174/01

Paper 1 Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942

24 August 2026
1 hour 50 minutes

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces provided at the top of this page and on all separate sheets of paper used.
 Write in dark blue or black pen.
 You may use a soft pencil for any rough working.
 Do not use staples, paper clips, glue or correction fluid.

Section A

Answer **all parts** of Question 1.

Section B

Answer **two** questions.

A digital answer booklet will be provided with this question paper. You must answer in the digital answer booklet. Follow the instructions on the cover page of the digital answer booklet.

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

Section A (Source-Based Case Study)

Question 1 is **compulsory** for all candidates.

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

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

1 (a) Study Source A.

Why was this article published in 1935? Explain your answer.

[5]

(b) Study Sources B and C.

Having read Source B, are you surprised by Source C? Explain your answer.

[6]

(c) Study Sources D and E.

Is one of these sources more useful than the other as evidence for a historian studying about the impact of Hitler's economic policies? Explain your answer.

[6]

(d) Study Source F.

What message does Source F convey about the responsibility of Germany's educated elite for enabling Hitler's rule?

[5]

(e) Study all the sources.

"Hitler's policies created a better life for all Germans." How far do the sources support this view? Use the sources and your knowledge to explain your answer.

[8]

Did Hitler's policies create a better life for all Germans?

BACKGROUND INFORMATION

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

After Hitler came to power in 1933, the Nazi government introduced a range of policies aimed at transforming Germany. These included economic measures to reduce unemployment; social programmes to promote national unity, and policies that increased state control over society. Some Germans experienced improvements in employment opportunities and felt a renewed sense of national pride as Germany recovered from the challenges of the Weimar period. However, these changes also came with restrictions on individual freedoms and unequal treatment of different groups. Political opponents were suppressed, while groups targeted by the Nazi regime faced discrimination and persecution. In addition, some economic improvements were closely linked to rearmament and preparations for war. While Hitler's policies brought changes that were viewed positively by some Germans, they also created significant consequences for others.

Study the following sources to assess if Hitler's policies had created a better life for all Germans.

Source A: *An article published in the Schwarzes Korps, the newspaper of the Nazi SS (Schutzstaffel), 31 July 1935. This article describes what happened when a teacher visited the home of Baroness Freytag-Loringhoven, who owned a talking dog.*

The Baroness* prompted my husband to put a difficult question to the dog. My husband asked, "Who is Adolf Hitler?" We were deeply moved to hear the answer "My Führer" out of the mouth of the creature.

When the teacher told this story to a class of Nazi students, one of the class called out, "This is terribly bad taste. You are misusing the Führer's name."

To which the teacher replied, "This clever animal knows that Adolf Hitler has caused laws to be passed against vivisection* ... and out of gratitude his small canine brain recognises Adolf Hitler as his Führer.

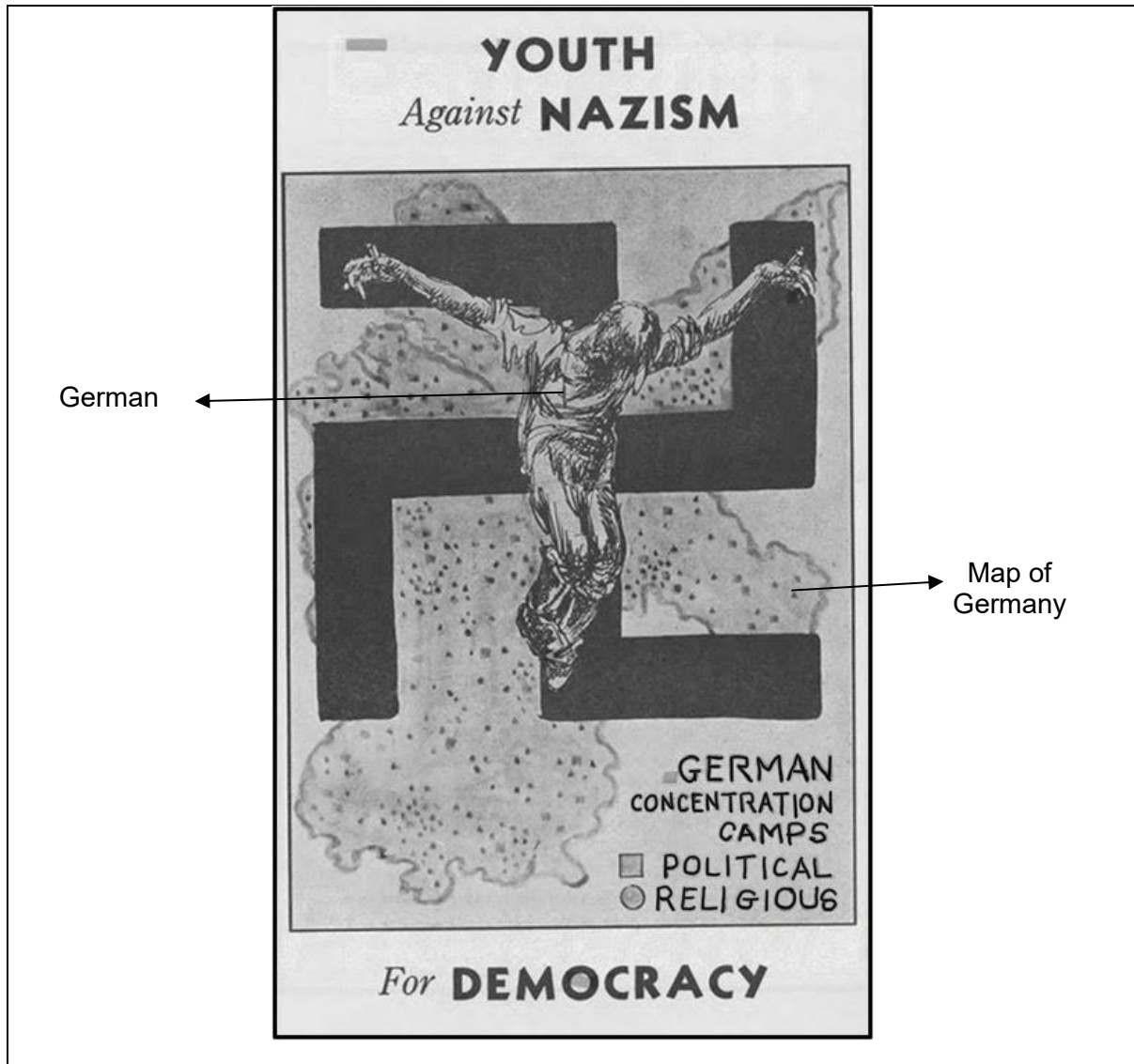
Baroness* - noblewoman

vivisection* - Experiments carried out on living animals.

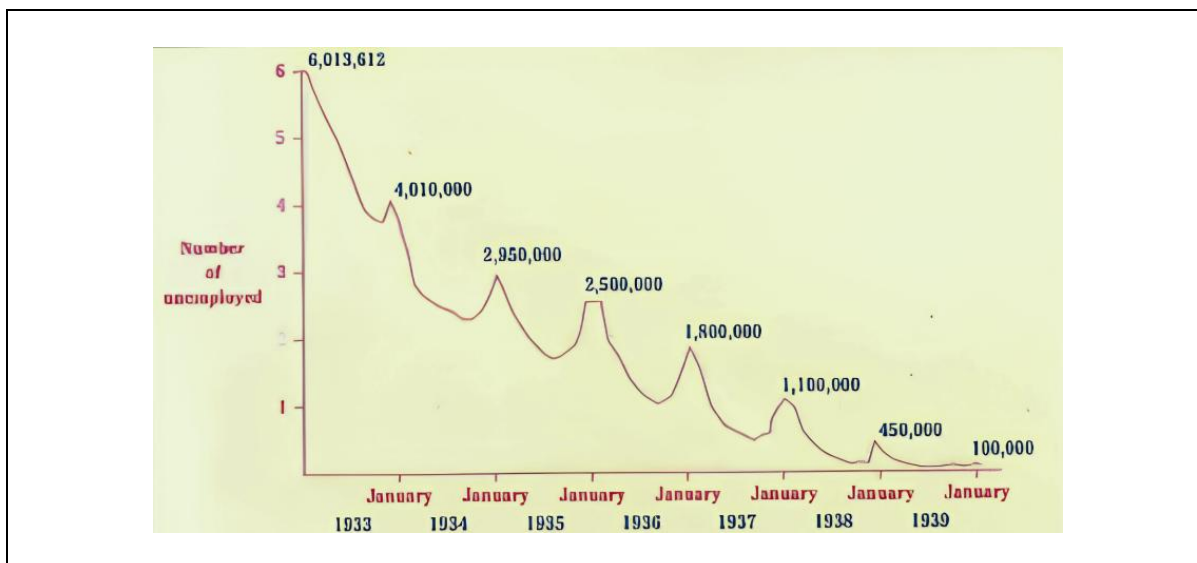
Source B: *A prayer that had to be said by members of the Hitler Youth before meals.*

Führer, my Führer given me by God,
Protect and preserve my life for long.
You rescued Germany from its deepest need.
I thank you for my daily bread.
Stay for a long time with me, leave me not.
Führer, my Führer, my faith, my light
Hail my Führer.

Source C: *An American cartoon published on the booklet cover of "Youth Against Nazism for Democracy" in 1937. This booklet was sponsored by the leaders of Los Angeles' Jewish community.*



Source D: *Unemployment in Germany, 1933-1939, International Labour Review, International Labour Office, Geneva, 1933-1939.*



Source E: *A conversation between two 60-year-old Germans in 1980.*

Person 1: The elimination of unemployment must have made quite an impression on the workers. Since they were the ones most affected?

Person 2: People let themselves be dazzled by that. It was the Nazis' main argument. Today we know for a fact what we only suspected back then: not until autumn of 1936 was unemployment reduced to anything near a normal level. So it took almost four years, and during the same time, the other major industrialised countries had recovered from the Depression without resorting to terror, or drastic measures, or the massive war preparations that Germany used for getting the unemployed off the streets.

Source F: *Adapted from a historian's viewpoint on the responsibility of the German society on Hitler's rise to power, 1990.*

The real problem in German history is why so few of the educated, civilised classes recognised Hitler as the embodiment of evil. University professors; army officers; businessmen and bankers – these had a background of culture, and even of respect for law. Yet, virtually none of them recognised it. Later, they were to make out that Hitler had deceived them and that the cruel nature of national socialism could not have been foreseen. This is not true. The character of national socialism was exposed by many foreign, and even by some German observers long before Hitler came to power. It could be judged from Hitler's writings and his speeches; it was displayed in every street brawl that the Nazis Brownshirts organised.

Section B: Essay Questions

Answer **two** questions.

2. "British economic policies had a more significant impact on the lives of the people in Malaya than British political policies." How far do you agree with this statement? **[10]**

3. "The economic consequences of the Treaty of Versailles had a more significant impact on Germany than its political consequences." How far do you agree with this statement? Explain your answer. **[10]**

4. "Worsening relations between Japan and the United States played a more significant role in causing the outbreak of the Asia-Pacific War than Japan's foreign policy goals." How far do you agree with the statement? Explain your answer. **[10]**

End of Paper.

Acknowledgements:

- 1 Source A: Taken from: Josh Brooman (2001). Germany, 1918-45: Democracy and Dictatorship. Pearson Education Limited, p. 70
- 2 Source B: Taken from: <https://spartacus-educational.com/GERSchirach.htm>
- 3 Source C: Taken from: <https://calisphere.org/item/b1be4ec2485f4917957ef98a8faeade0/>
- 4 Source D: Taken from: Josh Brooman (2001). Germany, 1918-45: Democracy and Dictatorship. Pearson Education Limited, p. 74
- 5 Source E: Taken from: Brent Engelmann (1988). In Hitler's Germany: everyday Life in the Third Reich. Pantheon Books
- 6 Source F: Taken from: Taylor AJP. (1990) From the Boer War to the Cold War. London, UK. Hamish Hamilton, p. 347



**CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAM 2026**

HISTORY

2174/01

Paper 1

24 August 2026

1 hour 50 minutes

Additional Materials: Answer Paper

MARKING SCHEME

Section A (Source-Based Case Study)

1(a) Study Source A.
Why was this article published in 1935? Explain your answer. [5]

Levels	Descriptors	Mark Range
1	Lifting from Source Details	1
2	Makes inferences, unsupported. <i>Award 2m for 1 inference, unsupported.</i> <i>Award 3m for inference of purpose, unsupported.</i>	2-3
3	Makes inference, supported and contextualised. <i>Award 3m for inference, supported.</i> <i>Award 4m for contextualisation of source.</i> E.g. Source A was published to show that Hitler had cared for everyone in Germany, regardless of who they were, including all living creatures. Source A states "This clever animal knows that Adolf Hitler has caused laws to be passed against vivisection* ... and out of gratitude his small canine brain recognises Adolf Hitler as his Führer." This shows that Hitler had not simply taken care of the needs of the German people but also creatures living in Germany. This shows how benevolent he had been. The source also demonstrates that he was well-loved by the German youth as they stood to protect his name. Source A states "When the teacher told this story to a class of Nazi students, one of the class called out, "This is terribly bad taste. You are misusing the Führer's name."" This suggests how much the youths held Hitler in high esteem and would not allow his name to be abused. This source was published at a time when Hitler was starting to go against the Treaty of Versailles, breaking the terms of the agreement with the introduction of conscription in 1935 and he would follow through with more policies to bring Germany back to its glorious days. As such, many Germans saw his work as an attempt to restore the glory of Germany and held him in high esteem.	3-4
4	Makes inference of purpose, supported and contextualised <i>Award 4m for inference of purpose, supported.</i> <i>Award 5m for contextualisation of source with purpose</i> E.g. Source A was published to convince the Germans that Hitler had cared for everyone in Germany, regardless of who they were, including all living creatures so that the Germans	4-5

	would be grateful to Hitler and support all his policies wholeheartedly. Source A states "This clever animal knows that Adolf Hitler has caused laws to be passed against vivisection* ... and out of gratitude his small canine brain recognises Adolf Hitler as his Führer." This shows that Hitler had not simply taken care of the needs of the German people but also creatures living in Germany. This shows how benevolent he had been. The source also demonstrates that he was well-loved by the German youth as they stood to protect his name. Source A states "When the teacher told this story to a class of Nazi students, one of the classes called out, "This is terribly bad taste. You are misusing the Führer's name."" This suggests how much the youths held Hitler in high esteem and would not allow his name to be abused. This source was published at a time when Hitler was starting to go against the Treaty of Versailles, breaking the terms of the agreement with the introduction of conscription in 1935 and would follow through with more policies to bring Germany back to its glorious days. As such, he would need the support of the Germans to carry out all these policies which would have possibly negative impact on Germany's relations with the world. It would be thus important that he had the support of his people to carry out these policies.	
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1(b) Study Sources B and C.
Having read Source B, are you surprised by Source C?
Explain your answer. **[6]**

Levels	Descriptors	Mark Range
1	Surprise Or Not Surprised Based on Provenance.	1
2	Surprise &/ Or Not Surprised Based on Content, unsupported.	2
3	Surprised &/ Or Not Surprised Based on Content, supported. <i>Award 3m for surprisde/ not surprised based on content, supported and 4m for both sides, supported..</i> E.g. Having read Source B, I am surprised by Source C that Hitler's rule brought death, rather than hope for the Germans. Source C shows a picture of an individual who was crucified on a swastika. This was imprinted on a map of Germany which	3-4

	was filled with German concentration camps for political and religious prisoners. This suggests that under Nazi rule, the Germans lived under oppressive rule with the threat of being sent to concentration camps should they be deemed as political or religious opponents to the Nazi rule. Many of those who sent to the camps faced severe hardships and many died because of this. This life is contradicted by Source B which shows that the Germans viewed Hitler as the saviour of the Germans who had brought hope to them. Source B states "You rescued Germany from its deepest need. I thank you for my daily bread." This shows that under Hitler, the Germans saw an improvement of their lives and were grateful to him. Since Source B contradicts Source C, I am surprised by Source C. E.g. Having read Source B, I am not surprised by Source C as they are referring to the experiences of different sectors of the German population so it is expected that they will show different perspective. Source C shows a German map, peppered by concentration camps for political and religious groups. The picture of an individual, crucified on a swastika, symbolised death for people sent to the camps. This is so because of the harsh conditions of the camps and people sent there were likely the political and religious opponents of the Nazi regime and thus would have been treated harshly. This is different by Source B which is from the perspectives of the Hitler Youth to show their gratitude to the Nazi government who had given them hope. Source B states "Führer, my Führer given me by God, Protect and preserve my life for long." This shows the gratitude the Youths felt towards Hitler who had given them a sense of pride and purpose. While Source B is different from Source A, I am still not surprised as it is expected that different groups within Germany would have differing experiences under Hitler's rule.	
4	Surprise &/ Or Not Surprised Based on Content, supported and cross-referred. <i>Award 4m for surprised/ not surprised based on content, supported and cross-referred and 5m for both sides, supported and cross-referred.</i> E.g. Having read Source B, I am surprised by Source C that Hitler's rule brought death, rather than hope for the Germans. Source C shows a picture of an individual who was crucified on a swastika. This was imprinted on a map of Germany which was filled with German concentration camps for political and religious prisoners. This suggests that under Nazi rule, the Germans lived under oppressive rule with the threat of being sent to concentration camps should they be deemed as	4-5

	political or religious opponents to the Nazi rule. Many of those who sent to the camps faced severe hardships and many died because of this. This life is contradicted by Source B which shows that the Germans viewed Hitler as the saviour of the Germans who had brought hope to them. Source B states "You rescued Germany from its deepest need. I thank you for my daily bread." This shows that under Hitler, the Germans saw an improvement of their lives and were grateful to him. Source B is supported by my cross-reference to Source D which shows that prior to 1933, before Hitler came to power, unemployment rate was 6,013,612. However, when he came to power, within a year of him gaining full control of Germany, the unemployment rate had fallen to 2,500,000 in 1935. This shows that rather than death, Hitler's rule had brought hope to the Germans. This supports Source B and since Source B contradicts Source C, I am surprised by Source C. E.g. Having read Source B, I am not surprised by Source C as they are referring to the experiences of different sectors of the German population so it is expected that they will show different perspective. Source C shows a German map, peppered by concentration camps for political and religious groups. The picture of an individual, crucified on a swastika, symbolised death for people sent to the camps. This is so because of the harsh conditions of the camps and people sent there were likely the political and religious opponents of the Nazi regime and thus would have been treated harshly. This is different by Source B which is from the perspectives of the Hitler Youth to show their gratitude to the Nazi government who had given them hope. Source B states "Führer, my Führer given me by God, Protect and preserve my life for long." This shows the gratitude the Youths felt towards Hitler who had given them a sense of pride and purpose. Source B is supported by my contextual knowledge which states that the Hitler Youth was a paramilitary organisation set up for the youth as they were the future of Nazi Germany. As such, they were treated well and given the best form of training to prepare them to be soldiers of the Nazis. Since my contextual knowledge supports Source B and Source B is different from Source A, I am not surprised as it is expected that different groups within Germany would have differing experiences under Hitler's rule.	
5	L4 + Answers based on Evaluation of Provenance. <i>Award 5m if answer is based on evaluation of provenance alone and 6m if there is cross-referencing and evaluation of provenance.</i> E.g. Having read Source B, I am not surprised by Source C since both have differing intention. The purpose of Source C	5-6

	was to warn the Americans of the dangers of Nazi ideology and how it aimed at attacking any opponents so that the Americans would be wary of the Nazis. Furthermore, this booklet was sponsored by the leaders of the Los Angeles' Jewish community which makes it more unsurprising. This is because the Jews were the most oppressed in the Nazi Germany and thus the depiction of this is not surprising. However, the prayer made was to brainwash the Hitler Youth that they were indebted to Hitler and that they would give their full support and obedience in their training programme. Therefore they would definitely only sing praise about Hitler. Therefore due to the differences in purpose, I am not surprised by Source C.	
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1(c) Study Sources D and E.
Is one of these sources more useful than the other as evidence for a historian studying about the impact of Hitler's economic policies? Explain your answer. [6]

Levels	Descriptors	Mark Range
L1	Usefulness based on provenance	1
L2	Usefulness based on content, unsupported.	2
L3	Usefulness based on content, supported. <i>Award 3m for evaluation of usefulness for ONE source, supported.</i> <i>Award 4m for evaluation of usefulness for TWO sources, supported.</i>	3-4
L4	Usefulness based on content, supported and cross-referred <i>Award 4m for evaluation of usefulness for ONE source, supported and cross-referred.</i> <i>Award 5m for evaluation of usefulness for TWO sources, supported and cross-referred.</i> E.g. Source D is useful in showing that Hitler's economic problems solved the issues of unemployment. Source D shows a graph of the unemployment statistics from before 1933 till 1939. Prior to Hitler gaining total control of Germany in 1934, the unemployment rate in Germany was as high as 6,013,612. After he came into power, in 1934, it fell progressively from 2,950,000 in 1934 to 100 000 in January 1939. This shows the effectiveness of Hitler's economic	4-5

	policies in helping the Germans regained work after suffering from the ineffectiveness of the Weimar rule. This is supported by my contextual knowledge which shows that Germany had suffered tremendously during the Great Depression and the Weimar Government was unable to help the Germans recover from the effects of it. When Hitler came to power in 1933 as Chancellor, he appointed Hjalmar Schacht as president of the Reichsbank in March 1933, then in August 1934 as the Economic Minister. As Minister, he introduced the idea of deficit financing, a system of borrowing money from the public through loan bonds with the promise to paying them back in the future. This system helped the economy to recover and stabilised German finances which would then be used to fund grand programmes like building a network of autobahns. This helped to reduce unemployment rate in the country. Since my contextual knowledge supports Source D's statistics, Source D is reliable and therefore useful in helping a historian studying about the impact of Hitler's economic policies. E.g. Source E is useful in showing that Hitler's economic policies were not truly successful. This is supported by "it took almost four years, and during the same time, the other major industrialised countries had recovered from the Depression without resorting to terror, or drastic measures, or the massive war preparations that Germany used for getting the unemployed off the streets." This suggests that Hitler's claim towards having solved unemployment was not truly impressive as it was too slow and at the same time had been achieved using force. This suggests that the success of the unemployment rate was not worth any boosting. In fact, it had been achieved through bringing harm to the Germans. This is supported by my contextual knowledge which states that unemployment figures were low as work was taken away from the women and the undesirables in the societies. Employment opportunities for women were limited and discrimination against women applicants was encouraged. Furthermore, jobs were also removed from the undesirables like the Jews who lost their jobs in the civil service and a variety of public service like the broadcast and teaching. Many jobs were also created to support Hitler's plan towards war. Examples of such employment would be the conscription of soldiers, workers, engineers and designers in the production of weapons, equipment and uniforms from war. This suggests that Hitler's economic policies were not truly successful as he had simply channelled jobs away from one group to the other and not accounting for them. The over emphasis on the military industry also pushed down the figures of unemployment which showed that not all sectors of the economy was developed. Since my contextual knowledge supports Source E, Source E is reliable and therefore useful.	
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5	L4+ Evaluation of Provenance <i>Award 5m for evaluation of provenance only.</i> <i>Award 6m for cross-reference and evaluation of provenance.</i> E.g. Source E is more useful than Source D because of the context of the sources. While Source D was specific data provided by the International Labour Review, International Labour Office, Geneva, it fails to capture the reason for the drastic fall in unemployment rate in Germany, giving a false sense of achievement of the situation in Germany and thus would be rather limited in providing a historian studying about that period of the impact of Hitler's economic policies. However, Source E is more useful as it was a conversation between two 60-year-old Germans in 1980 which meant that these two men who had lived through the period would be able to share openly their thoughts and opinions of that period as they were no longer under the oppressive rule of Hitler. As such, they would give a more complete picture to the historian about how Hitler had managed to achieve the 'impressive' reduction of the unemployment rate. Therefore, Source E is more useful than Source D to a historian studying about the impact of Hitler's economic policies.	5-6
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1(d) Study Source F.

What message does Source F convey about the responsibility of Germany's educated elite for enabling Hitler's rule?

[5]

Levels	Descriptors	Mark Range
1	Lifting from Source Details	1
2	Infers message, unsupported OR Infers sub-message, <i>Award 2m for sub-message, unsupported.</i> <i>Award 3m for sub-message, supported OR message, unsupported.</i> E.g. Source F suggests that the educated elite were partially responsible for enabling Hitler's rule because they ignored clear evidence of the dangers of Nazism and failed to use their influence to oppose him. Source F states "University professors; army officers; businessmen and bankers – these had a background of culture, and even of respect for law. Yet, virtually none of them recognised it. Later, they were to make	2-3

	out that Hitler had deceived them". This suggests that the educated elites had allowed themselves to be swayed by the words of Hitler and had ignored the signs of Hitler's character.	
3	Infers message, supported and contextualised. <i>Award 4m for message, supported.</i> <i>Award 5m for contextualisation of source.</i> E.g. Source F suggests that the German educated elites were to be blamed for the harsh life that they led during Hitler's rule. Source F states "The real problem in German history is why so few of the educated, civilised classes recognised Hitler as the embodiment of evil. " and "Later, they were to make out that Hitler had deceived them and that the cruel nature of national socialism could not have been foreseen. This is not true." The historian, in Source F, suggests that the German educated elite had failed to acknowledge the threat that Hitler and the Nazi Party posed and as such had failed to take action to prevent him from rising and taking over power in Germany, resulting in the harsh rule of Hitler. Based on contextual knowledge, by the early 1930s, the Germans had lost faith in the Weimar government and most had turned to the extremist parties such as the Nazis or the Communists for hope. For many of the educated elites, they were unwilling to subject themselves to the rule of the communists as they had observed how the communists in USSR had taken away the wealth and freedom of the Soviets and did not want to suffer the same fate. As such, they turned to support Hitler and his Nazi Party who were anti-communists, in the hope of having a stronger government to deal with the woes of Germany at that time. As such, they were willing to overlook the measures Hitler took to rise to power.	4-5

1(e) Study all the sources.
“Hitler’s policies created a better life for all Germans.” How far do the sources support this view? Use the sources and your knowledge to explain your answer. **[8]**

Levels	Descriptors	Mark Range				
1	Identifies sources that support AND/OR does not support the statement, unsupported with source details.	1				
2	Yes OR No, supported by valid source use. <i>Award 2m for one Y or N supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 4m.</i>	2-4				
3	Yes AND No, supported by valid source use. Award 5m for 1 Yes and No supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7m. For L2 and L3, award a bonus of up to two marks (i.e., +1/+1) for use of contextual knowledge to question a source in relation to it reliability, sufficiency etc. The total mark must not exceed 8. <table><tr><th>Supports</th><th>Does not support</th></tr><tr><td>A, B, D</td><td>C, E,F</td></tr></table> SUPPORT E.g. Source A supports the view as it suggests that Hitler’s rule had benefited every living creature in the German society. Source A states “This clever animal knows that Adolf Hitler has caused laws to be passed against vivisection* ... and out of gratitude his small canine brain recognises Adolf Hitler as his Führer.” This shows that Hitler’s policies did not merely reached to the Germans but also all creatures living in Germany, suggesting his compassion to all under his rule. This would definitely benefit the Germans and provide them with a better life. However, this source is unreliable as it was published in the newspaper of the Nazi SS on 31 July 1935 where it hopes to convince the Germans that Hitler was a great leader who had cared for them so that they would support his push towards expansion. As such, it would only speak positively of Hitler. Furthermore, the context of the source shows a discussion held in the German classroom. Based on contextual knowledge, such messages were taught in the classroom to win the young	Supports	Does not support	A, B, D	C, E,F	5-8
Supports	Does not support					
A, B, D	C, E,F					

	minds towards Hitler to prepare them as future German leaders of the Nazi regime. Since this context was further published for the wider German population, we can conclude that it is a propaganda message which aimed to shift the minds of the Germans towards Hitler, making this source unreliable and therefore, not valid to support the view. E.g. Source B supports the view as it shows the gratitude of the members of the Hitler Youth towards Hitler's rule. Source B states "You rescued Germany from its deepest need. I thank you for my daily bread." This suggests that Hitler's economic policies had solved the problems caused by the Weimar government and brought the Germans out of misery, providing them with jobs and food. This shows that his policies had indeed created a better life for the Germans. E.g. Source D supports the view as it shows that there was a huge decrease in unemployment rate in Germany after Hitler took over total control of Germany in 1934. Unemployment rate was 4,010,000 but by January 1939, it has dropped to 450,000. This suggests the effectiveness of Hitler's economic policies which had helped to reduce unemployment through his creation of jobs in areas such as the military and the public works. With employment, the standard of living of the people improved. This shows that Hitler's economic policies would have benefited the Germans. DOES NOT SUPPORT E.g. Source C does not support the view as it shows that under Hitler's rule, the Germans had lost their freedom and lived under oppressed rule with the threat of being sent to concentration camps. Source C shows a cartoon of an individual hung on the swastika. Behind him was the map of Germany with many German concentration camps for political and religious prisoners placed all over Germany. This shows that the Germans were not allowed to disagree with the Nazis and many had been sent to such camps for showing even the slightest disagreement. This limits the freedom of the Germans to voice their concerns and participate actively to better their own lives. Instead, they were threatened and lived in fear. Thus, this shows that Hitler's political policies did not bring about benefits to the Germans. This is reliable as it is supported by my contextual knowledge since Hitler used terror to rule the country. He established the SS which was led by Himmler. The SS was highly trained and totally loyal to Hitler. It was primarily responsible for destroying opposition to Nazism and carrying out racial policies of the Nazis. One sub-division of the SS was the Gestapo who could arrest citizens and send them to concentration camps without	
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	trial or even explanation. This supports what was shown in the cartoon, making it reliable. E.g. Source E does not support the view as it suggests that while Hitler's economic policies did bring forth results, it was much slower than that of other countries and also at the expense of the Germans' lives. Source E states "So it took almost four years, and during the same time, the other major industrialised countries had recovered from the Depression without resorting to terror, or drastic measures, or the massive war preparations that Germany used for getting the unemployed off the streets." This suggests that the Germans did not really benefit from Hitler's economic policies as they were achieved using force, instilling fear in the Germans, rather than improving their quality of life. Thus this source does not support the view. E.g. Source F does not support the view as it suggests that Hitler's rule brought harm to the Germans. Source F states "The real problem in German history is why so few of the educated, civilised classes recognised Hitler as the embodiment of evil" and "It could be judged from Hitler's writings and his speeches; it was displayed in every street brawl that the Nazis Brownshirts organised." This suggests that Hitler's policies included the use of force to control the country, inflicting fear on the Germans, rather than to create a better life for the Germans.	
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Section B: Essay Questions

Answer **two** questions.

(2) "British economic policies had a more significant impact on the lives of the people in Malaya than British political policies." How far do you agree with this statement? [10]		
Levels	Descriptors	Mark Range
1	Identifies/ Describes impact of British economic &/or political policies on the lives of the people in Malaya <i>Award 1 mark for identifying one impact, 2 marks for identifying 2 or more.</i> <i>Award 2 marks for describing one impact and 3 marks for describing 2 or more.</i>	1-3
2	Explains Impact of British Economic OR Political Policies on the lives of the people in Malaya	4-5

	Award 4 marks for an explanation of impact of British economic policies OR impact of British political policies on the lives of the people in Malaya, and an additional mark for additional reason(s) or further supporting details, to a maximum of 5 marks.							
3	Explains Impact of British Economic AND Political Policies on the lives of the people in Malaya Award 6 marks for an explanation impact of British economic policies OR impact of British political policies on the lives of the people in Malaya, and additional mark for further supporting details or reason, to a maximum of 8 marks. <table><tr><td>6 marks</td><td>1W + 1W</td></tr><tr><td>7 marks</td><td>1S + 1W 3W</td></tr><tr><td>8 marks</td><td>1S + 1S 1S + 2W</td></tr></table> <u>British Economic Policies</u> E.g. British economic policies brought significant economic benefits to the people of Malaya, but these gains were limited by the economy's growing dependence on international markets. Before colonisation, Malaya's economy was mainly subsistence-based. Under the British it evolved into an export-oriented economy. This benefitted the people as it led to creation of jobs in new fields of industry such as the tin and rubber industries, bringing in more investments and trade into Malaya. As a result of this, there was a need to develop the infrastructure and standardise currencies so as to support this lucrative trade. The infrastructure such as roads, rails and harbours were built to connect the tin mines and the rubber plantations to the port areas. The rural areas were made more accessible as a result and as such led to an increase the volume of trade. The standardisation of currencies also led to more foreign capital flowing into Malaya for investment into tin mines and rubber plantations. These facilitated the creation of more jobs and people's lives generally improved with better quality of living. However, these benefits came with important limitations. As Malaya became increasingly integrated into the global economy, its prosperity became heavily dependent on international demand and prices for tin and rubber. During periods of global economic downturn, such as the Great Depression, falling commodity prices led to unemployment, wage reductions and widespread economic hardship. Therefore, while British economic policies brought considerable economic development and improved opportunities for many people in Malaya, they also made the economy—and the livelihoods of its	6 marks	1W + 1W	7 marks	1S + 1W 3W	8 marks	1S + 1S 1S + 2W	6-8
6 marks	1W + 1W							
7 marks	1S + 1W 3W							
8 marks	1S + 1S 1S + 2W							

people—more vulnerable to fluctuations in the international market.

British Political Policies

E.g. British political policies had a significant impact on the people of Malaya by modernising the administration but also reducing local political influence and increasing colonial control. The introduction of the Residential System greatly undermined the authority of the Malay Sultans, as important powers such as taxation and administration were transferred to British Residents. This shift meant that local rulers and the people had little influence over decisions affecting their own states, causing their interests to become increasingly marginalised. The formation of the Federated Malay States in 1895 further centralised power under the High Commissioner and Resident General in Kuala Lumpur. Although the Federal Council included the four Malay Sultans, four Residents and four unofficial members, real authority remained firmly in British hands. To finance the expanding colonial administration, the British introduced revenue farms and imposed taxes on items such as liquor, gambling, ferry crossings and agricultural produce, increasing the financial burden on the people. However, British political administration also introduced a more modern and organised system of governance, including a more structured judicial system that improved the administration of law and order. For example, in Perak, Courts of Justice were formed with European magistrates who were assisted by Malay magistrates. Perak was also divided into districts and each district was sub-divided into villages with their own headmen. Nevertheless, these benefits were overshadowed by the loss of local political autonomy, as the people became increasingly subject to policies designed to advance British colonial interests rather than their own welfare. Overall, British political policies modernised Malaya's administration but had a largely negative impact on the people by diminishing their political voice and increasing colonial control.

(In order to get 5m, students must have provided 2 pieces of evidence.)

Award an additional 2 marks (to a maximum of 10 marks) for a balanced conclusion based on an explicit consideration of the relative significance of different impacts.

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

	E.g. I agree with the statement because British economic policies transformed the daily lives and livelihoods of a much larger proportion of the population. The development of the tin and rubber industries created employment opportunities, attracted foreign investment and led to improvements in infrastructure such as roads, railways and ports. These developments generally raised living standards, although Malaya's dependence on global demand also made people vulnerable to economic downturns such as the Great Depression. In contrast, British political policies modernised the administration and judicial system but reduced the authority of the Malay Sultans and limited the political influence of the local population. While these political changes weakened local autonomy, they had a less direct effect on the daily lives of most people than the widespread economic transformation. Therefore, British economic policies had the more significant impact because they directly influenced employment, income, infrastructure and the overall standard of living of the people in Malaya.	
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(3) “The economic consequences of the Treaty of Versailles had a more significant impact on Germany than its political consequences.” How far do you agree with this statement? Explain your answer. [10]		
Levels	Descriptors	Mark Range
1	Identifies/ Describes the Economic &/OR Political consequences of the Treaty of Versailles. <i>Award 1 mark for identifying one consequence, 2 marks for identifying 2 or more.</i> <i>Award 2 marks for describing one consequence and 3 marks for describing 2 or more.</i>	1-3
2	Explains the Economic OR Political consequences of the Treaty of Versailles. <i>Award 4 marks for an explanation of the economic consequence of the TOV OR an explanation the political consequence of the TOV, and an additional mark for additional consequence(s) or further supporting details, to a maximum of 5 marks.</i>	4-5
3	Explains the Economic AND Political consequences of the Treaty of Versailles. <i>Award 6 marks for an explanation of the economic consequence of the TOV AND an explanation the political consequence of the TOV, and additional mark for further supporting details or</i>	6-8

consequence, to a maximum of 8 marks.

6 marks	1W + 1W
7 marks	1S + 1W 3W
8 marks	1S + 1S 1S + 2W

Economic Consequence

E.g. The Treaty of Versailles also had a major economic consequence on Germany by placing severe financial pressures on the country. Germany was required to pay £6.6 billion in reparations, which placed a heavy burden on its economy. The loss of resource-rich territories, such as coal-producing areas in the Saar Basin, further reduced Germany's economic capacity. When Germany struggled to meet reparations payments, France and Belgium occupied the Ruhr in 1923, Germany's industrial heartland, leading to a decline in production and worsening economic problems. The government's decision to print more money to support striking workers contributed to hyperinflation, causing savings to become worthless and severely affecting the lives of ordinary Germans. Although the economy later recovered temporarily through foreign loans under the Dawes Plan, the Treaty created long-term economic resentment and instability. Therefore, the Treaty of Versailles significantly harmed Germany's economy and contributed to the conditions that allowed extremist movements to gain support.

Political Consequence

E.g. The Treaty of Versailles had a significant political consequence on Germany as it weakened national pride, created resentment towards the Weimar government and contributed to political instability. The Treaty forced Germany to accept the War Guilt Clause, which placed full responsibility for the outbreak of the First World War on Germany. Many Germans viewed this as a humiliation and blamed the Weimar government for accepting the terms of the Treaty, referring to its leaders as the "November Criminals". The loss of territory, including Alsace-Lorraine to France and land given to Poland, further damaged German pride and created anger among the population. In addition, military restrictions that limited the army to 100,000 men and banned conscription were seen as an attack on Germany's ability to defend itself. These grievances were exploited by extremist groups, including the Nazis, who promised to overturn the Treaty and restore Germany's greatness. Thus, the Treaty contributed to the growth of political extremism and the eventual rise of Hitler.

	Award an additional 2 marks (to a maximum of 10 marks) for a balanced conclusion based on an explicit consideration of the relative significance of different consequence. <i>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</i> E.g. I disagree with the statement because the political consequence was more important. It weakened support for democracy and contributed to the rise of extremist groups. The War Guilt Clause, territorial losses and military restrictions created resentment among Germans, who blamed the Weimar government for accepting the Treaty. Hitler later used this anger to gain support by promising to reverse the Treaty and restore Germany's strength. While the economic consequences were also severe, with reparations, loss of resources and hyperinflation causing hardship, Germany's economy eventually recovered through measures such as the Dawes Plan. However, the political consequences were more lasting because the Treaty damaged trust in the Weimar Republic and created conditions that allowed Hitler and the Nazis to rise to power. Therefore, the political impact of the Treaty of Versailles was more significant.	
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(4) "Worsening relations between Japan and the United States played a more significant role in causing the outbreak of the Asia-Pacific War than Japan's foreign policy goals." How far do you agree with the statement? Explain your answer. [10]		
Levels	Descriptors	Mark Range
1	Identifies/ Describes reasons related to worsening relations between Japan and the United States and Japan's foreign policy goals <i>Award 1 mark for identifying one reason, 2 marks for identifying 2 or more.</i> <i>Award 2 marks for describing one reason and 3 marks for describing 2 or more.</i>	1-3
2	Explains reason for Worsening relations between Japan and the United States OR Japan's foreign policy goals <i>Award 4 marks for an explanation of reason(s) for why Worsening relations between Japan and the United States OR Japan's foreign policy goals led to the outbreak of the Asia-Pacific War, and an additional mark for additional reason(s) or further</i>	4-5

	<i>supporting details, to a maximum of 5 marks.</i>							
3	Explains AND Explains <i>Award 6 marks for an explanation of of reason(s) for why Worsening relations between Japan and the United States AND Japan's foreign policy goals led to the outbreak of the Asia-Pacific War, and additional mark for further supporting details or reason, to a maximum of 8 marks.</i> <table><tr><td>6 marks</td><td>1W + 1W</td></tr><tr><td>7 marks</td><td>1S + 1W 3W</td></tr><tr><td>8 marks</td><td>1S + 1S 1S + 2W</td></tr></table> E.g. The worsening relations between the USA and Japan was a significant factor that contributed to the outbreak of WWII in the Asia-Pacific as it increased Japan's determination to expand aggressively to secure resources. Japan's dependence on foreign resources such as oil, rubber and iron meant that American economic restrictions severely threatened its military and industrial ambitions. Following Japan's invasion of China in 1937, the USA adopted a stronger stance against Japanese aggression, including cancelling the 1911 US-Japan Commercial Treaty in 1939 and restricting trade with Japan. In 1940–1941, the USA further tightened economic sanctions by restricting exports of key resources, especially oil, to Japan after its occupation of French Indochina. These restrictions created a sense of urgency among Japanese leaders, who feared that without access to resources, Japan would be unable to continue its war efforts and maintain its status as a great power. As a result, Japan decided to seize resource-rich territories in Southeast Asia and launched the attack on Pearl Harbor in December 1941 to weaken American opposition. Therefore, worsening USA-Japan relations directly escalated tensions and accelerated Japan's decision to go to war. E.g. Japan's own foreign policy goals was also a significant cause of the outbreak of WWII in the Asia-Pacific as they created the motivation for expansion and conflict. Since the early 1930s, Japan had adopted an aggressive expansionist policy driven by the desire to secure natural resources, markets and strategic control in Asia. The rise of militarism in Japan strengthened support for expansion, as military leaders gained greater influence in the government after the assassination of Prime Minister Tsuyoshi Inukai in 1932. Japan's invasion of Manchuria in 1931 demonstrated its willingness to use force to achieve its goals, while the League of Nations' failure to impose meaningful consequences encouraged further aggression. Japan later	6 marks	1W + 1W	7 marks	1S + 1W 3W	8 marks	1S + 1S 1S + 2W	6-8
6 marks	1W + 1W							
7 marks	1S + 1W 3W							
8 marks	1S + 1S 1S + 2W							

	expanded into China through the Second Sino-Japanese War in 1937 and moved into Southeast Asia to obtain resources needed for its empire. The successes of the military in their conquests from 1895 to 1905 to the 1930s convinced the Japanese that the military would be able to lead them to glory and thus provided the support for the military government to expand their territory/ With the support, the military leaders attacked Pearl Harbour, causing a retaliation from the Americans, leading to the outbreak of WWII in the Asia-Pacific. <i>Award an additional 2 marks (to a maximum of 10 marks) for a balanced conclusion based on an explicit consideration of the relative importance of different reasons.</i> <i>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</i> E.g. I disagree with the statement because Japan's expansionist ambitions were the root cause of the conflict. Japan's desire to secure resources, markets and strategic control led to its invasion of Manchuria in 1931, expansion into China in 1937 and later occupation of Southeast Asia. The rise of militarism encouraged these aggressive policies, while the weakness of the League of Nations allowed Japan to continue its expansion. Although worsening relations with the USA increased tensions, especially after American trade restrictions and the oil embargo threatened Japan's war efforts, these actions were largely a response to Japan's aggression. Therefore, while USA-Japan tensions accelerated Japan's decision to attack Pearl Harbor, Japan's foreign policy goals were more significant as they created the ambition and conditions that led to war.	
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