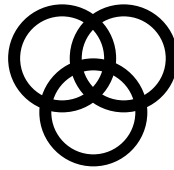


Name:

Register Number:

Class:



南僑中學

NAN CHIAU HIGH SCHOOL

**PRELIMINARY EXAMINATION 2025
SECONDARY FOUR**

For Marker's Use

Parent's Signature:

HISTORY

2174/01

Paper 1

26 August 2025, Tuesday

1 hour 50 minutes

Additional Material: Writing paper

READ THESE INSTRUCTIONS FIRST

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

Section A

Answer **all** parts of Question 1.

Section B

Answer two questions.
Please start your answer for Section B on a fresh page.

At the end of the examination, fasten all your work for Sections A and B separately.

The number of marks is given in brackets [] at the end of each question or part question.
The total marks for this paper is 50.

Section A: Source-Based Case Study

Question 1 is 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 the book published? 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 Source D.

How useful is Source D as evidence of British rule in Malaya? Explain your answer. [5]

(d) Study Sources E and F.

Does Source F prove that Source E is wrong? Explain your answer. [6]

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

‘The lives of the people in Malaya improved under British rule.’ How far do these sources support this view? Use the sources and your knowledge to explain your answer. [8]

The Impact of British Rule in Malaya

BACKGROUND INFORMATION

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

Between 1874 and the 1930s, British rule in Malaya reshaped its economy and society. The British expanded control through treaties and introduced a colonial administration that favoured economic growth, especially in tin mining and rubber. They brought in Chinese labourers for mining and Indians for plantation work, while Malays largely remained in rural agriculture. Each ethnic group was assigned distinct economic roles, deepening social divisions. Although British rule modernised infrastructure and boosted trade, it raised important questions: did it truly improve the lives of people in Malaya?

Source A: *An account by Sir Frank Swettenham, an experienced colonial official, written in his book titled 'British Malaya', 1906.*

Since 1890 the revenue has increased by 40 per cent, and by the end of this year the increase will probably be 75 per cent. The production of tin has increased by over 50 per cent, the export of *padi* (unhusked rice) has risen nearly twenty times from when it was in 1890, and that of sugar is more than double. And that is not quite all. The Malays, the change for them has been remarkable. It would hardly be an exaggeration to say that the position of all classes of Malay society and all individuals has been bettered. As a class, they are better housed, better clothed, wealthier, and in every sense more comfortable.

Source B: *Adapted from a history book published in 2014.*

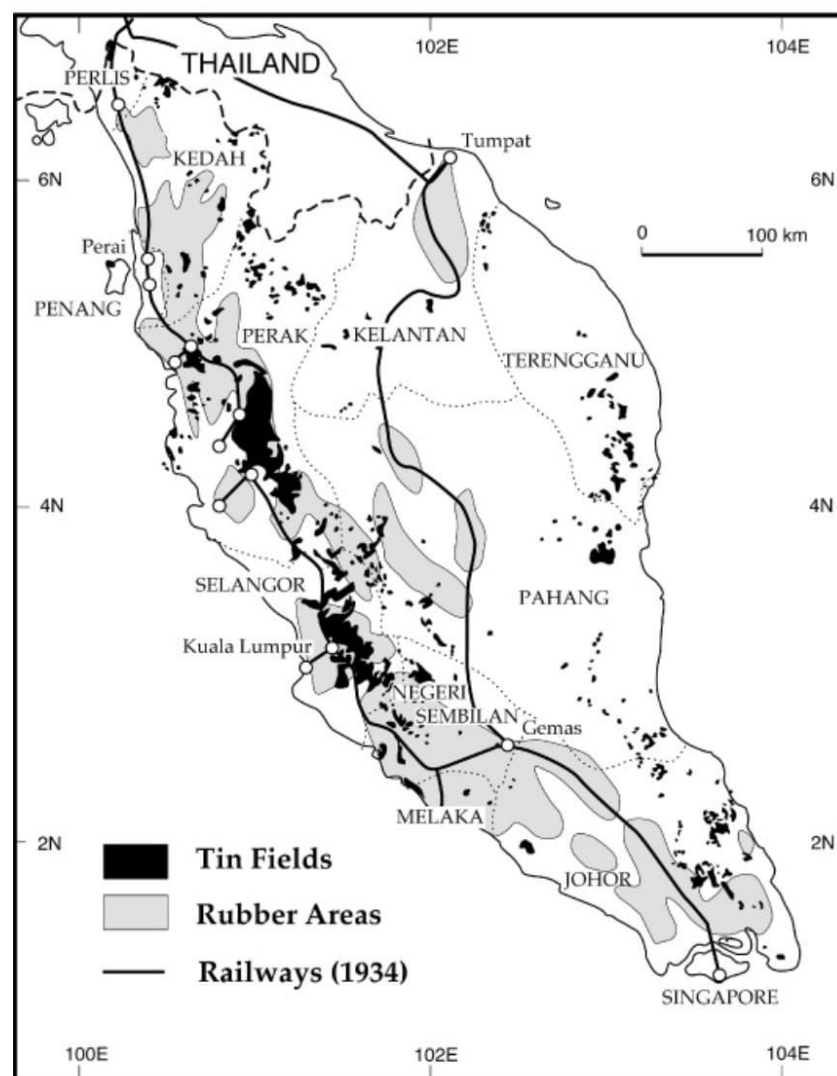
The British provided English education to the sons of the Malay elite and then brought them into civil service, albeit the lowest levels. The most successful example of this goal was the establishment of the Malay College at Kuala Kangsar in 1905. There the sons of the ruling class were brought together at the “Eton* of the East.” Malays of high birth were treated to the curriculum, sports, and rules of English private schools, although they also studied Islam and Malay.

* a prestigious independent boarding school in England

Source C: *Adapted from a historian's view of the impact of British rule in Malaya published in 1982.*

The common belief in Britain at the beginning of the 21st century was that some education should be available for all children. In Malaya, the colonial officials agreed in theory with this idea. The government, however, was generally content with a declaration of intent, and only small steps were taken towards the creation of an education system for all Malaya. Furthermore, the early education policies were strongly influenced by how the British linked different ethnic groups to certain types of jobs.

Source D: *The rail network in Malaya by 1935.*



Source E: *Taken from a report written by a British official in 1938 to the British government.*

Having an adequate revenue at its disposal, the British colonial officers have been able to develop health and education to a point attained perhaps nowhere in the East, except in Japan. The great majority of children in Malaya are taught to read and write. A cheap system of higher education for the locals has also been established to enable them to pursue literary and scientific studies to university standards. The British colonial authority, together with the plantation owners, have also invested money to reduce tropical diseases. The combined progress of good hygiene and education should enable the people of all races in Malaya to compare favourably with any other country in the East.

Source F: *An excerpt from an article titled, 'British colonial divide-and-rule policy in Malaya echoes of India' written by an Indian political researcher. This article was published in 2017.*

Between 1913 and 1950, Malaya's economy grew by 1.5% a year. This was a good deal better than in British India, which grew at about 0.01% between 1900 and 1947. The colonial era did provide British Malaya with what, for the 1950s, was good infrastructure such as paved highways, and a rail network that linked the major centres on the west coast of the Malayan Peninsula, together with electricity and potable water in the major cities. However, as often occurred in colonial times, these were developed originally to serve mining and plantation interests, rather than the native population. In one of my writings on British colonisation of India, I have demonstrated how most of the "benefits" of British colonial rule in India was brought into the country to facilitate colonial exploitation, perpetuate British control or enhance British profits, rather than to benefit Indians. Malaysia was no exception to this colonial rule.

Section B: Essays

Answer **two** questions.

- 2** 'The main reason the Dutch extended their control over Indonesia was because of economic motives.' How far do you agree with the statement? Explain your answer. [10]
- 3** 'The Treaty of Versailles was unjustified.' How far do you agree with the statement? Explain your answer. [10]
- 4** 'The main reason the Japanese military was able to take over the civilian government in the 1930s was due to economic needs.' How far do you agree with the statement? Explain your answer. [10]

- End of Paper -

Copyright Acknowledgements:

- Source A: Frank Swettenham, in *British Malaya*. (John Lane The Bodley Head, 1907).
- Source B: Baker, J. (2020). *Crossroads: A popular history of Malaysia and Singapore*. Marshall Cavendish Editions.
- Source C: Andaya, B. W., & Andaya, L. Y. (2017). *A history of Malaysia*. Palgrave.
- Source D: https://www.researchgate.net/figure/The-rail-network-and-the-distribution-of-rubber-in-Malaya-1935SourceKaur-1999-147_fig1_260643711
- Source E: Butler H., in *Problems of Industry in the East*, with special reference to India, French India, Malaya and the Netherlands India, (International Labour Office, 1938).
- Source F: <https://www.ehm.my/publications/articles/british-colonial-divide-and-rule-policy-in-malaya-echoes-of-india>

Answer Scheme

SBQ

(a) Study Source A.

Why was the book published? Explain your answer [5]

Level	Description	Marks
L1	Reason based on Provenance Swettenham published the book to share his experience of British rule in Malaya.	1
L2	Reason based on context/intent/sub-message Context The book was published because the FMS was just formed in 1896 and Swettenham wanted to show the progress made by the British with this formation. Intent The book was published because Swettenham wanted to praise the British for the progress made. Sub-message The book was published because Swettenham wanted to show that the British had brought about economic improvements to Malaya / the lives of Malays became better.	2
L2	Reason based on Message or Outcome without supporting details.	3
L3	Reason based on Message and Outcome, plus context <i>Award for 4m for message and outcome with supporting details; 5m for use of contexts in relation to message and purpose.</i> <i>4m will also be awarded for message and outcome to put Swettenham's reputation in good light so that he gain support.</i> In light of the formation of the Federated Malay States in 1896 to promote greater administrative efficiency(context), the book British Malaya by Sir Frank Swettenham was published to present a positive account of British colonial rule in Malaya. As a British	4-5

	colonial administrator, Swettenham aimed to justify and promote British imperialism by highlighting the economic growth and improvements under British governance. In Source A, he emphasizes increased revenue, higher production of tin and crops, and the improved living conditions of the Malays. This suggests the book was intended to show that British rule was beneficial for both the economy and the local population. (Message) By publishing such a book in 1906, Swettenham likely wanted to influence British readers and officials, reinforcing the idea that colonization was a civilizing mission that brought progress and prosperity. Therefore, the purpose of the book was to defend and legitimize British colonial policies and possibly to strengthen support for continued British presence in Malaya. (Outcome)	
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(b) Study Source B and C

Having read Source B, are you surprised by Source C? Explain your answer. [6]

Level	Description	Marks
1	Answer based on source surface detail or provenance Yes, I am surprised because Source B said the British built a school for Malays, but Source C said they didn't do much.	1m
2	Uses one or both sources to explain surprise or no surprise <i>Award 2m for using only 1 source; 3m for the use of 2 sources.</i> <u>Use 1 source to explain surprise / not surprise 2m</u> I am surprise that Source C suggests that they only made small efforts and didn't build a proper system for everyone. <u>Use 2 sources to explain surprise/ not surprise 3m</u> I am surprised because Source B shows the British did a lot by building Malay College for the elite, but Source C says they only made small efforts and didn't build a proper system for everyone. Or I am not surprised because Source B shows the British only helped the elite Malays, and Source C also says they didn't provide education for all. So both show education was limited.	2-3m

3	Uses understanding of British colonial policy to explain lack of surprise / Surprise CR to Source E Award 5m for answers that reflect understanding of colonial policy. Having read Source B, I am not surprised because both sources agree that the British provided limited education. Source B shows British education was limited to elite Malays through the Malay College, described as the 'Eton of the East'. It was only for the sons of the ruling class, preparing them for low civil service roles. Source C supports this by stating that the British took only small steps and focused education by ethnicity. This shows the British policy was to educate only a small, loyal group to help run the colony, not to educate the wider population. <u>CR to Source E (Capped at 4m)</u> Having read Source B, I am surprised because both sources disagree on the effort made by the British in providing education. Source B shows the British did a lot by building Malay College for the elite but Source C says they only made small efforts and didn't build a proper system for everyone. Furthermore, Source E agrees with Source B that 'the British colonial officers have been able to develop health and education to a point attained perhaps nowhere in the East, except in Japan.' This shows that the British made significant effort in providing education the people in Malaya. Since Source B is supported by Source E, I am surprise by Source C.	4-5m
4	L3 plus the use of contextual historical knowledge Award 5m, for CR to other source; 6m answers that shows understanding of the contextual historical knowledge. Having read Source B, I am not surprised because both sources agree that the British provided limited education. Source B says the Malay College was the 'Eton of the East' for the sons of Malay rulers, showing it targeted a small elite to fill low-level civil service jobs. Source C supports this by stating the British were content with just promising education for all and took only small steps. It also mentions that education was shaped by race and economic roles. This fits with what we know that the British used education to maintain control. Malays were groomed for administrative roles, Chinese for commerce and mining, and Indians for plantations. Education reinforced these roles and prevented social mobility, supporting the British divide-and-rule policy.	6m

(c) Study Source D

How useful is Source D as evidence of British rule in Malaya? Explain your answer.
[5]

Level	Description	Marks
1	Useful based on basic description of the source Source D is useful as it is a map showing where the tin mines and rubber plantations are located and connected by the railway.	1m
2	Explains usefulness based on literal content or limitation <i>Award 3m for both useful and not useful</i> Example – Usefulness The map is useful because it shows that the British built railways near tin and rubber areas, which suggests they were focused on using Malaya's resources. Or Example – Limitation The map is limited because it does not show how the British governed Malaya or how people were treated under their rule. The map is useful in showing the development brought about by British rule. Source D shows development in the tin mining and rubber plantations as well as the transportation network that connected the Malay states.	2-3m
3	Explain usefulness based on higher level inference from the source This map is useful because it shows the economic priorities of British rule in Malaya — mainly the extraction of tin and the cultivation of rubber. It highlights that tin fields were concentrated in areas like Perak and Selangor, and rubber plantations were widespread in Negeri Sembilan, Johor, and Pahang. It also shows that railways built by 1934 were closely linked to these	4m

	economic zones, suggesting that the British developed infrastructure to support the export of raw materials. Or This map is useful because it shows the uneven development under British rule. As seen in Source D, the states under the Federated Malay States were a lot more developed as compared to the UFMS.	
3	L2 plus the use of contextual historical knowledge This map is useful because it shows the economic priorities of British rule in Malaya — mainly the extraction of tin and the cultivation of rubber. It highlights that tin fields were concentrated in areas like Perak and Selangor, and rubber plantations were widespread in Negeri Sembilan, Johor, and Pahang. It also shows that railways built by 1934 were closely linked to these economic zones, suggesting that the British developed infrastructure to support the export of raw materials. This fits with historical knowledge that the British heavily relied on Chinese labour in the tin mining industry and brought in Indian labourers under the kangani and indenture systems to work on rubber plantations. The railways were not primarily built for the local population's benefit but to transport goods from inland areas to ports like Penang and Singapore, both key export hubs under British colonial trade networks. Source D is supported by Source F. Source F states 'The colonial era did provide Malaysia with what, for the 1950s, was good infrastructure such as paved highways, and a rail network that linked the major centres on the west coast of the Malayan Peninsula, together with electricity and potable water in the major cities.' This shows that the British had invested in developing the transportation system in order to facilitate their economic interest. However, the source is limited because it does not show the political or social aspects of British rule, such as indirect rule through Malay sultans, limited education opportunities, or the ethnic segregation encouraged by British policies. It also ignores the impact of this economic development on local communities. Therefore, while the map is useful for understanding the economic goals and infrastructure priorities of British colonialism, it is less useful for showing the broader impacts of British rule in Malaya.	5

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(d) Study Source E and F

Does Source F prove that Source E is wrong? Explain your answer.

Level	Descriptor	Marks
1	Answer based only on undeveloped provenance Source F prove that Source E is wrong because Source E was written by a British official, so it is biased and cannot be trusted. Source F is written by a researcher much later and is therefore more accurate.	1
2	Prove / does not prove based on content of both sources <i>Award 2m for unsupported and 3m for 1 side supported or 2 sides unsupported; 4m for both supported</i> Source F prove that Source E is wrong because it challenges Source E's view of British rule. Source E presents British rule in a very positive light. It claims that the British developed health and education in Malaya to a level almost unmatched in Asia, saying that "the great majority of children in Malaya are taught to read and write" and that a "cheap system of higher education" was available. It also mentions that the British, along with plantation owners, invested money to improve hygiene and fight tropical diseases, benefiting all races in Malaya. However, Source F disagrees and challenges this positive view. It says that while infrastructure like highways, railways, electricity, and water was developed, these were built mainly to support British economic interests — specifically for mining and plantation industries — rather than to benefit the local population. The author also claims that this was part of a typical colonial pattern where developments helped the colonisers, not the colonised. Therefore, Source F does not agree with Source E's message that British rule led to widespread improvements for the people. While some development did happen, Source F suggests it was mainly for the benefit of the British, not the locals, which shows that Source F proves Source E wrong. Or	2-4

	Source F does not prove Source E wrong as both agrees that the British brought about positive development. Source E's view of British rule. Source E presents British rule in a very positive light. It claims that the British developed health and education in Malaya to a level almost unmatched in Asia, saying that "the great majority of children in Malaya are taught to read and write" and that a "cheap system of higher education" was available. It also mentions that the British, along with plantation owners, invested money to improve hygiene and fight tropical diseases, benefiting all races in Malaya. Source F's concur with view. It states that 'The colonial era did provide British Malaya with what, for the 1950s, was good infrastructure such as paved highways, and a rail network that linked the major centres on the west coast of the Malayan Peninsula, together with electricity and potable water in the major cities.' This shows that the British was responsible for the positive development in Malaya.	
3	Based on content and contextual historical knowledge Source F prove that Source E is wrong because it challenges Source E's view of British rule. Source E presents British rule in a very positive light. It claims that the British developed health and education in Malaya to a level almost unmatched in Asia, saying that "the great majority of children in Malaya are taught to read and write" and that a "cheap system of higher education" was available. It also mentions that the British, along with plantation owners, invested money to improve hygiene and fight tropical diseases, benefiting all races in Malaya. However, Source F disagrees and challenges this positive view. It says that while infrastructure like highways, railways, electricity, and water was developed, these were built mainly to support British economic interests — specifically for mining and plantation industries — rather than to benefit the local population. The author also claims that this was part of a typical colonial pattern where developments helped the colonisers, not the colonised. Historical knowledge supports this. British education in Malaya was selective — mainly for Malay elites through schools like the Malay College Kuala Kangsar. Most locals, especially Indian and Chinese labourers, had limited or no access to higher education. Infrastructure such as the Taiping-Port Weld railway was designed to move tin, not serve rural communities. Similarly, public health campaigns often focused on areas important to the colonial economy. This shows that while development occurred, it mostly benefited the colonial government and business interests, not the broader population. So, Source F does help to prove that the positive portrayal in Source E was misleading or at least exaggerated.	4-5

	Therefore, Source F does not agree with Source E's message that British rule led to widespread improvements for the people. While some development did happen, Source F suggests it was mainly for the benefit of the British, not the locals, which shows that Source F may prove Source E wrong.	
4	Based on purpose of both sources. Source F proves Source E wrong based on both purposes. Source E is less reliable as it was written by a British official in 1938, during a time when colonial governments needed to justify their presence in Malaya. Its purpose was to highlight the supposed success of British rule and portray it as beneficial to the people. That's why it emphasises high literacy, improved hygiene, and equality across races. But this may be exaggerated to show British rule in a good light, especially to a British audience or policymakers. On the other hand, Source F is more reliable as it was written in 2017 by a political researcher. Its purpose is to critically examine British colonialism, drawing comparisons with India, and exposing how British infrastructure and economic development were mainly for colonial profit. It shows that roads, railways, and even education were introduced not to help locals but to extract resources and maintain control. Or However, Source F was produced in 2017 and the researcher would have the benefit of hindsight to study the impact of British rule and would have the necessary data to make a more credible judgement of British rule. By understanding their purposes, we see that Source E tries to justify British rule, while Source F tries to expose its exploitative nature. So even though both describe similar developments, Source F proves that E's portrayal is misleading — the improvements did not mainly serve the people, as Source E claims. Or	6

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

'The lives of the people in Malaya improved significantly under British rule.' How far do these sources support this view? Use the sources and your knowledge to explain your answer

[8]

Level	Descriptor	Marks
L1	Writes about hypothesis, no valid source use	1
L2	Supports or Do not Support, supported by valid source use Source A supports the view that life improved under British rule. Written by Sir Frank Swettenham in 1906, it claims that revenue, tin and rice exports all increased dramatically since 1890, and that Malays were “better housed, better clothed, wealthier, and in every sense more comfortable.” This gives a very positive picture of British rule. However, this source was written by a high-ranking British colonial official who had every reason to portray British rule as successful. The economic growth mentioned likely benefited colonial interests, and while some Malays may have experienced improvement, many groups such as Chinese and Indian labourers remained in poor conditions. Thus, while the source supports the claim, it may exaggerate the benefits and hence not reliable . Source B supports the view. It highlights the creation of the Malay College at Kuala Kangsar in 1905, known as the “Eton of the East,” which educated sons of the Malay elite in English-style schools. This shows that some Malays — particularly the aristocracy — received access to quality education under British rule. However, the source also does not support the statement. It only refers to “sons of the ruling class.” This suggests that improvements were not widespread across all of society. Most ordinary Malays, Chinese, and Indians had little access to this kind of education. Therefore, Source B does not support the statement. Source C does not support the idea that life improved significantly for most people. It points out that although British officials claimed to support education for all, “only small steps were taken.” The source also criticises colonial policy for linking ethnic groups to specific economic roles, which reinforced social divisions. For example, Malays were pushed into agriculture, Chinese into mining, and Indians into plantation work. This rigid division limited social mobility and access to opportunities. This undermines the idea of broad improvement and suggests that British policies were more focused on control than uplifting the people. Source D shows a map of Malaya during British rule with roads, railways, and ports. This can support the view that life improved for the people because it suggests that there was modern development in the country. With better transport, people could travel more easily, access towns and markets, and possibly find better job opportunities. This could have helped improve their lives by making them more connected and improving trade and communication. Source D can also be seen as not supporting the view. Based on the source, the British mainly built roads and railways to help move tin and rubber from mines and plantations to ports. These were valuable exports that made profits for the British. The development was focused on areas important for business, especially on the west coast. Most of the rural areas were not developed, and many ordinary Malays, Chinese, and Indian workers did not benefit from this. This shows that the	2-4

	infrastructure mainly served British economic interests, not the daily needs of the people.	
L3	Supports AND Does not support the view, supported by valid source use <i>Award 5 marks for one Agree and Disagree supported by valid source use. Award additional mark for each subsequent valid source use up to a maximum of 7 marks.</i> <i>For L2 and L3, award a bonus of up to 2 marks (+1/+1) for use of contextual knowledge to question a source in relation to its reliability, sufficiency etc. The total mark for the question must not exceed 8.</i> Bonus But Source A may not be fully reliable. Swettenham was a colonial officer, so he would want to make British rule look good. He wrote this in 1906, when Malaya was still under British control, so he may have wanted to impress people in Britain or defend British actions. Also, he only talks about the Malays, but doesn't mention the Chinese or Indians who worked in tin mines and rubber plantations. From what I've learned, many of them lived in poor conditions and did hard labour for low pay. So not everyone's life actually improved like he claimed. Because of this, Source A is not reliable. It only shows what the British wanted people to believe, but it leaves out the experiences of many ordinary people. Or Source F is reliable because it gives a different view from British officials and comes from a political researcher who was writing in 2017. This means the writer had access to more sources and time to reflect on what really happened, making the source more balanced. Based on what I've learned, there is some truth in the source. While the British built infrastructure, it mainly helped transport tin and rubber to the ports for export. Most of the wealth went to the British, and many locals—especially the Chinese and Indian labourers—worked in harsh conditions. So, although there were some developments, they didn't really improve life for the majority of people. Overall, Source F is quite reliable in challenging the idea that most people's lives got better.	5-8

Notes:

- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough.
- Higher marks in L2/L3 to be awarded on number of sources used.

Section B

- 2 'The main reason the Dutch extended their control over Indonesia was because of economic motives.' How far do you agree with the statement? Explain your answer. [10]

Level	Suggested answers	Marks
1	Identifies/Describes given or other reasons Award 1 mark for identifying one reason, 2 marks for identifying two or more reasons. Award 2 marks for describing one reason and 3 marks for describing 2 or more reasons.	1-3
2	Explains Yes or No Award 4 marks for an explanation of given reason OR other reason, and an additional mark for additional reasons/supporting detail, up to a maximum of 5 marks. One reason the Dutch extended their control over Indonesia was economic motives, driven largely by the introduction of the liberal policy. After ending the Cultivation System in 1870, the Dutch implemented the liberal policy, which encouraged private businesses and foreign investors to develop plantations and industries in Indonesia. As a result, Dutch companies were able to exploit the rich natural resources such as spices, rubber, oil, and coffee more efficiently. This expansion was necessary because the Industrial Revolution in Europe created a huge demand for raw materials, meaning Indonesia's products became highly valuable. Consequently, the Dutch government and businesses invested in building infrastructure like railways, roads, and ports to support the export of these goods. This economic growth made the Dutch more determined to increase and secure their control over Indonesia, often leading to military campaigns against local rulers who resisted Dutch authority. Therefore, it was primarily economic interests and the need to protect profits that caused the Dutch to extend their rule during this period.	4-5
3	Explains Yes and No Award 6 marks for an explanation of Given And other reason, and additional mark(s) for further supporting detail or reason, to a maximum of 8 marks (which include given reason).	

	However, another important reason the Dutch extended their control over Indonesia was their fear of foreign competition, especially from rising powers like the United States. In the late 19th century, European and Western powers were aggressively expanding their empires, and the Dutch were worried that their hold over the Indonesian archipelago could be challenged. One key area of concern was Aceh, in northern Sumatra, which remained largely independent. The Dutch feared that if they did not act, another power might take control of the region. In particular, the United States showed interest in Aceh because it wanted to establish a coaling station and trade routes in the region, which would help strengthen its influence in the Asia-Pacific. This threat alarmed the Dutch, as American involvement in Aceh could undermine Dutch control over the region. As a result, the Dutch launched a military campaign against Aceh in 1873, beginning the long and brutal Aceh War. By trying to fully conquer Aceh, the Dutch aimed to block any foreign interference and secure their claim over all of Indonesia. Therefore, fear of foreign competition was also a reason behind Dutch expansion during this period. While fear of foreign competition was an important reason for Dutch expansion, economic motives were the main driving force. The Dutch were very focused on making profits from Indonesia's natural resources, especially after the liberal policy opened up the economy to private businesses. This shows that money and trade were at the centre of their decisions. Even the fear of competition, like from the US in Aceh, was closely linked to protecting economic interests. If other powers gained influence, the Dutch risked losing access to valuable resources and trade. Therefore, while political and strategic concerns mattered, the Dutch mainly extended their control to secure and grow their wealth. That is why economic reasons were the most important cause of their expansion.	
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- 3 'The Treaty of Versailles was unjustified.' How far do you agree with the statement?
Explain your answer. [10]

Level	Suggested answers	Marks
1	Identifies/Describes given or other reasons Award 1 mark for identifying one reason, 2 marks for identifying two or more reasons. Award 2 marks for describing one reason and 3 marks for describing 2 or more reasons.	1-3
2	Explains Yes or No Award 4 marks for an explanation of given reason OR other reason, and an additional mark for additional reasons/supporting detail, up to a maximum of 5 marks. The Treaty of Versailles was unjustified because it placed harsh punishments on Germany that were unfair and caused more problems than solutions. Germany was forced to accept full blame for the war through the War Guilt Clause, which many Germans believed was too harsh since other countries also contributed to the conflict. The treaty demanded huge reparations payments of 132 billion gold marks, which crippled Germany's economy and caused hyperinflation and widespread poverty. Germany also lost important territories such as Alsace-Lorraine to France, the Saar Basin was placed under League of Nations control, and the industrial region of the Rhineland was demilitarised. In addition, Germany lost all its overseas colonies. These territorial losses, combined with military restrictions, humiliated Germany and created feelings of anger and resentment. These harsh terms made it difficult for Germany to recover and contributed to political instability, eventually helping extremist groups like the Nazis rise to power.	4-5
3	Explains Yes and No Award 6 marks for an explanation of Given And other reason, and additional mark(s) for further supporting detail or reason, to a maximum of 8 marks (which include given reason). However, the Treaty of Versailles can be seen as justified because the Allied powers wanted to ensure that Germany could never start another war and threaten peace again. World War I caused	

	enormous destruction and loss of life, with millions of soldiers and civilians killed or injured. The Allies believed it was necessary to hold Germany responsible for the damage and to make sure it was weakened enough to prevent future aggression. The reparations demanded from Germany were intended to help rebuild the countries most affected by the war, such as France and Belgium, which had suffered widespread destruction of their lands and industries. Limiting Germany's military power — for example, by restricting its army to 100,000 soldiers and banning tanks, aircraft, and submarines — was seen as essential to stop Germany from being able to wage another large-scale war. From the perspective of France and Britain, the treaty was not only a punishment but also a practical step to protect countries in Europe by avoiding another war from happening again. In weighing both views, it is clear that while the Treaty of Versailles aimed to maintain peace and punish Germany for its role in World War I, many of its terms were too harsh and ultimately counterproductive. The treaty's punishments created economic hardship and political anger in Germany, which led to further instability in Europe. However, the Allied powers' fear of another war was understandable given the devastation they had just experienced. On balance, I agree that the treaty was largely unjustified because it punished Germany too severely without creating a stable and fair peace, setting the stage for future conflict instead of preventing it.	
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- 4 'The main reason the Japanese military was able to take over the civilian government in the 1930s was due to economic hardship.' How far do you agree with the statement? Explain your answer. [10]

Level	Suggested answers	Marks
1	Identifies/Describes given or other reasons Award 1 mark for identifying one reason, 2 marks for identifying two or more reasons. Award 2 marks for describing one reason and 3 marks for describing 2 or more reasons.	1-3
2	Explains Yes or No Award 4 marks for an explanation of given reason OR other reason, and an additional mark for additional reasons/supporting detail, up to a maximum of 5 marks	4-5

3	Explains Yes and No Award 6 marks for an explanation of Given And other reason, and additional mark(s) for further supporting detail or reason, to a maximum of 8 marks (which include given reason). One reason the Japanese military was able to take over the civilian government in the 1930s was the severe and prolonged economic hardship Japan faced from the 1920s onwards. During the 1920s, many small banks had lent heavily to a narrow group of industries. When these industries declined after World War I, borrowers defaulted on their loans, triggering a major banking crisis in 1927. Public panic led to mass withdrawals and bank failures, causing many to lose their savings and faith in the civilian government. Although temporary stability was restored, the Great Depression in 1929 led to a collapse in demand for Japan's main export, silk, resulting in a 20% drop in the economy between 1929 and 1931. Farmers were hit especially hard, with incomes falling by 43%, while rent demands remained unchanged. Widespread poverty, especially in rural areas, and the government's close ties to powerful business elites (Zaibatsus) led to growing resentment. In contrast, the military appeared decisive and offered a clear solution—aggressive expansion abroad. The 1931 invasion of Manchuria was widely supported by the public, who believed it would provide land, resources, and markets to solve the economic crisis. At the same time, social unrest and fears of a communist uprising made national security a top concern, further justifying the military's growing role. The military's ability to act while the civilian government appeared weak and indecisive allowed it to steadily gain control over political power. Other factors: Another reason the Japanese military was able to take over the civilian government was the structural weakness of Japan's political system, which made effective civilian leadership almost impossible. The Prime Minister faced constant difficulty passing laws due to divisions in the Diet, and also had to consider the influence of unelected bodies like the Genro and the Privy Council, which could overrule decisions. Civilian authority over the military was limited, as army and navy ministers were appointed by the Emperor and could	

	not be removed by the Prime Minister. Without a strong central figure to unify political factions, the government appeared fragmented and weak. The military exploited this by refusing to appoint army or navy ministers, effectively blocking any cabinet they disapproved of. At the same time, extremist nationalist groups such as the Kodoha, Sakurakai, and League of Blood, often backed secretly by senior officers, used violence to destabilise the government. The assassinations of PM Hamaguchi in 1930 and PM Inukai in 1932 created an atmosphere of fear and crisis. Instead of condemning the violence, military leaders defended the attackers and demanded political change. In May 1932, the Emperor appointed a naval admiral as Prime Minister, with a cabinet dominated by military figures — marking the point at which Japan came under full militarist control. When we compare both factors, it is clear that economic hardship helped the military gain support, but it was the weaknesses in the political system that truly allowed the military to take over. Economic problems like falling incomes and unemployment made people lose trust in the civilian government and support the military's actions, such as the invasion of Manchuria. However, just having public support would not have led to full military control if the government had been strong enough to resist. In this case, the divided government, the lack of control over the military, and the failure to punish political violence meant that no one could stop the army from taking over. So while economic hardship was important, it was the structural weakness of the civilian government that allowed the military to rise without serious opposition. Therefore, I believe that the weakness of the political system was the main reason the military could take over the government in the 1930s.	
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