

MARKSCHEME

November 2001

HISTORY EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

1. **“The so-called ‘Opium War’ (1839 to 1842) was about far more than opium.” How far do you agree with this statement?**

[7 marks] maximum for a simple account of the Opium War or a mere listing of causes.

[8 to 10 marks] for answers that reveal awareness of the range of causes.

[11 to 13 marks] for answers that attempt to assess the relative importance of the grievances on both sides.

[14 to 16 marks] for answers that analyse factors relating to trade in general, diplomatic relations, legal jurisdiction, cultural differences, and the opium trade and its consequences. Better candidates will analyse the terms of the resultant treaties as a guide to determining the aims of the British and of the European powers in general.

[17+ marks] candidates should arrive at a conclusion based upon a sophisticated comparative analysis of all the causes for the outbreak of hostilities.

2. **Analyse the aims and the role of the western clans (Satsuma, Chōshū) in bringing about the Meiji Restoration in Japan in 1868.**

The question requires candidates to analyse the position in which these clans were placed vis-à-vis the Tokugawa Shogunate at the beginning of the period and their growing frustrations with the Shogun’s rule, their perception of the changes taking place within Japanese society and their awareness of the threat from the West. Candidates should be aware of the changes taking place within these clans and the ways they exploited the situation created by the arrival of Perry’s Mission to embarrass the Shogunate and create a following for themselves in the name of the Emperor.

[7 marks] will be the maximum for answers with a limited degree of accurate, relevant knowledge.

[8 to 10 marks] for answers that show some awareness of the aims of the western han and of the difficulty of the Shogun’s position.

[11 to 13 marks] for analysis that is not fully developed.

[14 to 16 marks] for analysis of the opportunism and policy which lay behind the daimyos’ actions and responses.

[17+ marks] for a sophisticated analysis of the complexity of the situation in Japan at the time and of the developments within the Chōshū-Satsuma alliance in particular.

3. Explain the failure of the Chinese government to prevent the outbreak of new hostilities with the West (the Second Opium War) following the ‘Arrow Incident’ of 1856.

The events cover the actual ‘Arrow Incident’ at Guangzhou (Canton), the hostilities and Treaty of Tianjin (Tientsin) of 1858, the occupation of Beijing (Peking) and the treaty of 1860. Basically, the Chinese Government did not control local authorities nor take treaty revision seriously when Britain wished it. The failure to open the city of Guangzhou (Canton) and the action against the ‘Arrow’ provided the pretext for British action, in which the French joined.

[7 marks] maximum for a descriptive narrative of events.

[8 to 10 marks] for answers showing some awareness of the policies being followed at Guangzhou (Canton) and Beijing (Peking) and the demands and desires of the British and French.

[11 to 13 marks] for answers which begin to analyse these factors.

[14 to 16 marks] for analysis of those attitudes, beliefs, and administrative and diplomatic systems which caused the Chinese Government to act in ways which did not acknowledge the continued threat from the West.

[17+ marks] to answers which provide a sophisticated analysis of the failure of the Chinese Government to recognise and adequately respond to the situation as it developed between 1856 and 1860.

4. With reference to particular examples from the region, explain how and why European powers were expanding their influence in Southeast Asia between 1860 and 1880.

This is a fairly open question. Up to the 1860s, the European presence in the region was limited to the British in Lower Burma, the Straits Settlements and Sarawak (James Brooke); the Dutch in Java with insignificant presence elsewhere; and the Spanish in the northern Philippines. By 1880 the British had intervened in Malaya and were threatening Upper Burma; the French were expanding in Indo-China and the Dutch were extending their control over Sumatra and Borneo. The reasons were partly economic (industrial revolution, demand for raw materials, markets and places for capital investment), partly technological (steamers, the telegraph, the Suez Canal), strategic (control of shipping lanes, trade routes, sources of supply and potential markets, naval bases) and political and nationalistic (to win glory and prestige to retain popularity with the new mass electorates at home).

[7 marks] is the likely maximum for a descriptive narrative of European expansion.

[8 to 10 marks] for answers that exhibit some awareness of the reasons behind this expansion.

[11 to 13 marks] for some simple analysis of these reasons.

[14 to 16 marks] for comparative analysis, with supportive examples, of the different reasons countries may have had for expansion, including reference to the circumstances prevailing within the territories in which they intervened.

[17+ marks] for answers which provide a sophisticated analysis of these various factors in the framework of a coherent, well-argued essay.

5. Explain why the self-strengthening movement in China between 1861 and 1894 failed to achieve the success of the Meiji reforms in Japan between 1868 and 1894.

[7 marks] is likely to be the maximum for a description of the achievements of the two countries.

[8 to 10 marks] for answers that attempt some meaningful comparison.

[11 to 13 marks] for answers that attempt a comparative analysis which takes into account some of the following – geographic and demographic factors, political systems, administrative structures, leadership qualities, cultural differences and the readiness to accept foreign learning and technology.

[14 to 16 marks] for a running comparative analysis which covers most of these areas and is supported by examples.

[17+ marks] for a sophisticated, well-structured comparative analysis backed by relevant historical reference.

6. To what extent did geography and distance determine political, economic and social development in *either* Australia *or* New Zealand prior to 1870?

The factors are similar, except that within Australia the problem of distance between major centres of settlement was even greater than within New Zealand. Both countries shared the problem of the long distance in travelling terms from Britain and Europe (or from the US) in the period before steam power became prevalent, the Suez canal opened and the telegraph was developed. There were positive and negative consequences, about which difference of opinion is possible.

[7 marks] is the likely maximum for a general description of events.

[8 to 10 marks] for an attempt to cover political, economic and social developments without explicit analysis.

[11 to 13 marks] for some analysis of the role played by geography and distance.

[14 to 16 marks] for fuller analysis of the effect of these factors upon all three aspects of development.

[17+ marks] for analysis of the political, social and economic developments over the period and assessment of the impact of geography and distance upon them.

7. Discuss the causes and consequences of the Sino-Japanese War (1894 to 1895) with particular reference to the balance of power in the region.

This question calls for an analysis of the international relations in particular, but internal developments, particularly in China and Japan, as a consequence of the war, the Treaty of Shimonoseki and the events which followed are also relevant.

[7 marks] is the likely maximum for a simple account of the war.

[8 to 10 marks] for answers showing awareness of some of the causes and consequences of the war.

[11 to 13 marks] for some analysis of both causes and consequences with reference to China, Japan and Korea, an awareness of the changed status of China, Japan and Korea, and an acknowledgement of the interests of other foreign powers.

[14 to 16 marks] for analysis of the balance of power in the region before and after the war and of the interests of the powers concerned, particularly those of Russia, as demonstrated by the Triple Intervention, the Scramble for Concessions and America's declaration of the 'Open Door' principle, looking forward to the eventual conflict between Russia and Japan.

[17+ marks] for sophisticated analysis of these factors.

8. Explain why *either* Burma *or* Vietnam lost its independence in the second half of the nineteenth century.

[7 marks] is the likely maximum for a simple descriptive narrative of events leading to the loss of independence.

[8 to 10 marks] for some attempt to establish reasons.

[11 to 13 marks] for some analysis of these.

[14 to 16 marks] for analysis of the internal factors within the country chosen and of the aims, intentions and motivation of the colonial power concerned.

[17+ marks] for answers that analyse the loss of independence within the international context. Expect, also, an analysis of the situation within the country concerned which made it internally weak and divided, lacking the leadership, organisation, policies and means whereby it might defend itself or obtain effective outside assistance.

9. In what ways did the Boxer Rebellion of 1899 illustrate the weakness of the Qing (Ch'ing) regime in China?

The Boxers were at first opposed to the Qing (Ch'ing) and western influence, but the Empress Dowager Cixi (Tzu Hsi) posed as their supporter and turned them against the foreign legations, playing a double game which enabled the legations to be relieved. Her flight, the occupation of Beijing and the Boxer Protocol demonstrated the weakness of the regime; her return and the instigation of belated reforms that the dynasty still had a flicker of life.

[7 marks] maximum for a description of the Boxer Rebellion without relevant comments or implicit analysis.

[8 to 10 marks] for awareness of Cixi's role and of China's relative weakness.

[11 to 13 marks] for answers that begin to analyse how the situation developed.

[14 to 16 marks] for analysis of the weaknesses of the dynasty and how events demonstrated these.

[17+ marks] for answers that present a reasoned and balanced analysis and come to a conclusion about the weakness of the regime.

10. To what extent could *either* Australia or New Zealand in 1930 regard their achievements since 1900 with pride or their position in the world with confidence?

This question provides candidates with the opportunity to present what they know about the achievements of the country chosen, politically, economically, militarily and socially. The Statute of Westminster in 1930 recognised the independent status they had already achieved in fact; both were liberal democratic societies with universal suffrage; both had achieved a relatively high standard of living based largely on agriculture and mining and, to a lesser degree in New Zealand, industry. Both had participated in the First World War and had undertaken social legislation in advance of many other countries. Yet in 1930 both were entering the Great Depression and questions of security were arising.

[7 marks] maximum for a descriptive narrative account of events without implicit analysis.

[8 to 10 marks] for answers showing awareness of the chosen nation's achievements.

[11 to 13 marks] for answers with some degree of analysis and assessment of these achievements.

[14 to 16 marks] for more detailed analysis and an awareness of uncertainties – over-reliance on primary exports; political divisions; remaining restrictions on full sovereignty; racial policies; defence issues – as well as achievements.

[17+ marks] for answers that analyse and discuss these factors in detail and reach a conclusion based upon the evidence.

11. Explain why the 1920s may be seen as a 'lost opportunity' for Japanese democracy.

The question requires an analysis of political developments. The introduction of universal male suffrage over the age of 25 (1925), the practice of responsible government whereby governments were formed by the leader of the majority party in the lower house, a conciliatory foreign policy, the relative subordination of the military; all appeared to reflect a growing acceptance of democracy.

[7 marks] maximum for outlining such developments without showing implicit analysis.

[8 to 10 marks] for answers showing an awareness that there were factors working against democracy.

[11 to 13 marks] for some analysis of the policies and events of the decade.

[14 to 16 marks] for critical analysis and appraisal of the decade, awareness of anti-democratic tendencies and a discussion as to how far the developments cited above were indicative of true democratic progress.

[17+ marks] answers may be expected to consider how the depression affected Japan and how far the shift to nationalism and militarism in the 1930s reflects upon the strength of democratic tendencies in Japan in the 1920s.

12. Why did the Communists and Guomindang (Kuomintang) in China create a United Front in 1924, and why had it collapsed by 1928?

This requires an analysis of the aims and policies of the Communist Party of China, created in 1921, and the Guomindang (Kuomintang) as reformed by Sun Yat-sen in 1924. Both sought the reunification of China on their own terms, but had a common interest in defeating the warlords. Sun's death brought Jiang Jieshi (Chiang Kai-shek) to prominence. His ambitions and aims were not those of the CCP. Cooperation during the Northern Campaign brought success, which meant that Jiang could safely turn on the Communists in 1927.

[7 marks] maximum for descriptive narrative of events between 1924 and 1928 without implicit analysis.

[8 to 10 marks] for some reference to the reasons for the formation of the United Front in 1924 and for its collapse in 1928.

[11 to 13 marks] for answers that begin to analyse these reasons.

[14 to 16 marks] for analysis of the tensions between the two partners over the period and of the long-term viability of the Front once its immediate aims had been achieved.

[17+ marks] for answers that provide a well-constructed argument which reaches a conclusion based on thorough analysis of the evidence.

13. **With reference to at least *one* country in Southeast Asia, before 1941, how true is it to say that the emergence of an effective nationalist movement was dependent upon the emergence of a charismatic leader?**

Candidates will be tempted to agree and many may refer to Sukarno of Indonesia or Aung San in Burma. In reality the nationalist movements were more complex and comprised different factions. The policies of the colonial power were also a factor. The opportunities for effective cooperation with the colonial power in the expectation of making future gains were perhaps greater in Burma, for example, than in Vietnam or Indonesia. Nevertheless, when progress was slow a charismatic leader could rise above other nationalist politicians and win popular support. In reality, the nationalist movements had made little headway by 1941 and their leaders were either safely tamed or in exile or detention.

[7 marks] maximum for a descriptive narrative of a leader's career before 1941 without implicit analysis.

[8 to 10 marks] for some awareness of the reasons for his campaign for independence and for colonial opposition to it.

[11 to 13 marks] for a degree of analysis, especially of the role of the leader.

[14 to 16 marks] for well presented analysis of the leader, his personality, his policies and his role within the nationalist movement and in relationship to the colonial power and its policies.

[17+ marks] for answers that analytically compare two or more countries in order to debate the contention implied in the question and reach a conclusion.

14. Assess the impact of Japanese imperial rule upon Korea between 1910 and 1940.

Japanese rule was resented and resisted, but resistance was crushed, most notably the March First Movement of 1919. During the 1920s, Japanese rule was more benign, but became harsher in the 1930s. Korea was subordinated to Japan's interests and its language and culture suppressed. Raw materials and rice were exported to Japan, in return for Japanese manufactures. By the 1920s, however, Japanese capital was being invested in Korea, communications were improved, industry expanded, and the infrastructure of a modern economy created. There was a high level of education, in Japanese, and an increasingly skilled workforce. The desire for independence did not die, but Koreans had little alternative but to cooperate.

[7 marks] maximum for a descriptive narrative of Japanese rule lacking implicit assessment.

[8 to 10 marks] for answers showing some awareness of the changes that were introduced into Korea.

[11 to 13 marks] for an attempt to analyse these changes.

[14 to 16 marks] for an analysis and assessment of the degree of achievement and repression under Japanese rule, and of the Korean involvement and response.

[17+ marks] for answers that produce a sophisticated analysis arriving at an assessment of the impact of Japanese rule over the period.

15. To what extent were the Japanese victories in 1941 and 1942 responsible for the ending of European colonialism in Southeast Asia by 1960?

Independence was granted to the Philippines (1946), Burma (1948), Indonesia (1949), Indochina (1954) and Malaya (1957). Singapore received internal self-government in 1959 and by 1960 eventual independence was envisaged for Sarawak and Sabah.

Japanese victories were a blow to European prestige but in themselves less important than the Japanese Occupation that followed: anti-western propaganda, nationalist leaders recognised, local forces armed, greater responsibility to local officials, people thrown back on own resources, shared experience of hardship, anti-Japanese resistance, new self-confidence – a psychological shift so that people were no longer prepared to return to colonial rule. Economically weakened post-war European colonial powers were unable to sustain large armed forces for any length of time. World opinion opposed colonialism – the US, the USSR and the United Nations. The process of de-colonisation was already in progress before the war. The US granted independence to the Philippines, Britain speeded up the transfer of power in Burma. The Netherlands and France both came under international pressure.

[7 marks] maximum for a descriptive narrative of Japanese victories lacking implicit analysis.

[8 to 10 marks] for informed answers including reference to Japanese policies during the Occupation.

[11 to 13 marks] for some analysis of the impact of events and Japanese policies upon colonial populations and an awareness of how the war weakened the European powers in the post-war years.

[14 to 16 marks] for comparative analysis of these factors with examples from more than one country in the region.

[17+ marks] for sophisticated analysis and assessment of all the factors mentioned above with reference to more than two countries and reaching a conclusion.

16. Why was the Nationalist government able to create prosperity and stability in Taiwan in the 25 years after 1949, when it had failed to do so on the mainland of China before 1949?

There is a great deal of scope for discussion. This question requires a comparison of the Nationalist's performance on the mainland and on Taiwan up to the death of Jiang Jieshi (Chiang Kai-shek) in 1975. The short answer is that the Nationalists had learned from their mistakes and introduced social, economic and political reforms, including land reform. Expect mention of geographical and demographic factors, the role of the US in the context of the Cold War, US economic and military aid and Taiwan's importance to the US up to the 1970s. Better students will note the changing emphasis over the years and also be aware of how tensions between the native Taiwanese and the mainlanders were handled.

[7 marks] maximum for an account of Nationalist rule on Taiwan without implicit explanation or for an answer that refers only to Nationalist rule on the mainland.

[8 to 10 marks] for answers that attempt some comparison of Nationalist rule on Taiwan with its rule on the mainland.

[11 to 13 marks] for some comparative analysis of those factors which accounted for Nationalist failure on the mainland and later success.

[14 to 16 marks] for answers that provide analysis based upon the achievements and failures of Nationalist rule on Taiwan and its record on the mainland, the circumstances in which they occurred and the reasons for them.

[17+ marks] for a sophisticated comparative analytical essay.

The main concentration should be upon Nationalist rule in Taiwan, and comparison should be with their post-1945 rule on the mainland: but give credit for relevant reference to the achievement or otherwise of the Nationalist government on the mainland from 1928.

- 17. There has been a tendency to attribute all of China's achievements and problems between 1949 and 1976 to Mao Zedong (Mao Tse-tung). How far does this do justice to other leading figures in China's government over those years?**

A fairly open question. Candidates should attempt to analyse the role of Mao in relation to other leaders in order to assess their influence upon him and their specific contribution to China's successes and failures. Candidates might consider figures such as Zhou Enlai (Chou En-lai), Liu Shaoqui (Liu Shao-ch'i), Deng Dehuai (P'eng Te-huai), Deng Xiaoping (Teng Hsiao-p'ing), Lin Biao (Lin Piao) and others, or comment on the roles played by other individuals and groups.

[7 marks] maximum for a list of names or an account mentioning names with little or no detail.

[8 to 10 marks] for reference to leaders other than Mao and some awareness of their achievements and importance.

[11 to 13 marks] for some analysis of the contributions and influence of others in the leadership during the period.

[14 to 16 marks] for answers that analyse and assess the contributions of others in relation to Mao and to developments in China over the period, in particular the struggles and debate over the major campaigns which marked Mao's style of government.

[17+ marks] for answers that show the ability to make running comparisons between a number of leaders and Mao and assess their impact in influencing policy, furthering Mao's programmes or restraining his excesses of moderating or changing the courses taken. They should then present their response to the question asked.

- 18. "Japan's prosperity in the 1960s was a product of its alliance with the US." To what extent do you agree with this statement?**

A fairly straightforward question on a popular topic.

[7 marks] maximum for a descriptive answer without implicit assessment or for an answer which does not mention the US.

[8 to 10 marks] for answers that show awareness of the role of the US in Japan's economic recovery.

[11 to 13 marks] for superficial analysis of domestic and external factors contributing to economic growth.

[14 to 16 marks] for answers that analyse in some detail the effects of the American alliance and assess its importance as a factor among others accounting for Japan's economic prosperity.

[17+ marks] for answers that present a sophisticated and coherent analysis which provides an answer to the question.

19. Assess President Suharto's achievements as leader of Indonesia between 1965 and 1998.

[7 marks] maximum for a descriptive narrative or simple account of the Suharto years.

[8 to 10 marks] for some balanced discussion of the regime's successes and failures over the years.

[11 to 13 marks] for an attempt to analyse events and Suharto's role from the chaotic situation in Indonesia in 1965 to the creation of political stability and the conditions for economic growth in the 1970s and 1980s, and the increasing difficulties facing the regime in the 1990s.

[14 to 16 marks] for analysis of Suharto's influence, if any, upon some of the following issues: secularism, authoritarianism and the role of Golkar and the army; centralism vs. regionalism; encouragement of investment, economic growth, cronyism, nepotism and corruption; censorship, media control and suppression of dissent.

[17+ marks] for a balanced over all assessment of Suharto's achievements based upon analysis of the historical evidence.

20. Analyse the changes which have taken place in the foreign policy of *either* Australia or New Zealand since the Second World War.

Australia and New Zealand have followed broadly similar foreign policies with some differences in emphasis. Relations with Britain were maintained, but both countries moved closer to the US for defence purposes - SEATO and ANZUS. Both wanted friendly relations with the newly emerging Asian and Pacific nations and both were founder members of the United Nations. Both participated in the Colombo Plan which involved aid to Asian nations. Forces from both nations fought in the Malayan Emergency, the Korean and Vietnam Wars and in Borneo during Confrontation. Both increased their trade ties with Japan and the US and were affected by British entry into the European Economic Community in 1972; New Zealand more severely than Australia. New Zealand became more isolationist, maintaining close relations with the Pacific Islands and taking a strong stand against nuclear weapons, opposing French and US policies. Australia joined in creating a Nuclear Free Zone, but was less committed than New Zealand. Both countries adjusted their immigration policies. Australia's proximity to Indonesia has made it very aware of its relations with that country and the rest of Southeast Asia. New Zealand has a closer relationship with the smaller nations of the Pacific. Candidates might note that changes in government, could introduce changes in foreign policy.

[7 marks] maximum for a simple account of foreign policy over the period.

[8 to 10 marks] for some awareness of the reasons for changes in policy.

[11 to 13 marks] for superficial analysis of those reasons.

[14 to 16 marks] for deeper analysis taking into account internal and external factors.

[17+ marks] for coherent, well argued analysis which reveals an understanding of the fundamental principles directing foreign policy.

21. With reference to *two* countries in Southeast Asia, explain why it has been difficult to establish firm democratic institutions since 1945.

[7 marks] maximum for a simple account of developments in only one country.

[8 to 10 marks] for developments in two countries.

[11 to 13 marks] for some analysis of factors such as geographical and population size and/or disparity; ethnic balance; economic, social and cultural factors; the strength or weakness of political traditions; political leadership; the role of the national elites; character, ability and honesty of politicians and political parties; the role of the military.

[14 to 16 marks] for analysis of most of these factors and assessment of their importance with reference to relevant historical evidence.

[17+ marks] for sophisticated analysis of those factors relevant to the countries of choice which have hindered the creation of democratic institutions.

Candidates may dispute the implication that democracy is more important or desirable than stability, economic growth and national security. Accept differences of opinion supported by relevant historical reference and cogent argument.

22. Why, and with what consequences, were the ‘Four Modernisations’ adopted in China after the death of Mao Zedong (Mao Tse-Tung)?

The Four Modernizations refer to areas of agriculture, industry, science/technology and national defence. Publicly announced by Zhou Enlai (Chou En-lai), they were written into the Party Constitution in 1977 and the State Constitution and the Ten Year Plan in 1978. The aim was to create a modern Chinese state by 2000. The Four Modernisations became associated with Deng Xiaoping (Teng Hsiao-p’ing). Economic realities caused them to be reassessed. Political reformers believed that a ‘Fifth Modernisation’, political democracy, was required, leading to student unrest and government repression in the period 1986 to 1989.

This is a topic on which opinions and conclusions may differ.

[7 marks] maximum for a description of the Four Modernisations or for a simple account.

[8 to 10 marks] for answers showing awareness of the background to and reasons for their introduction.

[11 to 13 marks] for superficial analysis of the policy and its implementation.

[14 to 16 marks] for more detailed analysis and discussion of their effectiveness and of the failure to include political reform.

[17+ marks] for answers that provide a sophisticated well-constructed and well-argued analytical essay supported by relevant historical reference.

23. To what extent have developments in global communications affected the cultures of the region since 1945?

The question gives candidates free rein. They may concentrate on one or more particular societies to develop their argument, or range more widely across the region for evidence. Better candidates will analyse the positive and negative effects of changes in communications and will be aware of changes over time from 1945 to the present. Reward clearly argued and well-constructed answers positively.

[7 marks] maximum for a simple generalised description.

[8 to 10 marks] for some awareness of the types of global communications and the kinds of impact made upon cultures.

[11 to 13 marks] for answers that begin to analyse this impact with reference to particular cases.

[14 to 16 marks] for analysis of both the extent and the ways particular cultures have been affected, with reference to positive and negative effects.

[17+ marks] candidates should produce a well-constructed, knowledgeable analysis backed by relevant evidence from a variety of sources.

Opinions may differ as to whether the impact has been beneficial or not, but should be supported by evidence.

24. Analyse China's importance in international relations in *either* East Asia *or* Southeast Asia between 1949 and 1970.

After 1949 China became a factor in international relations to an extent that it had not been before. Candidates may consider the Korean War, the Taiwan question, Sino-Soviet relations, American determination to isolate China in the context of the Cold War, the Vietnam conflicts, the non-aligned movement, support for communist movements, the creation of organisations like SEATO to contain China. Candidates should recognise that importance may be measured in political, military, economic, cultural and ideological terms. Better candidates will realise that the perceptions of the US and some of its allies may have accorded to China greater importance than it had in reality. There is broad scope for discussion and debate and opinions may differ.

[7 marks] maximum for a descriptive narrative of events in the region chosen without implicit analysis.

[8 to 10 marks] for some informed attempt to demonstrate which events demonstrated China's importance.

[11 to 13 marks] for simple analysis of China's importance over the period.

[14 to 16 marks] for detailed analysis of most events of importance and an attempt to compare China's importance in relation to other powers.

[17+ marks] for a critical and sophisticated analysis of China's role in their region of choice in the context of international relations over the period.

If candidates write on both Southeast Asia and East Asia treat the region they first mention as the region chosen and regard discussion of China's role in the other as irrelevant, unless it is a comparison or comment that clearly has relevance.

25. With reference to regional associations, what evidence is there of greater cooperation within the region since the 1960s?

Cooperation may take many forms and serve many purposes: defence, economic, regional security, cultural exchange and sport, education and health, control of disease, action against drug and arms trafficking, trade and finance, maintenance of diplomatic contact and the prevention of disputes, communications and control of land, air and sea traffic. Since the 1960s associations have become more truly regional and no longer dominated by the European powers or the US, even where these powers may participate. Australia, New Zealand, Japan and China can be considered regional powers. Economic organisations have superseded defense agreements, symbolised by the passing of SEATO and the creation of ASEAN. Other organisations include the Pacific Economic Cooperation (PECC) – which also includes Mexico, Chile and Peru – the Pacific Trade and Development Conference (PAFTAD) and APEC (Asia-Pacific Economic Cooperation) which includes the US and Canada. Candidates may question how effective regional cooperation has been and show awareness of links by individual countries or groups with non-regional countries and other international organisations.

[7 marks] maximum for description of organisations and their functions without comment or implicit analysis.

[8 to 10 marks] for answers showing awareness of the types of associations, their purpose and functions.

[11 to 13 marks] for answers that analyse, discuss and assess the degree of effective cooperation that exists.

[14 to 16 marks] for detailed and critical analysis of cooperation over the period with analysis of successes, difficulties and failures.

[17+ marks] candidates should be able to present a sophisticated analysis of two or more organisations in order to determine whether there has been a growth in effective regional cooperation over the period.

Some candidates may concentrate upon ASEAN as the most conspicuous example of regional cooperation. Give credit to those who attempt detailed analysis and assessment of its development in terms relevant to the question, but answers on ASEAN alone which make no comparative reference to other regional associations should receive no more than *[12 marks]*.
