

INTERNATIONAL
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M02/314/H(3)M+

MARKSCHEME

May 2002

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 were China’s domestic problems in the reign of the Jiaqing (Chia-ch’ing) emperor (1796–1820) evidence of Qing (Ch’ing) decline?**

[7 marks] for a descriptive narrative of the reign.

[8 to 10 marks] for attempts to link events to evidence of Qing (Ch’ing) failures in government.

[11 to 13 marks] for a simple analysis of the connection between the Qing (Ch’ing) dynasty and government and the revolts and disorder of the period (such as the White Lotus rebellion).

[14 to 16 marks] for analysis of the social, economic, political and administrative problems caused by corruption, population pressure, landlordism, commercial and economic changes and the character and ability of the emperor and government officials.

[17+ marks] for provision of an analysis which sees the origins of many of these problems in the preceding long reign of Qianlong (Ch’ien-lung) and which addresses the question of Qing (Ch’ing) decline. The more perceptive will be aware that some problems were the consequences of the long period of peace and prosperity secured under Qing (Ch’ing) rule.

2. **“By 1850 the Tokugawa Shogunate (Bakufu) was facing collapse.” To what extent do you agree?**

Candidates will be tempted to support this statement, but good candidates will recognise that the situation was not as bleak as the statement implies.

[7 marks] for an uncritical account of the problems facing the Tokugawa.

[8 to 10 marks] for candidates who show some awareness of Tokugawa strengths and their ability to survive these pressures to 1850.

[11 to 13 marks] for which some analysis of these problems will be expected.

[14 to 16 marks] for a deeper analysis and discussion of the strengths and weaknesses of the Tokugawa’s position given the challenges which social, economic, political and international pressures posed.

[17+ marks] should be awarded for a sophisticated analysis which recognises that the fall of the Tokugawa was not a foregone conclusion in 1850. The better students may draw upon evidence of Tokugawa response to the events between 1850 and 1868 to support their argument. Give credit where such material is relevant.

3. In what ways, and to what extent, did the Treaties signed between China and the western powers between 1842 and 1860 restrict China's sovereignty?

The treaties concerned are the Treaty of Nanjing (Nanking) (1842) and the Supplementary Treaty of the Bogue (1843) with Britain, the Treaty of Wanghsia (1844–USA), the Treaty of Whampoa (1844–France). Collectively these established the Treaty System, which was extended by the Treaty of Tianjin (Tientsin) (1858) and the Convention of Beijing (Peking) (1860). The restrictions to sovereignty refer to extraterritoriality, limitations on customs dues, the most-favoured nation clause, the opening of ports to trade, the establishment of diplomatic representation in Beijing (Peking) and the cession of Hong Kong.

[7 marks] and no more for an account of the treaties.

[8 to 10 marks] for an awareness of how sovereignty was diminished.

[11 to 13 marks] for a simple analysis of the degree to which sovereignty was limited.

[14 to 16 marks] for which a deeper analysis and discussion of the question of sovereignty will be expected and an awareness that the early treaty terms to a large extent conformed with traditional Chinese treatment of foreigners – confinement to enclaves, control by their own representatives – while the tariff level was in conformity with the official rate of tariff in place before, but was now collected more efficiently. The disadvantages of the most-favoured nation clause for Chinese diplomacy were not immediately apparent. Diplomatic representation at Beijing (Peking), granted in 1860, was to China's advantage.

[17+ marks] for an analysis of the impact of the treaties in their historical context and the changing views of the Chinese government and people to them as China became aware of the norms of western international behaviour as the century progressed.

4. To what extent was the Taiping Rebellion (1850–1864) in China a consequence of peasant discontent?

The Taiping Rebellion was largely a peasant uprising caused by a number of factors: increasing population, unequal distribution of land, peasant indebtedness and landlessness, landlordism, natural disasters, official corruption and Qing (Ch'ing) military ineffectiveness. Other factors included an increase in anti-Manchu sentiment, and economic hardship caused by currency devaluation, partly the effect of the unfavourable trade balance with the West. The rebellion was political as well as agrarian. A particular factor was Hong Xiuquan's (Hung Hsiu-ch'uan's) ideology, drawn from his understanding of the Rites of Zhou (Rites of Chou) and of Christian teaching.

[7 marks] and no more for narrative accounts.

[8 to 10 marks] for candidates who show awareness of the agrarian crisis and its causes.

[11 to 13 marks] for an attempt at some analysis.

[14 to 16 marks] for which an analysis of other relevant factors and argument backed by relevant historical reference will be expected.

[17+ marks] for which a sophisticated analysis of all relevant factors and a balanced assessment as to their contributory roles will be expected.

5. Assess the reign of King Mongkut (Rama IV) of Thailand (1851–68) with particular attention to his ability to maintain his country's independence.

[7 marks] and no more for a narrative account.

[8 to 10 marks] for which an awareness of the situation of the country at the time and the internal and external problems the king faced will be expected.

[11 to 13 marks] for a simple analysis of the king, his court and the reasons for and the consequences of his policies.

[14 to 16 marks] for a greater depth of analysis and which reveals an understanding of the historical context and the constraints, both domestic and foreign, under which he operated.

[17+ marks] for a sophisticated well-balanced assessment of the reign.

6. Analyse the changing economic and political relationship between New Zealand and Britain from 1850 to 1900.

Economically, the answer should cover pastoralism, regionalism, the discovery of minerals, the 1869–70 depression, land policy and speculation and the near collapse of the Bank of New Zealand in 1894. Given New Zealand's colonial status, these events affected the relationship between the colonial government and the settlers. Land policy, the Native Land Act (1862) and the Maori wars, influenced settler attitudes to the home Government, while economically, New Zealand remained largely dependent on Britain.

[7 marks] for an account of events.

[8 to 10 marks] for an answer showing some recognition of the relationship between economic and political factors.

[11 to 13 marks] for a simple analysis.

[14 to 16 marks] for an analysis covering the whole period and the interrelationship between economic and political factors and between New Zealand and Britain.

[17+ marks] for answers which provide a sustained analysis within a comparative framework.

7. Assess the impact of the discovery of gold in Australia in the 1850s upon the development of the Australian colonies to 1870.

This excludes reference to the West Australian gold discoveries of the 1890s. Although the greatest impact was felt in Victoria, followed by New South Wales, there were discoveries also in Queensland and South Australia. The latter also profited by its handling of gold shipments and Chinese immigration. The impact was economic, demographic, social and political. It included the increase in national wealth; the growth of population and the change in its structure and balance with regard to gender, age, national homeland and proportion of convicts to free settlers; increased lawlessness; an increase in democratic and republican sentiment as expressed in an event like the Eureka stockade; restrictions against the immigrant Chinese; changes to land legislation; the ending of convictism in Tasmania.

[7 marks] for a descriptive account.

[8 to 10 marks] for a recognition of the extent of the impact and its economic, demographic, social and political dimensions.

[11 to 13 marks] for which a simple analysis of at least aspects of the impact upon the Australian colonies will be expected.

[14 to 16 marks] for which most factors should be covered and their linkage to the discovery of gold investigated.

[17+ marks] for candidates who provide sophisticated analysis of the impact across the board and who arrive at a conclusion backed by historical evidence.

8. “In 1876 it was opened to the outside world by Japan rather than by a European power.” Explain the significance of this for Korea from 1871 to 1905.

This question covers the period from the signing of the Treaty of Kanhwa to the conclusion of the Russo-Japanese War and Japan’s establishment of a protectorate over Korea.

[7 marks] for a narrative account of Japan’s role in Korea.

[8 to 10 marks] for which some discussion of the roles of China and Russia will be expected.

[11 to 13 marks] for candidates who attempt to analyse the role of Japan in Korea in relation also to that of China and Russia.

[14 to 16 marks] for an analysis which extends to the role of the European powers in China and also in Japan.

[17+ marks] for a comparative analysis of Japanese aims and policies in Korea with those of the European powers primarily in China and the Russians in Manchuria. Japanese policy appears closer to that of Russia, explainable perhaps by the geographical contiguity of Manchuria to Russian Siberia; and the Japanese perception of Korea as both a platform for the invasion of mainland Asia and as a springboard for invasion of Japan from the mainland.

This is a question which provides candidates with an opportunity to reveal their knowledge of the region as well as of events in Korea. Give credit for any valid statement based on relevant historical reference.

9. “China’s Self-Strengthening Movement (1860–1894) is often regarded as a failure.” To what extent do you agree with this assessment?

Weaker candidates will probably agree with this assessment. Stronger candidates will realise that there were successes and the potential for greater success.

[7 marks] for a descriptive list.

[8 to 10 marks] for awareness that there were substantial achievements, particularly in the years 1860 to 1874, and some optimism for the future.

[11 to 13 marks] for which some analysis to establish the degree of success or failure will be expected.

[14 to 16 marks] for candidates who develop this further into an assessment of the entire period and who give a relevant conclusion. Better candidates will realise that the final measure of success or failure was the war against Japan and that China’s efforts at modernisation have perhaps been unjustly dismissed in their entirety because of their defeat.

[17+ marks] for a sophisticated analysis and an awareness that the statement may be questioned.

10. “The Open Door policy proposed by the United States in 1899 had no significant impact upon foreign activities in China.” How far do you agree with this assessment for the period from 1899 to the Washington Conference (12 November 1921 to 6 February 1922)?

Proposed by US Secretary of State in September 1899 and defined in the 1900 Anglo-German agreement of 1900, the policy aimed to provide free access by all nations to the coast, ports and rivers of China for economic purposes while retaining China’s unity and independence. It was opposed to the “spheres of influence” approach generally followed.

[7 marks] for a definition of the policy or a statement of its intentions.

[8 to 10 marks] for a discussion of its application in practice.

[11 to 13 marks] for an analysis of the conflict of interests among the powers.

[14 to 16 marks] for an answer which covers most incidents and examples of the conflict between the policies embraced by the Open Door and the “sphere of influence” concepts with regard to China.

[17+ marks] for candidates who can produce a sophisticated analysis of the actions of the foreign powers in China from 1900 to 1922, when the Nine-Power Treaty on China, signed at the Washington Conference on 6 February by Belgium, Britain, China, France, Italy, Japan, the Netherlands, Portugal and the United States, restated the principles of the Open Door policy.

Candidates may well conclude that the Open Door was adopted by the US because it had arrived on the scene too late to share in the spoils, and was honoured by the other powers as a cover for their own attempts to expand in the spheres of influence of others while protecting their own. Give credit to answers which do not dismiss it so cynically, if based on historical evidence. Better candidates will recognise the significance of Japan’s reaction, also a late arrival on the imperial scene, to the Open Door policy and should be given credit if they look forward to later events; providing they do so only to illustrate the tensions underlying the powers’ acceptance of the policy and do not enlarge on these later events.

11. With reference to *two* countries you have studied, analyse the role of religion in the development of national identity in the period 1900 to 1922.

Candidates will probably choose either Burma or Indonesia. In Burma, Buddhism and in Indonesia, Islam provided the focus for early national feeling. The Young Men's Buddhist Association was formed in Burma in 1906: Budi Utomo, a cultural organisation, was formed in Indonesia in 1908 and was followed by Sarekat Islam in 1911.

[7 marks] for an account of the events.

[8 to 10 marks] for an awareness of the connection between religious affiliation and these early organisations and between these early organisations and the more secular parties which had emerged by 1922.

[11 to 13 marks] for some analysis of these connections and the roles of individuals and groups within the emerging nationalist movement.

[14 to 16 marks] for a more comprehensive and critical analysis.

[17+ marks] for a sophisticated analysis placed in its historical context and reaching a conclusion about the role of religion as nationalism spread and matured. Give credit to relevant discussion of the role of religion elsewhere in Southeast Asia in the period.

12. How important was involvement in the First World War (1914–18) in creating a sense of Australian identity and nationalism?

Candidates should be aware that the Australian Commonwealth was founded in 1901 and that a sense of Australian nationalism both preceded it and grew from it. They should also be aware that participation in the war enlarged the Australian national “myth” of the outback and the bushman and that Australian involvement in the Gallipoli campaign became a defining moment. This is a question about ideas and attitudes and the best answers should reflect this.

[7 marks] for an account of Australia's role in the war.

[8 to 10 marks] for an awareness of the importance of occasions like Anzac Day and Remembrance Day in the Australian calendar, and of symbols like the “digger” and the national attributes he reputedly displayed.

[11 to 13 marks] for an analysis which begins to link these events and symbols with the established legends and national icons of the earlier period.

[14 to 16 marks] for an analysis embracing other markers of national identity, such as anti-British sentiments, the White Australia policy and other prejudices and attitudes.

[17+ marks] for which an analysis of the various sources of a national identity and an assessment of the contribution to it of the war will be expected.

13. “An inspirational figure.” How far does the phrase define the role of Sun Yatsen (Sun Yat-Sen) as ‘founder’ of the Chinese Republic between 1895 and 1925.

This covers the period from the Canton uprising of 1895 to Sun’s death in 1925.

[7 marks] for a descriptive account of his revolutionary and political career within those dates.

[8 to 10 marks] for which some awareness of his changing role and contributions will be expected.

[11 to 13 marks] for attempts to analyse the effectiveness of his policies and actions and to place them in their historical context.

[14 to 16 marks] for a sustained analysis to explain his rise to prominence and leadership despite apparent failure and disappointment. Expect also analysis of his aims, principles and tactics in comparison with the roles of others over these years.

[17+ marks] for an awareness of the role Sun played amongst others, analysis of his failures and his successes, and of the conundrum that in practical terms he achieved relatively little in person but became recognised as the ‘father’ of modern China. The best candidates will see in this the core of the question. Give credit to candidates who explore this apparent contradiction within its historical context.

14. Analyse the reasons for the rise and changing nature of militarism in Japan between 1925 and 1936.

1925 saw the introduction of universal male suffrage for all males over 25 and the completion of army reforms which made access to officer ranks easier for young men of the urban and rural lower middle classes, thus changing their composition over time. Universal male suffrage introduced into political life a mass electorate which could assert influence at elections and was open to manipulation by nationalistic and militaristic politicians and spokesmen for expansionist policies. The 26 February 1936 attempted coup by young radical military officers saw the eclipse of the Koda Ha or Imperial Way faction in the military and the dominance of the Tosei Ha or Control Way faction of older more conservative officers. The events of this period included the Tsinan Incident in Shantung and the assassination of Zhang Zoulin (Chang Tso-lin) of Manchuria in 1928, opposition in Japan to the government’s acceptance of the Washington Naval Conference in 1930, attempted military coups by extremists and the invasion of Manchuria in 1931, the attack on Shanghai in 1932, political assassinations, and Japan’s notice of withdrawal from the League of Nations in 1933.

[7 marks] for a narrative of events.

[8 to 10 marks] for which some awareness of the factions within Japanese society and within the military will be expected.

[11 to 13 marks] for where an analysis of this is made.

[14 to 16 marks] for an analysis of the domestic and foreign factors (US immigration policies, effects of the Depression) influencing military policies and their consequences.

[17+ marks] for a sophisticated analysis drawing all factors together.

15. To what extent did the Depression of the 1930s influence economic, political and social developments in *either* Australia or New Zealand?

This should be a fairly straightforward question.

[7 marks] for a list of effects.

[8 to 10 marks] for which some specific cause and effect linkage set within the historical time-frame will be expected.

[11 to 13 marks] for which candidates should begin to analyse developments.

[14 to 16 marks] for candidates who show to what extent other factors than the Depression might have been involved, including government policies which themselves might have been responses to the effects of the Depression.

[17+ marks] where this analysis is maintained across the political, economic and social spectrum for the period up to 1939.

16. “The significance of the Long March (1934–5) in the history of modern China has been greatly exaggerated.” How far do you agree with this assessment?

The Long March acquired legendary significance because of the importance given to it in Communist propaganda. Candidates have to consider whether this was a distortion of the truth.

[7 marks] for a narrative account of the March.

[8 to 10 marks] for an awareness shown of events with significance for the future, such as the Zunyi (Tsunyi) Conference and Mao Zedong’s (Mao Tse-tung’s) emergence as leader, the dissemination of Communist propaganda, and the survival of the leadership and a sufficient number of party members and troops to establish a firm base at Yan’an (Yenan).

[11 to 13 marks] for which some analysis of the significance of these events will be expected.

[14 to 16 marks] for a discussion and analysis of how the Long March has been presented since the creation of the People’s Republic.

[17+ marks] for which candidates are expected to show awareness of the reality and the myth and to analyze how the event has been used. Better candidates may argue that the presentation and exploitation of the myth has itself become more significant in the history of China than the event itself.

17. What aims and policies lay behind the Japanese concept of the Greater East Asia Co-prosperity Sphere and to what extent was Japan able to achieve them in the years 1941 to 1945?

The Great East Asia Economic Co-prosperity Sphere was a concept that grew out of the need to justify Japan's policy of expansion into Southeast Asia. The defeat of the colonial powers would allow the development of an independent, self sufficient East Asian economic zone. This development was an extension of the earlier concept of a New Order in East Asia which justified the occupation of Manchuria and the conflict with China. Japan sought the cooperation of the countries it occupied for the ultimate benefit of all. This can be treated cynically, but there was also an element of idealism. As the war turned against the Japanese by 1943, the concept was doomed.

[7 marks] for accounts of Japanese expansion.

[8 to 10 marks] for which some awareness of aims and policies and reference to their application in specific cases will be expected.

[11 to 13 marks] for attempts at analysis.

[14 to 16 marks] for which an analysis of what Japan achieved with some evidence extending beyond 1945 will be expected.

[17+ marks] for a sophisticated analysis of Japanese aims and policies and their effects which acknowledges the complexity of issues involved, especially with regard to the interactions and relationships between the Japanese military and civil authorities and the political elites and peoples in the regions they occupied. Candidates may draw upon examples from one or both of East and Southeast Asia. Either approach is acceptable and should receive full credit.

18. Explain why the Nationalists lost the Civil War in China (1946–1949).

Many candidates will be influenced by Immanuel Hsu's five basic explanations: the deceptive impression of Nationalist military strength when compared with the numerically weaker and initially less well-equipped communists, combined with failures in Nationalist strategy; inflation and economic collapse which the Nationalists could not rectify after 1945; loss of public confidence and respect; the failure of American mediation and aid; and the failure to institute social, economic and political reforms.

[7 marks] for a descriptive account.

[8 to 10 marks] for a discussion of the reasons for the nationalist defeat.

[11 to 13 marks] for which candidates should attempt some assessment and analysis.

[14 to 16 marks] for which the assessment and analysis should become more ordered and integrated and reveal evidence of wider reading and thought.

[17+ marks] for essays which break from a perceptibly taught mould and show evidence of wide reading and independent thought.

19. Analyse the process by which *one* south-east Asian country achieved independence after the Second World War.

[7 marks] for a narrative account.

[8 to 10 marks] for candidates who show awareness of the international situation which may have favoured or hindered the nationalist movement – attitudes within the colonial government, effects of the Second World War, the attitudes of the UN, the USA and the Soviet Union.

[11 to 13 marks] for which some analysis of the domestic and international factors aiding and resisting the nationalist movement will be expected.

[14 to 16 marks] for a balanced analysis covering most factors.

[17+ marks] for an analysis which places the independence movement in the country chosen in the context of international events and opinion, and the progress towards independence of other countries of the region.

20. To what extent do you agree that the Cultural Revolution was “a struggle for control over the future of the Chinese revolution”?

Although the Cultural Revolution (1966–1976) began as an attempt by Mao to regain control of the Party, he was concerned that pragmatists like Liu Shaoqi (Liu Shao-ch’i) were leading China away from the revolutionary ideals he held. The Cultural Revolution thus had ideological and political roots. It became a complex struggle as factions claiming to be loyal to Mao fought for primacy, seeking power or striving to retain it. The situation was complicated by Mao’s declining health and the intrigues of Lin Biao (Lin Piao) on the one hand and the Gang of Four on the other.

[7 marks] for a narrative of events.

[8 to 10 marks] for some awareness of the motives behind them.

[11 to 13 marks] for which some analysis of these motives and of the concepts implied by terms like “power struggle” and “the future of the revolution” will be expected.

[14 to 16 marks] for where candidates make close reference to individuals, campaigns and events to support analysis and the conclusion arrived at.

[17+ marks] for candidates who follow the struggle for power closely, identifying the protagonists and their policies and motivations and determining to what extent the direction of the revolution would be effected by their triumph or defeat. This is a complex question and clarity of thought and expression should be given credit.

21. Analyse Japan's economic growth in the 1960s.

This will be a popular question.

[7 marks] for a descriptive account of Japanese economic growth.

[8 to 10 marks] for which some references to reasons for growth, beginning with the post-war reconstruction and the American Occupation will be expected. The stress should be on analysis and explanation.

[11 to 13 marks] for a simple analysis.

[14 to 16 marks] for an analysis showing an awareness of the changing circumstances and specific events and decisions which furthered growth.

[17+ marks] for analysis which reveals awareness of the weaknesses underlying the Japanese economic system, as revealed in the 1970s. One or two candidates may also be aware that recent critical analysis of Japan's statistics has thrown some doubt on their validity.

22. Analyse the reasons for the participation of *either* Australian *or* New Zealand military forces in overseas conflicts between 1950 and 1980.

The conflicts include the Malayan Emergency, the Korean War, Indonesian Confrontation of Malaysia, the Vietnam War. They represent a shift from the old defence relationship with Britain to a closer relationship with the US. They demonstrate the post-war concern with Asia, the expansion of communism, and the reliance on the US to protect their interests as the UK withdrew.

[7 marks] for a descriptive account of the wars fought.

[8 to 10 marks] for which the four conflicts should be mentioned and some awareness of the changing relationship with the US and Britain shown.

[11 to 13 marks] for simple analysis of the wars and these relations.

[14 to 16 marks] for which the analysis should be well developed and balanced.

[17+ marks] for which candidates should provide a closely reasoned critical analysis of the shifting foreign policy objectives and concerns of Australia or New Zealand and show how these caused the country concerned to become involved in conflict.

23. Explain why political changes in the Philippines have failed to produce a stable, prosperous democracy since 1946.

Basically, democratic forms and institutions have been created but the old elites have retained their economic and social control and patronage, largely because of the failure to implement land reform.

[7 marks] for a descriptive account of events.

[8 to 10 marks] for suggesting reasons for the continued poverty and incipient rebellion.

[11 to 13 marks] for a simple analysis of the social and political system which permitted the rise of a politician like Ferdinand Marcos and the failure of matters to greatly improve after his overthrow.

[14 to 16 marks] for an analysis which covers the period and which includes the problem of Mindanao and the Muslim south. Better candidates may comment on the role of the US and US investment and will recognise that despite its failings, Philippine democracy is still vigorous in many ways.

[17+ marks] for a sustained analysis which arrives at a well supported conclusion.

24. With reference to any country in the region, analyse the social and economic impact of developments in education since 1945.

This provides a wide choice.

[7 marks] for a descriptive account of the development of the education system in the country of choice.

[8 to 10 marks] if there is also description of the economic and social effects of education.

[11 to 13 marks] for an answer showing some analysis of these effects.

[13 to 16 marks] for candidates who begin to analyse the interaction between education and economic and social developments.

[17+ marks] for candidates who develop a sophisticated analysis based upon relevant historical and statistical evidence.

25. Compare and contrast the factors producing economic growth in Singapore and Hong Kong in the period 1965 to 1990.

[7 marks] for an account of economic growth in either country alone.

[8 to 10 marks] if both countries are discussed but if no comparison or contrast is attempted.

[11 to 13 marks] for a simple comparative analysis.

[14 to 16 marks] for a running analysis of the similarities and differences in the development of the two economies over the period.

[17+ marks] for a sophisticated analysis of the range of political, social and economic factors, which helped produce economic growth over the period. The international dimension is important in both cases.
