



CEDAR GIRLS' SECONDARY SCHOOL PRELIMINARY EXAMINATION 2025 SECONDARY FOUR

CANDIDATE
NAME

CLASS

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INDEX
NUMBER

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HISTORY

2174/01

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

21 August 2025
1 hour 50 minutes

Additional Materials: Answer Booklet

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on your question paper and all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A

Answer **all parts** of Question 1.

Section B

Answer **two** questions.

Before the start of the examination, detach the cover sheet at the back of your question paper and staple it on top of the answer booklet provided.

Write all answers in this answer booklet and check that all writing sheets are properly fastened.
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 political cartoon created in 1933? Explain your answer. [5]

(b) Study Source B.

How useful is this source as evidence of the lives of children under Nazi Germany? Explain your answer. [5]

(c) Study Source C and D.

How far does Source D prove Source C wrong about the role of the Gestapo in Germany? Explain your answer. [6]

(d) Study Source E and F.

How different are Sources E and F about the state of Germany's economy? Explain your answer. [6]

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

'Hitler relied on creating a climate of fear to maintain control over Nazi Germany.' How far do the sources support this statement? Use the sources and your knowledge to explain your answer. [8]

How did Hitler maintain control over Nazi Germany?

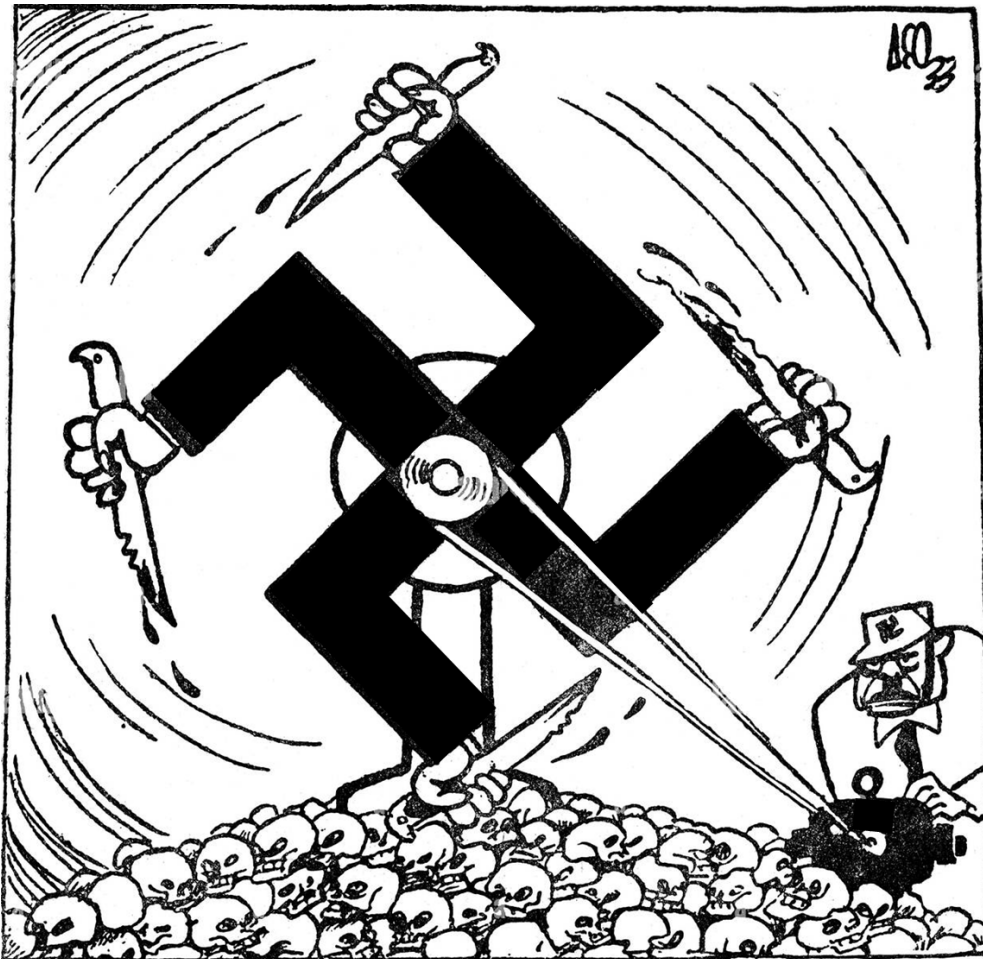
BACKGROUND INFORMATION

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

After Hitler came into power, he and the Nazi Party sought to establish total control in Germany. This was viewed as necessary to ensure that all in Germany would obey him and follow the government's policies to strengthen Germany after the humiliation of World War I. His consolidation of power started with the opportunity presented by the Reichstag Fire, which gave him emergency powers to arrest opposition party members such as the communists. This allowed the Nazi Party to win a majority after the Reichstag Elections on 5 March 1933, and paved the way for other laws such as the Enabling Act. Hitler's control over Germany extended beyond the political realm and involved introducing economic and social changes to extend his control further into the people's lives. To ensure that people supported his rule and policies, Hitler utilised a range of methods, from propaganda and censorship to the use of the secret police (Gestapo). Even when Hitler declared war upon Europe, he continued to have the support of majority of the German people.

Why was Hitler able to assert such extensive control over Germany?

Source A: *A cartoon published in Pravda, a Soviet newspaper that is distributed globally to various communist parties, on 17 March 1933. The accompanying caption states, "The meat mincing machine has been put into operation."*



Source B: *A recount of a Pimpf, a Nazi-run group for boys aged six to ten before they graduate to join Hitler Youth, graduation ceremony by an American who was living in Nazi Germany during the 1930s.*

At a sharp command, hundreds of youthful heels clicked to attention and the officer-in-charge introduced the guest of honour, a high official from the Hitler Youth. [The guest said] "You boys must be hard, hard as iron; the Führer has demanded it. But above all, you must be ready and willing to give up your lives for the Führer; he has demanded that too. All German boys are eager to become soldiers for Hitler. We will make Germany a force to be reckoned with." The only applause was a chorus: "Sieg Heil*, Sieg Heil, Sieg Heil". After the ceremony, all the Pimpfs proceeded to their headquarters to run errands for the party. Weekends are devoted to studying military manoeuvres, using the official Pimpf manual.

**Sieg Heil translates to "Hail Victory", which is a victory salute used at Nazi rallies.*

Source C: *An online article describing the role of German citizens in collaboration with the Gestapo, published on a Holocaust remembrance website in 2010.*

In Nazi Germany, some citizens passed on information about their neighbours, family, and friends to the Gestapo. The act of informing helped to make the Gestapo as an omnipresent, all-knowing and all-seeing group. The information passed on by informants typically accused someone of breaking the law or of being a criminal in some way. The information provided was not always based on fact and could often be rumour or suspicion. Informants reported on various undesirable activities, such as anti-Nazi sentiment, communist activity, Jews in hiding, people suspected to be Jews, and much more. Informers had various motives including antisemitism, racism, a strong belief in Nazi ideology and governance, personal gain, professional gain, and personal disagreements.

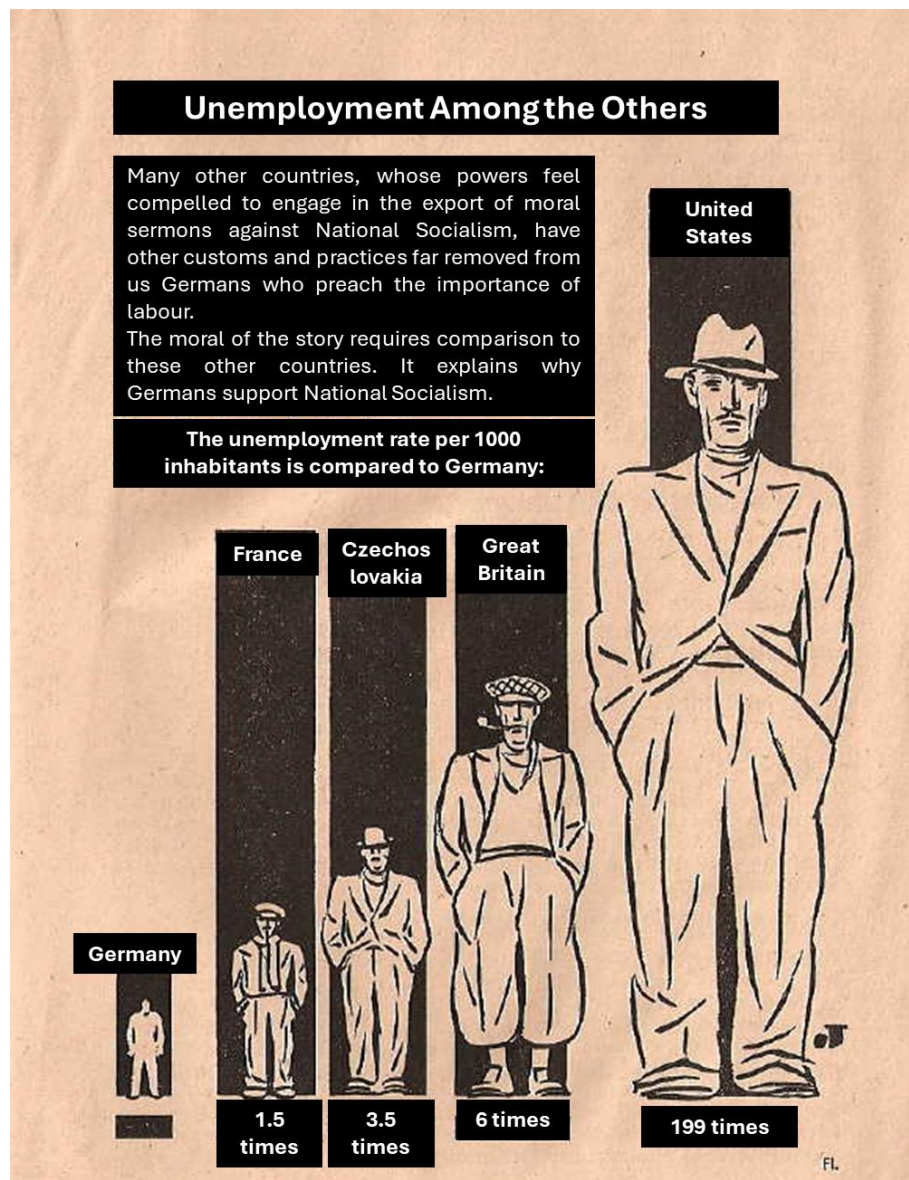
Source D: *Adapted from an excerpt taken from a book written by Herman Goering, a minister in the Nazi government, on the formation of the Gestapo, published in 1934.*

It was my personal decision to create the Secret State Police Office. This instrument is the principal reason why in Germany, there is no Communist menace. By means of a network of offices around Germany, I am kept informed of everything that happens in the diverse regions of Germany. The last hideout of the Communists is known to us, and within a few days they are again tracked down, registered, monitored and broken up. It must not be forgotten that when we took over the government, there were many good Germans led astray by this insane worldview, thus the need to rescue these people from error and lead them back into the national community. At times, innocents were also affected, and a few beatings took place and brutal acts were committed, but measured against the earlier chaos brought by communism, it was for the unity of the German people.

Source E: *An extract taken from an internal Nazi report on the mood of industrial workers in Germany, published in 1938.*

Among industrial workers, many do not care about the successes of the Hitler system and have only scorn and contempt for everything. Many skilled workers often complain that they earn much less now than in 1929 but, at the end of the day, they always say: 'At least we have work'. The mood in the plants is one of depression. Now one goes into the plant with a heavy heart because one is always afraid of saying a word too many and landing oneself in a spot. One even looks forward less to getting home because there is no longer any relaxed comradeship with friends and neighbours. Before, one always used to meet like-minded people in the workers, sports and education associations. Now one leaves the factory, runs a few errands, goes home, reads the headlines in the paper, and goes to bed, and repeats this next morning.

Source F: *A chart published in a Nazi Party magazine covering economic issues in Germany, published in 1938. The chart shows the unemployment rate of other countries compared to Germany.*



SECTION B: Essays

Answer **two** questions.

- 2 (a)** 'Dutch colonial rule in the East Indies was good for the local people.' How far do you agree with this statement? Explain your answer. [10]

OR

- 2 (b)** 'French colonial rule in Vietnam was good for the local people.' How far do you agree with this statement? Explain your answer. [10]

- 3.** 'The League of Nations' attempts at collective security in the 1920s were a failure.' How far do you agree with this statement? Explain your answer. [10]

- 4.** 'Japan's vision of a Greater East Asia Co-Prosperity was the main reason for the outbreak of World War II in Asia Pacific.' How far do you agree with this statement? Explain your answer. [10]

End of paper

Copyright Acknowledgements

- Source A: <https://www.album-online.com/detail/en/MTIiYmUxMA/hitler-adolf-politiker-nsdap-1889-1945-die-fleischhackmaschine-ist-betrieb-alb5595395>
- Source B: <https://alphahistory.com/nazigermany/regor-ziemer-pimpf-1941/>
- Source C: <https://www.theholocaustexplained.org/resistance-responses-collaboration/german-collaboration-and-complicity/informants/>
- Source D: <https://alphahistory.com/nazigermany/formation-of-the-gestapo-1934/>
- Source E: <https://alphahistory.com/nazigermany/industrial-workers-in-nazi-germany-1938/>
- Source F: <https://research.calvin.edu/german-propaganda-archive/nazi-economics.htm>

Marking and Answer Scheme
S4 Prelim Exam 2025

SECTION A: Source-Based Questions

1a. Why was this political cartoon created in 1933? Explain your answer. [5]

Level	Descriptor	Mark Range
1	Valid inferences, supported by source details. <i>* Award 2m for more developed responses with supporting details</i> E.g. [1m] Source A shows a Nazi Party member, switching on a motor that causes the Swastika (i.e. the symbol of the Nazi Party) to act as a type of blade stained with blood, on top a mountain of skulls, referred to as a “meat mincing machine”. This suggests that the Nazi Party was responsible for the murder of many individuals in German, represented by the mountain of skulls it was resting on.	1 - 2m
2	States purpose of the source, not supported by source details. <i>*For responses that did not provide a clear outcome would also be awarded a maximum of 3m.</i> E.g. Source A was created in 1933 to <u>criticise the Nazi Government’s use of Emergency Powers to arrest political opposition and sending them to concentration camps</u> so as to rally international support to reject Nazi Government’s banning and treatment of the Communists in Germany.	3m
3	Explains purpose of the source, supported and contextualised. <i>* Award 4m for purpose supported by source details</i> <i>* Award 5m for responses with contextualisation of the source</i> <u>Other accepted responses for purpose:</u> ▪ Warn German communists of Nazi government’s use of Emergency Powers to arrest communist party members, so that they can leave and escape Germany to other communist states. E.g. [4m] Source A was created in 1933 to criticise the Nazi Government’s use of Emergency Powers to arrest political opposition and sending them to concentration camps so as to rally international support to reject Nazi Government’s banning and treatment of the Communists in Germany. This can be seen from the Nazi Party controlling a Swastika (holding knives and dripping with blood), sitting on a mountain of skulls and referring to this as “the meat mincing machine [being] put into operation.” This was referring to what happened in February 1933 when the Nazi government made use of the Emergency Powers granted to arrest 40,000 communists to be sent to concentration camps, where many of the opposition members would suffer executions and harsh punishments. [5m]	4 - 5m

	Source A was created in 1933 to warn/criticise the Nazi Government's use of Emergency Powers to arrest political opposition and sending them to concentration camps so as to rally international support to reject Nazi Government's banning and treatment of the Communists in Germany. This can be seen from the Nazi Party controlling a Swastika (holding knives and dripping with blood), sitting on a mountain of skulls and referring to this as "the meat mincing machine [being] put into operation." This was referring to what happened in February 1933 when the Nazi government made use of the Emergency Powers granted to arrest 40,000 communists to be sent to concentration camps, where many of the opposition members would suffer executions and harsh punishments. Considering that this cartoon was published in Pravda, which was distributed to communist parties around the world, the Soviet Union being the leader of the communist movement would try to draw attention to the atrocities carried out against the Communist Party in Germany and rally international support against the Nazi Government's treatment of their political opposition.	
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1b. Study Source B. How useful is this source as evidence of the lives of children under Nazi Germany? Explain your answer. [5]

Level	Descriptor	Mark
L 1	Useful or not useful based on unexplained provenance Award 1m for unexplained provenance E.g. Source B is useful as it is a recount of a Pimpf graduation ceremony by an American. As the source provide a description of what happened, we will be able to understand what the children did.	1
L2	Useful AND/OR not useful based on content E.g. [2m] The source is useful in showing that German children were loyal to Hitler. Source B says, ‘All German boys are eager to become soldiers for Hitler’ and in response, there was a “chorus of ‘Sieg Heil’.” This showed that when the speaker from Hitler Youth shared about the importance of these children to serve Germany and Hitler for the future, they were ready and enthusiastic since everyone cheered after the statement was said. This showed us the level of support Hitler had among the children, making the source useful. PLUS [3m] The source is not useful in showing whether such support for Hitler extended to all children in Germany. Based on contextual knowledge, we know that there were youth who refused to accept or conform to the Nazi ideals and did not support Hitler to such extensive degree. For example, anti-Nazi youth groups such as the White Rose and the Edelweiss Pirates often got into fights with members of the Hitler Youth and would openly mock the Nazis, which showed that some children and youth connected with these groups would not behave in the same manner that the people in attendance at the Pimpf graduation ceremony would. Therefore, Source B would be limited in showing the full picture of what the lives of children and youth would be like.	2
L3	Useful AND/OR not useful with cross-reference made to contextual knowledge/other sources. Award 3m for inferences linked to useful or not useful only, with cross-reference to CK or other sources. Award 4m for inferences linked to useful AND not useful, with cross-reference to CK <u>AND</u> other sources. [3m] The source is useful in showing that German children were loyal to Hitler. Source B says, ‘All German boys are eager to become soldiers for Hitler’ and in response, there was a “chorus of ‘Sieg Heil’.” This showed that when the speaker from Hitler Youth shared about the importance of these children to serve Germany and Hitler for the future, they were ready and enthusiastic since everyone cheered after the statement was said. This showed us the level of support Hitler had among the children, making the source useful.	3 - 4

	Based on my contextual knowledge, the Nazi had changed the education system to influence the attitudes of the youth, which included creating new organizations targeting children and youths to ensure they could be indoctrinated with Nazi ideology and values, while participating in camps, sports, and physical training. This showed how Source B was useful in revealing the success of Nazi efforts at cultivating support for Hitler and the government among the young in Germany. <i>AND</i> [4m] The source is not useful in showing whether such support for Hitler extended to all children in Germany. Based on contextual knowledge, we know that there were youth who refused to accept or conform to the Nazi ideals and did not support Hitler to such extensive degree. For example, anti-Nazi youth groups such as the White Rose and the Edelweiss Pirates often got into fights with members of the Hitler Youth and would openly mock the Nazis, which showed that some children and youth connected with these groups would not behave in the same manner that the people in attendance at the Pimpf graduation ceremony would. Therefore, Source B would be limited in showing the full picture of response of the children and youth to the efforts by the Nazi government to indoctrinate the young with Nazi ideology and values.	
L4	Evaluates the source based on consideration of the source's nature/purpose in context. E.g. Overall, the source is useful as it provides an external perspective into what the experiences of children under Nazi Germany was like. This is because Source B was a recount by an American who was living in Nazi Germany in the 1930s and was able to share an authentic experience of what living under the Nazi was like, as an external observer. Considering that during the 1930s, the Nazi regime was already controlling German people's access to information and ideas by censoring information in newspapers, films, and radio, it would be rare to have access to information about Germany that was not controlled by the German government. Therefore, having an American who saw these developments first hand, it would be valuable as a source in letting people know how the Nazi government controlled and expanded their control over the young Germans in society, making it still useful as evidence for understanding what lives of children and the youth in Germany.	5

1c. Study Source C and D. How far does Source D prove Source C wrong about the role of the Gestapo in Germany? Explain your answer. [6]

Level	Description	Marks
L1	States Source D prove Source C was wrong or right using provenance without explanation. <i>*Award 2m for responses that provide more details about the provenance</i> E.g. [1m] Source D proves Source C was wrong about the role of the Gestapo in Germany as Source D is a book written by Herman Goering. [2m] Source D proves Source C was wrong about the role of the Gestapo in Germany as Source D was a book written by Herman Goering, who was a minister in the Nazi Government. It might be biased towards the Nazi government. Therefore, it cannot prove Source C's claims to be wrong.	1 - 2m
L2	States Source D proves Source C was wrong OR/AND right with valid cross reference to each other. <i>*Award 4m for responses that show both agreement and disagreement with each other.</i> E.g., [3m] Source D proved that Source C was wrong about the role of the Gestapo in German society as Source D noted that the Gestapo was created for a political purpose of curbing communism only. This is seen from Goering noting that "this instrument is the principal reason why in Germany, there is no Communist menace" and it helped to break up the last hideout of the Communists. In contrast Source C noted that the Gestapo was intended to check on any citizen for criminal behaviour. This can be seen from the fact that "the information passed on by informants typically accused someone of breaking the law in some way" and they reported on "various undesirable activities", which told me that the Gestapo was meant to check on all citizens for criminal behaviour. This suggested that Source D proved that Source C was wrong in claiming that the Gestapo was meant to control and watch over all citizens' behaviour, whereas in Source D it revealed that Gestapo was created only for a political purpose. AND [4m] Source D proved that Source C was right as they both agreed that the presence of the Gestapo may have negative effects for German citizens. This can be seen from Source C noting that "the information provided [to the Gestapo] was not always based on fact and could often be rumour or suspicion", which would lead to certain innocent individuals being hurt in the process. Similarly, Source D highlighted that "innocents were also affected, and a few beatings took place and brutal acts were committed", which showed that the Gestapo had used violence against ordinary citizens accused. Therefore, Source C proved that Source D was right in	3 - 4m

	the claim that Gestapo's actions could at times cause harm and negative effects on the German people.	
L3	States Source D prove Source C is wrong with valid cross reference to each other, and evaluates the disagreement by cross-referencing to contextual knowledge/other sources E.g. Source D cannot prove that Source C was wrong about the role of the Gestapo in German society as Source D noted that the Gestapo was created for a political purpose of curbing communism only. This is seen from Goering noting that "this instrument is the principal reason why in Germany, there is no Communist menace" and it helped to break up the last hideout of the Communists. In contrast Source C noted that the Gestapo was intended to check on any citizen for criminal behaviour. This can be seen from the fact that "the information passed on by informants typically accused someone of breaking the law in some way" and they reported on "various undesirable activities", which told me that the Gestapo was meant to check on all citizens for criminal behaviour. This suggested that Source D proved that Source C was wrong in claiming that the Gestapo was meant to control and watch over all citizens' behaviour, whereas in Source D it revealed that Gestapo was created only for a political purpose. However, when we cross reference to our contextual knowledge, we realise that Source D's claims are inaccurate and thus, cannot be used to prove Source C was wrong. Although the Secret State Police was created to curb communist threat and often they were used to disrupt meetings conducted by the SPD and KPD, it was not a temporary arrangement and continued throughout the period of Nazi rule. The powers that the State Secret Police had used against managing the communist threat was kept even after the communist party was banned and majority of the communists were already arrested. Instead, such powers were now used to arrest any ordinary citizens without trial. Therefore, based on contextual knowledge check, it showed that Source D cannot be used to prove Source C wrong about claims on the role of the Gestapo.	5m
L4	L2 + Critical analysis of the provenance of Source C or D, such its purpose E.g. Overall, Source D cannot be used to prove Source C wrong about the role of the Gestapo in Germany, when we consider the purpose of the source. Source D was likely created to justify the actions and policies taken under the Nazi Government to increase the level of loyalty the people had towards the Nazi government. This was because Source D had emphasised that the Secret Police was necessary for Germany's security, by stating that "this instrument was the principal reason why in Germany there was no Communist menace" and that any harm caused by the organisation was "for the unity of the German people", which tells us how far Goering was willing to protect and justify the need for the Secret Police's existence. Considering that the book was written by Goering who was one of the key ministers in the Nazi government, in charge of the police, he would seek to highlight the importance of the Secret Police so that he can justify its continued existence as a tool for the Nazi Government to maintain control over the German people. As this source was published in 1934 after the rifts between Ernst Rohm and the SA, against Hitler and the army, it is	6m

	likely that Hitler and the Nazi Government were exploring ways for the secret police to be used to fulfil some of the functions that the SA carried out previously, which included controlling and policing the German people. Considering Goering's motive and intentions to justify the secret police's continued existence, Source D is not very reliable and would not be able to check against Source C's claims regarding the role of the Gestapo.	
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1d. Study Source E and F. How different are Source E and F about the state of Germany's economy? Explain your answer. [6m]

Level	Description	Mark Range
L1	States similar/different based on provenance, unexplained E.g. Source E and F are similar as they were both sources published by the Nazi government.	1m
L2	States similar AND/OR different based on source content E.g. [2m] Source E and F are different about presenting how supportive the people are of the economic results of the German economy.	2m
L3	States similar AND/OR different based on source content, with supporting details <i>*Award 4m for responses that considered both similarities and differences.</i> E.g. [4m] Source E and F are different in terms of how supportive the people are of the economic results of the German economy. From Source E, we could tell that the people were unhappy with the government's economic policies as the industrial workers "have only scorn and contempt for everything" and the "mood in the plans is one of depression". This revealed the morale of industrial workers as low, and they did not truly support all of Hitler's economic policies regardless of the results. In contrast, Source F painted a more positive picture of German economy being supported by the people as "us Germans preach the importance of Labour" and "why Germans supported National Socialism", suggesting that all Germans were united in bringing about improvements to the labour situation. This led to positive results of Germany having the lowest unemployment rates compared to other countries. Therefore, Source E and F showed different views about the level of support among the German people towards economic policies. [5m] 4m sample AND Source E and F are similar in terms of their views of the strength of the German economy. Both sources recognised that unemployment in Germany had improved significantly, which suggests a stronger economy in Germany in the 1930s. For example, Source E noted that "many skilled workers often complain that they earn much less now than in 1929 but, at the end of the day, they always say: 'At least we have work'." This tells us that the unemployment issue had been adequately addressed and ensured that German people had work and wages. Similarly, Source F	3-4m

	noted that the state of unemployment in Germany was much better compared to other more developed countries, such as the United States which had an unemployment rate that was “199 times” higher than that of Germany’s. This also proved that the German economy was in a much stronger position than other countries and likely better than the of the past.	
L4	States similar OR/AND different based on source content and critical analysis of provenance, with supporting details *Award 5m for responses that are one-sided but had compared the sources through a critical analysis of the provenance *Award 6m for responses that provided both similarities and differences, with 1 focused on source content and another focused on the provenance. E.g [5m] Source E and F were different in terms of their purposes as they were created for different audiences. For Source E, the source was created as an internal report for the Nazi government to review their economic policies and actions in the midst of World War II. This can be seen from the honest analysis of the industrial workers’ mood, which could affect productivity as they would note that “Many skilled workers often complain that they earn much less now than in 1929 but, at the end of the day, they always say: ‘At least we have work’.” This was because in 1938, Germany was gearing up for its invasion into Poland and rearmament and had put significant pressures on the industrial workers to prepare for rearmament. Therefore, the report was likely to be created to measure how productive and responsive the industrial workers were to these increased targets. In contrast, Source F was created for the German public as it was in a publicly available Nazi magazine and similarly published in 19389 as well. Therefore, it was trying to show how Germany economy was in a good state to shore up support for the Nazi government and their economic plans. This is seen from the chart where Germany had the lowest unemployment rate, compared to other countries such as Czechoslovakia which they were in the midst of seeking to control and expand into.	5 - 6m

1e. Study all the sources.

“Hitler relied on creating a climate of fear to maintain control over Nazi Germany.” How far do the sources support this statement? Use the sources and your knowledge to explain your answer. [8]

Level	Description	Mark Range
L1	Writes about hypothesis, no valid source use. E.g. Hitler relied on creating a climate of fear to maintain control over Nazi Germany through various methods. This included using propaganda, censorship and also use of the secret police.	1m
L2	Uses information from the source(s) to support or challenge the hypothesis. <i>* Award 2m for 1 source used to support or challenge the hypothesis. Award an additional mark for each subsequent source used.</i> E.g. Source A supports the view that Hitler relied on creating a climate of fear to maintain control over Nazi Germany. This is shown from the way the Nazi government was described as a “meat mincing machine” and the symbol for the Nazi government is shown holding knives with blood dripping. This tells us that the government was willing to use violence to execute anyone that opposed them (shown by the skulls), thereby creating the sense of fear among the people who would not dare to oppose or resist against the government.	2 – 4m
L3	Uses information from the sources to support and challenge the hypothesis, explained with valid source use. <i>* Award 5m for 2 sources used to support and challenge the hypothesis, and an additional mark for each subsequent source, up to a maximum of 7m</i> E.g. L2 sample AND Source F challenges the assertion that the Nazi relied on a climate of fear to control Nazi Germany. This can be seen from the chart which revealed how Nazi Germany had addressed the problem of unemployment, with Germany having the lowest unemployment rate compared to countries such as France (1.5 times) and United States (199 times). Furthermore, it successfully inculcated among the German people “the importance of labour” and “German support for National Socialism”, which tells us that the German people adopt and follow the Nazi government willingly due to their belief in the ideology and also the successful economic results brought about by the Nazi government.	5 – 8m
+2m	Award an additional bonus mark for the use of contextual knowledge to a source in relation to its reliability, without exceeding 8 marks. E.g.	

	Source F is an unreliable source, considering that this chart was published in a Nazi Party magazine, published in 1938. It is likely that this source was a piece of propaganda meant to gather the German people's support for the Nazi government' economic plans by showing how successful their efforts at reducing unemployment were. This was because in 1938, the Nazi government was likely to ramp up industrial production in preparation of their expansion plans for war and needed to get the full support of the people. Therefore, we cannot trust the source fully.							
Overall breakdown of responses of the 6 sources:								
<table><tr><th>Support hypothesis</th><th>Challenge hypothesis</th></tr><tr><td> - Source A supports the view that Hitler relied on creating a climate of fear to maintain control over Nazi Germany. - This shows from the way the Nazi government was described as a "meat mincing machine" and the symbol for the Nazi government is shown holding knives with blood dripping. This tells us that the government was willing to use violence to execute anyone that opposed them (shown by the skulls), thereby creating the sense of fear among the people who would not dare to oppose or resist against the government. </td><td> - Source B challenges the assertion - It shows that the Hitler's ability to control Nazi Germany was due to the inculcation of a personality cult around him among the young. "But above all, you must be ready and willing to give up your lives for the Führer; he has demanded that too" which suggests how these youth organisations were used to develop deep loyalty towards Hitler so that when they become adults, they would follow the various policies expected of them. </td></tr><tr><td> - Source C supports the view that Hitler relied on a climate of fear, as seen from the fact that there was a culture in German society where they informed on each other to the Gestapo. - This is seen from "the act of informing helped to make the Gestapo as an omnipresent, all-knowing and all-seeing group" which made people feel that the Gestapo was watching their every move and would make them scared to do anything against the government. </td><td> - Source D challenges the view that Hitler relied on a climate of fear to maintain control - This is because it was Hitler's ability to create a strong and powerful state under his control that allowed him to spread his control. - This is seen from the fact that they had "a network of offices around Germany" through the secret state police office, which would then help to "keep [Nazi party] informed of everything that happens" - Their control over information helped them to know what was going on and able to control the actions and behaviour of the </td></tr></table>			Support hypothesis	Challenge hypothesis	- Source A supports the view that Hitler relied on creating a climate of fear to maintain control over Nazi Germany. - This shows from the way the Nazi government was described as a "meat mincing machine" and the symbol for the Nazi government is shown holding knives with blood dripping. This tells us that the government was willing to use violence to execute anyone that opposed them (shown by the skulls), thereby creating the sense of fear among the people who would not dare to oppose or resist against the government.	- Source B challenges the assertion - It shows that the Hitler's ability to control Nazi Germany was due to the inculcation of a personality cult around him among the young. "But above all, you must be ready and willing to give up your lives for the Führer; he has demanded that too" which suggests how these youth organisations were used to develop deep loyalty towards Hitler so that when they become adults, they would follow the various policies expected of them.	- Source C supports the view that Hitler relied on a climate of fear, as seen from the fact that there was a culture in German society where they informed on each other to the Gestapo. - This is seen from "the act of informing helped to make the Gestapo as an omnipresent, all-knowing and all-seeing group" which made people feel that the Gestapo was watching their every move and would make them scared to do anything against the government.	- Source D challenges the view that Hitler relied on a climate of fear to maintain control - This is because it was Hitler's ability to create a strong and powerful state under his control that allowed him to spread his control. - This is seen from the fact that they had "a network of offices around Germany" through the secret state police office, which would then help to "keep [Nazi party] informed of everything that happens" - Their control over information helped them to know what was going on and able to control the actions and behaviour of the
Support hypothesis	Challenge hypothesis							
- Source A supports the view that Hitler relied on creating a climate of fear to maintain control over Nazi Germany. - This shows from the way the Nazi government was described as a "meat mincing machine" and the symbol for the Nazi government is shown holding knives with blood dripping. This tells us that the government was willing to use violence to execute anyone that opposed them (shown by the skulls), thereby creating the sense of fear among the people who would not dare to oppose or resist against the government.	- Source B challenges the assertion - It shows that the Hitler's ability to control Nazi Germany was due to the inculcation of a personality cult around him among the young. "But above all, you must be ready and willing to give up your lives for the Führer; he has demanded that too" which suggests how these youth organisations were used to develop deep loyalty towards Hitler so that when they become adults, they would follow the various policies expected of them.							
- Source C supports the view that Hitler relied on a climate of fear, as seen from the fact that there was a culture in German society where they informed on each other to the Gestapo. - This is seen from "the act of informing helped to make the Gestapo as an omnipresent, all-knowing and all-seeing group" which made people feel that the Gestapo was watching their every move and would make them scared to do anything against the government.	- Source D challenges the view that Hitler relied on a climate of fear to maintain control - This is because it was Hitler's ability to create a strong and powerful state under his control that allowed him to spread his control. - This is seen from the fact that they had "a network of offices around Germany" through the secret state police office, which would then help to "keep [Nazi party] informed of everything that happens" - Their control over information helped them to know what was going on and able to control the actions and behaviour of the							

		people.	
	○ Source E supported the view that the climate of fear helped to maintain control over Nazi Germany. ○ This was seen in the fact that “there is no longer any relaxed comradeship with friends and neighbours” and “one is always afraid of saying a word too many and landing oneself in a spot” ○ This tells us that Hitler made the people scared of speaking up due to the severe consequences that could happen to them and made Germans distrustful of each other in general and not act against the government.	○ Source F challenges the assertion that the Nazi relied on a climate of fear to control Nazi Germany. ○ This can be seen from the chart which revealed how Nazi Germany had addressed the problem of unemployment, with Germany having the lowest unemployment rate compared to countries such as France (1.5 times) and United States (199 times). Furthermore, it successfully inculcated among the German people “the importance of labour” and “German support for National Socialism”, which tells us that the German people adopt and follow the Nazi government willingly due to their belief in the ideology and also the successful economic results brought about by the Nazi government.	

SECTION B: Essays

2b. 'French colonial rule in Vietnam was good for the local people.' How far do you agree with this statement? Explain your answer. [10]

Level	Level of Response Descriptors	Marks
L1	Identifies/Describes the impact of French colonial rule (1m for ID 1 reason, 2m for ID 2 or more reasons. 2m for describing 1 reason. 3m for describing 2 or more reasons.) E.g. [1m] French colonial rule was good for the local people as it brought about improvements to their income. [2m] French colonial rule was good for the local people as it brought about improvements to their income and improved the social welfare of the Vietnamese people through healthcare and education. [3m] French colonial rule was good for the local people as it brought about improvements to their income and improved the social welfare of the Vietnamese people through healthcare and education. Under French colonial rule, they began developing the agricultural sector and promoted the cultivation of rice and cash crops that helped to generate more income. At the same time, they built up public healthcare by creating medical research institutes and improved literacy through a Romanised script for the Vietnamese language that made it easy to learn.	1 – 3m
L2	Explain given factor OR Explain other factors(s) * 4m for explanation of 1 factor, additional mark for additional factor(s) or further supporting detail to a maximum of 5m E.g. [4m] French colonial rule was good for the local people as the French's development of the agricultural system had helped local peasants to grow their incomes. Under French colonial rule, the Vietnamese agricultural sector changes from one meant for subsistence to one that exported the crops grown in Vietnam. For example, the French started investing in rice cultivation and expanding the scale of rice production as there was growing demand for rice as population sizes increase. By the 1920s, rice production made up two-thirds of Vietnam's exports. Through increases in the rice exports, peasants were able to benefit and see increases to their incomes where the global demand for rice rose.	4 – 5m
L3	Explains given factor AND other factor(s) *6m for explanation of given factor and another factor and an additional mark for further supporting detail or reason, to a max of 8 E.g. 6m + L2 paragraph However, French colonial rule was not always good for the local	6 – 8m

	people as the French prioritisation of their own country's interests led to much suffering for the local people living in their colonies. This was seen in the way the French controlled the local economy, where they helped state monopolies on opium, alcohol and salt, which were items that were used most extensively by the locals. The colonial government had set high taxed and prices on these items, so as to generate revenue for the home government in Paris. This caused much economic hardship for the local people, who found their expenses increasingly significantly for these important daily commodities that they frequently used. E.g. 8m In addition, French colonial rule also brought much suffering for the local people in terms of their lack of emphasis on the local people's social welfare. For example, although the French had revamped the education system and created the Romanised script of the Vietnamese language, which made it much more convenient to learn, the colonial government did not accompany this with a large-scale schooling programme. This resulted in limited opportunities for young children to access education. For example, in 1924, there were only 200,000 places in public primary school for over 2 million children. This meant that majority of the children would not be able to access formal education and in the future could only take up labour-intensive jobs that were often low paying.	
	Award an additional 2m (to a maximum of 10m) for a balanced conclusion based on an explicit consideration of the relative importance of different factors) In conclusion, French colonial rule brought more harm than good for the local people because in the long run, majority of the Vietnamese found themselves with a poorer standard of living than previously as the French were more interested in exploiting any gains from their colony for their own empire. Although the French did invest in developing the local economy, these policies created more harm in the long run as they often taxed the local population heavily or continued to demand for cash crops for export even during seasons with poor crop yield as they wanted to ensure they reaped the maximum economic benefits. Thus, many of the local people came to resent French colonial rule in the long run and saw it more as harmful than good.	Up to 10m

3. 'The League of Nations' attempts at collective security in the 1920s were a failure.' How far do you agree with this statement? Explain your answer. [10]

Level	Level of Response Descriptors	Marks
L1	Identifies/Describes the impacts of the League of Nations attempts at collective security (1m for ID 1 reason, 2m for ID 2 or more reasons. 2m for describing 1 reason. 3m for describing 2 or more reasons.) E.g. [1m] The League of Nations' attempts at collective security in the 1920s were a failure because it could not directly involve itself in the disputes. [2m] The League of Nations' attempts at collective security in the 1920s were a failure because it could not directly involve itself in the disputes and they were unable to get involved in preventing bloodshed. [3m] The League of Nations' attempts at collective security in the 1920s were a failure because it could not directly involve itself in the disputes. This was due to the fact that the League of Nations did not manage to intervene in some of these conflicts, such as in the case of Corfu where they were not involved in the discussion of a resolution with Italy and Greece. However, there were times when the League of Nations attempts at collective security were successful because it was able to act as a neutral third party to arbitrate decisions. This could be seen in the case of Upper Silesia related to who should be in-charge of the territory.	1 – 3m
L2	Explain given factor OR Explain other factors(s) * 4m for explanation of 1 factor, additional mark for additional factor(s) or further supporting detail to a maximum of 5m) E.g [5m] The League of Nations' attempts at collective security was a failure as there were some disputes that they could not resolve in a fair manner due to their lack of involvement. For example, when a dispute broke out in Corfu in 1923, Greece had wanted to address the issue through the League, however, Italy insisted on getting the Conference of Ambassadors (which comprised of politicians from the main members of the League but did not use the organs and means associated with the League) to resolve the issue. This was because Italy was one of the members in the Conference of Ambassadors, thus there was a higher chance he could get a resolution that was aligned to his interest through the Conference. Furthermore, due to Britain and France's placing their self-interest ahead and not wanting to get into a dispute with Italy while dealing with the Ruhr crisis, they did not insist on the need for Italy to use the League to arbitrate this conflict. Eventually, the Corfu issue was settled by	4 – 5m

	the Conference of Ambassadors and Greece was made to pay compensation to Italy despite aggressive actions by Italy of taking over Corfu. This showed how the League was unable to keep peace in the 1920s as <u>aggressive behaviour was still condoned</u> and <u>violence was utilised without punishment by such countries</u>.	
L3	Explains given factor AND other factor(s) * 6m for explanation of given factor and another factor and an additional mark for further supporting detail or reason, to a max of 8. e.g. [6m] L2 Sample + However, there were instances where the League of Nations was a success at its attempts at collective security in the 1920s because it was able to successfully resolve disputes that emerged between countries. Through the creation of the League of Nations and its relevant organs such as the Court of Justice and the Council, it was able to discuss and arbitrate the disputes involving different countries. The countries in dispute also now have a third party that they could turn to address their quarrels without using violence and war. For example, a dispute broke out between Germany and Poland over Upper Silesia in 1921 regarding who should control the territory. Through the League of Nation acting as an external third-party, they were able to implement a vote in that region and get the people to choose whom had rights to the territory. Eventually, they were able to divide the region in a fair manner between Germany and Poland, thus avoiding the need to use violence or war to take control of the disputed territories. [8m] The League of Nations efforts at collective security were a failure when it was not involved in the significant treaties in Europe that helped to maintain a peaceful environment between the countries. Instead, due to countries' lack of trust in the League as not all the major powers (such as US) were part of the League, many turned to their own means to settle disputes and also make arrangements to help keep peace between themselves. For example, during the 1920s, there were peace treaties signed that did not involve the League and happened outside of it. The Dawes Plan in 1924 was brokered by US, Britain, Italy and France to help Germany's economy to recover from hyperinflation and restructure its reparation payments. In 1923, France and Belgium had forcibly taken over the Ruhr Valley when Germany was late in repaying back their reparations. Such an action saw civilians killed as well. Thus, when the involved countries stepped in to help Germany, with US extending loans to Germany to make payment, it led to France and Belgium to retreat from Ruhr and return it back to Germany. This showed the League's irrelevance and thus	6 – 8m

	failing to carry out collective security, since <u>there was no need to use the League to address disputes and threats to peace.</u>	
	Award an additional 2m (to a maximum of 10m) for a balanced conclusion based on an explicit consideration of the relative importance of different factors) E.g. The League of Nations' attempts at collective security in the 1920s were a failure since the disputes they had managed to resolve were not the most critical or important cases. This was because many of the major powers in Europe did not even use the League to address their conflicts or dispute, but instead directly worked with the countries involved to try and resolve the disputes. For territorial disputes which the League was able to arbitrate and resolve, it needed the permission of the affected countries in the first place, in order for them to come in. However, for many conflicts the League was unable to intervene at all since they could not act collectively.	Up to 10m

4. 'Japan's vision of a Greater East Asia Co-Prosperity was the main reason for the outbreak of World War II in Asia Pacific.' How far do you agree with this statement? Explain your answer. [10]

Level	Level of Response Descriptors	Marks
L1	Identifies/Describes the role of economic factors in leading to the end of the Cold war (1m for identifying 1 reason, 2m for identifying 2 or more reasons. 2m for describing 1 reason. 3m for describing 2 or more reasons.) E.g. of 1m Japan's vision of a Greater East Asia Co-Prosperity was the main reason for the outbreak of World War II in Asia Pacific. E.g. of 2m Japan's vision of a Greater East-Asia Co-Prosperity Sphere led to the outbreak of World War II in the Asia Pacific as it was aimed primarily at the people in the various Asian territories which the Japan controlled. The vision of getting people of Asia to unite behind Japan was done for the purpose of mobilising their Asian territories to produce more resources. E.g. of 3m Japan's vision of a Greater East-Asia Co-Prosperity Sphere led to the outbreak of World War II in the Asia Pacific as it was aimed primarily at the people in the various Asian territories which the Japan controlled. The vision of getting people of Asia to unite behind Japan was done for the purpose of mobilising their Asian territories to produce more resources. Later on, the failure of the League to stop Japan's aggression and actions in Manchuria and China also fuelled Japan's confidence that they could continue expanding their territory in Asia.	1 – 3m
L2	Explain given factor OR Explain other factors(s) (4m for explanation of 1 factor, additional mark for additional factor(s) or further supporting detail to a maximum of 5m) E.g. 5m Japan's vision of the Greater East Asia Co-Prosperity Sphere was one of the reasons for the outbreak of World War II in Asia-Pacific because it helped Japan to get ready to wage war against the United States and pursue their expansionist policy. By the late 1930s, relationship between Japan and the United States had reached an all time low when Japan faced harsh economic sanctions – i.e. cutting off 90% of their oil supply. This led to Japan seeing the need to find means to ensure their economic survival and not depend on the United States for resources. Therefore, this led to the Japanese government to envision the need for the Greater East Asia Co-Prosperity Sphere, where they promoted to the territories under their control the need to remove the influence of the Western Powers from Asia. Through such messaging, it <u>helped Japan to justify their attempt to get their colonies to ramp up production of raw materials in support of Japanese efforts against the Western Powers</u>. For example, Manchuria began producing coal up to 60 million tonnes by 1940 <u>to support Japan's expansionist plans into Southeast Asia so as to</u>	4 – 5m

	<u>remove the presence of colonial and Western influence.</u>	
L3	Explains given factor AND other factor(s) (6m for explanation of given factor and another factor and an additional mark for further supporting detail or reason, to a max of 8) E.g. 6m + L2 paragraph However, there were other reasons for the outbreak of World War II in Asia Pacific, such as the ineffectiveness of the League of Nations in the 1930s. The failure of the League to stop Japan's aggression and actions in Manchuria and China only fuelled Japan's confidence that they could continue expanding their territory in Asia. For example, when Japan invaded Manchuria, the League took no action despite the public denouncement of their actions and claims of economic sanctions placed on them. Key powers, such as Britain and the United States did not place such sanctions after the Manchuria invasion and this allowed Japan to remain in Manchuria and create a Japanese colony called Manchukuo. Since Japan did not face any consequences from the international community, it seemingly confirmed that their expansion policy was a success in the eyes of the Japanese public and government and would allow them to gain the resources they desire. This led to support for subsequent invasions of China in 1937 and Vietnam in 1940. E.g. 8m + L2 5m paragraph The worsening relationship between US and Japan was also responsible for the outbreak of World War II in the Asia-Pacific as US would push Japan to use extreme means to sustain its economic needs. For the US, Japan's actions in China were condemned by the public and they saw this as a threat to American interests in China. This was because Japan promoted the vision of the Greater East Asia Co-Prosperity sphere that sought to remove Western influence in Asia. Therefore, Roosevelt placed embargoes on export of raw materials in Japan, cutting off almost 90% of Japan's oil supplies. With such a strong economic punishment placed in Japan, which had little natural resources, they saw no other choice but to depend on expansion to access the resources they required. This was especially the case after America's actions since Japan felt they could no longer depend on the international community to supply their needs. Thus, instead of negotiating further with the US, they decided to launch a pre-emptive attack on Pearl Harbour, triggering the outbreak of WWII in the Asia Pacific.	6 – 8m
	Award an additional 2m (to a maximum of 10m) for a balanced conclusion based on an explicit consideration of the relative importance of different factors) i.e. In conclusion, Japan's vision of a Greater East Asia Co-Prosperity was not the main reason for the outbreak of World War II in Asia-Pacific as the root cause was the worsening relationship between the US and Japan that led to the Japanese government to promote a vision to justify the survival of their empire and war against the United States. This was seen by the fact that Japan had started their search for self-sufficiency and expansionism in the late 1930s, by taking over Manchuria. However, their decision to expand beyond Asia and into	Up to 10m

	the Pacific by attacking Pearl Harbour, was driven by the worsening relationship with US that threatened their economic survival completely, which left Japan with no choice but to prepare to launch a pre-emptive strike on Pearl Harbour. Thus, they began promoting their vision of a Greater East Asia Co-Prosperity Sphere and prepare the territories under their influence to economically support their war preparations against the United States.	
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