

MARKSCHEME

November 2003

HISTORY EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

1. **Compare the attitudes and policies of the governments of Qing (Ch'ing) China and Tokugawa Japan towards the European powers seeking to trade with them during the late eighteenth and early nineteenth centuries.**

For a description of the attitudes and/or policies of one country award no more than *[7 marks]*. Award up to *[10 marks]* if candidates describe both the attitudes and policies of both countries, but attempt no analysis or comparison. Award *[11 to 13 marks]* for attempts to provide simple comparative analysis and *[14 to 16 marks]* for running analysis which covers most points. For *[17+ marks]* expect a confident and balanced running comparative analysis which takes in both the similarities in attitude and practice (isolation of trade at one port, for instance) and the differences (greater Japanese interest in western learning, for example), based on the difference in government structures and power balances between the two countries; for example, the importance in Japan of regional power structures such as those of Choshu, Satsuma and their allies. There is sufficient scope here for sophisticated analysis and argument to emerge. Award no more than *[12 marks]* if only one country is attempted.

2. **Analyse the causes and the consequences for China of the Opium War (1839 to 1842).**

This is a fairly straightforward question and will prove popular. Candidates will be familiar with the material but will need to organize their answer to provide a balance between causes and consequences. Award up to *[7 marks]* for narrative alone. For *[8 to 10 marks]* expect some simple analysis of both causes and consequences. For *[11 to 13 marks]* and *[14 to 16 marks]* this analysis should be increasingly full and complete. For *[17+ marks]* expect sophisticated and balanced analysis connecting causes and consequences where relevant and based on an understanding of the political, economic, social and cultural dimensions involved.

3. **“The Tokugawa Bakufu was destroyed by Satsuma, Choshu and their allies; not by the arrival of Admiral Perry.” How far do you agree with this assessment of events between 1853 and 1868?**

This requires a study of events from 1853 to 1868, although candidates may also acknowledge that the Tokugawa were facing increasing problems before 1853, including the growing power and dissatisfaction of the western clans. The visit of Admiral Perry was a catalyst, exploited by the Daimyo to further their own ambitions. To this extent, Perry's arrival was important, particularly as it led to the signing of treaties between the Shogun and the western powers. However, candidates need to look at the relations between Choshu and Satsuma on the one hand and the Tokugawa on the other.

Award up to *[7 marks]* for simple narrative. For *[8 to 10 marks]* marks expect some understanding of the political situation at the time of Perry's arrival and the way Satsuma and Choshu responded to the Tokugawa's handling of the situation. For *[11 to 13 marks]* expect a fuller account and simple analysis of events. For *[14 to 16 marks]* candidates should reveal a sound knowledge of the period and the events leading to the overthrow of the Tokugawa and the elevation of the emperor. For *[17+ marks]* expect accurate knowledge of events backed by clear analysis of the roles played by the Satsuma and Choshu clans and their allies throughout the period, arriving at an assessment as to the relative importance of Perry's arrival.

4. To what extent were the characters and policies of King Mongkut (1851 to 1868) and King Chulalongkorn (1868 to 1910) responsible for Thailand retaining its independence from European rule?

For a narrative of events award up to *[7 marks]*. For *[8 to 10 marks]* expect reference to the character and policies of the two kings. For *[11 to 13 marks]* expect some analysis of the international situation and the threat to Thailand's independence from the British and the French. For *[14 to 16 marks]* expect clear awareness of this threat and the responses of each monarch. The best answers, for *[17+ marks]*, may adopt a thematic approach and analyse each ruler's character and policies in respect to modernizing their state and making timely concessions to French and British interests until the danger had passed. Good candidates will also place their answer in the context of Anglo-French colonial rivalry and desire to retain Thailand as a buffer state. Award no more than *[12 marks]* for an answer on one ruler only.

5. Analyse the effects of the land acts of the 1860s (the Free Selection Acts) upon the rural areas of eastern Australia between 1861 and 1900.

The Land Occupation Act of New South Wales was passed in 1861 and was followed by many others. It began a long struggle between the squatters, who leased large tracts of land for sheep, and selectors, who could buy land for farming.

Award *[7 marks]* for a description of the acts or a narrative of events. For *[8 to 10 marks]* expect some understanding of the conflict of interest between the "squatocracy" and the selectors. For *[11 to 13 marks]* expect simple analysis of the effects of this struggle and for *[14 to 16 marks]* a more complete analysis of the social, political and economic consequences. Award *[17+ marks]* for analysis recognizing the significance of this struggle in creating an important Australian cultural myth.

6. Assess the impact of the Depression of 1869 to 1870 upon the New Zealand economy between 1870 and 1900.

The immediate effects included a decline in gold mining, losses in land-based investment and a decline in wool prices, which led to an increase in wheat farming and, from 1882, once refrigeration made it possible, a growth in farming sheep for meat, and in dairy products, for export largely to Britain. Recovery was slow, however, partly because Britain's economy was also depressed. There was a severe banking crisis in 1878 and increased stagnation, low wages, unemployment and poverty. Prices for primary exports fell and industries were unable to keep up with population growth. There was increased emigration to Australia and restrictions were placed upon Chinese immigration in 1881. In 1888 a protective tariff was introduced and manhood suffrage in 1889. In 1890 the conservatives, who represented largely pastoral interests and had been in power since 1870, were defeated by a Liberal-Labour coalition which was to last for 20 years and introduce social reform. The Bank of New Zealand almost collapsed in 1894 but by 1895 the worst was over and prosperity returned.

Award up to *[7 marks]* for narrative and *[8 to 10 marks]* for recognizing the important commercial and financial links with Britain. For *[11 to 13 marks]* and *[14 to 16 marks]* expect analysis of the reasons for the prolonged depression and its impact leading to revival in the late 1890s as the British economy improved, the lamb and dairy industries developed and a social reform program made New Zealand a world leader in welfare services. For *[17+ marks]* expect a sophisticated analysis of these trends.

7. To what extent did the changes brought in during the first twenty years of the Meiji Restoration (1868 to 1889) constitute a revolution?

Award a merely descriptive answer with up to *[7 marks]*. For *[8 to 10 marks]* expect some understanding of the meaning of “revolution”. For *[11 to 13 marks]* expect simple analysis of specific political, social, military and economic reforms. For *[14 to 16 marks]* expect more awareness of the continuities as well as the changes over the period. For *[17+ marks]* expect comparative analysis of continuity and change in the political, military, economic and cultural fields arriving at a conclusion as to how far these changes constituted a revolution as defined by the candidate.

8. Analyse the role played by Japan in events in Korea between 1876 and 1894.

Japan opened Korea to trade in 1876 and thereafter played a prominent role in Korean affairs, bringing it into conflict with China as the suzerain power. China and Japan tended to support opposing factions in the Korean court and government, with the Russians also becoming involved.

Award up to *[7 marks]* for a narrative of events. For *[8 to 10 marks]* expect some awareness of Japan’s role as a modernizing and disruptive force. For *[11 to 13 marks]* expect events to be analyzed in some detail with reference to the rival factions within Korea and their links with the rival powers. For *[14 to 16 marks]* emphasis should be upon Japan’s policies and actions and the reasons why Japan perceived Korea as being so important to it, culminating in its response to the Tonghak rebellion. Award *[17+ marks]* for analysis which encompasses Japan’s role throughout the period, its rivalry with China and Russia, its intervention in Korean internal affairs, its strategic, economic and commercial interests and the situation in 1894. Candidates may comment that Japan had to wait until 1905 to acquire supremacy in that Russia gained influence at the Korean Court as a counterweight to Japan.

9. “Modern China was born in the Treaty Ports.” How far do you agree with this statement for the period 1860 to 1900?

The question asks candidates to explore the idea that while rural China was conservative and plagued with traditional problems, the Treaty Ports, including Hong Kong and the Foreign Concessions, were areas where new ideas, new economic and social systems, new values and new classes emerged in Chinese society. The compradore class gained knowledge of western business, commercial and financial systems. In addition, new learning and reformist and revolutionary ideas and movements developed in the treaty ports under the protection of the European powers, whose administration offered an example to compare with that of the Qing government and whose existence intensified national resentment.

Credit relevant reference to background material prior to 1860.

Award up to *[7 marks]* for a descriptive or narrative account. For *[8 to 10 marks]* expect some realization of the role played by the Treaty Ports as transmitters of new ideas and practices. For *[11 to 13 marks]* expect some simple analysis of this role. For *[14 to 16 marks]* expect knowledge and analysis of specific examples of the roles of the Treaty Ports. For *[17+ marks]* expect sophisticated analysis of the links between the Treaty Ports and events in China before 1900 and looking forward to the revolution of 1911.

10. Compare and contrast the reactions of at least *two* of the European colonial regimes in South East Asia to the rise of nationalist movements in the period 1905 to 1939.

Award up to *[7 marks]* for a narrative account. For *[8 to 10 marks]* expect some awareness of the reaction of colonial regimes to independence movements. For *[11 to 13 marks]* expect some simple comparative analysis. For *[14 to 16 marks]* expect sound knowledge and analysis of events in the two countries chosen and of the responses of the colonial powers. At this level candidates should be attempting a running comparison. Award *[17+ marks]* for sophisticated comparative analysis perhaps on a thematic rather than a chronological basis. Give credit to candidates who can provide relevant material from more than two countries.

11. What factors led to the development of the Minseitō and Seiyūkai political parties in Japan in the early 1920s?

Candidates should be aware of the political factors in Japan and could include the replacement of the former Meiji elite (*genro*), the growth of new economic classes, post World War One dissatisfaction, a constitutional system which allowed for the emergence of a party system reinforced by the passing of the Male Suffrage Act of 1925.

Award up to *[7 marks]* for a narrative account. For *[8 to 10 marks]* expect some awareness of the factors which encouraged the development of the parties. For *[11 to 13 marks]* expect increasingly detailed analysis. For *[14 to 16 marks]* expect sound knowledge and a deeper analysis of changing factors in Japan which affected the development of these and other political parties. Award *[17+ marks]* for sophisticated comparative analysis perhaps on a thematic rather than a chronological basis.

12. Analyse the reasons for and the consequences of China and Japan entering the First World War against Germany.

Japan entered the war as an ally of Britain in August 1914. China, still in political turmoil, entered the war only in May 1917. Japan saw opportunities in China and presented the 21 Demands in 1915. She also claimed the German concessions in Shantung and in the Pacific. Both countries were disappointed with their rewards. Japan received Shantung and Germany's north Pacific possessions, but not a declaration of racial equality. China resented the loss of Shantung. From these grievances sprang the May 4th movement in China and all that stemmed from it. Japan's claim to Shantung was surrendered to China in 1922, but deep resentment at this fueled Japanese desires for compensation in Manchuria.

Award up to *[7 marks]* for narrative and *[8 to 10 marks]* for awareness of the dissatisfaction each country experienced. For *[11 to 13 marks]* expect simple analysis of the reasons why the two countries entered the war and of the consequences for them. For *[14 to 16 marks]* there should be balanced and comparative analysis backed by sound knowledge. For *[17+ marks]* expect sophisticated comparative analysis of the consequences which could include the creation of the Nationalist Government in China and Japan's conquest of Manchuria. If only one country is attempted award no more than *[12 Marks]*.

13. **“Given the problems it faced between 1928 and 1937 the Nationalist Government of China achieved a great deal.” How far do you agree with this assessment?**

Award up to *[7 marks]* for a narrative account. For *[8 to 10 marks]*, expect some discussion of successes and failures. For *[11 to 13 marks]* there should be some simple analysis of the problems and weaknesses of the Nationalist government which for *[14 to 16 marks]* should delve more deeply into the causes of the government’s relative failure. For *[17+ marks]* expect a thorough and sophisticated analysis of the weaknesses, strengths, successes and failures with a balanced assessment of its achievements given the problems it faced. The general assumption will be that the Nationalists did badly and betrayed China. Give credit to candidates who realize that the situation was far more complex.

14. **Analyse the reasons for Japan’s imperialistic policies towards China in the period 1905 to 1941.**

The period covers events from the defeat of Russia and the extension of Japanese influence in Manchuria; the 21 Demands; the acquisition of Shantung; the conquest of Manchuria; events in Shanghai; the increasing infiltration of northern China; the events of 1937; the creation of the puppet regimes and attempts to bring the China “Incident” to a conclusion favourable to Japan. The reasons included strategic, economic, political, military, nationalistic and idealistic factors.

Award no more than *[7 marks]* for narrative and *[8 to 10 marks]* for awareness of changing reasons and motives over the period. For *[11 to 13 marks]* expect simple analysis of the reasons for Japanese policy. For *[14 to 16 marks]* expect more detailed analysis with awareness that Japan’s policies towards China cannot be discussed in isolation from the policies and attitudes of other powers to both China and Japan. Award *[17+ marks]* for balanced analysis based on sound historical knowledge.

15. **Explain why the Jianxi (Kiangsi) Soviet has acquired such significance in Chinese history.**

At one level the Jianxi (Kiangsi) Soviet was a failure. It acquired significance because the Communists survived and were ultimately victorious and able to learn from the successes and failures of the Soviet. For a narrative of events award up to *[7 marks]*. For *[8 to 10 marks]* expect some awareness that the Soviet acquired significance only because of the later success of the Communists. For *[11 to 13 marks]* expect a fairly complete account of the history of the Soviet accompanied by some simple analysis. For *[14 to 16 marks]* expect analysis of the significance of the Soviet for later events. Award *[17+ marks]* for balanced and sophisticated analysis which encompasses the reasons for the significance given to the Jiangxi (Kiangsi) period in later Communist Party mythology (including the Long March and the Yan’an (Yenan) period).

16. **“Government by mass campaigns.” How true is this criticism of Mao Zedong’s (Mao Tse-tung’s) approach to government in the period 1949 to 1976?**

Award up to *[7 marks]* for a narrative account of Mao’s mass campaigns and *[8 to 10 marks]* for awareness of their importance for Mao’s system of government. For *[11 to 13 marks]* expect simple analysis of the campaigns, their motivation and success or failure. For *[14 to 16 marks]* this analysis should place the mass campaigns in the context of government policies over the period, with reference to periods when they were out of favour. For *[17+ marks]* expect sophisticated analysis linking the use of mass campaigns to Mao’s ideology in order to determine how far their use was inseparable from Mao’s approach to government.

17. **“Japan’s economic miracle in the 1960s was a product of the character and culture of the Japanese people.” Is this too narrow a view?**

Award up to *[7 marks]* for an account of Japan’s economic growth in the 1960s and *[8 to 10 marks]* for a general assessment of its reasons. For *[11 to 13 marks]* expect some analysis of these reasons, which for *[14 to 16 marks]* should attempt to assess the relative importance of character and culture amongst them. For *[17+ marks]* expect deeper analysis of the causes of economic growth with its focus upon the importance of character and culture in comparison with other factors.

18. **“Revolution was learnt from the West.” With reference to at least one country of South East Asia, assess the truth of this statement when applied to the postwar attainment of independence by countries in South East Asia after 1945.**

Southeast Asian revolutionaries may have called upon elements of their culture, history and tradition to fashion a national identity, but the leaders of the successful independence movements were also western educated to a greater or lesser degree, wanted for their countries systems of government and administration based on those of their colonial masters, adopted western ideologies, methods of organization and agitation and generally sought to prove their ability to govern according to western precepts.

Award up to *[7 marks]* for narrative only and *[8 to 10 marks]* for awareness the western influence upon the independence movement. For *[11 to 13 marks]* expect some simple analysis of the nature, ideology, aims and organization of the independence movement and its leaders. For *[14 to 16 marks]* expect analysis which attempts to identify both western and native elements in the independence movement. For *[17+ marks]* expect balanced and sophisticated analysis leading to an assessment of the validity or otherwise of the statement.

19. **“We must populate or perish.” Analyse the significance of this statement and the consequences for Australia of its immigration policies in the period 1946 to 1995.**

The phrase reflects the shock to the Australian people and government of the events of the Pacific War and the perceived threat to their large but sparsely populated country from the densely populated countries to the north.

Award up to *[7 marks]* for a descriptive account of Australia’s immigration policies and *[8 to 10 marks]* for awareness and understanding of their changing nature. For *[11 to 13 marks]* marks expect simple analysis of the patterns of immigration and of the reasons for them, while for *[14 to 16 marks]* that analysis should embrace such factors as ethnic and cultural origin, labour and professional skills, the demands of economic development, strategic and foreign policy issues, the treatment of refugees and the debate on assimilation or multi-culturalism. For *[17+ marks]* expect a sophisticated and integrated analysis of most of these issues relating it to the central issue whether numbers or quality have driven immigration policies over the period.

20. **“The British Isles are half a world away; the Pacific islands are on our doorstep.” To what extent does this sentiment explain New Zealand’s foreign policy after 1945?**

Candidates will probably agree that it explains a lot, especially once Britain proclaimed its retreat from East of Suez and sought to enter the EEC (finally accomplished in 1973). The Pacific War had made New Zealand dependent on the United States for defence, although an anti-nuclear stance in the 1970s indicated a growing sense of independence and closer links with its Pacific neighbours.

Award up to *[7 marks]* for a narrative account and *[8 to 10 marks]* for awareness that links with Britain changed during the post-war period. For *[11 to 13 marks]* expect some analysis of the reasons for the changing relationship with Britain and for *[14 to 16 marks]* deeper analysis of all aspects of New Zealand’s foreign policy in the context of the Cold War and its end.

21. **Analyse the arguments and factors which convinced the citizens of the individual states to federate and create the Commonwealth of Australia in 1901.**

Award up to *[7 marks]* for a resumé of events leading to federation. For *[8 to 10 marks]* expect knowledge of some of the proponents of federation and some awareness of the arguments for it. For *[11 to 13 marks]* expect simple analysis of the political, military and economic arguments in favour of federation and awareness of the opposing arguments. For *[14 to 16 marks]* expect candidates to refer to the debates between the Liberal, Conservative and Labor parties, the roles of leaders like Barton and Deaken, the referenda and conferences and to analyse those factors encouraging and hindering federation such as state rivalries, tariffs and taxation and the balancing of power between the populous and less populous states. For *[17+ marks]* expect analysis based on sound knowledge of the various factors and pressures at work

22. Explain why the Philippines failed to develop a prosperous and stable democracy after independence in 1946.

A fundamental problem was the persistence of a semi-feudal socio-economic system whose leaders dominated politics through patronage, intimidation and corruption. In addition there was the persistent problem of Muslim secessionism in the south and the continuation of a semi-colonial economic relationship with the United States.

Award *[7 marks]* for an account of events and *[8 to 10 marks]* for awareness of these factors. For *[11 to 13 marks]* expect simple analysis and *[14 to 16 marks]* fuller explanation of the effects for prosperity, stability and democracy. Award *[17+ marks]* for a balanced integrated analysis of the period up to 1995. Better students will be aware that despite the problems it has faced, the Philippines has a strong popular democratic tradition which eventually reacts against leaders who too openly corrupt and exploit their position. Candidates may refer to “people power”, high literacy and an untrammelled press.

23. Assess China’s international role since the death of Mao Zedong (Mao Tse-tung) in 1976.

At the time of Mao’s death China’s prestige had suffered as a consequence of the Cultural Revolution and the intrigues of the Gang of Four. The death of Zhou Enlai (Chou En-lai) removed an experienced and respected diplomat from the scene.

Under Deng Xiaoping (Teng Hsiao-p’ing) stable government was reestablished, the Four Modernizations attracted general approval and the military reforms were designed to give China greater regional influence. Even the Cultural revolution had not been allowed to prevent China’s development of nuclear weapons. China thus remained an important power in the East Asian region.

Award up to *[7 marks]* for an account of China’s foreign policy between 1976 and 1995. For *[8 to 10 marks]* expect candidates to be aware of China’s role as a regional power acting as a counterweight to the Soviet Union and the United States. The end of the Cold War in 1989 provided greater opportunity for China to follow flexible policies, but the Tiananmen Square incident worsened her relations with the west, as did her role in Tibet. The Taiwan question is a continuing problem and disputes over the Spratley Islands indicated that China was extending her influence. On the other hand, the introduction of capitalist methods into China and the creation of development zones attracting foreign capital increased China’s international profile. For *[11 to 13 marks]* expect simple analysis of the changing relations between China and her neighbours and the great powers. For *[14 to 16 marks]* expect this to become more focused and integrated. Award *[17+ marks]* for answers which successfully bring together and analyse the different strands of China’s international relations to reach a conclusion as to the importance and influence of China’s role in international affairs.

- 24. To what extent had urbanization created similarities between societies in the region by 1995? Provide specific examples from areas you have studied.**

This allows candidates plenty of scope. Award up to *[7 marks]* for general, descriptive answers. For *[8 to 10 marks]* expect some attempt to explain “urbanization” and for *[11 to 13 marks]* expect some simple analysis and some awareness of differences as well as similarities. For *[14 to 16 marks]*, candidates should be aware that urbanizing societies may also be faced with similar problems of adjustment even if solutions may differ. For *[17+ marks]* expect a balanced, well thought out analysis based on evidence embracing a number of societies, and arriving at an assessment as to whether urbanization was leading to convergence between them. Better students may make a distinction between developments in urban and rural societies.

- 25. Analyse the political, economic and social problems faced, in the mid 1960s, by either Singapore or Hong Kong as city states. How successfully had these problems been solved by 1995?**

Award up to *[7 marks]* for a descriptive account. For *[8 to 10 marks]* expect some awareness the political, economic and social problems and the attempts to solve them. For *[11 to 13 marks]* and *[14 to 16 marks]* expect increasingly thorough analysis and comment based on sound knowledge of causes and consequences. Award *[17+ marks]* for sophisticated analysis based upon relevant knowledge and arriving at an assessment of the degree to which the problems had been solved.
