



# **MARKSCHEME**

**November 2000**

## **HISTORY EAST AND SOUTH EAST ASIA AND OCEANIA**

**Higher Level**

**Paper 3**

## Notes on Individual Questions

These notes must be read in conjunction with current mark bands.

1. **To what extent did the McCartney (1793) and Amherst (1816) missions to China, and the results of these missions, demonstrate that two incompatible civilisations had come into contact?**

Narrative only of both missions may achieve up to *[10 marks]*. For *[12+ marks]* expect an awareness of the differences between Chinese and European attitudes and perceptions with regard to social relations, culture, science, technology and diplomacy. For *[16+ marks]* expect comparative analysis. Better students may note the changes in perception brought about by the end of Ch'ien Lung's reign in China and British assertiveness and confidence as a victor in the Napoleonic Wars.

2. **“That Commodore Perry opened Japan to the West is a myth. Japan opened itself.” How far do you accept this view of Perry's visits to Japan in 1853 and 1854?**

For a narrative of Perry's visits award no more than *[8-10 marks]* depending on implicit analysis. For *[12+ marks]* expect awareness that Japan had never been completely 'closed' and was already undergoing change to which Western or 'Dutch' learning contributed. For *[16+ marks]* expect candidates to analyse the role the Japanese themselves played and to assess the degree to which Japan's opening to the West was imposed or welcomed.

3. **What were the causes and the consequences of the 'Arrow Incident' (1856) up to 1860?**

A straight-forward question. A narrative of the whole period may be awarded up to *[10 marks]*. For *[12+ marks]* expect concentration upon causes and consequences, awareness that the Arrow Incident itself developed from dissatisfactions on both sides, and specific reference to the intentions of the British and the French which the Treaty of Tianjin (Tientsin) and Convention of Beijing (Peking) embodied. The consequences for China included indemnities, losses of territory, and the Self Strengthening Movement and its failure. For *[16+ marks]* expect analysis of both causes and consequences. Better candidates will note the gains made by Russia.

4. **How far is it true to say that the Reform Movement of 1898 in China was doomed from the start?**

Candidates will probably agree that the Reform Movement was doomed. For an account of events without overt analysis award no more than *[8-10 marks]*. For *[12+ marks]* expect awareness that the reforms were radical, that the reformers lacked sufficient support, that conservative officials opposed them and that the Empress Dowager was well informed. For *[16+ marks]* expect analysis of the reforms, their intention and their impact; the reformers, their status and support; the opposition at the centre and in the provinces; the attitude of Cixi (Tzu Hsi), her supporters and the military. Reward balanced assessment of the various factors and the possibilities of success.

**5. For what reasons and with what consequences did the Dutch in Indonesia introduce the Liberal Policy in the mid-nineteenth century?**

Dutch policy was motivated by both altruism and self-interest. The Dutch middle class demanded the opening of Indonesia to private investment at a time when humanitarians were criticising the excesses of the Culture System. It is significant that change was gradual and crops most profitable to the government were the last to be phased out. The Liberal Policy appears to have improved the Indonesian standard of living till the mid 1880s, but candidates should note the effects of labour conditions, imported plantation labour, imported manufactures and Dutch immigration. Candidates need to debate these issues with reference to historical evidence and the different developments in Java and the Outer Islands. Descriptions only of the relevant policies deserve no more than *[8 marks]*. For *[12+ marks]* expect awareness of the motivation for changes and of their effects upon the Indonesians and their relations with the Dutch. For *[16+ marks]* expect on-going analysis.

**6. What were the economic and social effects of the discovery of gold in Australia in the mid-nineteenth century until 1870?**

Award no more than *[8-10 marks]* for a description of the gold rushes with implicit analysis or comments. For *[12+ marks]* expect an assessment of both economic and social effects with awareness that these were not confined to Victoria and New South Wales. For *[16+ marks]* expect analysis of the changes that had been wrought by the 1860s, with reference to factors like capital investment, financial institutions, infrastructure, agriculture, population growth, Chinese immigration, gender balance, and social behaviour.

**7. In what ways had the events following the Treaty of Waitangi (1841) disappointed both signatories by 1870?**

The period covers the Maori Wars. The signatories of the treaty were the British Government and Maori leaders. The former represented British settlers, who expected easy access to land and resented the Treaty's restrictions upon them. Expect candidates to recognise this division between the British Government and the settlers, for the Government's disappointment lay in the Treaty's failure to establish peaceful relations between Maoris and settlers. For a descriptive narrative of events award no more than *[8 marks]*. For *[12+ marks]* expect awareness of the terms of the Treaty and of the expectations of the settlers and the Maoris as demonstrated by the Maori Wars (1843 to 1848 and 1860 to 1870). For *[16+ marks]* expect analysis backed by evidence of how and why both parties were left dissatisfied. Some candidates may look forward to recent efforts to reconsider the Treaty and mitigate its long term consequences.

**8. To what extent may the 1890s be considered a watershed in Japanese history?**

This was the first decade of constitutional rule and party political activity. Expect analysis of the Meiji Constitution (1889) and the Rescript on Education (1890), the creation of political parties and the war with China (1894/5). For narrative award no more than *[8-10 marks]* depending on comments and implicit analysis. For *[12+ marks]* expect some analysis of the changes introduced. Better candidates will debate the assumption behind the question, look for continuity as well as change and, for *[16+ marks]* , provide a well-argued assessment as to what extent the decade was a watershed.

**9. Why and with what effects did the Taewǒn-gun initiate reforms in Korea after 1863?**

The Taewǒn-gun was regent for King Kojong. His purpose was to strengthen the monarchy and maintain Korea's isolation. He introduced limited conservative reforms of the civil service and Confucian education, but opposed contact with the West. He lost direct power in 1873 when King Kojong came of age. The opening of Korea by Japan in 1876 and subsequent events demonstrated the failure of his policy. For *[12+ marks]* expect an understanding of the factional rivalries in Korea and the pressure from the West and Japan. For *[16+ marks]* candidates should analyse the position within Korea and internationally to explain the limitations of the reforms and whether any broader reform movement could have achieved more.

**10. 'Mandarin' or 'Samurai'? How far does this difference in leadership explain the progress of industrialisation in China and Japan in the nineteenth century?**

Description only of the industrial development of both China and Japan in the latter half of the nineteenth century should receive no more than *[10 marks]*. For *[12+ marks]* expect an attempt to analyse the leadership of the self-strengthening movement in China and the Meiji period in Japan. For *[16 marks]* expect an analysis of such factors as resources, geography, demography, culture and historical experience, and an attempt to relate them to the problems of leadership. Better candidates will realise that Japanese industrialisation began before the Meiji Restoration and will analyse the significance of the question's reference to 'Mandarin' and 'Samurai', while looking to other groups which may have been significant.

**11. "The Open Door Policy (1899) was designed to protect the territorial integrity of China." Why did it fail?**

The 'Open Door' policy was initiated by American Secretary of State John Hay in September 1899. For *[12+ marks]* expect a discussion of the reasons for its proposal by the US, the reactions of the other foreign powers and its effectiveness. For *[16+ marks]* candidates should analyse more closely the aims and policies of the foreign powers, yet recognise that the Open Door did influence them to avoid outright annexation of Chinese territory. Better candidates will debate the degree of territorial integrity retained by China once spheres of influence had been acquired and will recognise that Japan's actions indicated how fragile was any protection provided by the policy.

**12. Compare the reactions of the British, French and Dutch colonial regimes in South East Asia to the rise of nationalist opposition in the period 1910 to 1939.**

A fairly straightforward question. For a narrative account of the rise of nationalism and the colonial response in the territories in only two of the colonial territories, award up to **[10 marks]**. For **[12+ marks]** expect comparative discussion. For **[16+ marks]** candidates should produce a comparative analysis of developments in the territories of the three powers. Show flexibility, but if only two colonial regimes are mentioned award no more than **[14 marks]**.

**13. What were the effects of the Great Depression of 1929 on the economy of either Australia or New Zealand?**

Australia. Fall of over 25 per cent in GNP 1928-32; unemployment at 28 per cent; bankruptcies, selling of properties, cessation of immigration; 50 per cent fall in wheat and wool prices; problems of the Scullin Government; Sir Otto Niemeyer's mission from the Bank of England; the 'Premier's Plan', reduced public spending, increased taxation; low interest rates; devaluation by 20 per cent; basic wage reduced by 10 per cent. Slow recovery after 1933 with higher commodity prices and increase in manufacturing beyond pre-Depression levels.

New Zealand. Severely affected by fall in primary prices. High unemployment, severe restrictions on government expenditure, salary and wage cuts, imports restricted, exchange controls. Social welfare system neglected. By 1935 recovery underway. Labour Party came to power, nationalised the Reserve Bank to gain greater control over currency and credit. Primary Products Marketing Act enabled government to buy products from farmers at an agreed price.

Award up to **[10 marks]** for an account which covers the economic effects. For **[12+ marks]** expect some understanding of the weaknesses in the two economies which made them vulnerable. For **[16+ marks]** expect more detailed analysis of causes, effects and recovery to *circa* 1935.

**14. "The student demonstration of May 4th 1919 in Beijing (Peking) marked the beginning of political awareness in China." Discuss.**

A description of the events of May 4th and of the May Fourth Movement which followed may receive up to **[10 marks]**. For **[12+ marks]** expect awareness of its political and intellectual dimensions and for **[16+ marks]** an analysis of how political, intellectual and cultural aspects of the Movement during the period up to about 1922 reflected both the influence of foreign ideas and the development of new political parties and alignments. The better candidates will realise that political awareness had been growing for a much longer period but that the events of 1919 acted as a catalyst.

**15. To what extent can it be argued that the Japanese actions in Manchuria (1931 to 1934) were justified?**

This will provoke discussion. Most candidates may reject any justification. Better candidates should consider the arguments produced by the Japanese at the time and place them in the context of imperialism as practised by the other powers. For *[12+ marks]* expect some discussion of the reasons for the Japanese actions and awareness of the political situation in Japan. For *[16+ marks]* expect analysis of the political and international climate of the times which underlay the Japanese action and the relatively tolerant attitude of many in the West to it. Better candidates will reach their own conclusions as to what extent this provides justification.

**16. How far had Japan's stated aims in creating the Greater East Asia Co-Prosperity Sphere been achieved by 1943?**

Candidates may trace developments from Prime Minister Konoye's aim stated in November 1938 to create a New Order in Asia to its expansion into the Greater East Asia Co-Prosperity Sphere with the outbreak of the Pacific War. For description alone award no more than *[8 marks]*. For *[12+ marks]* expect some understanding of what the term envisaged and what the reality was by 1943. For *[16+ marks]* candidates should analyse the role Japan saw for itself and the countries within the Co-Prosperity Sphere, the support and opposition it engendered, and the impact of the war upon its application. Better candidates may question whether Japan could have achieved its aims even if circumstances had allowed the Co-Prosperity Sphere to operate in a more benign way. The more perceptive may question whether 'stated' aims reflected the 'real' aims of Japanese policy makers.

**17. Explain why Mao Zedong (Mao Tse-tung) attempted to suppress dissent in China between 1949 and 1969.**

For a catalogue of suppression award no more than *[8 marks]*. For *[12+ marks]* expect reasons for the launching of various campaigns against dissident groups and for *[16+ marks]*, close analysis of these reasons and awareness of their changing nature. The targets of suppression changed according to Mao's perception of threats to the Revolution and the regime from elements within and without. Expect better students to recognise and analyse the different and changing roles of ideology and pragmatism, the desire to retain and exercise power by eliminating rivals, and the manipulation of Mao by others to serve their own ends.

18. **“To say that the reforms introduced into Japan by the Occupation regime between 1945 and 1952 were imposed upon a reluctant people is simply not true.” To what extent do you agree?**

The Occupation reforms could not have been introduced without Japanese co-operation. Candidates need to analyse the motivation of those who co-operated and the extent to which the changes were popular. A description of the reforms should be awarded no more than **[8 marks]**. For **[12+ marks]** candidates should show awareness of Japanese input and influence. For **[16+ marks]** expect analysis of the motivations of the Occupation regime, the roles of MacArthur, the Emperor and Japanese liberals, and the changing emphasis within the context of the Cold War which caused the authorities to follow a more conservative course by 1950. Better candidates will assess the extent to which the changes were acceptable to the Japanese and their leaders, with reference to the degree to which the reforms were retained after 1952.

19. **Choose *two* South East Asian countries which became independent between 1945 and 1960. Compare and contrast the factors which enabled them to gain their independence.**

Descriptive narrative alone or a study of only one country should receive no more than **[8 marks]**. For **[12+ marks]** expect some comparative analysis and awareness of the different conditions prevailing in different colonial territories. For **[16+ marks]** expect a broader analysis of the policies of the colonial governments, the aims and strength of the nationalist movements, and the military, diplomatic and international situation prevailing at the time.

20. **In what ways and for what reasons have *either* Australia or New Zealand ‘loosened their ties’ with Great Britain since 1945?**

Australia. Factors include defence (increasing reliance on the US); population changes - non-British immigration, decline in proportion of British-born and increasing proportion of third or more generation Australians; changing economic links - United Kingdom entry into the European Economic Community, closer economic links with Japan and Asia; geographical awareness as independent states replaced colonialism to Australia’s north; desire to exert a regional influence in South East Asia and the Pacific; growing sense of national identity and rise of republicanism.

New Zealand. Similar factors, although in sentiment New Zealand has not gone as far down the Australian path and has closer links with the Pacific.

For narrative that is only descriptive award no more than **[8 marks]**. For **[12+ marks]** expect an awareness of the reasons, which for **[16+ marks]** should be analysed with relevant historical reference. Candidates writing on both countries should receive no more than **[12 marks]**.

- 21. Explain why the conflict which began in 1950 between North and South Korea became an international crisis.**

This is not about the causes of the Korean War. For narrative with implicit analysis or comment award no more than *[8-10 marks]*. For *[12+ marks]* candidates should concentrate upon the international dimension within the context of the developing Cold War, Communist success in China and American perceptions of the intentions of the Soviet Union and the role of the United Nations. For *[16+ marks]* expect such factors to receive reasoned analysis supported by historical evidence.

- 22. How true was the claim made by leaders like President Sukarno of Indonesia that the situation in post-independence South East Asia in the 1960s was one of ‘neo-colonialism’?**

This question requires analysis of the term ‘neo-colonialism’, and application of that analysis to the situation in the region with reference to economic, defence, diplomatic and power relationships between the ex-colonial powers and South East Asia. Candidates should refer to the retention of economic interests and military bases by the ex-colonial powers, diplomatic and trade relations, the provision of development aid, and crises created by events in Vietnam and the formation of Malaysia. For *[12+ marks]* expect knowledgeable discussion of the relationships between the ex-colonial powers and the countries of the region. For *[16+ marks]* expect better candidates to place the aims and motivations of the ex-colonial powers in the context of the Cold War and those of the South East Asian leaders in that of the colonial struggle.

- 23. “It is impossible for traditional cultures to survive in the face of the onslaught of Western media.” By referring to any *one* culture in the region which you have studied comment on the accuracy of this statement.**

This is an open question and candidates have a wide remit. Many may accept the assumption that the survival of traditional cultures unchanged is a good in itself. Award no more than *[10 marks]* for a description of a traditional culture and the impact of the Western media upon it. For *[12+ marks]* expect awareness that impact is inevitable and that change and adaptation may not necessarily be detrimental. For *[16 marks]* candidates should be able to analyse the impact upon their chosen society and reach some conclusion as to the positive and negative effects with reference to the degree of cultural survival at both superficial and deeper levels.

- 24. With reference to at least *two* of the following: South Korea, Taiwan, Singapore and Hong Kong, discuss the link between authoritarian government and rapid economic growth during the 1970s and 1980s.**

Candidates have a large amount of freedom to argue for and against the implied premise that the link is always positive. Candidates will need to demonstrate knowledge of the economies of both the countries chosen to obtain *[8 marks]*. For *[8+ marks]* expect discussion of the links between government and the economy. For *[12+ marks]* candidates should question the implied premise that the link is always positive. For *[16+ marks]* expect a sophisticated analysis which may bring in evidence from countries other than the four named provided it is relevant to the argument.



**25. For what reasons and to what extent have Australia and New Zealand and the South Pacific emerged as a regional sphere of co-operation?**

Australia and New Zealand have a long association which should be acknowledged, and also a mutual interest in the South Pacific. In the 1960s the relationship with the Pacific began to change as territories there moved towards independence. Candidates should refer to economic links, aid programmes, attitudes to nuclear testing, and the creation of regional forums and associations, while noting problems of migration, economic influence and cultural change which may make Pacific Island states wary of the role of Australia and New Zealand.

For *[12+ marks]* expect awareness of tensions and problems of developing a regional outlook. For *[16+ marks]* candidates should analyse the motives of Australia, New Zealand and the Pacific Island countries in seeking to develop a regional identity and the factors which assist and hinder such a development.

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