

# **MARKSCHEME**

**May 2003**

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

**Higher Level**

**Paper 3**

1. **“In the reign of Qianlong (Ch’ien-lung) (1736 to 1795), the Qing (Ch’ing) dynasty reached its peak of power and achievement and began its long decline.” Explain this apparent contradiction.**

Qianlong (Ch’ien-lung) abdicated in 1795 but retained influence until his death in 1798. Candidates are expected to indicate that the Qing (Ch’ing) had extended its direct rule over its greatest area (including Tibet) and that its influence as the Middle Kingdom was widely recognized. It underwent a period of great prosperity and cultural achievement. Its power appeared unchallenged. Yet during Qianlong’s (Ch’ien-lung’s) sixty-year reign the signs of imperial decline appeared which became increasingly apparent in the reign of his successor. These signs were: administrative decline; decline in the powers of the aged emperor to govern decisively; growing corruption; population pressure; rural unrest culminating in the White Lotus rebellion 1796 to 1804; military decline and increasing ineffectiveness of the Bannermen; intellectual arrogance and irresponsibility.

Award up to *[7 marks]* for narrative. For *[8 to 10 marks]* expect awareness of the reasons for decline. Award *[11 to 13 marks]* for simple analysis and *[14 to 16 marks]* for more complex analysis which considers the interconnections. Award *[17+ marks]* for sophisticated analysis based upon awareness and knowledge of the later years of Qianlong’s (Ch’ien-lung’s) reign and that of Jiaqing (Chia-ch’ing).

2. **Why and to what extent was feudalism in Japan declining before the arrival of Commodore Perry in 1853?**

A fairly straightforward question. Candidates should show awareness of what constituted Japanese feudalism and of its decline as the years of peace and changes in class status created social, economic and political pressures for change.

By 1853 the rise of the merchant class, the decline of the samurai, peasant unrest, the spread of both “Dutch” and “National” learning, and the increasing power and importance of the Choshu and Satsuma clans were imposing great strains upon the Tokugawa Bakufu.

Award up to *[7 marks]* for an account of events and some simple understanding of feudal structures, and *[8 to 10 marks]* for awareness of change and its causes. For *[11 to 13 marks]* expect simple analysis of these changes. Award *[14 to 16 marks]* for analysis of most factors producing change. For *[17+ marks]* expect sophisticated analysis based on sound knowledge and awareness of the complexities of the social, economic and political changes over the period.

3. **“The policies and attitudes of both the Chinese and the British in 1839 made war between them inevitable.” To what extent do you agree with this statement?**

This should be a popular question, but note that it is not about the Opium War itself. Award up to *[7 marks]* for a narrative account of the events leading to the Opium War and *[8 to 10 marks]* for an account of its causes. For *[11 to 13 marks]* and *[14 to 16 marks]* expect an increasingly complete analysis of the causes of the war as seen from both the British and Chinese points of view. For *[17+ marks]* expect sophisticated analysis of the cultural, historical, commercial, political and national and personal factors which caused war to break out. Better candidates will note that the aims and intentions of the British Government are revealed in the terms and conditions laid down in the Treaty of Nanjing and the Supplementary Treaty of the Bogue.

4. **Why did the Self-Strengthening movement in China (1861 to 1894) prove to be less effective than the Meiji reforms in Japan (1868 to 1894)?**

Candidates are expected to demonstrate sound knowledge of both the Self-Strengthening movement and of what the Meiji reforms entailed. This could include the aims of the reformers, the geographic, demographic, structural, political, economic, social and cultural factors assisting or hindering reform and the international climate in which reform was taking place.

Candidates may be tempted into describing the two movements in some detail. Award up to *[7 marks]* for description only or for the description of only one country’s Self-Strengthening movement. Award *[8 to 10 marks]* for simple and largely descriptive comparisons. For *[11 to 13 marks]* and *[14 to 16 marks]* expect increasingly complete comparative analysis. Award *[17+ marks]* for sophisticated running comparative analysis which takes into account all factors mentioned above.

5. **With reference to any European colonial power in South East Asia in the late nineteenth century, assess to what extent the Asian population benefited from colonial rule.**

Candidates should be aware that all colonial powers ruled over diverse peoples and regions. Therefore, reward relevant comment whether it applies in general terms or is specific to a particular country, territory, region or people. Note that this excludes American colonial rule in the Philippines. The important colonial powers were the Spanish, British, French and Dutch. There may be a tendency for candidates to see no good in any form of colonialism, but the question expects candidates to consider the possibility of betterment under colonial rule for at least some period of time and for some classes of people.

Award descriptive answers with up to *[7 marks]*. For *[8 to 10 marks]* expect candidates to attempt to address the question of benefit. For *[11 to 13 marks]* expect some simple analysis of this benefit and its extent and for *[14 to 16 marks]* analysis which attempts to balance benefit against loss and detriment. Award *[17+ marks]* for answers which reveal sound historical knowledge and sophisticated analysis of the colonial experience for the peoples concerned.

**6. How and why had the convict settlements established in Australia from 1780 onwards developed, by 1851, into largely self-governing colonies?**

This refers particularly to New South Wales, Tasmania (Van Dieman's Land), Queensland (Moreton Bay), with reference possibly to Norfolk island. Convictism to New South Wales was suspended in 1840, but reinstated in 1848 on the Pentonville (conditional pardon) system. It ceased finally in 1851, when the British Government bowed to the wishes of the New South Wales Legislative Council, created under the Australian Colonies Government Act of 1850. Victoria had been settled by free settlers, but remained as part of New South Wales until July 1851. (**N.B.** *Gold was discovered in August 1851.*) In 1853 transportation to Van Dieman's Land ended, the new name of Tasmania was adopted and a Legislative Council established. Queensland separated from New South Wales in 1859. Candidates may mention Western Australia, which started receiving convicts in 1850 but was not founded as a convict colony and so is not really relevant. Candidates should see in this progress the effects of free settlement, the development of agriculture, pastoralism and commerce, and the movement towards self-government.

Award an account of events with up to *[7 marks]*. For *[8 to 10 marks]* expect some understanding of the changing nature of the colonial population with free settlers greatly outnumbering convicts and emancipists by the 1830s. For *[11 to 13 marks]* and *[14 to 16 marks]* expect increasingly sophisticated analysis based upon sound historical knowledge. For *[17+ marks]* expect sophisticated analysis of the reasons for change over the period, including awareness of the arguments against convictism and for self-government brought forward in Britain and the colonies themselves.

**7. Analyse the changing relationship between the British settlers and the Maoris in New Zealand between 1840 and 1870.**

This covers the period from the landing of the first settlers in January 1840 and signing of the Treaty of Waitangi on 6 February 1840 to the conclusion of the Second Maori War in 1870. Significant developments would include the increase and spread of white settlement and disputes over land which led to the First Maori War. Further tension between the two groups arose following further immigration and changes in land use which worsened the situation, increasing pressure on Maori land and ultimately leading to the outbreak of the Second Maori War in the 1860s. Give credit for comment informed by the present debate in New Zealand, provided it is relevant and adds significance to the analysis

For a description of events award up to *[7 marks]*. For *[8 to 10 marks]* expect some awareness of the changing relationship over time. For *[11 to 13 marks]* and *[14 to 16 marks]* expect increasingly sophisticated analysis of the changing relationship as illustrated by events. For *[17+ marks]* this analysis should be thorough and based upon a firm knowledge of events.

8. **“The reforms introduced by China’s Qing (Ch’ing) dynasty between 1901 and 1911 hastened its end instead of saving it.” How far do you agree with this statement?**

Award up to *[7 marks]* for a narrative account or list of reforms between 1901 and 1911. For *[8 to 10 marks]* expect some awareness of the events which changed the views of the Empress Dowager Cixi (Tz’u-h’si) and other senior Manchus – the foreign occupation of Beijing (Peking) during the Boxer Rebellion and Japan’s defeat of Russia – which resulted in the introduction of constitutional reform in 1905. These reforms were cautious. For *[11 to 13 marks]* expect some analysis as to why this was so and for *[14 to 16 marks]* expect also analysis of their effects. By creating provincial assemblies before a national legislature, the reforms provided loci of opposition and the revolution of 1911 with a cloak of legitimacy. For *[17+ marks]* expect a well-balanced analysis backed by sound historical knowledge of the shortcomings of the reforms themselves and their failure to dampen down the revolutionary movement or to win support for the dynasty.

9. **To what extent did Japanese government and society change in the years 1895 to 1912?**

While there will be some reference to industrialization and economic change, the emphasis must be on government and social structures. There is ample scope for comment and analysis, but the candidates must address the question of change, either by comparing Japan in 1895 and 1912 and analysing and assessing the differences, or following change through the years.

Award up to *[7 marks]* for description only. For *[8 to 10 marks]* expect some comparison between the situation in 1895 and 1912 or some awareness of change over the period. For *[11 to 13 marks]* expect simple analysis of the changes which occurred. Award *[14 to 16 marks]* for comparative analysis which shows awareness of those aspects of government and society which persisted with little or no change. For *[17+ marks]* expect sophisticated comparative analysis based upon relevant knowledge of Japanese government and society at the end of the Meiji period with an assessment as to the degree of change and the persistence of tradition and practice evident.

10. **Assess the effects of Japanese rule over Korea in the period 1910 to 1945.**

This question could produce some biased and one-sided answers. Expect candidates to be aware of what might be considered positive aspects of Japanese rule, even if in their opinion these are outweighed by negative factors. Award up to *[7 marks]* for narrative or a list of effects and *[8 to 10 marks]* if there is awareness of positive and negative effects. For *[11 to 13 marks]* expect simple analysis of the nature and effect of Japanese rule and for *[14 to 16 marks]* awareness of changes and differences in both the nature of Japanese rule and its effects over time. For *[17+ marks]* expect a sophisticated analysis which takes all these factors into account and arrives at a balanced conclusion based on the historical evidence. Give credit to candidates who project the effects of Japanese rule beyond 1945 if their comment is relevant to the period.

**11. Analyse the effects upon developments in China of international rivalry in East Asia between 1884 and 1905.**

The period began with war with the French, the destruction of the Foochow arsenal and attacks on Formosa. The French protectorate in Annam was recognized in 1885 and the Li-Ito Convention in the same year brought about the withdrawal of Chinese and Japanese troops from Korea, while the British protectorate over Burma was recognized in 1886. Rivalry worsened with China's defeat in the Sino-Japanese War, which was followed by the Treaty of Shimonoseki, the Triple Intervention, the Russian-Chinese Treaty of 1896 and the Scramble for Concessions and the Open Door policy. These humiliations caused an increase of revolutionary activity by Sun Yatsen (Sun Yat-Sen), the 100 Days Reform, the Boxer Rebellion and the Boxer Protocol. Indemnities increased China's economic difficulties. Russo-Japanese rivalry and the Russo-Japanese War brought further humiliation, and an increase in nationalist feeling.

Award *[7 marks]* for a narrative account. For *[8 to 10 marks]* expect some connection to be made between international events and developments within China. Award *[11 to 13 marks]* and *[14 to 16 marks]* for increasing sophisticated discussion and analysis of events in the region and within China. Award *[17+ marks]* for sophisticated running analysis of the interaction between international rivalry and domestic developments in China.

**12. With reference to *one* South East Asian country, evaluate its progress towards independence between 1914 and 1941.**

Candidates are most likely to choose the Philippines, Indonesia, Burma or Vietnam. The Philippines made greater progress than the others, but candidates may question the type of independence that the United States fostered. The other states saw the development of independence movements and various degrees of collaboration with or resistance to colonial rule.

Award up to *[7 marks]* for a narrative of events, with *[8 to 10 marks]* for awareness of the interaction between the colonial power and the independence movement or its factions. For *[11 to 13 marks]* and *[14 to 16 marks]* expect increasingly sophisticated discussion and analysis of these interactions and an assessment of how far towards independence the country of choice had moved. For *[17+ marks]* expect all this supported by sound historical knowledge. Give credit to candidates who may in their analysis make relevant comparisons with the progress of independence movements and colonial governments in countries other than that chosen.

**13. To what extent had Australia established itself as an independent power on the world scene between 1900 and 1939?**

Australia gained international recognition with the creation of the Commonwealth in 1901. It retained close links with Britain, but played a full role in the First World War and acquired recognition and a fuller sense of nationhood as a consequence. In May 1918, the Australian forces in France were organized into an Australian Army Corps, under an Australian commander. It received League of Nations mandates, and became one of the original members of the League. Australia attained Dominion status within the British Commonwealth and Empire by the Statute of Westminster in 1931. It retained its links with the Crown and other ties to Britain. As war approached its defence policies became more closely linked with those of Britain, declaring war on Germany in 1939.

For a descriptive account award up to *[7 marks]*. For *[8 to 10 marks]* expect awareness that the ties with Britain remained strong and that a semi-colonial relationship was retained. For *[11 to 13 marks]* and *[14 to 16 marks]* expect an increasingly sophisticated discussion of the relations between Australia and Britain and with other countries and international agencies, the effects of the Depression and the growing threat from Japan. For *[17+ marks]* expect a fuller analysis of the reasons for the continued sense of dependency while its international links increased and independent policies began to develop. Some candidates may recognize the increasing tension between the defence interests of Australia and those of Britain with regard to Japanese expansionism.

**14. “Neither the Chinese Communist Party nor the Guomindang (Kuomintang) entered the First United Front in 1923 believing that it would survive for very long.” How far do you agree with this statement?**

Candidates may well agree. Award *[7 marks]* for a narrative of events leading to the creation of the United Front and to its collapse in 1927. For *[8 to 10 marks]* candidates should show awareness that the events of the period 1923 to 1927 may indicate the degree of sincerity with which each party joined the Front. For *[11 to 13 marks]* expect simple analysis and awareness of the unity of purpose against the warlords but also of the different agendas after the warlords were defeated. For *[14 to 16 marks]* this analysis should be more fully developed and support a conclusion. For *[17+ marks]* expect sophisticated analysis and discussion based upon historical evidence and covering the period leading up to the creation of the Front with recognition of the role of the Soviet advisers and the different agendas of the parties and of the factions and leaders within them.

**15. Explain why liberalism and democracy failed to become firmly established in Japan between 1928 and 1937.**

This question covers the Depression and the rise of militarism up to the China Incident. The perceived failures of the political parties to handle the effects of the Depression and to withstand the extreme nationalists and militarists discredited democracy.

Award up to *[7 marks]* for a narrative account. Award *[8 to 10 marks]* for awareness of the conflict between liberalism and democracy on the one hand and authoritarianism and militarism on the other. For *[11 to 13 marks]* expect simple analysis of the forces favouring and hindering democracy and liberalism. For *[14 to 16 marks]* expect fuller analysis of the different factions, ideologies, institutions and events which weakened liberalism and democracy. Award *[17+ marks]* to well-balanced critical analysis which recognizes the complex interaction between tradition and modernism and domestic and international developments which saw liberalism and democracy failing to become firmly established.

**16. Assess the impact of the Sino-Japanese War on East Asia between 1937 and 1945.**

The period covers events from the Marco Polo Bridge incident to the Japanese surrender. The effects on East Asia include destruction and loss of life in China and Japan; the decline of European power; the weakening of the Nationalist Government and strengthening of the Communist party and its consolidation in northwest China; the revival of Soviet influence in Manchuria and North Korea at the end of the war and the beginning of the division of Korea; the much greater influence of the United States and the demilitarization of Japan and the return of Taiwan to China.

Award up to *[7 marks]* for narrative and *[8 to 10 marks]* for awareness that the impact had repercussions that persisted beyond 1945. For *[11 to 13 marks]* expect some simple analysis which for *[14 to 16 marks]* should be in more depth. For *[17+ marks]* expect a full analysis of the impact upon the region and an assessment as to how far Japanese imperialism assisted, hindered or changed developments already taking place.

**17. Analyse the achievements and failures of the Communist Government of China between October 1949 and the end of 1962.**

This is a fairly straightforward question. Candidates will be able to list achievements and will relate the failures of the Great Leap Forward. However, expect better candidates to assess the degree of success or failure in various fields and to recognize that China was in a state of continuing revolution in that the achievement at one stage, as in land reform, could be undone at another, as with collectivization and the Communes. The question is not specifically about Mao's leadership and candidates should show awareness that the party leadership extended beyond Mao and that it was able to respond to the effects of, for instance, the Great Leap Forward.

For narrative alone award no more than *[7 marks]*. For *[8 to 10 marks]* expect awareness of the complexity of both China's domestic and international situation. For *[11 to 13 marks]* expect simple analysis which for *[14 to 16 marks]* should be more wide-ranging, leading to an overall conclusion. For *[17+ marks]* expect sophisticated analysis based upon sound historical knowledge. If only domestic or international developments are attempted, award no more than *[12 marks]*.

**18. "A Second Meiji Restoration." Is this a fair assessment of the allied occupation of Japan, 1945 to 1952?**

The American-dominated occupation wrought considerable change. The question asks candidates to assess the magnitude of reform and change over the period and to compare it with the changes during the Meiji restoration. Better candidates should be able to make relevant comparative reference to the Meiji reform period in assessing the permanence of the reforms and their contribution to Japan's later development.

Award up to *[7 marks]* for a descriptive account. For *[8 to 10 marks]* expect some comparative reference to the period of Meiji reform and some awareness that the occupation reforms were not merely imposed but were welcomed by many Japanese. For *[11 to 13 marks]* expect simple analysis of these reforms which should for *[14 to 16 marks]* extend across the spectrum of reform. Award *[17+ marks]* for clear analysis and assessment covering political, military, economic, social and cultural developments.

**19. With reference to a South East Asian country you have studied, analyse its achievements during its first twenty-five years of independence.**

Award up to *[7 marks]* for a narrative account. For *[8 to 10 marks]* expect some awareness of the problems and difficulties the country faced. For *[11 to 13 marks]* expect simple analysis of developments over time. Award *[14 to 16 marks]* for balanced analysis based on firm knowledge. For *[17+ marks]* expect a clear exposition of the hopes and expectations at independence and a sophisticated critical analysis of how these were disappointed or achieved.

**20. Analyse how *either* Australia *or* New Zealand responded to changes in the balance of power in the Asian region and the Pacific between 1945 and 1995.**

Much of the material will be common to both countries. Each shifted towards the United States in defence matters and foreign policy, seeing the Soviet Union and Communist China as a threat. Each participated in the Korean and Vietnam wars and in the defence of Malaysia against Indonesia in 1963 to 1965. Each joined organizations like SEATO and ANZUS. Each followed a more flexible policy towards China in the 1970s. In the 1970s New Zealand gave priority to the South Pacific and moved to a nuclear free policy. Australia improved relations with Indonesia and the ASEAN region as that region became more prosperous and stable during the 1980s. Economically, each developed closer links with Asia. Japanese investment and markets became particularly important for Australia. With the rise of China as a regional power, relations with it were strengthened. Immigration policies also reflected growing acknowledgement of the importance of Asia and the Pacific.

Award up to **[7 marks]** for narrative and **[8 to 10 marks]** for awareness of changes in the region starting with the beginning of the Cold War, the emergence of China, the tri-polar developments of the 1970s and the increasing diversity brought about by the end of the Cold War. For **[11 to 13 marks]** expect simple analysis of these developments. For **[14 to 16 marks]** expect knowledge of the whole period and awareness that relations between Australia and New Zealand themselves are part of the overall picture. For **[17+ marks]** expect sound knowledge and sophisticated analysis covering the whole period to 1995.

**21. Explain why the Geneva Agreement of 1954 failed to bring peace to Vietnam.**

Candidates need to know the reasons why the Geneva Agreement was reached, its terms and the reasons why it was never fully implemented. The intentions and policies of North Vietnam, South Vietnam and the United States need to be analyzed and the situation placed in its Cold War context.

Award up to **[7 marks]** for factual detail without comment. For **[8 to 10 marks]** expect some understanding of why the Geneva Agreement was signed to end the first Vietnam War and why it was not accepted by the South Vietnamese and the United States. Award **[11 to 13 marks]** marks for simple analysis of the treaty, its provisions and its failures and **[14 to 16 marks]** for a fuller analysis covering the whole period and all parties. Award **[17+ marks]** for balanced and sophisticated analysis in its Cold War context backed by accurate historical knowledge of the situation as it developed in Vietnam over the period.

**22. Compare and contrast the economic development of Japan and Taiwan between 1949 and 1995.**

Candidates should recognize that the date 1949 refers to the Communist victory in China, the flight of the Nationalist Government to Taiwan (Formosa) and the consequent change in American policy towards Japan. Both Japan and Taiwan came under the American security umbrella and benefited from their relationship with the United States. By 1995 both countries had undergone an economic “miracle” and candidates should be able to analyse the similarities and differences between the two countries.

Award up to *[7 marks]* for a narrative account and *[8 to 10 marks]* for awareness of similarities and differences. For *[11 to 13 marks]* expect simple comparative analysis. For *[14 to 16 marks]* expect a balanced comparative analysis of the two economies with an assessment of their relative success. For *[17+ marks]* expect a sophisticated running comparative analysis highlighting differences and similarities and drawing reasoned conclusions.

**23. To what extent have economic policies affected the relationship between New Zealand and the Pacific Islands since 1945?**

Candidates must be aware of the changing relationship between Britain and New Zealand which affected the direction of economic policies. They could make reference to increased immigration from the Pacific Islands, New Zealand aid and investment to the Islands for economic development, and repatriation. The economic relationship owed much to New Zealand’s strategic interests in the area and the decline of economic links to Britain.

Award up to *[7 marks]* for simple descriptions of economic policies. For *[8 to 10 marks]* expect an attempt to link these policies to changes in New Zealand’s relationship with Britain and Europe. For *[11 to 13 marks]* candidates should further develop this linkage. For *[14 to 16 marks]* candidates should recognize the mutual interests of both the Pacific Islands and New Zealand in developing this relationship. Better candidates will also recognize the political, social and strategic nature of the relationship. For *[17+ marks]* expect a sophisticated and knowledgeable argument focused on the question with specific references to the key issues. There is considerable scope for discussion and credit should be given for relevant comment.

**24. How far do you agree with the view that the benefits of modern technology have far outweighed any ill effects associated with it? Discuss with reference to at least *one* country you have studied.**

Candidates should select a country and identify specific examples of how modern technology has affected traditional culture and analyse whether these changes have had a positive or negative effect on the country.

Award up to *[7 marks]* for a description of examples of modern technology with reference to their effects. For *[8 to 10 marks]* expect awareness of both benefits and ill effects. For *[11 to 13 marks]* expect simple analysis of the connection between technology and its effects. For *[14 to 16 marks]* expect a well-reasoned and well-argued comparative analysis with some evidence drawn from other than one country. Award *[17+ marks]* for mature and sophisticated comparative analysis using evidence from more than one country and perhaps presented thematically and leading to a balanced assessment.

- 25. With particular reference to a country in *either Southeast Asia or Oceania*, analyse the problems after independence of creating a unified nation state out of diverse peoples and cultures.**

For the country chosen the time-frame is from independence to 1995, although credit should be given for links established between post-independence problems and the colonial period. There is opportunity for choice and the presentation of knowledge gained from case studies. The question has political, social, economic and cultural dimensions, although candidates may concentrate upon one or more which they regard as the most significant. Answers will differ according to the ethnic and cultural diversity of the country chosen. Often this diversity is associated with traditional or long-standing associations of particular ethnic groups with particular economic, political and social roles. In island states the differences may relate to different islands within the new nation; in other states particular provinces may possess distinctive characteristics. Give credit where discussion is focused upon the creation of a national identity.

Award up to **[7 marks]** for a narrative or for a list of problems and examples. For **[8 to 10 marks]** expect some awareness of the problems and attempted solutions, such as the creation of national symbols acceptable to most or all, the adoption of a national language, national institutions and a unified national educational system. For **[11 to 13 marks]** candidates should begin to analyse the interaction of the problems of diversity with nation building strategies over time, this analysis becoming more complex and complete for **[14 to 16 marks]**. Differences analysed may include attempts to incorporate diverse cultural traditions into the “national” culture; to celebrate diversity as part of the national ethic; to emphasize modern, “western” or global values, practices and cultural ideals as a means of subsuming provincial values; developing pride in national achievement in “high-tech” development, for example; focusing national identity upon an individual leader, a monarch, an ideology or a political party; imposing the values, traditions, culture and symbols of one group upon the others, perhaps by authoritarian means.

Award **[17+ marks]** to sophisticated analysis drawing on a number of these themes relevant to the country of choice. Give credit to those who can place their analysis in a broader context, drawing upon relevant knowledge of other societies facing similar problems.

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