

# **MARKSCHEME**

**November 2002**

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

**Higher Level**

**Paper 3**

**1. To what extent was China's failure to deal effectively with the West up to 1842 a consequence of its traditional attitude to foreign states?**

*[7 marks]* will be awarded for candidates who relate the causes of the Opium War or give only a descriptive account of diplomatic missions and contacts.

*[8 to 10 marks]* will be awarded for some discussion of traditional diplomacy and the tribute system.

*[11 to 13 marks]* will be awarded for analysis of the MacCartney, Amherst and Napier missions and their failure to establish diplomatic relations.

*[14 to 16 marks]* will be awarded for analysis to include the change in status of the British representative in Canton with the ending of the East India Company monopoly, which made compromises of the type practised by the Company up to then no longer acceptable to British opinion.

The best candidates should also be aware that the traditional attitudes served China well for most of its history; that the establishment of separate quarters for foreign traders (as in the Canton System) was not unknown elsewhere in European or Asian history (Russia, the Malacca Sultanate); and that tension rose in the late 1830s for a number of reasons which made foreigners less tolerant of restrictions imposed upon them. Candidates obtaining *[14 to 16 marks]* should also be aware that a number of political, economic, social and military factors were also responsible for Chinese failure.

*[17+ marks]* will be awarded for analysis of all these factors and the ability to relate them to both Chinese and foreign (mainly British) perceptions of diplomatic relations, with reference also to the USA and Russia.

**2. "The process of modernization began in Japan decades before the arrival of Commodore Perry in 1853". How far do you agree with this statement?**

There is room for disagreement. Candidates will agree that changes were occurring in the late Tokugawa period, but may dispute how far these represented "modernisation". Give credit for thoughtful presentation and discussion.

*[7 marks]* will be awarded for a simple account of change.

*[8 to 10 marks]* will be awarded for those attempts to discuss the issues of change and modernisation which may be muddled and confused but reveal accurate historical knowledge.

*[11 to 13 marks]* will be awarded for some analysis of what is meant by "modernisation" and of those events and changes which may be so termed – like the rise of the merchant class and the money economy and the strains in feudal structures.

*[14 to 16 marks]* will be awarded for more full and clear analysis.

*[17+ marks]* will be awarded for well-structured essays which reveal an understanding of the historical changes taking place and analyse them within the context of modernisation.

**3. Why did European colonial powers develop a new interest in East and South East Asia in the first half of the nineteenth century?**

Factors include the increase in trade prompted by increased productivity and prosperity in Europe as industrialisation spread and steam power speeded up the production of goods and, with the introduction of railways and steam ships, of communications. Improved and faster sailing ships also contributed. China was a source of tea, ceramics and other consumer products, while Southeast Asia was a source of products like spices, sugar, coffee, a potential market for manufactures and a staging post for trade with China. As such it acquired strategic importance (rivalry between the Dutch and British over Singapore, for example) linked with a search for coaling stations. For Britain there was also the important link to maintain with its new Australian colonies.

*[7 marks]* will be awarded for descriptive accounts or unsupported lists of reasons.

*[8 to 11 marks]* will be awarded for some linkage between events and causes.

*[11 to 13 marks]* will be awarded for simple analysis and comparative comment. Expect awareness of the changing interest over the period and the effects of the increase of trade with China.

*[14 to 16 marks]* will be awarded for comparative analysis of the changing interests, intentions and actions of the European powers over the period. Better candidates will recognise that the European impact increased during the period but still remained peripheral, that the main territorial expansion was to occur later.

*[17+ marks]* will be awarded for critical comparative analysis backed by evidence and arriving at a reasoned conclusion.

**4. Analyse China's attempt to modernize and overcome its weaknesses in the period 1862 to 1894.**

This encompasses the Tongzhi (T'ung-chih) Restoration (1862 to 1874) and the modernising programme, sometimes called the Self-Strengthening Movement, which continued through to 1894.

*[7 marks]* will be awarded for general accounts.

*[8 to 10 marks]* will be awarded for candidates who make some attempt to assess their effectiveness, perhaps recognising that the Sino-Japanese War of 1894 provided a test.

*[11 to 13 marks]* will be awarded for some analysis of the geographical, political, economic, cultural and other factors, including the role of the imperial court and the Confucian bureaucracy, which aided and hindered reform.

*[14 to 16 marks]* will be awarded for analysis of most of these factors backed by relevant historical reference.

*[17+ marks]* will be awarded for candidates who produce a sophisticated and balanced analysis of these geo-political, social, cultural and economic factors. The best candidates may question whether the generally pessimistic view of the modernisation process is entirely justified, in that important changes were taking place.

**5. To what extent was Dutch colonial policy between 1860 and 1900 less exploitative of the people it governed than the system it replaced?**

The question is primarily concerned with the so-called Liberal Policy gradually introduced from 1864. It was partly a response to perceived evils in the Culture System (introduced in 1830), abuses of which resulted in famines in Java in the 1840s. The Liberal System, gradually introduced from 1864, allowed vestiges of the Culture System to continue to 1917 while encouraging private enterprise which extended Dutch and other foreign investment into regions outside Java. In overall terms there appears to have been some improvement in the standard of living of the Indonesian people until 1885.

*[7 marks]* will be awarded for descriptive accounts of the Liberal Policy and answers which refer only to the Culture System.

*[8 to 10 marks]* will be awarded for awareness of the effects of Dutch economic policy upon the people of Indonesia and/or awareness of the reasons for introducing the Liberal Policy.

*[11 to 13 marks]* will be awarded for simple analysis.

*[14 to 16 marks]* will be awarded for critical analysis which considers the effects of policies over the period and draws a conclusion.

*[17+ marks]* will be awarded for sustained comparative analysis which arrives at a conclusion backed by statistical evidence. Expect references to the remittances to the Netherlands by the government of the Dutch East Indies (837 million guilders between 1830 and 1877, when the cost of the Aceh War ended the practice).

Better candidates will question whether any prosperity in Indonesia was the result of the policies themselves or of external factors affecting the international economy and hence demand for Indonesian products. They will also be aware that the Dutch administered Indonesia with the collaboration of an Indonesian elite who benefited. By the end of the century there was considerable criticism within the Netherlands of the exploitation of Indonesia, leading to the Ethical Policy proclaimed in 1901. There is a wide range of material here. Give credit for relevant argument which is backed by evidence and is directed towards an assessment of the degree of exploitation Dutch colonialism involved.

**6. “It is surprising that such different states should have agreed to the creation in 1901 of an Australian Federation for the whole continent.” How far do you agree with this statement?**

The question requires candidates to analyse those factors which support the statement and those which account for the decision to federate.

**[7 marks]** will be awarded for a simple narrative of the events leading to federation.

**[8 to 10 marks]** will be awarded for awareness of the differences between the individual states and the countervailing arguments for federation.

**[11 to 13 marks]** will be awarded to candidates who produce some analysis of the domestic and international issues which both united and divided Australians.

**[14 to 16 marks]** will be awarded for analysis which should be organised and clear, covering most of the geographical, demographic, political, economic, social, defence, tariff, financial and international issues, particularly from the creation of the Federal Council in 1885 to the creation of the Commonwealth in 1901.

**[17+ marks]** will be awarded for discussion and analysis which should resolve itself into a coherent argument arriving at a conclusion related to the question.

Candidates may consider such factors as the personalities and roles of political leaders like Barton, Parkes, Deakin, Kingston and Griffith, the problems of distance and communications (the failure to incorporate New Zealand and the late decision of Western Australia to adhere), and the imbalance in terms of resources and population between states. There is a great deal of material. Give credit for relevant argument supported by evidence.

**7. How far do you agree that New Zealand’s history in the nineteenth century can be reduced to the single theme of “Maoris and land”?**

Candidates should have plenty of scope to reveal their knowledge and to develop an argument. The decision by the British Government in 1838 to annex New Zealand, the activities of the New Zealand Association, the Treaty of Waitangi (1840), the Maori Wars (1843 to 1848 and 1860 to 1870), land legislation, the Maori Councils Act and the beginning of a Maori revival in the 1890s all indicate the importance of Maoris and land in the history of New Zealand. However, constitutional, political, economic, and social developments independent of these two issues also occurred. The importance of these in relation to “Maoris and land” should be assessed.

**[7 marks]** will be awarded for an account of events.

**[8 to 10 marks]** will be awarded for descriptive accounts which make a clear link between land and Maori issues and an awareness of other factors.

**[11 to 13 marks]** will be awarded for a simple analysis of the interaction between the various factors.

**[14 to 16 marks]** should be clearly delineated and analysed as to their impact on New Zealand’s development as a national entity.

**[17+ marks]** will be awarded for sophisticated analysis incorporating all or most of these issues and arriving at a conclusion clearly supported by relevant evidence and argument.

**8. Analyse the Tonghak movement in nineteenth-century Korea as a response to Western intrusion.**

Eastern Learning or Tonghak had similarities to the Taiping movement in China. Its founder, Ch'oe Che'u, an unsuccessful Confucian scholar, transformed his mystical experiences into a belief incorporating elements from Taoism, Buddhism, Neo-Confucianism, traditional Korean shamanism and Catholicism. Tonghak teaching looked towards improving the conditions of the peasantry and spread rapidly, leading in the 1860s to uprisings in the south which were crushed. Ch'oe was executed, but his ideas persisted. The rebellion in 1894 was prompted by economic hardship caused largely by increased taxation and had an anti-Japanese element. Although the rebellion was crushed with Chinese assistance, the Japanese also sent forces precipitating the Sino-Japanese War of 1894–5. The increase in Japanese influence after 1895 caused the Tonghak to take on the attributes of a nationalist movement.

**[7 marks]** will be awarded for an account of the Tonghak rebellion of 1894.

**[8 to 10 marks]** will be awarded for some knowledge of the movement, its beliefs and teaching.

**[11 to 13 marks]** will be awarded for candidates who attempt to link the beliefs of the Tonghak with the intrusion of “foreigners” into Korea, with some analysis of these beliefs.

**[14 to 16 marks]** will be awarded for some analysis of the various religious, political, economic and social factors which contributed to the Tonghak movement and to its rebellions.

**[17+ marks]** will be awarded to candidates who note the persistence of Tonghak ideas after 1895 and their contribution to the nationalist movement that began to evolve.

The best candidates will recognise that the movement was not a well-organised political movement, but embraced a number of elements with different appeal to different elements in society. In particular it came to represent something “Korean” in opposition to foreign intrusion whether western or not. Candidates may also notice similarities with the tensions between “Dutch Learning” and “National Learning” in late Tokugawa Japan.

**9. “China never fought as a nation.” To what extent does this explain China’s defeats by foreign powers in the period 1885 to 1900?**

This question covers the period from China’s defeat in the war with France over Tonkin (northern Vietnam) up to the Boxer Uprising. The Tongzhi (T’ung-chih) reforms had depended for any effectiveness on the loyalty to the regime of provincial officials. By the 1880s this loyalty was suspect, with officials putting their own interests first. The defeats suffered in the Franco-Chinese conflict of 1885, the Sino-Japanese War of 1894–5 and the Boxer Rebellion (and the inability of the Emperor to exert his authority during the 100 days reform) can be cited as evidence of the failure to create a sense of Chinese nationhood.

*[7 marks]* will be awarded for an account of events.

*[8 to 10 marks]* will be awarded for an attempt to demonstrate how the imperial government was ignored or defied in matters relating to defence and the conduct of war.

*[11 to 13 marks]* will be awarded to candidates who attempt simple analysis of some of these examples and show awareness of other factors contributing to China’s defeats, including those at the imperial government level.

*[14 to 16 marks]* will be awarded for a comparative analysis over the period.

*[17+ marks]* will be awarded to candidates who demonstrate a grasp of the events over the period, an awareness of the various factors which contributed to the decline of the dynasty, to its failure to create a sense of unity and nationhood and to its military ineffectiveness.

10. **“The Japanese Imperial Government at the end of the Meiji period (1912) was a victim of its own success.” How far do the events of the Taisho period (1912 to 1926) support this statement?**

The question asks candidates to recognise that the Meiji reformers had achieved their most important objectives and that Japan was facing new social and economic problems because of industrialisation; political problems with the accession of the Taisho Emperor, the growing strength of the political parties and the departure of the Meiji generation of leaders (the *genro*); diplomatic and international problems created by its annexation of Korea, its new status as an international power as shown in its involvement in the First World War, its policy towards China (the 21 Demands) and its involvement in Siberia. In short, the Meiji achievement had been to modernise Japan to the extent that many Japanese were dissatisfied with autocratic and aristocratic government, troubled by the social and economic changes threatening traditional values and social structures, anxious to achieve full international recognition from the western powers that Japan was their equal. The last point was demonstrated by Japanese sensitivity to matters like racial equality and immigration restrictions.

**[7 marks]** will be awarded for a description of Japan in 1912 demonstrating the Meiji regime’s success.

**[8 to 10 marks]** will be awarded to candidates who show awareness of the problems Japan faced during the Taisho period.

**[11 to 13 marks]** will be awarded for a simple analysis linking these problems to the situation at the end of the Meiji period.

**[14 to 16 marks]** will be awarded for a deeper analysis of the problems Japan faced during the Taisho period as her leaders attempted to set new national objectives and acquire a new sense of purpose.

**[17+ marks]** will be awarded for answers which set this analysis in the context of the international situation and Japan’s industrial, commercial and political development, and attempt to assess whether the statement is valid in the light of the events of the Taisho period. There is great scope for discussion.

Give credit to arguments which are supported by historical evidence and link the Meiji and Taisho periods.



**11. Analyse the problems facing nationalists in any *one* Southeast Asian country in their struggle against colonial rule between 1930 and 1942.**

The following notes generalise the experience, which follows a broadly similar pattern. Expect candidates to provide the detailed historical reference to leaders, movements, parties institutions and colonial responses.

Previous uprisings indicated that rebellion based on traditional structures was unlikely to succeed. The future lay with politicians prepared to adopt western political strategies. Nationalist politicians were divided as to whether to collaborate with colonial institutions offering some participation and attempt to bring about political reform gradually, or to seek immediate independence. Moreover, they were divided in their views as to the kind of society they wished to adopt after independence, whether traditional and conservative, democratic and westernised or socialist or communist. Burmese nationalists until 1935 also differed as to the status of Burma as part of India. At the end of the period, nationalists were also divided as to their attitude to Japan.

**[7 marks]** for a narrative of events.

**[8 to 10 marks]** for attempts to define the problems nationalists faced.

**[11 to 13 marks]** for candidates who attempt some analysis of these difficulties.

**[14 to 16 marks]** for a fuller analysis of the nationalist groups and their motives.

**[17+ marks]** will be awarded to candidates who cover the whole period and can support their analysis with relevant historical evidence pertaining to nationalist leaders and groups and the responses of the colonial power.

**12. To what extent had Australians *or* New Zealanders acquired a national identity by 1939?**

There is scope for a variety of answers. In both cases, identity remained confused, in Australia probably less so. Both countries retained strong connections with Britain and many of their citizens had strong family ties or were immigrants or the children of immigrants from Britain. The situation was fluid, but a politician like Sir Robert Menzies could still refer to himself as “British”.

Candidates need to consider the following factors: demographic, with particular attention to countries of birth and ethnic origin; immigration policies (*e.g.* Australia’s “White Australia” policy); constitutional ties with Britain; national symbols such as the crown, flag, Southern Cross, heraldic birds and animals (kiwi, kangaroo, emu); financial and economic ties with Britain, the USA and trading partners; military and defence strategies and degree of dependency; historical experience and the way it was presented and assimilated into a “national” history (*e.g.* British and empire history as opposed to Australian or New Zealand history); geo-political considerations and sense of “place” – did people see themselves as displaced Britons and Europeans? national myths and legends associated with the land, the Aborigines/Maoris, the settler experience, the Australian “Bush”, national heroes (explorers and bushrangers), the First World War; primacy given to the culture of Europe - the so-called “cultural cringe”. Candidates may well consider others, such as inter-state rivalries and differences in Australia. Candidates may incline to the view that a national identity had yet to emerge fully but have different views on the degree to which it had. Better candidates will realise identity was in a state of flux and affected by changing circumstances and by differences within the national society. Some will attach greater importance to the large scale events like war and depression. Others may see significance in the emergence of a national literature, art and music.

**[7 marks]** for a simple narrative or listing of events or ideas.

**[8 to 10 marks]** for candidates who have begun to develop an argument even if disconnected.

**[11 to 13 marks]** for a limited presentation with simple analysis of what is meant by a national identity with reference to historical events and factors which contributed to or hindered its development.

**[14 to 16 marks]** for an argument which includes a reference to most of the points mentioned above and arrives at a conclusion.

**[17+ marks]** will be awarded to candidates who present a sophisticated analysis within the historical context, reveal awareness of the complexity of the issue and reach a conclusion based on the evidence presented.

**13. “The response in China to the Versailles Treaty (1919) was a defining moment in the history of modern China.” To what extent do you agree with this statement?**

Most will probably agree but may qualify their agreement with reference to other significant events.

*[7 marks]* will be awarded for an account of the events of 4 May 1919.

*[8 to 10 marks]* will be awarded for awareness of its causes and consequences, including what became known as the May 4th Movement.

*[11 to 13 marks]* will be awarded for simple analysis of these consequences.

*[14 to 16 marks]* will be awarded for an analysis of the cultural, social, educational, political and ideological dimensions, including the creation of the Communist Party and the reformed Guomintang (Kuomintang), the first United Front and the campaign against the warlords. Chinese political and ideological history was transformed. Candidates may question whether this transformation was solely the effect of 4 May 1919.

*[17+ marks]* will be awarded to candidates who place 4 May 1919 in its historical context, offer a close analysis of the changes wrought, based on the situation prevailing in 1919 and that in perhaps 1925 or 1928 or even looking forward to 1949, and who reach a conclusion based on analysis of other factors at work.

**14. Analyse the importance of Manchuria as a focus of international rivalry between 1900 and 1931.**

Regarded by the Chinese as an integral part of China, Manchuria was encroached upon by Russia and by Japan. It had great strategic importance and great industrial and agricultural potential. Candidates should show awareness of Chinese, Russian and Japanese interests and of those of other powers. Candidates should be aware that 1900 is chosen to reflect the situation after the Sino-Japanese War and before the Russo-Japanese War, while 1931 marks the Japanese conquest leading to the creation of the puppet state of Manchukuo.

*[7 marks]* will be awarded for a narrative account of events.

*[8 to 10 marks]* will be awarded to candidates who show awareness of the strategic and economic importance of Manchuria.

*[11 to 13 marks]* will be awarded for a simple analysis of the policies and intentions of the various states concerned with references to historical developments.

*[14 to 16 marks]* will be awarded for discussion and analysis which should be clear and developed.

*[17+ marks]* will be awarded to candidates who clearly place the region in its geopolitical context and provide detailed analysis of the interaction of the rival powers over the given period.

To make a point candidates may comment outside the time-frame, but such references should be relevant to their argument.

**15. To what extent did the American colonial authorities in the Philippines in the period to 1941 prepare the country for eventual independence?**

*[7 marks]* will be awarded for a simple narrative account of the period.

*[8 to 10 marks]* for awareness of the changing policies under different US administrations.

*[11 to 13 marks]* for analysis of these policies and of the reaction of Filipino leaders.

*[14 to 16 marks]* for analysis to be more rigorous and to take into account Filipino interests and opinion.

*[17+ marks]* will be awarded to candidates who develop an argument based on analysis of American policy and its response to various interest groups such as American investors in the Philippines, US strategic and economic interests and Filipino interests.

**16. Analyse the reasons for Japan's decision to attack Pearl Harbor in December 1941.**

This may prove a popular question, but requires a well-grounded knowledge of the international situation and of the position the Japanese Government found itself in.

*[7 marks]* for an account of the situation as it stood in December 1941 or for a narrative of events to that date.

*[8 to 10 marks]* for accounts which show awareness of the Japanese government's dilemma, faced with continuing resistance in China, the US oil embargo and declining oil reserves.

*[11 to 13 marks]* will be awarded for some analysis of these factors and of the broader international situation with only Britain, of the European colonial powers still resisting Germany, Russia fighting an apparently successful German invasion and the United States, relatively unprepared for war, the only threat to Japanese expansion south.

*[14 to 16 marks]* will be awarded for analysis which cover most issues and include the situation within Japan and the preoccupations and opinions of the Japanese armed services and the Emperor's advisers, especially with regard to the situation in China and the long-term consequences of bowing to American demands.

*[17+ marks]* will be awarded for answers which encompass all factors and analyse and assess the options open to Japan and the calculations, assessments, knowledge and prejudices which informed the decision. A few candidates may also comment on the reasons for not taking advantage of Russia's preoccupation with Germany to attack Siberia.

**17. Analyse the causes of the communist insurgency and its failure in *either* Malaya (the Malayan Emergency 1948 to 1960) or the Philippines (the Hukbalahap Rebellion 1945 to 1951).**

**Malaya:** The Communists had resisted the Japanese occupation of Malaya and returned to civilian life after the war. By 1948 they were dissatisfied with the restrictions placed upon their trade union and political activity. Mainly Chinese, they also opposed the abandonment of the Malayan Union for the Federation of Malaya (1948) with its restrictive citizenship requirements. Their Secretary-General, Lai Teck, had been revealed as a British agent and his successor, Ching Peng sought to raise morale with a more militant policy, which was also supported by the Soviet Union, wishing to destabilise colonial governments as the Cold War developed. The Communists were effectively defeated by 1956, but the Emergency was not lifted until 1960. They had early successes but their main support was among the landless Chinese squatters. Resettlement, the granting of increased citizenship rights, access to land, strict supervision and protection, and progress towards national independence cut the communist guerillas off from their main support and persuaded others that peaceful political activity offered more opportunities. The British employed overwhelming military force and a carrot and stick approach to bring the insurgency under control. High commodity prices during the Korean War enriched the country and made possible improvements in living standards.

**Philippines:** The Hukbalahap (Huks) under Luis Tarak had resisted the Japanese and the returning Americans and were apparently crushed in 1945. The movement re-emerged when the government of President Roxas (1946 to 1948) failed to introduce land and social reform and that introduced by his successor, Elipidio Quirino (1948 to 1953) was corruptly managed to benefit politicians, big landlords and businessmen. The Huks attracted support among the peasants of central Luzon. They were defeated by genuine reforms backed by effective military action introduced by the defence minister Ramon Magsaysay. By 1951 only hard-core resistance remained, as in Malaya, and most Huks had accepted an amnesty, land and a house.

**[7 marks]** will be awarded for a narrative account.

**[8 to 10 marks]** will be awarded for candidates who place their narrative in its broader context and consider causes and failure.

**[11 to 13 marks]** for some simple analysis.

**[14 to 16 marks]** will be awarded for the fuller analysis of causes of the insurgency and the reasons for its failure with supportive historical evidence.

**[17+ marks]** will be awarded to candidates who place the insurgency within the framework of the Cold War and international relations as well as within its local context.

**18. “An impressive but flawed (imperfect) achievement.” Is this a fair assessment of Communist rule in China between 1949 and 1961?**

This will be a popular question but requires a thorough knowledge of domestic and external factors. Nor is it a question about Mao alone. Amongst the achievements expect the reunification of China (apart from Taiwan) and the creation of a strong government; the development of a constitution; land reform; changes in the status of women; reconstruction; the First Five Year Plan; participation in the Korean War; the growth in international status. Flaws may include the harsh treatment of landlords, the excesses of the rectification, (3 and 5 Antis) campaigns, the “100 Flowers” campaign; the elimination of dissent; the split with the Soviet Union; international isolation; and, most significantly, the Great Leap Forward and the consequent famine.

*[7 marks]* will be awarded for a descriptive account of events from October 1949 to Mao’s admission of error at the end of the Great Leap Forward.

*[8 to 10 marks]* will be awarded for candidates who introduce some assessment as to the purposes and effectiveness of government policies.

*[11 to 13 marks]* and *[14 to 16 marks]* will be awarded for increasingly detailed analysis of the government’s achievements in domestic and international affairs with increasingly critical assessment of their effectiveness for the higher marks.

Most candidates will probably follow a chronological approach arriving at an overall assessment at the end. Others, and these probably the more able, may consider China’s condition in 1949 and compare it with the situation in 1961 perhaps taking a thematic approach.

*[17+ marks]* will be awarded to candidates who arrive at a balanced assessment based on coherent analytical argument and who are aware that the party was not Mao alone. Indeed, better candidates will realise that other leaders were responsible for much that was achieved and for rectifying Mao’s mistakes.

**19. With particular reference to the period to 1980, explain why the Liberal Democratic Party has dominated Japanese politics since 1955.**

The first factor was the lack of a unified opposition. The LDP was created by the merger of the Liberal Party and the Japan Democratic Party, both conservative parties, in 1955. This followed the merger of the two socialist parties a month earlier. Japan retained an opposition sufficiently strong to prevent any changes to the constitution (which required a two-thirds majority) but too divided to threaten the government. In 1959 the Socialists split again into the Japanese Socialist Party and the Democratic Socialist Party (more middle-road). The Japanese Communist Party, in turmoil after the Sino-Russian split in the 1950s, regained strength in the 1960s. A Buddhist sect, Soka Gakkai, also formed the Komeito Party in the 1960s and further split the opposition. The electoral system favoured rural areas and thus the conservative LDP.

The second factor was the success of LDP policies. There was economic growth, full employment, continuity of policies and a close relationship between business, the bureaucracy and the LDP.

The third factor was the favourable international climate. There was the special relationship with the United States, insignificant defence expenditure, free trade, and a strong yen.

The government suffered some set backs, such as the sudden US reconciliation with China, the oil crisis of 1973, slowing economic growth and disillusionment among the electorate because of the lack of social reform, factionalism and corruption. However, factions did not break away, differences were patched over and unity preserved.

**[7 marks]** will be awarded for narrative accounts.

**[8 to 10 marks]** will be awarded for some attempt at explanation.

**[11 to 13 marks]** will be awarded to candidates who begin to analyse those factors which favoured the LDP in power and weakened the opposition.

**[14 to 16 marks]** will be awarded for analysis which cover policies, personalities and external and domestic factors.

**[17+ marks]** will be awarded to candidates who have a clear and coherent view of the political events and personalities of the period and who produce a clear analysis of the interaction of factors which sustained the LDP in power. Give credit to comment which goes beyond 1980 provided that it is relevant to the argument.

**20. Analyse the impact of changing immigration policies upon Australia between 1945 and 1990.**

The Australian government encouraged mass European immigration from Europe between 1946 and 1974. About 100 000 immigrants a year were admitted, about one third of them British. The gradual abandonment of the White Australia Policy in the 1960s introduced a growing Asian element. Changes in 1978 raised immigration quotas and changed the rules by which immigrants were selected. Australia took in Vietnamese refugees, but also sought immigrants with wealth or skills. Australia's post-war development has been heavily dependent on migrants for labour and for skills. This post-war immigration was to dilute the proportion of the population with a British background, first by increasing the proportion of non-British Europeans and later by introducing a larger Asian element, thus creating a multi-racial and multi-cultural society. Politically this reduced sentimental links with Britain and a growth in republicanism. It encouraged closer cultural, trade and tourism ties with Asia, and the entry of Asian capital. There has also been opposition, but generally the process has been peaceful.

*[7 marks]* will be awarded for description.

*[8 to 10 marks]* will be awarded for an attempt to assess impact.

*[11 to 13 marks]* will be awarded for some analysis of this impact.

*[14 to 16 marks]* will be awarded for analysis of geographical and demographic distribution and economic, social, cultural and political factors.

*[17+ marks]* will be awarded for a sophisticated analysis of the positive and negative consequences of immigration up to 1990.

**21. To what extent has New Zealand conducted an independent foreign policy since the Second World War?**

As a small nation New Zealand has difficulty exerting an influence. Nevertheless it has been an active participant in world affairs. These include membership of organisations like the UN, the Commonwealth and various regional, economic and defence organisations, partly to protect its own interests and to acquire international recognition. Its relations with the US, Britain and Australia changed in the 1970s as it sought a nuclear-free policy and closer ties with its South Pacific neighbours.

*[7 marks]* will be awarded for an account of foreign policy changes.

*[8 to 10 marks]* will be awarded for some attempt to consider reasons for policies and changes in them.

*[11 to 13 marks]* will be awarded for simple analysis.

*[14 to 16 marks]* for answers which cover the period up to 1990, and analyse the shift in policy which removed New Zealand from dependence on more powerful allies whose interests it must serve, to an increasingly independent stance.

*[17+ marks]* for candidates who place New Zealand's policies in a global as well as a regional context and analyse changes in policy over time in the context of the Cold War and its ending and changing power relations.



**22. To what extent did the leaders of China change the policies of Mao Zedong (Mao Tse-tung) between 1978 and 1990?**

After Mao's death and the elimination of the Gang of Four, pragmatists led by Deng Xiaoping (Teng Hsiao-p'ing) used the Third Plenum of the Eleventh Central Committee of the Communist Party of China in 1978 to introduce the Four Modernisations by which the Chinese economy, society and military were to be reformed while remaining under the control of the Communist Party. A market economy was introduced and western investment encouraged. There was remarkable economic growth and the development of a consumer society. Western culture and ideas flowed in and democratic ideals challenged the role of the Party and its leaders, but the Tiananmen Square incident revealed that the Party would not relinquish power. The question asks candidates to analyse these reforms and to conclude how far they represent a complete overthrow or reversal of Mao's policies.

*[7 marks]* for an account only of events between 1978 and 1990.

*[8 to 10 marks]* candidates should make some comparison with Mao's policies.

*[11 to 13 marks]* will be awarded for simple analysis of the new policies and their effects.

*[14 to 16 marks]* for a running comparative analysis of these policies with those of Mao arriving at a conclusion addressing the question.

*[17+ marks]* will be awarded for answers which provide balanced and sophisticated analysis of the political, economic, social and foreign policy elements involved. Give credit to candidates who project their comment beyond 1990 only if these later developments illuminate their main argument.

**23. With reference to Taiwan *or* Singapore analyse to what extent “Confucian” or “Asian” values contributed to the country’s economic success in the 1980s.**

The term “Confucian capitalism” has also been used. The argument is that the relationships and values attributed to Confucianism underpin stable, prosperous, modernising societies in which benignly authoritarian governments provide, in paternalistic fashion, an environment in which, within the limits imposed, private enterprise and initiative may express itself. Candidates are expected to measure the actual policies and achievements of the state chosen against this model. Expect a variety of responses, but they must be backed up by particular reference to the historical evidence. Give credit to candidates who write of “Asian” values rather than purely “Confucian” values.

**[7 marks]** for descriptive narrative and/or a description of “Confucian” or “Asian” values.

**[8 to 10 marks]** for attempts to link economic development with these values as defined by the candidate.

**[11 to 13 marks]** for candidates who begin to analyse what is meant by “Confucian values” and apply that analysis to the society under study.

**[14 to 16 marks]** will be awarded for broader analysis of the society concerned and of other factors contributing to economic growth in the 1980s.

**[17+ marks]** will be awarded for candidates who produce a critical analysis of the term “Confucian values” in the context of the development of the chosen society and the differing factors affecting it. Candidates may dismiss the idea of “Confucian” or “Asian” values in its entirety, or accept its validity at least in part. Give credit for relevant discussion relating to the 1970s and also to comparative comment if it is relevant to the argument.

**24. Which was the more important power in the region during the 1980s in terms of political, economic, diplomatic and military influence - Japan or China?**

This provides scope for candidates to reveal their knowledge of more recent history. The four categories should help candidates structure their answers.

*[7 marks]* for a description of listing or examples of influence.

*[8 to 10 marks]* for candidates who have attempted some comparative comment and established some priority among the categories of influence.

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

*[14 to 16 marks]* for running comparative analysis incorporating all four areas of influence which should lead to a conclusion based on a summation of the evidence. Better students will also be aware that China and Japan's influence cannot be assessed without reference to other powers, including the Soviet Union and the United States, or to associations of states, like ASEAN.

*[17+ marks]* will be awarded to candidates who produce a sophisticated comparative analysis of the interactions between the different factors which enable influence to be exerted in various ways on the different countries and peoples of the region.

**25. With reference to *one* country in *either* South East Asia *or* Oceania, analyse changes which have occurred in the status of women since independence.**

For the country chosen the time-frame is from independence to 1990, although credit should be given for relevant links established beyond that date. There is an opportunity for choice and the presentation of knowledge gained from case studies. Candidates may consider women's political role in local, regional and national politics at the party, legislative and executive levels; the status of women in law and their role in the legal system as lawyers, solicitors, magistrates and judges; the degree of social freedom accorded women; their access to education and to professions including to the higher levels within them; their access to the job market in industry, business, commerce, and the financial services; types of jobs, salary/pay levels, working conditions and hours of work; the role of women in agriculture and related rural activities; women's role within the family and in the social life of the community, whether in cities and towns or the countryside; their role in entertainment and media; the pressures of tradition and the pressures of modernisation; women's opinions and attitudes - are they heard or ignored?

**[7 marks]** will be awarded for a narrative of events or a list of examples reflecting women's status.

**[8 to 10 marks]** will be awarded for some awareness of the status of women at the time of independence and since so that a comparison may be made.

**[11 to 13 marks]** for candidates who begin to analyse the interaction between women's lives, occupations and status and changes within society. There should be awareness that these changes may have made considerable progress in the pre-independence period. It is also possible that after independence such changes may have been slowed or reversed.

**[14 to 16 marks]** will be awarded for analysis which became more complex and complete.

**[17+ marks]** for candidates who produce a sophisticated analysis of the status of women in their chosen country, cover a broad range of examples and show awareness of the conflicts between modernisation and tradition; recognising the different beliefs and attitudes held by individuals and groups within the national society. Give credit to candidates who can place their analysis in a broader context, drawing upon their knowledge of other societies within the region or outside it, providing it is relevant.

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