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CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAM 2025

HISTORY

2174/01

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

22 August 2025
1 hour 50 minutes

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces provided at the top of this page and on all separate sheets of paper used.

Write in dark blue or black pen.

You may use a soft pencil for any rough working.

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

Section A

Answer **all parts** of Question 1.

Section B

Answer **two** questions.

Write all answers on the writing paper provided.

Start each question on a fresh page of the writing paper.

Start each section on a fresh sheet of paper.

At the end of the examination, fasten Section A and Section B separately.

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 cartoon published in 1933? Explain your answer. **[5]**
- (b) Study Source B.**
Are you surprised by this source? Explain your answer. **[5]**
- (c) Study Source C.**
How useful is this source as evidence of the impact of British intervention in the Malay States? Explain your answer. **[6]**
- (d) Study Sources D and E.**
Both sources differ in their views on the impact of British colonisation. Whose view do you trust more? Explain your answer. **[6]**
- (e) Study all the sources.**
“British intervention in the Malay States brought benefits to the locals.”
How far do the sources support this view? Use the sources and your knowledge to explain your answer. **[8]**

British Intervention in the Malay States

BACKGROUND INFORMATION

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

British intervention in the Malay States significantly reshaped the region's political, economic, and social landscape from the 19th century. Politically, the British established indirect rule through Residents and Advisors, reducing the power of Malay rulers. Economically, they transformed the states into key exporters of tin and rubber, integrating them into the global economy but making them dependent on commodity prices. Socially, British policies encouraged the immigration of Chinese and Indian laborers, altering the demographic composition and creating a plural society. In developing Malaya, the British spent large sums of money in building the economy and infrastructure and developing social services. Administration of Malaya also improved.

Study the following sources to assess if these improvements had benefitted the locals.

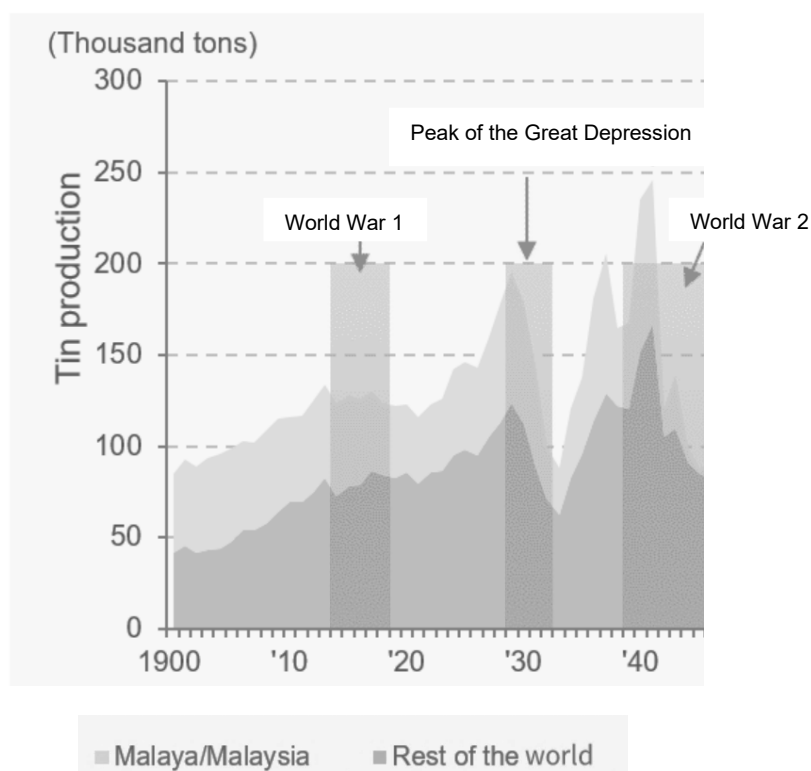
Source A: A cartoon published by a local Chinese cartoonist in the *Malayan Saturday Post*, 11 February 1933 after the announcement of the intention to build a Hill Station and a road up the Penang Hill, similar to the one at Fraser's Hill where British officials used for their leisure due to the cool weather.



Source B: *An extract of a statement from the Malay rulers at the start of the first Durbar meeting in 1897.*

We, the Sultans of the Malay States of Selangor, Perak, Pahang, and Negri Sembilan, by the invitation of Your Majesty's High Commissioner, are meeting together, for the first time in history, to discuss the affairs of our States confederated under Your Majesty's gracious protection. We desire to offer to Your Majesty our respectful and cordial congratulations on a reign of unexampled length and unequalled progress, and we pray for Your Majesty's long life and the continuance of that protection which has already brought such prosperity to Malaya.

Source C: *Data published in 1996 by the Economic Development of Modern Malaya, showing Malaya's share of Global Tin Production till World War Two.*



Source D: *An extract from a research paper published in 2021 by a Malaysian academic on the Economic Inequality in British Colonial Malaya.*

Although Malaya was one of the richest colonies in the British Empire, its socioeconomic development during the colonial era was fairly limited. It produced, for example, more than half of the world's tin by the end of the 19th century, and by the early 20th century was also the world's largest natural rubber producer. But welfare gains to the masses were insignificant, and huge geographical disparities emerged, especially between urban and rural areas. During the period, economic policies, and supportive legislation, favoured colonial economic objectives, and did not aim to improve the well-being of any community group, nor to spread the benefits geographically. There were vast inequalities between the British, other Europeans, and the very small aristocratic and business elite of Malayan society on the one hand, and the majority of Malays, Chinese, and Indians on the other.

Source E: *An adapted extract taken from a book written by Frank Swettenham, Resident-General of the Federated Malay States published in 1906.*

The Government has involved every nationality in municipal administration.

To achieve this, we aimed at developing the country for the benefit of the people and gave early attention to education. The Government established in all the States a system of free education at vernacular* schools, where Malay reading and writing, arithmetic, and some geography are taught to both boys and girls. In towns, there are English schools with English masters. The most promising boys can go on to a school where English is taught. There are also Chinese and Tamil schools. The children of these nationalities usually manage to attend an English-medium school. Special efforts have been made to provide a suitable education for the children of Malay Rajas and chiefs; but the Government has not aimed at educating the children of any class or nationality to unfit them for the lives they will probably have to lead.

*vernacular: dialect

Source F: *An academic article on the impact of colonialism on natural resources published in 2019. The title of the article is Earth Day: Colonialism's role in the overexploitation of natural resources.*

Since the 15th century, the Indian Ocean has been the site of global trade. Colonialism built upon local economic systems but also built up and shaped many of the massive industries and processes that are currently at play in the region.

For example, British colonialists transformed the Malay peninsula into a plantation economy to meet the needs of industrial Britain and America. This included the expanding demand for cheap rubber during the industrial revolution. Exploitative colonial policies in Singapore and the Malay Peninsula limited the economic options of poor Malays, Indians and Chinese. These workers were increasingly forced to clear vast swathes of rainforest to literally carve out a living for themselves at the expense of local ecosystems. Meanwhile, more than half a century after the end of colonial rule in the Malay peninsula, the over-exploitation of local resources through extensive logging continues.

Section B: Essay Questions

Answer **two** questions.

2. "French intervention in Vietnam benefitted Vietnam." How far do you agree with this statement? Explain your answer. [10]

3. "The harsh terms of the Treaty of Versailles was a necessity to maintain peace in Europe." How far do you agree with this statement? Explain your answer. [10]

4. "The adoption of the policy of appeasement in the 1930s was a mistake." How far do you agree with this statement? Explain your answer. [10]

End of Paper.

Acknowledgements:

- 1 Source A: Taken from: <https://www.sciencedirect.com/science/article/pii/S0305748822000767>
- 2 Source B: Taken from: <https://britishmalaya.home.blog/2019/05/25/the-first-durbar-in-malaya-1897>
- 3 /Source C: Taken from: <https://www.ehm.my/publications/articles/about-tin-mining>
- 4 Source D: Taken from: <https://www.ehm.my/publications/articles/economic-inequality-in-british-colonial-malaya>
- 5 Source E: Taken from: <https://ia801600.us.archive.org/28/items/britishmalayaacc00swet/britishmalayaacc00swet.pdf>
- 6 Source F: Taken from: <https://theconversation.com/earth-day-colonialisms-role-in-the-overexploitation-of-natural-resources-113995>



**CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAM 2025**

HISTORY

2174/02

Paper 1

22 August 2025

1 hour 50 minutes

Additional Materials: Answer Paper

MARKING SCHEME

Section A (Source-Based Case Study)

1(a) Study Source A.
Why was this cartoon published in 1933? Explain your answer. **[5]**

Levels	Descriptors	Mark Range
1	Lifting from Source Details	1
2	Makes inferences, unsupported. <i>Award 2m for 1 inference, unsupported.</i> <i>Award 3m for inference of purpose, unsupported.</i>	2-3
3	Makes inference, supported and contextualised. <i>Award 3m for inference, supported.</i> <i>Award 4m for contextualisation of source.</i> <p>Eg. Eg. This cartoon was published in 1933 in Penang to criticise the colonial government for spending unnecessarily. Source A shows a cartoon of a local man pulling a rickshaw with two government officials up to the Golf links in Penang Hill. The local rickshaw puller seemed to be struggling while the two officials were lazing in their seat. The headline of this article states, "Hill Station For Whom?" and the caption that states "His Excellency wishes to spend a large sum of public money on developing a Hill Station at Penang. Would this expenditure be, as at Fraser's Hill, mainly for the benefit of Government Officials?" The use of public funds to fund the leisure activities of the British officials come at the expense of the needs of the public, represented by the rickshaw puller and the signage that states "See Malacca's ruins". This shows the exploitative nature of the British government officials as they would rather spend public funds on their leisure rather than rebuilding Malacca and helping the locals. Thus, this cartoon was published to criticise the government. This is especially so as this was published immediately after the Great Depression and the people in Malaya would still be suffering from the effects of it and thus, whatever public funds there was should be channelled to help them instead of for the pleasure of the British officials.</p>	3-4
4	Makes inference of purpose, supported and contextualised <i>Award 4m for inference of purpose, supported.</i> <i>Award 5m for contextualisation of source with purpose</i> <p>Eg. This cartoon was published in 1933 in Penang to criticise the colonial government for spending unnecessarily so that the British government would reconsider the use of this public</p>	4-5

	<p>money on the building of the hill station and the road. Source A shows a cartoon of a Chinese man pulling a rickshaw with two government officials up to the Golf links in Penang Hill. The Chinese rickshaw puller seemed to be struggling while the two officials were lazing in their seat. The headline of this article states, "Hill Station For Whom?" and the caption that states "His Excellency wishes to spend a large sum of public money on developing a Hill Station at Penang. Would this expenditure be, as at Fraser's Hill, mainly for the benefit of Government Officials?" The use of public funds to fund the leisure activities of the British officials come at the expense of the needs of the public, represented by the rickshaw puller and the signage that states "See Malacca's ruins". This shows the exploitative nature of the British government officials as they would rather spend public funds on their leisure rather than rebuilding Malacca and helping the locals. Thus, this cartoon was published to criticise the government and to get them to reconsider this expenditure and to use it for the locals. This is especially so as this was published immediately after the Great Depression and the people in Malaya would still be suffering from the effects of it and thus, whatever public funds there was should be channelled to help them instead of for the pleasure of the British officials.</p>	
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1(b) Study Source B.
Are you surprised by this source? Explain your answer. [5]

Levels	Descriptors	Mark Range
1	Surprise Or Not Surprised Based on Provenance.	1
2	Surprise &/ Or Not Surprised Based on Content, unsupported.	2
3	Surprise &/ Or Not Surprised Based on Content, supported.	3
4	<p>Surprise &/ Or Not Surprised Based on Content, supported and cross-referred.</p> <p>Eg. I am not surprised by Source B that there was an improvement in the economy of the Malay States. Source B states "we pray for Your Majesty's long life and the</p>	4

	<p>continuance of that protection which has already brought such prosperity to Malaya.” This suggests that under British colonization, Malaya’s economy had achieved great success as it had led to prosperity. This is not surprising as it can be supported by Source C which shows merely one aspect of the Malaya’s economy booming and growing ahead of others despite challenges of the World Wars and the Great Depression. For instance, during the World War One, tin production hit 125 000 tons as compared to the 75 000 tons from the rest of the world. This shows that the tin trade was still even during a major war. This would have helped the Malayan’s economy and thus since Source C supports Source B, I am not surprised by Source B.</p>	
5	<p>L4 + Answers based on Evaluation of Provenance. <i>Award 5m if answer is based on evaluation of provenance alone and 6m if there is cross-referencing and evaluation of provenance.</i></p> <p>Eg. I am also not surprised by Source B based on my evaluation of the provenance. Source B was a statement given by the Malay rulers at the start of the first Durbar meeting in 1897. This meeting was agreed upon at the Federated of Malay States agreement which the Sultans had pushed for. In that agreement, the Sultans were promised the Durbar, a meeting comprising the Sultans, the four Residents and the Resident-General, to discuss matters concerning the four states. This would mean a restoration of power back to the Sultans, something that they had lost under the Residential System. As such, the Sultans would look upon this meeting with high hopes and anticipation. As such, the tone of praise of the British and the optimism felt is not surprising.</p>	5

1(c) Study Source C.
How useful is this source as evidence of the impact of British intervention in the Malay States? Explain your answer.

[6]

Levels	Descriptors	Mark Range
L1	Useful/ Not Useful based on provenance	1
L2	Useful &/OR Not Useful based on content, unsupported.	2

L3	<p>Useful &/OR Not Useful based on content, supported. <i>Award 3m for one-sided, supported.</i> <i>Award 4m for two-sided, supported.</i></p> <p>Eg. Source C is useful in showing that the British had helped to grow the tin industry in Malaya and brought much success. Source C shows a data of Malaya's share of the Global Tin Production till World War Two. Data shows that Malaya's tin production had consistently been higher than the rest of the world, even during times of critical global events such as World War One, Great Depression and World War Two. Malaya was producing at about 125 000 tons, 200 000 tons and 250 000 tons respectively during the three crisis while the rest of the world was producing at a much lower rate of 75 000 tons, 120 000 tons and 150 000 tons respectively. This shows that under the British, tin trade grew tremendously, dominating the world in production. Thus Source C is useful.</p> <p>Eg. Source C is limited in showing that British rule brought about a loss of power of the local leaders who had to listen to the direct ions given by the Federal Government. Since this is missing, it is limited in usefulness.</p>	3-4
L4	<p>Useful &/OR Not Useful based on content, supported and cross-referred <i>Award 4m for one-sided, supported and cross-referred.</i> <i>Award 5m for two-sided, supported and cross-referred</i></p> <p>Eg. Source C is useful in showing that the British had helped to grow the tin industry in Malaya and brought much success. Source C shows a data of Malaya's share of the Global Tin Production till World War Two. Data shows that Malaya's tin production had consistently been higher than the rest of the world, even during times of critical global events such as World War One, Great Depression and World War Two. Malaya was producing at about 125 000 tons, 200 000 tons and 250 000 tons respectively during the three crisis while the rest of the world was producing at a much lower rate of 75 000 tons, 120 000 tons and 150 000 tons respectively. This shows that under the British, tin trade grew tremendously, dominating the world in production. This is supported by my contextual knowledge which states that by the turn of the century, the Federated Malay States became the world's largest producer of tin. This was made possible because the investors were European businessmen who had large sums of money to purchase the latest and most sophisticated equipment such as tin dredgers. Furthermore, the political stability brought about by the British rule and higher regularity standards gave assurance to more investors. The British also ensured the availability of manpower by bringing in the</p>	4-5

	<p>Chinese. All these allowed the tin industry to take root and flourish, improving the economy of Malaya. Since my contextual knowledge supports Source C, Source C is reliable and therefore useful.</p> <p>Eg. Source C is limited in showing that British rule brought about a loss of power of the local leaders. This is seen in my contextual knowledge which shows that the Sultans lost more of their power even after the Residential System was replaced by the Federated Malay States. Power now rested in the hands of the Federal government and the Resident-General. Sultans no longer took care of the administration of their states with the exception of matters concerning Malay customs and religion. Since this is missing from Source C, Source C is limited in its usefulness.</p>	
5	<p>L4+ Evaluation of Provenance <i>Award 5m for evaluation of provenance only.</i> <i>Award 6m for cross-reference and evaluation of provenance.</i></p> <p>Eg. Source C is useful as it is data consolidated in 1996 and thus there is avenue for the researcher to corroborate information from different sources and do a comparative study of the trends of growth between Malaya and the rest of the world in the area of tin production. There would be no reason for him to provide false information in the study and thus the source would be reliable and thus useful.</p>	5-6

1(d) Study Sources D and E.
Both sources differ in their views on the impact of British colonisation. Whose view do you trust more? Explain your answer. **[6]**

Levels	Descriptors	Mark Range
L1	<p>Answers Based on Provenance.</p> <p>Eg. I trust Source D more since it is by an academic while Source E is by a British official</p>	1
L2	<p>Answers Based on Content, unsupported.</p>	2
L3	<p>Answers Based on Content, supported. <i>Award 3m for evaluation of content of 1 source.</i> <i>Award 4m for evaluation of content of 2 sources.</i></p>	3-4

L4	<p>Answers Based on Content, supported and cross-referred.</p> <p><i>Award 4m for evaluation of content of 1 source, cross-referred.</i></p> <p><i>Award 5m for evaluation of content of 2 sources, cross-referred.</i></p> <p>Eg I can trust Source D regarding the lack of help provided for the different communities in Malaya. Source D states “During the period, economic policies, and supportive legislation, favoured colonial economic objectives, and did not aim to improve the well-being of any community group, nor to spread the benefits geographically.” This suggests that the British was more interested in their own benefits than that of the locals. They had prioritised their own interests above that of the locals and whatever policies they introduce would first benefit themselves first. This is supported by Source F which shows “Exploitative colonial policies in Singapore and the Malay Peninsula limited the economic options of poor Malays, Indians and Chinese.” This shows that in their plans, the British were more interested in policies that would make themselves wealthier and the interests of the locals would not be considered. Since Source F supports Source D, Source D is therefore reliable and I can trust it.</p> <p>Eg. However, I cannot trust Source E regarding the amount of help given to the locals. Source E states “To achieve this, we aimed at developing the country for the benefit of the people and gave early attention to education.” This seems to suggest that the British were concerned about the well-being of the locals as social services were provided for them to help improve their life. This is contradicted by my contextual knowledge which shows that while the British had provided free compulsory education for the Malays, it was only up till primary level. For the common people, the British made little effort to provide education. Many English- medium schools were established for boys from the upper classes and education for the girls and children of other social classes were left to the goodwill of philanthropists and missionaries. Since my contextual knowledge contradicts Source E, Source E is not reliable and thus I cannot trust it.</p>	4-5
L5	<p>Evaluation Based on Evaluation of Provenance with content.</p> <p><i>Award 5m for evaluation of provenance of the 2 sources.</i></p> <p><i>Award 6m for evaluation content, cross-referred and provenance of the 2 sources.</i></p> <p>Eg. I trust Source D more than Source E because Source D was from a research paper published in 2021 by a Malaysian</p>	5-6

	<p>academic who had the privilege of hindsight and would have done an extensive study into the areas. As a Malaysian academic, he would also have direct sources of information, including oral histories. Source E, on the other hand is from Frank Swettenham, the Resident-General of the Federated Malay States. This was written in 1906 and thus, he would defend his governance and claim that the British were there to help the locals. As such, he would only paint a positive picture of the British work so that the British would continue to gain support for their colonial efforts. As such, due to the objective view of the academic who recognised the good that the British had brought to the economy but highlighted the neglect in other areas such as the social welfare of the locals compared to Source E which only demonstrated the benefits the British brought, I would trust Source D more.</p>	
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1(e) Study all the sources.
“British intervention in the Malay States brought benefits to the locals.” How far do the sources support this view? Use the sources and your knowledge to explain your answer.

[8]

Levels	Descriptors	Mark Range
1	Identifies sources that support AND/OR does not support the statement, unsupported with source details.	1
2	Yes OR No, supported by valid source use. <i>Award 2m for one Y or N supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 4m.</i>	2-4
3	Yes AND No, supported by valid source use. Award 5m for 1 Yes and No supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7m. For L2 and L3, award a bonus of up to two marks (i.e., +1/+1) for use of contextual knowledge to question a source in relation to its reliability, sufficiency etc. The total mark must not exceed	5-8

[Turn over

8.

Supports	Does not support
B, C, E	A, D, F

Supports

Eg. Source B supports this view as the Sultans of the four Federated Malay States were grateful to the Queen for the prosperity that the British had helped gain for Malaya. Source B states “we pray for Your Majesty’s long life and the continuance of that protection which has already brought such prosperity to Malaya.” This suggests that under the leadership of the British, the Malay States had seen progress economically. This means that there would possibly be more job opportunities for the locals, thereby allowing them to enjoy a better standard of living. Thus, Source B shows that with the prosperity brought by the British, the locals enjoyed a better life.

Eg. Source C supports this view as it shows that Malaya was leading in the production of tin from the 1900s till the period of the war. Source C shows a rising trend in the production with a major dip during the Great Depression. This trend is also observed for the rest of the world. However, production level had consistently been higher than that of the rest of the world. For instance, production level in 1920 and 1940 for Malaya stood at 125 000 tons and 240 000 tons respectively while the rest of the world were producing 75 000 tons and 160 000 tons during the same period. This suggests that there would have been an abundance of job for the locals since the tin mines would need lots of miners and the port areas would also require workers for the transportation of tin. Local investors such as the Chinese would also have benefitted from this rising trade. However, this source is limited in usefulness as the data failed to show who benefitted the most from the tin trade. Based on my contextual knowledge, most of the profits were paid out to investors and shareholders who lived outside of Malaya in Europe and India. As such, the locals were not the ones who benefitted from the tin trade. In fact, the local Malays, for instance, were not involved in the tin trade and were largely kept in the agricultural sector, showing that they did not really benefit from the tin trade. Since Source C is limited in usefulness, it is not a valid source to support the view.

Eg. Source E supports this view as it showed that the locals were given equal opportunities to education. Source E states, “we aimed at developing the country for the benefit of the people and gave early attention to education” and “the

	<p>Government has not aimed at educating the children of any class or nationality to unfit them for the lives they will probably have to lead.” This shows that the British were concerned about the locals and their welfare and wanted to provide all with equal opportunities in life so that they would be able to be educated to better their lives. Since the British’s aim was to educate all and had put in place policies to ensure this, the locals would have benefitted from this and received the education they needed to get ahead in life.</p> <p><u>Does not Support</u></p> <p>Eg. Source A does not support this view as it shows that the locals were still involved in hard labour. Source A shows a Source A shows a cartoon of a local man pulling a rickshaw with two government officials up to the Golf links in Penang Hill. The local rickshaw puller seemed to be struggling while the two officials were lazing in their seat. The headline of this article states, “Hill Station For Whom?” and the caption that states “His Excellency wishes to spend a large sum of public money on developing a Hill Station at Penang. Would this expenditure be, as at Fraser’s Hill, mainly for the benefit of Government Officials?” The use of public funds to fund the leisure activities of the British officials come at the expense of the needs of the public, represented by the rickshaw puller and the signage that states “See Malacca’s ruins’. This shows that the locals were continually exploited and public funds had not been used to help them. Instead, it was meant to benefit the colonial officials and not the locals. This source is reliable as it was published by a local Chinese in a local newspaper to show his disapproval of the British use of public funds and to rally the locals against the decision so as to pressure the British officials not to abuse the use of the funds. For a local to show such disapproval openly against the British during the 1930s in a local newspaper shows a lot of courage and he was able to point to a similar abuse of such power at the Fraser’s Hill demonstrated that he can be trusted. Thus Source A is a valid source to question the view.</p> <p>Eg. Source D does not support this view as it suggests that in general the locals did not benefit from the economic progress made by the British. Source D states “There were vast inequalities between the British, other Europeans, and the very small aristocratic and business elite of Malayan society on the one hand, and the majority of Malays, Chinese, and Indians on the other.” This suggests that while the British brought progress to Malaya, it only benefitted themselves and a minority group of the aristocratic locals. In general, the majority of the locals failed to reap the benefits of the thriving economy.</p>	
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	Eg. Source F does not support this view as it suggests that the locals were exploited to help the British expand their wealth. Source F states “Exploitative colonial policies in Singapore and the Malay Peninsula limited the economic options of poor Malays, Indians and Chinese. These workers were increasingly forced to clear vast swathes of rainforest.” This suggests that instead of bringing in benefits to the locals, the British policies brought harm to the locals through exploiting their labour.	
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Section B: Essay Questions

Answer **two** questions.

(2) “French intervention in Vietnam benefitted Vietnam.” How far do you agree with this statement? Explain your answer. [10]								
Levels	Descriptors	Mark Range						
1	<p>Identifies/ Describes benefit/harm brought about by French intervention in Vietnam</p> <p><i>Award 1 mark for identifying one benefit/harm, 2 marks for identifying 2 or more.</i> <i>Award 2 marks for describing one benefit/ harm and 3 marks for describing 2 or more.</i></p>	1-3						
2	<p>Explains Benefit(s) OR Explains Harm(s)</p> <p><i>Award 4 marks for an explanation of benefit OR harm brought about by French intervention in Vietnam, and an additional mark for additional reason(s) or further supporting details, to a maximum of 5 marks.</i></p>	4-5						
3	<p>Explains Benefit(s) AND Explains Harm(s)</p> <p><i>Award 6 marks for an explanation benefit AND harm brought about by French intervention in Vietnam, and additional mark for further supporting details or reason, to a maximum of 8 marks.</i></p> <table><tr><td>6 marks</td><td>1W + 1W</td></tr><tr><td>7 marks</td><td>1S + 1W 3W</td></tr><tr><td>8 marks</td><td>1S + 1S 1S + 2W</td></tr></table>	6 marks	1W + 1W	7 marks	1S + 1W 3W	8 marks	1S + 1S 1S + 2W	6-8
6 marks	1W + 1W							
7 marks	1S + 1W 3W							
8 marks	1S + 1S 1S + 2W							

	<p>Eg. French intervention in Vietnam brought about benefits to Vietnam as it helped to modernise the economy. Vietnam's traditional economy was transformed into a system based on international trade, with increased land ownership, production, exports and taxes. Prior to the arrival of the French, Vietnam's economy was mainly agricultural with some mining, handicrafts and fishing. With the arrival of the French, they developed the extractive economy which is a resource-based economy, dependent on harvesting or extracting natural resources for sale or trade. By 1930, Vietnam became the largest producer of coal in Southeast Asia and was producing 2 million tons of coal a year. This provided poor Vietnamese with jobs. In the agricultural sector, Vietnam turned from subsistence farming to an export economy. Rice and other cash crops were massively expanded. Between 1860 and 1900, Vietnamese rice exports grew tenfold. By the 1920s, rice was Vietnam's leading export, making up two-thirds of total exports. Vietnam became the world's third largest producer for rice. The scale of rice production increased as rice exports became the main source of income for Vietnam's economy. Next, to support this international trade, the French replaced the barter system of trade and the zinc-copper coins with a silver-based currency. International trade in this period was largely conducted in silver currencies. In 1885 and 1892, the Vietnamese silver-based piastre coins and notes were respectively issued throughout Vietnam. This switch provided a common and stable currency that attracted more traders and investors into Vietnam. Thus, with French intervention, the Vietnamese economy expanded, creating more opportunities for large scale investments to flow into Vietnam.</p> <p>Eg. However, French intervention in Vietnam also brought harm to Vietnam in its economy. One such harm brought about by the French intervention was the opening up of the Vietnamese economy to the world, making the Vietnamese more vulnerable to competition. Firstly, the Vietnamese economy served only the French needs. The French set up trade barriers (such as extremely high taxes) to discourage Vietnam's commerce with China, its trading partner. They also heavily taxed imports from countries other than France. This meant that the Vietnamese had to buy French products even when these products were more expensive. This impacted local trade as the local artisans and craftsmen had to compete with the French who aimed at making Vietnam a market for their manufactured goods. As a result of this, Vietnam was no longer self-sufficient, and their traditional crafts suffered. Secondly, with the Vietnamese economy plucked into the world economy, they would be more affected by external forces or fluctuations. For example, during the Great Depression, falling prices for Vietnam's export brought the country close to economic ruin. As prices fell, landlords</p>	
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	<p>slashed production and thousands of workers were dismissed, which amounted to 40% of the workforce. The remaining workers had halved wages and in 1934, half a million hectares of rice land were no longer under cultivation. Thus, the Vietnamese suffered economically with their economy exposed to the fluctuations of the world market.</p> <p>Eg. Another harm that the French rule brought on the Vietnamese was the deterioration in living standards. Firstly, there was an increase in the burden of taxation imposed on the Vietnamese. The French government acquired a monopoly of the trade of consumer goods such as salt and taxed them heavily. Many Vietnamese often did not have enough land to farm for their own consumption and barely managed to survive on what they produced. For example, the government monopolised goods such as opium and alcohol, and villages were required to purchase designated amounts and those which bought too little were punished. Therefore, the rule under the French brought more unhappiness and burden on the locals as many had difficulty in making ends meet. This would cause some families to have problems in acquiring items for basic needs and would deteriorate their standard of living. Furthermore, there was a change in livelihood to contract workers. Workers were contracted to work for fixed period of time in the plantations and mines as contract labour in exchange for pay. Most of these workers had been farmers before and could rely on their own farms for food. However, they now had to rely on paid employment to feed their families. Also, the French introduced a system of forced labour. For example, workers were forced to work for long hours with little or no pay. The workers had to endure long working hours with inadequate food, medical care and housing. Therefore, this led to poorer standard of living for the contract workers as their income were unstable and was more difficult for them to take care of their families. Furthermore, this led to the deterioration in the quality of life.</p> <p><i>(In order to get 5m, students must have provided 2 pieces of evidence.)</i></p> <p><i>Award an additional 2 marks (to a maximum of 10 marks) for a balanced conclusion based on an explicit consideration of the relative importance of different reasons.</i></p> <p><i>The total marks to be awarded for the response will be based on marks obtained at L3 + 2 bonus marks. i.e. L3/6 +2; L3/7+2; L3/8+2</i></p> <p>Eg. Overall, I disagree with statement as while the French did modernise and expand the Vietnamese economy, it was more for the benefits of the French, than for Vietnam. While the</p>
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	French reaped in the benefits of this new economy, Vietnam's resources and people were exploited to ensure that maximum profits went to the French. Policies introduced hardly benefitted Vietnam and in fact, most Vietnamese suffered due to the low wages and harsh working conditions in this new economy.	
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(3) “The harsh terms of the Treaty of Versailles was a necessity to maintain peace in Europe.” How far do you agree with this statement? Explain your answer. [10]

Levels	Descriptors	Mark Range						
1	<p>Identifies/ Describes reasons for why harsh terms of the TOV was a necessity/ not a necessity.</p> <p><i>Award 1 mark for identifying one reason, 2 marks for identifying 2 or more.</i></p> <p><i>Award 2 marks for describing one reason and 3 marks for describing 2 or more.</i></p>	1-3						
2	<p>Explains reasons for why harsh terms of the TOV was a necessity OR not a necessity.</p> <p><i>Award 4 marks for an explanation of why harsh terms of the TOV was a necessity OR an explanation of why harsh terms of the TOV was not a necessity, and an additional mark for additional reason(s) or further supporting details, to a maximum of 5 marks.</i></p>	4-5						
3	<p>Explains reasons for why harsh terms of the TOV was a necessity AND not a necessity.</p> <p><i>Award 6 marks for an explanation of why harsh terms of the TOV was a necessity AND an explanation of why harsh terms of the TOV was not a necessity, and additional mark for further supporting details or reason, to a maximum of 8 marks.</i></p> <table> <tr> <td>6 marks</td> <td>1W + 1W</td> </tr> <tr> <td>7 marks</td> <td>1S + 1W 3W</td> </tr> <tr> <td>8 marks</td> <td>1S + 1S 1S + 2W</td> </tr> </table> <p>Eg. The harsh terms of the Treaty of Versailles was a necessity as it would prevent Germany from being a threat to the countries in Europe again. This was especially the case for France. The Germans had been a threat to Europe and have had ambitious desires since it was created in 1871. They had been keen to</p>	6 marks	1W + 1W	7 marks	1S + 1W 3W	8 marks	1S + 1S 1S + 2W	6-8
6 marks	1W + 1W							
7 marks	1S + 1W 3W							
8 marks	1S + 1S 1S + 2W							

	<p>expand their power to compete with the other European powers, showing their aggressive nature. Their involvement in the war had cost the British approximately 3.2 million soldiers dead, injured or missing and the French approximately 6.2 million. Much of north-eastern France and Belgium (the 'Western Front') had also been destroyed. France and Britain were also bankrupt and in debt after the war. The huge cost caused by this war convinced the British and the French the need to prevent the Germans from being a threat to Europe again. Furthermore, the French had been invaded twice by Germany, in 1870 and during the Great War. France needed to be protected from future aggression by Germany. This made it necessary to weaken Germany's military so that she would not be a threat again. By reducing the size of the army to only 100,000 men, and the navy to 15,000 men, with no airforce, tanks and submarines, meant that the Germans could barely protect themselves, much less be a threat to Europe again. The demilitarization of Rhineland, the border area between France and Germany, meant that they could no longer pose a threat to the French. Thus, the Treaty of Versailles was necessary as it aimed to prevent having Germany caused a war as great as World War One again and thereby minimising the danger of the world entering such a devastating circumstance again.</p> <p>Eg. The harsh terms of the Treaty of Versailles were not a necessity because Germany had already been greatly weakened by the war. The Kaiser's government, who started the war, had already lost control of the country and the Kaiser was overthrown in a revolution and forced to abdicate on 9 November 1918. Replacing him and his military commanders were members of the Reichstag. This meant that Germany was greatly weakened as the Kaiser would be replaced by a new government formed under the new democratic system of governance. In February 1919, Germany elected its first President. However, the government was fragile, facing rebellions in January and March 1919. This shows that the new government would have required support from the West to ensure the legitimacy of having a democratic rule in Germany, rather than having to be blamed for the signing of the treaty and struggle to keep up with the harsh terms of the treaty such as the huge reparation payment of £6.6 billion that was imposed on them. Furthermore, Germany had already suffered tremendously during the war. Having sent one of the largest groups of soldiers into the war and having about 64% of them as casualties of war (dead, injured or missing), their military would have been greatly weakened. Germans had always prided themselves with a strong military and the harsh terms imposed on the military such as having only 100 000 soldiers who would be volunteers would cause an uproar amongst the Germans as they lost their national pride and were now unable to even</p>	
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	<p>effectively defend their country. Hence, the harsh terms would have humiliated and infuriated the Germans who would turn against the newly formed democratic government as they were seen as having betrayed Germany. Thus, the harsh terms were not a necessity because not only did it not punish the government who started it, it prevented the establishment of a new government that could have been a potential ally to the democratic countries, thereby preventing the threat of future wars.</p> <p>Award an additional 2 marks (to a maximum of 10 marks) for a balanced conclusion based on an explicit consideration of the relative importance of different reasons.</p> <p><i>The total marks to be awarded for the response will be based on marks obtained at L3 + 2 bonus marks. i.e. L3/6 +2; L3/7+2; L3/8+2</i></p> <p>Eg. Overall, I agree with the statement as the punishment imposed on the Germans would have been too great for them to manage and to survive, the Germans would have looked for alternative forms of governance to bring them out of the misery and restore their national pride. This would in turn set them on the path of aggression again so the aims of the harsh terms of the treaty would have backfired on the western world.</p>	
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(4) The adoption of the policy of appeasement in the 1930s was a mistake.” How far do you agree with this statement? Explain your answer. [10]		
Levels	Descriptors	Mark Range
1	<p>Identifies/ Describes why adoption of policy of appeasement was a mistake &/Or not a mistake</p> <p><i>Award 1 mark for identifying one reason, 2 marks for identifying 2 or more.</i></p> <p><i>Award 2 marks for describing one reason and 3 marks for describing 2 or more.</i></p>	1-3
2	<p>Explains reason for given perspective OR reason(s) for alternative perspective</p> <p><i>Award 4 marks for an explanation of reason(s) for why the appeasement policy was a mistake OR reason(s) for why the appeasement policy was not a mistake, and an additional mark for additional reason(s) or further supporting details, to a</i></p>	4-5

	<i>maximum of 5 marks.</i>							
3	<p>Explains AND Explains</p> <p><i>Award 6 marks for an explanation of of reason(s) for why the appeasement policy was a mistake AND reason(s) for why the appeasement policy was not a mistake, and additional mark for further supporting details or reason, to a maximum of 8 marks.</i></p> <table><tr><td>6 marks</td><td>1W + 1W</td></tr><tr><td>7 marks</td><td>1S + 1W 3W</td></tr><tr><td>8 marks</td><td>1S + 1S 1S + 2W</td></tr></table> <p>Eg. The policy of appeasement was a mistake because it gave Hitler the chance to expand his control and influence over Europe with minimal repercussions. To avoid war because of the weakened state that Britain and France were in as a result of World War 1 and the Great Depression, Britain and France gave in to Germany. This allowed Hitler to exploit their policy of appeasement to expand their land and remilitarize. For example, although the Treaty of Versailles stated that the German army should only consist of only 100 000 men, 6 battleships and no submarines, the British signed the Anglo-German Naval Agreement in June 1935 with the Germans. This allowed the Germans to have one-third the tonnage of the British's surface fleet and an equal tonnage in terms of submarines. This was done as the British felt that the Treaty of Versailles had been too harsh on the Germans so with this agreement, it would reduce the anger that the Germans held and prevent them from going to war. There was also a lack of action against Hitler's acts of aggression. For example, France and Britain did not try to prevent the union between Germany and Austria from happening even though it went against the terms of the Treaty of Versailles. This alliance would allow Germany to strengthen themselves. Britain and France also agreed to give Hitler the Sudetenland during the Munich Conference without Czechoslovakia being present at the conference. This was because Hitler had threatened to go to war if his demands for Sudetenland were not met and therefore, to prevent another war, Britain and France decided to appease Hitler. Thus, because of the policy of appeasement, Hitler became more confident that he could get away with expanding his influence and military might since no one was stopping him. He would then proceed to take over Czechoslovakia and this would later lead to World War Two since the Second World War had only started because Hitler had expanded into Poland after he believed that France and Britain would not do anything. Thus,</p>	6 marks	1W + 1W	7 marks	1S + 1W 3W	8 marks	1S + 1S 1S + 2W	6-8
6 marks	1W + 1W							
7 marks	1S + 1W 3W							
8 marks	1S + 1S 1S + 2W							

	<p>the policy of appeasement was a mistake as it emboldened Hitler to carry out his expansionist plan.</p> <p>E.g. The policy of appeasement was not a mistake as Britain needed to buy time to prepare for war since Britain was not prepared for war. The British and the French had disarmed a large amount of their ammunitions after World War One. This was done because they were having a pacifist mindset after World War One and were reluctant to engage in warfare. Hence, less emphasis was placed on military build-up after the war. Instead, efforts were spent to build up the economies of their respective countries. Furthermore, in the 1930s Britain was still recovering from the effects of the Great Depression and was trying to focus its efforts on building up its economy again. The government's policy was to lower taxes and cut down on military spending. They were not prepared to spend huge sums of money on improving their defence/weapons/expanding their forces. Thus, while the Germans were gaining momentum in expanding their territorial control, Britain was not militarily strong enough to fight against the Germans. The British public too was against the idea of going to war due to the trauma which they had gone through during World War One, when it was the first time a large number of civilians was involved in a war. Hence, they were not in favour of risking a war with Germany over other territories such as Czechoslovakia. This further reinforced the idea that Britain was not ready for war as they neither had the support of their people nor the equipment to effectively enter a war with the Germans. The policy of appeasement would therefore be necessary to provide the time for them to prepare themselves into entering a full-scale war with Germany.</p> <p><i>Award an additional 2 marks (to a maximum of 10 marks) for a balanced conclusion based on an explicit consideration of the relative importance of different reasons.</i></p> <p><i>The total marks to be awarded for the response will be based on marks obtained at L3 + 2 bonus marks. i.e. L3/6 +2; L3/7+2; L3/8+2</i></p> <p>Eg. Overall, I disagree with the statement as Hitler had already made clear in his Mein Kampf that he aimed to abolish the Treaty of Versailles, destroy communism, enforce militarism and get lebensraum. He set had already set this in motion when he gained total control of Germany and as such, no actions could have deterred him. Thus, it was important that the British ensure that they were able to take on the Germans ultimately and be able to put down this aggression so that Britain and her allies would be able to meet the threat effectively. Thus, the policy of appeasement was needed to buy time for them to meet the inevitable challenge that the Germans would bring on the rest of Europe.</p>	
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