



MARKSCHEME

May 2001

HISTORY EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

1. Explain the failure of China's imperial government to respond effectively to western demands for diplomatic relations and free trade between 1793 and 1839.

The missions of Macartney (1793) and Amherst (1816) demonstrated the government's lack of awareness, interest and understanding. Reasons were cultural, philosophical, geographical and historical. Expect discussion of the different cultural, diplomatic and legal traditions and China's view of itself as the Middle Kingdom surrounded by tribute states, its attention directed towards Central Asia and Russia (a more perceptible threat). Candidates should be aware of Confucian attitudes to commerce and militarism and of the prevailing ignorance of the west and recent changes there which increased western, particularly British, confidence and economic expansionism. The loss of the English East India Company's monopoly and the failure of the Napier mission in 1834 changed the commercial and diplomatic climate so that Lin Zexu's (Lin Tse-hsu) policies in Canton in 1839 sparked the Opium War.

[8 to 10 marks] should be awarded for narrative accounts with implicit explanation.

[10 marks] maximum should be awarded to candidates who treat this as a question on the causes of the Opium War. Do not give credit to those who write about the Opium War itself.

[11 to 13 marks] answers will concentrate on the reasons for the government's ineffective response over the period.

[16+ marks] could be obtained for close analysis of the reasons for the government's ineffective response over the period.

2. Assess the impact of Dutch Learning (Rangaku) on Japanese politics and society (up to 1853).

Dutch Learning (Rangaku) introduced an awareness of the outside world, particularly the west, through translations of scientific, medical and military texts. An immediate reaction to it was the introduction of National Learning (Kokugaku) which emphasised pure Japanese culture uncontaminated by influences from China. The emperor and shinto symbolised this. Kokugaku led to criticism of the Bakufu and the eminence of the shogun. A high literacy rate encouraged the spread of the ideas of both schools of thought. The Bakufu and the leaders of the western 'han' were influenced by both schools of learning. The Meiji government assimilated both to an equal degree.

Award up to *[8 marks]* for a simple description of Dutch Learning.

[10 marks] maximum should be awarded for a basic awareness of the impact of Dutch Learning.

[11 to 13 marks] candidates should be aware of internal reactions to Dutch Learning.

[14 to 16 marks] answers should have a clear idea of the interrelationship between Dutch/National Learning.

[16+ marks] could be obtained by candidates who include a balanced, critical essay on the impact and importance of both schools in Japan.

3. Analyse the causes and effects, up to 1874, of the Taiping Rebellion in China.

A fairly straightforward question. Expect a balanced discussion of causes such as population growth, pressure on land, corruption, incompetence, natural disasters and the effects of the Opium War: – national humiliation, unsettling economic changes, new ideas, personal grievances and the experiences of Hong Xiuquan (Hung Hsiu-ch'uan). Expect effects to include destruction and loss of life, the emergence of effective Chinese provincial leaders like Zeng Guofan (Tseng Kuo-fan) and Li Hongzhang (Li Hung-chang), the European decision to support the Qing (Ch 'ing) despite the Arrow War, the creation of the Maritime Customs Service, and the period of reform known as the Tongzhi T'ung-chih' Restoration (1862 to 1874). This is not a question about the course of the rebellion or causes of Taiping defeat.

[8 to 10 marks] maximum will be awarded for narrative with implicit analysis.

[12 marks] maximum should be given for analysis of either causes and effects alone.

[13+ marks] should be scored for awareness of both causes and effects.

[16+ marks] will be obtained for answers with balanced analysis. Some candidates may include the impact of the Arrow War in their assessment.

4. “Considering what had been achieved by 1880, the Meiji Restoration (1868) should rightly be called a revolution.” How far do you agree with this statement?

Candidates will probably agree, but expect discussion whether events after 1868 represented in any way a continuation of aspects of pre-Meiji Japan. Candidates should analyse Japan of 1880 for evidence of continuity; discuss whether the changes evident by 1880 were in process before 1868; conclude whether the degree and rapidity of change justifies the term ‘revolution’.

[8 to 10 marks] may be scored for a narrative describing the changes with some implicit comment.

[13+ marks] answers will demonstrate an awareness of what is meant by ‘revolution’ and discussion of whether the degree of change in Japanese society by 1880 justifies the use of the word.

[16+ marks] will be obtained for increasingly sophisticated analysis. Some candidates may regard the real ‘revolution’ as occurring in the 1870s with the land-tax reform, the creation of a conscript army, the crushing of the Satsuma rebellion and the effective ending of feudalism.

5. “Korea is a bone, fought over by two dogs.” What effects did the conflict between China and Japan over Korea, between 1876 and 1895, have on Korea and the balance of power in the region?

In 1876 Japan opened Korea, a tributary state of China, to foreign trade (Treaty of Kanghwa), recognised Korea as an independent state and appointed a resident to Seoul. China reacted only in 1882 when Yuan Shikai (Yuan Shih-k'ai) was appointed resident to Seoul after anti-Japanese riots there. A pro-Japanese rising by the Reform Party in 1884 increased tension, but by the Li-Ito agreement of 1885 Chinese and Japanese troops were withdrawn. The Tonghak rebellion in 1894 prompted intervention first by China and then Japan and war resulted. By the Treaty of Shimonoseki, China recognised Korea's independence but it remained dominated by Japan, until Russia offered protection to the king after another insurrection, thus setting the stage for future Russo-Japanese conflict. Candidates should recognise Korea's importance in terms of national prestige (Japan challenged China's supremacy), natural resources (of importance to Japan) and in strategic terms.

[8 to 10 marks] will be scored for narrative accounts with some implicit explanation or comment.

[13+ marks] candidates will show an awareness of both the causes and consequences of Sino-Japanese rivalry.

[16+ marks] answers will subject both the causes and consequences of Sino-Japanese rivalry to balanced analysis.

6. Analyse the changing relationship between the Australian colonies and Britain between 1800 and 1860.

Candidates should consider the changing constitutional, economic and social links between the colonies and Britain. In 1800 New South Wales was the sole colony, an autocratically governed convict colony with few free settlers and barely self-sufficient. By 1860 there were six colonies with their own legislatures (The Australian Colonies Government Act, 1850); convictism continued only in Western Australia (ended 1867); pastoralism, agriculture and mining (1850s gold rush) provided exports, a demand for imports, revenue for development, opportunities for investment, and attracted immigration. Increase of American influence and of Irish and post-1848 European immigrants led to an increase in republican sentiment and the creation of an Australian identity. The British connection remained strong – constitutional, legal, defence, cultural, educational, economic, family – but attitudes had shifted and a more complex relationship had emerged.

[10 marks] maximum will be awarded for description only.

[14 to 16+ marks] can be obtained by candidates who give well focused explanation and analysis.

[16+ marks] should be scored by candidates who give well focused explanation and analysis which covers most of the issues.

7. To what extent and for what reasons did British land policies in New Zealand change during the nineteenth century?

British land policy was driven by the need to satisfy settlers and to placate the Maori. Despite sporadic attempts to protect the latter, British settlers had acquired most of the best land by the end of the century. Before British sovereignty was proclaimed and the Treaty of Waitangi (1840) guaranteed Maori possession of traditional lands, the New Zealand Association had laid claim to 20 million acres. In June 1841, Governor William Hobson declared void all land agreements made prior to the Treaty of Waitangi. The Company finally received rights to 283,000 acres. Governor Fitzroy (1843 to 1845) permitted settlers to buy land direct from the Maori, but this was disallowed by the British government. Conflicts over land led to the First Maori War (1843 to 1848). Governor George Grey cancelled Fitzroy's land ordinances and forbade direct purchase. The constitution of 1852 left considerable power with New Zealand's six provinces. In 1853 Grey reduced the price of crown lands to encourage the small farmer. In 1856 New Zealand acquired responsible government and the provincial councils were empowered to dispose of crown lands with their districts. The rapid acquisition of Maori land by the government (Native Land Purchase Department) to satisfy the growing demand for land by white settlers, was a factor in bringing about the Second Maori War (1860 to 1870). As governor for a second time (1861 to 1867) Grey allowed free trade in land (Native Land Act, 1862) and confiscated the land of rebels. A Native Land Court was created to investigate titles before sale. In 1873 the ownership of native land was individualised, making purchase easier. The period of provincialism ended in 1875. The New Zealand government continued to favour settlers, particularly as the introduction of refrigeration opened up a large and profitable export market for the New Zealand sheep and dairy industries. By 1892, most of the best land was in settler hands.

[8 marks] may be given for a simple narration of events and a little more with comments or implicit analysis.

[12+ marks] should be given for development of an argument and analysis of the policies followed.

[16+ marks] answers should clearly demonstrate and explain the shifts in policy.

8. **Did Thailand retain its independence during the years of European expansion between 1851 and 1910 because of the ability of its rulers *or* because it served European interests to keep it independent?**

The rulers were Mongkut (1851 to 1868) and Chulalongkorn (1868 to 1910). The European powers most involved were Britain and France. The reforms and pro-European policies followed by both rulers satisfied Britain and France that their interests were not threatened by Thailand. Both rulers were astute enough to realise that modernisation and stable government reduced any pretext for intervention. They also realised Thailand's importance as a buffer state between the British and French spheres of interest. Chulalongkorn faced the more serious threat but recognised that the surrender of outlying provinces in Laos and Cambodia to the French and in northern Malaya to the British was preferable to any loss of the Thai heartland.

[10 marks] maximum should be awarded for narrative covering the two reigns.

[12 marks] maximum should be scored for a sound analysis of one reign only.

[16+ marks] will be obtained for an analysis of the two reigns and well-supported argument leading to a conclusion. Better candidates can be expected to refer to events in Burma and Indochina to support their argument.

9. **“The 100 Days of Reform (1898) were the Qing (Ch’ing) dynasty’s last chance to modernise China and to save itself.” How far do you agree with this view?**

[8 to 10 marks] maximum will be given for an account of the reforms and their failure.

[13 marks] answers will contain an awareness of the issues involved and some discussion of them. Candidates should analyse the reforms to determine to what extent they were modernising and whether they would have strengthened the dynasty.

[14 to 16 marks] candidates will demonstrate sound knowledge of the important reforms and analysis of their likely impact and the strength of opposition to them within the ranks of the literati, the departments of government and the provinces. Better candidates may question whether the reforms had any chance of succeeding given the manner of their introduction or were in any way practicable in the circumstances.

[17+ marks] essays will contain a variety of views which should be supported by close reference to the reforms themselves and the circumstances of the time.

10. To what extent was Japan a modern early twentieth century industrial economy and society by the end of the Meiji era in 1912?

Candidates should recognise that despite the changes that had occurred, much of traditional Japan remained.

[8 marks] maximum should be awarded for simply a description of Japan in 1912 or for an account of late Meiji reforms.

[13+ marks] answers will contain an awareness and discussion of the degree of change politically, economically, socially and culturally and the degree to which traditional institutions, economic activity, social structures and cultural values persisted.

[16+ marks] should be scored for analysis which highlights the degree of 'westernisation' or modernisation and the adaptations and compromises made to and with tradition. Better candidates may recognise that there were variations within contemporary western societies and that in many respects Japan was not unlike imperial Russia and Germany and that in all states modernisation was progressing at various levels and at varying rates.

11. Analyse the reasons for, and the consequences of, *either* the extension of British influence into the Malay States *or* the Dutch expansion outside Java in the last quarter of the nineteenth century.

British expansion is usually dated from intervention in the western Malay states in 1874 and reasons include the strategic and commercial as disorder, succession disputes and secret society conflicts threatened trade, investment and the security of the Straits Settlements and the perceived threat of foreign intervention. Dutch expansion was based on similar motives and the opportunities for private investment provided under the Liberal Policy. Consequences include the extension of colonial rule, the development of transport and communications, the growth in foreign investment in plantations and mining, the introduction of immigrant labour, the suppression of local resistance (particularly the outbreak of the Aceh War in the case of the Dutch), and the development of forms of indirect rule in both regions.

[8 to 10 marks] maximum will be awarded for narrative with implicit analysis.

[13+ marks] answers will contain a balance between causes and consequences.

[16+ marks] could be obtained for answers with analysis backed by historical awareness of the attitudes, concerns and preconceptions of the day and of the short and longer term consequences.

12. To what extent were governments in *either* Australia or New Zealand, successful in resolving the domestic issues which dominated their countries between 1919 and 1939?

Domestic issues relate to political, economic and social policies. Both governments had policies relating to the effects of World War One, immigration, internal migration from country to town, land, industrial development, finance, taxation, trade, education, welfare and health. The 1929 Depression provided a major challenge.

For Australia, expect analysis of the changing fortunes of the Labor Party and the roles of Prime Ministers Lyons and Menzies and Premier Lang of New South Wales. Some candidates may comment on state as well as federal policies.

For New Zealand, expect analysis of the policies and fortunes of the political parties – Reform, Labour and Liberal – and the election of 1935, the economic depressions of 1921 and 1929. A separate issue for New Zealand is the relationship between Pakeha and Maori.

There is plenty of material.

[8 to 10 marks] should be awarded for narrative answers with implicit analysis.

[11 to 13 marks] will be given for answers which contain explicit analysis.

[14 to 16 marks] can be awarded for essays with good structure and awareness of the problems posed.

[16+ marks] should be scored for analysis and comment concluding with an assessment of the policies followed.

13. To what extent did domestic factors influence Japanese foreign policy between 1919 and 1937?

The period was a difficult one domestically. Economic problems fuelled political disturbances. The Hara government followed a foreign policy of cooperation with the US and the European powers, while being wary of the new Soviet Union and seeking advantages in Siberia. The Treaty of Versailles recognised Japanese rights in China, but the failure to secure an official statement on racial equality, the Washington Naval Treaty (1921) and the non-renewal of the Anglo-Japanese Treaty were unpopular. From 1924 the governments of Kato, Tanaka and Hamaguchi varied in their attitudes. Kato and Hamaguchi favoured party rule at home and internationalism abroad. Tanaka took a stronger stance against the emerging Guomindang regime in China and in protecting Japanese interests in Manchuria. The extension of the franchise in Japan in 1925 produced a volatile electorate more easily swayed by nationalist and extremist views, at a time when the restraining hand of the genro of the Meiji generation had gone. The Great Depression encouraged greater support for expansionist schemes to tap the resources of Manchuria to relieve population pressure and safeguard raw materials. Dissatisfaction at home manifested itself in support for the army and right-wing organisations critical of the perceived shortcomings of civilian and party government. The attempted coup by radical young officers in 1936 brought the conservative military leadership to the fore. Domestic factors weakened civilian government and strengthened the army and right-wing nationalists.

[8 marks] maximum should be given for narrative not recognising the linkage.

[11 to 13 marks] and higher will be scored for an awareness of the interaction between domestic events and foreign policy.

[16+ marks] will be obtained for clear argument and close analysis award depending on depth and detail.

14. Explain why the 1911 Revolution failed to create a united, prosperous and democratic China by 1930.

The nature of the uprising itself, the role of Yuan Shih-K'ai, the weakness of the Guomintang (Kuomintang) and the role of the western powers help explain its early failure. The warlord period following Yuan's death was one of chaos and confusion in which Sun Yat-sen attempted to re-define his ideology and seek outside support. Within the reformed Guomintang the Communists retained a separate identity and the first united front quickly dissolved once Jiang Jieshi (Chiang Kai-shek) turned against the Chinese Communist Party. Warlords made their peace with Jiang, but still controlled large areas of China, while by 1930 the Communists had set up a base in Jiangxi (Kiangsi). Though apparently more united under the Guomintang (Kuomintang), China was neither prosperous nor democratic.

[8 to 10 marks] might be scored for implicit explanation with narrative.

[11 to 13 marks] and higher will be scored by candidates who demonstrate an awareness of the reasons for the disunity and some attempt to explain them.

[16+ marks] will be awarded to candidates who analyse the weaknesses within the revolutionary movement, the problems it faced in achieving unity and the situation in 1930, in a logical coherent way should receive.

15. Account for the changing nature of the nationalist movement in *either* Vietnam *or* Burma between 1905 and 1940.

1905 is the year in which Japan defeated Russia. The independence movement in each was affected by external and domestic factors. In both countries the first organisations looked towards a restoration of traditional society and culture. This was true of the Association for the Restoration of Vietnam, formed in 1913 by Vietnamese exiles in China, which, supported by Emperor Duy Than, launched an unsuccessful rising against the French in 1916. In Burma, the Young Men's Buddhist Association (1908) aimed to protect Burmese culture from British and Indian influences and the Saya San rebellion (1930) was an attempt to restore the old Burmese kingdom. The First World War encouraged political activity seeking self-determination. Political parties were either reformist and gradualist or revolutionary and violent. In Vietnam the French severely opposed any form of opposition and even the Communists made little headway before 1940. In Burma, the British granted separation from India in 1935 and set up a limited form of constitutional government, which did not satisfy the Thakins led by Aung San. The Burmese nationalist movement had been divided on the question of Separation from India. After 1935 it was divided on the degree of cooperation with the British. In both countries independence appeared unlikely in the short term. The war with Japan was to change that, although the French lost prestige in 1940 when France fell to Germany.

[8 to 10 marks] could be scored for narrative with implicit explanation or comment, and higher with explicit explanation.

[14 to 16 marks] will be awarded for answers which show well focused awareness of the reasons for the changing nature of nationalist activity.

[16+ marks] should be given for close analysis of internal factors and those relating to changes in the colonial power and on the international scene.

16. How far do you agree with the view that the Sino-Japanese War (1937 to 1945) made possible the ultimate victory of the Communists over the Nationalists in China in 1949?

Candidates will need to assess the relative strengths of the Communists and Nationalists in 1937, the former being militarily weaker. The Nationalists bore the brunt of the Japanese offensive and suffered enormous losses while the Communists expanded and consolidated their position in northern China. In August 1945 the Nationalists were still overwhelmingly superior on paper. The war may have saved the Communists from the nationalists in 1937, but the eventual victory in the Civil War was the consequence of Communist strengths in policy, propaganda, strategy and morale and Nationalist errors of judgement, corruption, incompetence, economic mismanagement, low morale, strategic blunders and loss of the people's confidence. How much of this was a consequence of the war years and the policies followed then is for the candidates to decide. Astute candidates may argue that the turning point in Communist fortunes came with the Xi'an (Sian) Incident in December 1936 and the creation of the Second United Front. As this was prompted by the Japanese threat, it does not alter the main thrust of the question.

[8 to 10 marks] could be reached for narrative with implicit analysis.

[14 to 16 marks] candidates should debate in some detail the issues raised by the question.

[16+ marks] should be awarded for linked and relevant analysis arriving at a reasoned conclusion.

17. Explain why Korea was divided in 1945 and still remains divided today.

The division was originally a military accident in that Japan surrendered before Soviet forces could complete their conquest of Korea and the country was divided into two occupation zones which became separate states as the Cold War developed. Both wished to unify Korea. The North struck first and the Korean War ended with the division confirmed. Candidates should analyse the roles of the Soviet Union, China and the US and of the governments of North and South Korea in failing to bring about reunification. The strategic importance of Korea to other powers and the intransigence of the rulers of North and South persists beyond the ending of the Cold War.

[8 marks] maximum should be awarded for narrative without comment or implicit explanation.

[12+ marks] answers will contain clear awareness of the various factors at work.

[16+ marks] will be given for an increasingly sophisticated analysis of the internal and international circumstances maintaining the status quo over the period.

18. To what extent was Japan's 'economic miracle' of the 1960s a consequence of domestic factors?

This will be a popular question.

[8 to 10 marks] might be reached for a narrative with implicit analysis or an answer listing factors contributing to Japan's economic growth.

[11 to 13 marks] and higher can be awarded for discussion of importance of various factors contributing to growth. These include domestic factors such as an educated work force, high rates of savings, respect for authority, a philosophy of hard work, the role of MITI, favourable foreign exchange rate, low military expenditure and so on; and external factors such as the Occupation reforms, the security treaty with the US, the Cold War, improved relations with trading partners in Southeast Asia and Australia, access to foreign technology.

[16+ marks] will be awarded to candidates who analyse the domestic and international factors in some detail and reach conclusions as to their relative importance, while recognising the interconnection between domestic and external factors.

19. "The Great Leap Forward (1958 to 1960) was a triumph of ideology over common sense." How far do you agree with this statement?

The question requires candidates to consider the situation at the time Mao pushed forward this scheme. Factors included the dissatisfaction revealed by Hundred Flowers Campaign and the developing split with the Soviet Union. Mao abandoned the Soviet model to attempt to create a communist society based on the peasantry. The campaign was taken up with great enthusiasm by the party and the people with disastrous consequences.

[8 marks] maximum will be awarded to candidates who simply describe events.

[14 to 16 marks] will be scored for an answer that contains awareness of the situation and circumstances at the time the decision was taken; the nature of Mao's beliefs, ideology and vision for China's future; his attitude to the Soviet Union and Khrushchev; the attitude, support and degree of opposition of other Chinese leaders; and an assessment of the reasons for failure.

[17 to 18+ marks] candidates should analyse the Maoist thought behind the Great Leap, the political and international context in which the decision was made and question whether failure lay in the programme itself, the way it was implemented or unforeseen factors. The topic demands that questions of ideology, enthusiasm, propaganda, planning and leadership be addressed.

20. To what extent has immigration from countries other than Britain shaped developments in *either* Australia or New Zealand since 1945?

Australia received a higher proportion of non-British immigrants than New Zealand. When racial barriers were lowered in both countries, New Zealand received more immigrants from the Pacific Islands than Asia, while Australia attracted a larger proportion of Asians. Post-war immigration relocated refugees from Europe and continued as people fled the Soviet occupation of the Baltic States and Eastern Europe and poverty in Southern Europe. This was matched by assisted immigration from Britain. Asian and Pacific Islander immigration grew with the lifting of restrictions in the 1970s.

Expect candidates to consider the economic, social, cultural and political impact. Both countries more cosmopolitan, particularly the large cities. Cultural diversity, but social and ethnic tensions. Immigrants carry old feuds with them – e.g. Balkan immigrants. Later arrivals compete with earlier. Generational problems and the question of assimilation or diversity. Effects of foreign policy on immigration and immigrants on foreign policy. White conservative backlash as immigrants enter the elites. Expect a variety of responses.

[8 marks] maximum should be awarded for unsupported generalisation.

[12+ marks] answers will contain an historical perspective and discussion backed by evidence.

[16+ marks] will be obtained by candidates who can analyse and assess the impact of immigration in the majority of areas of national life.

21. “The stability, prosperity and international status of a country is dependent upon the integrity of its leader.” With reference to *one* leader in a South East Asian country after 1945, to what extent do you agree with this statement?

[8 to 10 marks] may be scored for narrative answers with comments or implicit analysis.

[13+ marks] answers will contain analysis and discussion of policies followed, the constraints both domestic and international upon them and the reasons for their effectiveness or lack of it.

[16+ marks] will be obtained for reasoned and objective analysis of the strengths and flaws of the leader chosen and his qualities of leadership in dealing with the opportunities and difficulties he faced.

22. In launching the Great Proletarian Cultural Revolution (1966 to 1969) was Mao Zedong (Mao Tse-tung) pursuing personal aims *or* attempting to fulfil his vision for China?

To answer this satisfactorily, candidates will need to consider the position that Mao was in the mid-1960s and to reflect upon the targets and course of the Cultural Revolution. The outcome of the Cultural Revolution may not have been what Mao envisaged and candidates will need to differentiate between Mao's intentions and the actions of his followers. The question will arise as to whether the Cultural Revolution was taken over by others for their own ends.

[8 marks] maximum should be awarded for a descriptive narrative of events .

[13+ marks] answers will contain a reasoned discussion of Mao's aims as demonstrated by his words and actions and those of his supporters before and during the Cultural Revolution.

[16+ marks] will be awarded for a sophisticated analysis of the points already mentioned to arrive at a conclusion which is based as surely as can be expected upon the evidence.

23. How did the withdrawal of Jiang Jieshi (Chiang Kai-shek) to Taiwan in 1949 affect international relations in the region between 1949 and 1990?

The question falls into two parts. Candidates have to define the problem posed by the withdrawal of Guomindang forces to Taiwan in 1949 thus creating the conundrum of two Chinese governments each claiming to represent the whole country. This posed problems of diplomatic recognition, the China seat on the Security Council of the United Nations, the representation of China in world and regional affairs and the ultimate solution still unresolved, as to whether there should be two Chinas or one. Should Taiwan become a separate independent state, an autonomous province of China or should a single government prevail? During the Cold War the problem was exacerbated by China's links with the Soviet Union. Since the 1970s the mainland government has attained international recognition and Taiwan remains economically successful but politically unrecognised.

[8 to 10 marks] could be reached for answers providing a narrative of events.

[13+ marks] answers will contain an awareness of the arguments on both sides and of the complexity of the problem.

[16+ marks] can be obtained by candidates who analyse various occasions when the Taiwan question has come to the fore in international relations and threatened the stability of the region.

24. **“Technology is the new imperialism.” Discuss this statement with reference to the impact of technology upon at least *one* country in *either* East Asia *or* South east Asia *or* Oceania.**

A question which requires a disciplined approach. Candidates need to define what is implied by the term ‘imperialism’, describe the relevant features of the country or countries that they have chosen, be systematic in their analysis of changes brought about by technology and be aware that these may or may not be detrimental.

[8 marks] maximum will be awarded for answers which describe changes only.

[14 to 16+ marks] answers will contain a reasoned analysis of the impact in a wide range of aspects – economic, social, cultural, environmental, political.

[16+ marks] should be given for an answer that incorporates these aspects into a well-structured discussion of the view propounded in the statement.

25. **To what extent does the Association of South east Asian Nations (ASEAN), formed in 1967, represent a region with shared and common values and experiences, rather than a collection of disparate and separate states?**

ASEAN in 1967 comprised Malaysia, Indonesia, the Philippines, Thailand and Singapore. Brunei joined in 1984. More recently, membership has been extended to Vietnam, Cambodia and Laos. This is a fairly open-ended question, but candidates can be expected to discuss historical, cultural, economic, social and political similarities and differences. One might expect reference to similarities such as rice culture; the role of religion; colonial experiences – military, political and economic; national movements; Japanese occupation; development strategies and so on: and to differences such as geography, population and resources; Buddhism in Thailand, Islam in Indonesia and Malaya, Christianity in the Philippines; different colonial experiences – Thailand retaining independence, Indonesia under the Dutch, the Philippines under the US and Malaysia and Singapore under the British, this affecting institutions, legal structures and language; independence gained by revolution (Indonesia) or peaceful means; alliances and links with foreign powers – N.B. Indonesia and Malaysia in conflict during Confrontation in the 1960s.

[10 marks] maximum should be awarded if only similarities or differences are presented.

[13+ marks] will be given for a balanced discussion supported by valid evidence.

[16+ marks] can be obtained for analysis of the nature, development and extent of regional cooperation over time, backed with evidence.
