

# **MARKSCHEME**

**May 2004**

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

**Higher Level**

**Paper 3**

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**1. Analyse the impact of European influence on South East Asia by 1860.**

This question falls into two parts, the first largely descriptive and the second analytical. Candidates should first identify the areas of actual European control and commercial and political influence. They can then analyse the degree of influence which European powers exercised over those regions outside their direct control and the degree of independence from European influence South East Asian rulers and governments exercised. A comparative analysis should emerge, focussing on the European powers themselves and on the responses of the various South East Asian polities and powers and of rival factions within such entities. Award credit if candidates do not follow this precise approach, but clearly show awareness of the extent of European control and the impact of European influence upon South East Asian powers.

Give credit to answers which recognize the limitations of European influence in 1860, but show awareness that the situation was to change radically over the next two decades.

*[0 to 7 marks]* maximum for awareness of the extent of European territorial control.

*[8 to 10 marks]* for some mention of European influence other than direct political control.

*[11 to 13 marks]* for answers which provide simple analysis of the European impact upon the societies they governed and upon those they influenced, politically, commercially and by other means.

*[14 to 16 marks]* for detailed comparative analysis which might not be fully balanced or developed but explains the relatively restricted nature of European influence in 1860.

*[17+ marks]* for answers which clearly present a sustained comparative analysis highlighting the similarities and differences of the impact of the different colonial powers upon the societies they influenced and which arrive at a conclusion as to the extent and limitations of that impact.

**2. With reference to at least *two* major rebellions, explain the significance and importance of rebellion in China between the late eighteenth century and 1870.**

The rebellions of importance include the White Lotus rebellion (1796–1804); the Taiping rebellion (1850–1864); The Nien rebellion (1853–1868); The Muslim (Panthay) rebellion (1855–1873). Candidates could include factors such as the economic impact (cost of war and famine); decline of Manchu military strength and the rise of provincial forces; lack of respect for the Qing (Ch'ing) and the loss of the Mandate of Heaven; and the distraction from the threat of western powers.

If only one rebellion is analysed, award **[12 marks]** maximum.

**[0 to 7 marks]** maximum for a description only of two rebellions.

**[8 to 10 marks]** for uncritical description of the impact of the chosen rebellions with reference to causes and results.

**[11 to 13 marks]** for simple comparative analysis of the chosen rebellions with reference to their significance and importance.

**[14 to 16 marks]** for a running comparative analysis of two or more rebellions, linking their impact and significance to those of rebellions in general within the fabric of Chinese society with regard to their causes and effects and as evidence of dynastic decline.

**[17+ marks]** for a sophisticated analysis placing rebellion within the context of Chinese historico-political concepts such as the Mandate of Heaven, the dynastic cycle, the right of rebellion and the legitimization of successful rebellion.

**3. Analyse the factors which placed pressure on the policy of isolation in Japan in the years before 1850.**

The Tokugawa Bakufu allowed contact with Europe only through the Dutch trading factory at Deshima in Nagasaki harbour. By the nineteenth century this contact had prompted the rise of the rangaku school of Dutch learning and awareness that scientific and military developments in the west posed a challenge to Japan. At the same time, increasing pressure came from western powers, particularly Russia and the United States, seeking to establish relations in order to protect their seamen and to develop trade.

*N.B. This is not about Commodore Perry's visits of 1853 and 1854.*

*[0 to 7 marks]* maximum for a description of the policy of isolation and simple awareness of the Dutch contact and/or growing foreign interest in opening relations.

*[8 to 10 marks]* for examples of contact with foreign knowledge and ideas, even by the Tokugawa, of the links of the Tozama clans with trade with the Riyukyu islands and Formosa, the growing awareness of events in China and of the emergence of advocates for acquiring western technical and military knowledge.

*[11 to 13 marks]* for a simple analysis of these contacts and their impact within Japan and of the growing threat from foreign naval and maritime activity around Japan.

*[14 to 16 marks]* for a more detailed and coherent analysis of these growing pressures and their impact within Japan, leading also to the rise of a nationalist response centering on the Emperor as envisaged by the kokugaku school of National Learning and supporting strongly the retention and enforcement of the policy of isolation.

*[17+ marks]* for a sophisticated analysis of these often contradictory factors which were to culminate with the arrival of Commodore Perry in 1853.

**4. How and why did Burma lose its independence in the late nineteenth century?**

The Kingdom of Burma was formally annexed by Britain in January 1886 after the brief Third Anglo–Burmese War (1885). Burma had previously lost territory in 1826 and 1852. King Mindon (1853–78) had hoped by a conciliatory policy to regain the territory lost in 1852, but failed. His modernizing programme was partially successful, but King Thibaw (1878–86) antagonized the British by putting to death potential rivals, countering British commercial interests and turning towards the French for diplomatic support and arms. The French declined to become involved to the point of war and in 1886 the British deposed Thibaw and took over the country.

Award credit for relevant material from Mindon’s reign, but expect thorough discussion of the events of Thibaw’s reign.

*[0 to 7 marks]* maximum for a narrative of events.

*[8 to 10 marks]* for recognition of both British policies towards Burma and Burma’s disenchantment with the British leading to Thibaw’s flirtation with the French.

*[11 to 13 marks]* for simple analysis of the British and Burmese attitudes to each other and to the French in Indo–China.

*[14 to 16 marks]* for more detailed analysis of British commercial and strategic interests, Burmese policies and interests, the character of King Thibaw, and the policies and interests of the French culminating in the events of 1885–86.

*[17+ marks]* for sustained comparative analysis leading to a conclusion based upon the evidence presented.

**5. Analyse the impact of European settlement upon the aboriginal societies of Australia during the nineteenth century.**

This question allows candidates large scope for introducing material from the different states and regions. Overall, a general consensus should emerge. The British in 1788 regarded Australia as *terra nullius* (land without people) and hence made no official treaties with the Aboriginals, whom they regarded as without property, settlement, law or statehood. Legally, therefore, the land was unoccupied and British law prevailed once it was proclaimed British territory. As settlement spread, conflict arose and Aboriginals were killed, died from disease, or lost their livelihood and culture as hunting lands and sacred sites were occupied. Missionaries and philanthropists attempted to educate, Christianize, “civilize” and thus deculturalize them. By 1900 they had been exterminated in Tasmania and, elsewhere, driven from the settled districts, surviving on mission settlements, as station workers in the outback, or retaining a nomadic existence in those areas of the interior regarded as having no economic importance.

Award credit if the candidate analyses changes in the aboriginal condition over the century with evidence to support any conclusions.

**[0 to 7 marks]** maximum for a narrative account of events without assessment or explanation.

**[8 to 10 marks]** for awareness of the interaction between the settlers and the aborigines and of the impact this had upon the aboriginal groups concerned.

**[11 to 13 marks]** for simple analysis of the reasons for conflict and aboriginal defeat and dispossession.

**[14 to 16 marks]** for more sophisticated analysis which may include reference to the philosophical and scientific theories, such as those associated with Social Darwinism, which justified and explained to settler satisfaction the displacement and decline of the aborigines.

**[17+ marks]** for candidates who present balanced analysis which may also mention more positive attitudes to aborigines and the emergence of some awareness of their skills and culture by the end of the century.

6. **“The development of New Zealand’s economy between 1840 and 1900 was solely dependent upon events in the outside world.” How far do you agree with this statement?**

The development of New Zealand’s economy depended largely on its relationship with Britain and its ability to attract settlers. The latter depended on the government’s land policy and on its relations with the Maoris. Land policy, in particular the price at which land might be bought, was an area of dispute between the New Zealand Company, the colonial and home governments and the Maoris. The New Zealand Company was dissolved in 1851. Land policy continued to disturb relations between settlers and Maoris until the end of the Second Maori War in 1870. Meanwhile, settlement was extended in the South Island, where Maoris were less numerous, and large areas were opened to sheep farming, the Government issuing 14-year grazing leases from 1851. By 1871, 10 million sheep were producing wool for export valued at £2 700 000. In 1861 gold was discovered at Otago and a rush began, the population rising from 100 000 in 1861 to 250 000 in 1871, the South Island being the most prosperous and rich. Following the gold rush boom, there was a prolonged period of economic depression, which the government alleviated by heavy borrowing and expenditure on public works. Purchase of Maori land was made easier in 1873 by individualizing Maori land ownership, and an assisted immigration scheme overseen by a New Zealand Government agent in London saw white settlement rise to 772 000 in 1901. Improvements in communications enabled New Zealand to benefit from the development of refrigeration for the transport of meat by steamship in 1882. Sheep were now raised for meat rather than wool and an export-oriented dairy industry developed to supply the English market. In the 1890s the introduction of factory laws indicated a growth in industry.

It is possible to agree with this statement to a great extent: the key lies in the word “solely” and in the candidate’s awareness of exceptions to the generalization.

**[0 to 7 marks]** maximum for general accounts of New Zealand’s economic development.

**[8 to 10 marks]** for some reference to the degree of outside influence upon developments – e.g. markets; sources of immigration; communications; refrigeration; British Government policy.

**[11 to 13 marks]** for simple analysis which identifies both outside and domestic influences upon economic development – e.g. land policy; the existence of pastures, gold, government immigration policy.

**[14 to 16 marks]** for more detailed analysis and an attempt to weigh the balance between domestic and foreign influences with reference, for example, to world economic trends.

**[17+ marks]** for running comparative analysis identifying and explaining the domestic and foreign contributions to economic development.

**7. To what extent do the careers of Zeng Guofan (Tseng Kuo-fan), Zuo Zongtang (Tso Tsung-t'ang) and Li Hongzhang (Li Hung-chang) demonstrate the weakness of the Qing (Ch'ing) government of China between 1864 and 1895?**

1864 marks the defeat of the Taiping rebellion; 1895, the defeat of China by Japan. Zeng (Tseng), Zuo (Tso) and Li rose to prominence because of their roles in defeating the Taipings, during which they learned the superiority of western weapons and military tactics. As provincial leaders they suppressed the other major rebellions – the Nien (Zuo in 1868) and the Muslim Tungan rebellion in Shensi, also by Zuo in 1873. Zeng and Li had also participated. Zeng, Zuo and Li became the Chinese provincial leaders of the Self-Strengthening Movement. Zeng established the Kiangnan Arsenal in Shanghai in 1865; Zuo the Foochow Dockyard in 1866. Li became the most active of them all, especially after Zeng's death in 1872 and Zuo's preoccupation with suppressing Muslim revolt in the Northwest and Sinkiang between 1868 and 1880. From 1870 Li was governor-general of Chihli and High Commissioner of the Northern Ocean. His main achievements were the Nanjing (Nanking) Arsenal (1867), the China Merchants' Steam Navigation Company in 1872, a naval and a military academy in Tianjin (Tientsin) and the Peiyang fleet in 1888. Many other educational, industrial, manufacturing and communications projects were established by Li and his protégés in the period to 1894.

Candidates need to recognize that the Self-Strengthening Movement had its successes, but should concentrate upon the revealed weaknesses and failures of the Qing (Ch'ing) government. Self-Strengthening was largely a provincial affair and became associated in particular with Li. Central planning and direction was lacking; Confucian-trained scholars despised the modernizers and undermined their authority; Manchu officials did not trust Chinese officials like Li. Corruption was rife; rebellion diverted attention; provincialism further undermined cooperation so that forces from one region failed to support those of another, as in the 1885 war against the French in the South and against the Japanese in the North in 1894.

**[0 to 7 marks]** maximum for narrative or lists of events from their careers.

**[8 to 10 marks]** for a fairly complete account of the careers of the three officials or for an incomplete account which recognizes some of the weaknesses of the regime.

**[11 to 13 marks]** for a simple analysis by which the weaknesses of the regime are illustrated by reference to the careers of at least two of the three officials.

**[14 to 16 marks]** for more detailed analysis of the weaknesses and failures of the regime with reference to the three officials, but focussing upon Li as the most active, long-lived and powerful.

**[17+ marks]** for sophisticated running comparison and analysis based upon sound knowledge of the weaknesses and failures of the regime.

**8. To what extent had the changes introduced under the Meiji Restoration (1868) transformed Japan by 1890?**

The question requires a comparison between Japan in 1868 and 1890, when the Meiji Constitution came into effect. The major institutional changes had by then been effected and Japan appeared to be a modernizing constitutional imperial monarchy comparable in many respects to imperial Russia or Germany. Changes had occurred also in the government and bureaucracy; military and naval organization, equipment and training; the economic and financial systems; communications; education; social behaviour and dress; the arts.

*[0 to 7 marks]* maximum for a descriptive account of events or changes over the period.

*[8 to 10 marks]* for an attempt to compare the situation in 1890 with that in 1868.

*[11 to 13 marks]* for simple analysis of the changes which had taken place.

*[14 to 16 marks]* for running comparative analysis covering most of the areas of change, showing awareness of different degrees of change and of continuity as well as change, and reaching a conclusion as to whether this represented a transformation of Japan.

*[17+ marks]* for a sophisticated and detailed analysis which arrives at a logically argued assessment as to the extent to which Japan had been transformed.

**9. Analyse the failure of the Taewǒn-gun's policy of national isolation to protect Korea from foreign intervention in the period 1864 to 1884.**

Taewǒn-gun (Great Lord of the Court) was the title given to the father of the young king Kojong when he became regent on his son's accession in 1864. He continued to rule in his son's name until Kojong came of age in 1873, but remained a dominant political figure until his death in 1898. He was hostile to all foreign influence and rejected contact with the west. Between 1865 and 1870 there was a systematic persecution of Christians and a number of French priests, who had secretly entered the country in previous years, were executed. In 1866, a French expedition was forced to withdraw. In 1871 an American attempt to open trade failed. From 1867, the Chinese advised the Koreans to seek accommodation with the west, without success. Meiji Japan sought to revise existing relations, but was rejected. In 1875, when a Japanese surveying expedition was fired upon in Kanghwa Bay, its protecting gunboats destroyed the Korean forts. China refused to protect its vassal and in 1876 permitted Korea to sign the Treaty of Kanghwa, which recognized Korea's independence and acquired concessions for Japan. A treaty with the United States followed in 1882 and then with other western powers, including Britain (November 1883) and Russia (July 1884).

The Taewǒn-gun ceased to be regent in 1873, and King Kojong came under the influence of his wife, Queen Min, who supported reform on the Japanese pattern. The Taewǒn-gun sought to destroy her and in July organized an attack upon the palace and upon the Japanese legation. Queen Min escaped, but the Taewǒn-gun returned to power. The Chinese, however, fearful of Japanese reprisals, sent the Taewǒn-gun into exile in China and reached an agreement with the Japanese by which Korea apologized, paid an indemnity and allowed them to station troops at their embassy and to send troops in the future. The Chinese attempted to re-establish their suzerainty over Korea. Meanwhile, the Japanese established advisers at the Korean Court. Strong rivalry developed between the pro-Chinese Koreans headed by Queen Min and a pro-Japanese group headed by Kim Ok-Kyun. In December 1884, Kim attempted a coup with Japanese aid, which failed. The agreement which followed led to the withdrawal of Chinese and Japanese troops from Korea, but allowed for their return if notification were given. This made Korea really a joint protectorate of China and Japan and laid the seeds for the conflict of 1894. Candidates should display a knowledge of events and link them to the international situation which made a policy of isolation impossible.

**[0 to 7 marks]** maximum for narrative or for vague generalizations unsupported by evidence.

**[8 to 10 marks]** for awareness of the Taewǒn-gun's policy and of growing western and Japanese pressure and of the events of 1876 and after.

**[11 to 13 marks]** for simple analysis of the policies of the Taewǒn-gun, Queen Min, the Chinese, the Japanese and the western powers.

**[14 to 16 marks]** for more detailed analysis of the importance of the Korean peninsula for both China and Japan, which places events and policies in their strategic context.

**[17+ marks]** for a sophisticated analysis of events with the Taewǒn-gun's policy of isolation placed in its international, regional and domestic contexts.

**10. Analyse the reasons for, and the consequences of, Anglo–French collaboration against China in the years 1856–60.**

This is a question about the Arrow War which expects candidates to recognize that its dimensions were broader than the enforcement of British interests. Causes included, for the British, the general dissatisfaction with the failure of the Canton treaties to open up China sufficiently to western trade; annoyance at the failure of the authorities in Canton to open the city to western entry; and retribution for the insult allegedly offered to the British flag during the seizure of the “Arrow” by the Canton authorities. The French wished to extend their influence in China and seized upon the murder of a French missionary in an area outside the treaty ports. The consequences included the Treaty of (Tianjin) Tientsin of 1858 and the 1860 Convention of Beijing (Peking), which opened new treaty ports, opened up the country to missionary endeavour, provided for diplomatic representation at Beijing (Peking) and imposed humiliation and indemnities upon China.

Candidates may realize that at this time France and Britain were on good terms and had recently fought as allies in the Crimean War. Candidates may note that Russia gained territory as a consequence of its role in negotiations with the Chinese government, and may also recognize the irony that, having achieved their aims, the western powers defended the Qing (Ch’ing) against the Taipings.

*[0 to 7 marks]* maximum for narrating only the events of the war, for mentioning only the involvement of one power or for mention only of causes or consequences.

*[8 to 10 marks]* for accounts which clearly distinguish both British and French roles in the conflict and indicate both causes and consequences.

*[11 to 13 marks]* for simple analysis of the causes and consequences of the war.

*[14 to 16 marks]* for analysis of causes and consequences which identifies the links between the two.

*[17+ marks]* for sophisticated analysis of both the causes and consequences as representing the different as well as the complementary interests of the two western powers and of the stimulus to changes within China.

**11. Assess the impact of Christian missions in China in the period 1860 to 1912.**

The Treaties of Tianjin (Tientsin) (1858) and the Beijing (Peking) Conventions of 1860 together opened China fully to Christian missionaries, giving them the right to own land. This extended the rights already gained by the previous treaties, which had confined missionaries officially to the treaty ports. Over the following years the churches and missions claimed further rights, such as extra-territoriality and exemption from local taxes for their converts. Missions roused prejudice, suspicion and hatred among many Chinese, angered by the arrogance of missionaries and converts in some instances, or by misunderstanding of their motives in others – when orphaned children were taken into convents, for example. There were anti-Christian outbreaks, the most severe being the Tianjin (Tientsin) massacre of 1870, the murder of two German missionaries in Shandong (Shantung) in 1897 and the attacks on missionaries and Chinese Christians by the Boxers in 1899–1900. These attacks led to punishments, occupation and indemnities, each inflicting further blows on China's sovereignty. German occupation of Qingdao (Tsingtao) began the Scramble for Concessions, for instance. Missionaries also established schools, and education was to be a major factor in both undermining Qing (Ch'ing) China and in providing western education for young Chinese who were later prominent in the revolutionary movement. Missionaries also promoted knowledge of China in the West, again with positive and negative effects for China.

Candidates may consider the work and impact of the missions to have been positive or negative, but expect their assessment to be backed by evidence.

*[0 to 7 marks]* maximum for a general account of Christian missions.

*[8 to 10 marks]* for a detailed account with some awareness of their impact both positive and negative.

*[11 to 13 marks]* for an account linking missions to events and analysing the impact of those events upon China.

*[14 to 16 marks]* for detailed analysis and assessment of the impact of the Christian missions within the context of other influences from the west.

*[17+ marks]* for a balanced assessment leading to a conclusion backed by detailed analysis.

**12. Analyse the role of religion in the development of nationalism in *either* Burma *or* Indonesia in the period 1900 to 1940.**

Nationalism in the modern sense began to emerge in Burma with a revival of Buddhism in the early twentieth century. The Young Men's Buddhist Association (YMBA) was formed in 1906 to establish schools which would fulfill government educational requirements but also teach Buddhism. These schools became centres of community life in response to official neglect of Buddhism. The first successful mass action was in 1916, against the wearing of shoes in Buddhist holy places. Monks were prominent in this movement and became more politically minded. In 1919, Burma was excluded from the terms of the Government of India Act, leading to widespread protests and a student strike. The *Sangha Sametggi*, an organization of monks, preached revolution and the General Council of Burmese Associations (GCBA) replaced the YMBA and instituted a campaign of non-cooperation, protests and demonstrations leading to violence. In 1922, the Burma Act introduced dyarchy to Burma, but nationalists boycotted elections. A decade of agitation climaxed when the depression brought a collapse of rice prices and Saya San, an ex-monk, declared himself king. His rebellion was crushed in 1932. The Government of Burma Act of 1935 (effective 1937) separated Burma from India and nationalism became more secular, although monks continued to play an active role.

A similar pattern occurred in Indonesia where the moderate Budi Utomo was formed in 1908, basically Javanese and cultural. In 1911 Sarekat Islam was founded. Originally to organize Javanese batik traders in opposition to Chinese competition, it was also opposed to Christian missionary activity. In 1912 a Dutch and Eurasian National Indies party was formed and was banned the following year to be replaced by the more moderate *Insulinde* and the left-wing Social-Democratic Association of the Indies. Dutch creation of the *Volksraad* did not satisfy Indonesian nationalism, fanned by Russia's defeat by Japan in 1905, the effects of the First World War and the Russian Revolution of 1917. In 1918 Sarekat Islam adopted a socialist programme. In 1920 Semaun and Darsono formed the PKI or Communist Party of the Indies. PKI members were expelled from Sarekat Islam, which declined in importance as secular nationalism took over. A PKI revolt in 1926 was crushed. Nationalist support turned to the Indonesian National Party (PNI) founded by Sukarno in 1927. Sukarno and other leaders were arrested in 1929 and the party banned in 1931. On his release in 1931 Sukarno formed the Indonesia Party (Partindo) but was exiled to New Guinea in 1933, as were Hatta and Sjarir in 1934. In 1934 Sarekat Islam split between Muslim conservatives and socialists. Moderate nationalists attempted to work through the *Volksraad* but their calls for a transition to independence were rejected. In 1939 they formed the Gobongan Politek Indonesia (GAPI) which adopted a national flag, language and anthem. It is clear that religion played a part in the development of nationalism in both countries, more so in Burma than Indonesia. It is also clear that secular parties became increasingly important, although Buddhism remained important in helping to define a Burmese identity and Islam was one factor in defining Indonesian identity.

*[0 to 7 marks]* maximum for a simple description of the development of nationalism in the country of choice

*[8 to 10 marks]* for a descriptive account which gives some weight to the role of religion

*[11 to 13 marks]* for an analysis of the causes of nationalism, including the religious factor.

*[14 to 16 marks]* for a balanced analysis and discussion of the developments within the nationalist movement interacting with the colonial power's policies and assessing the role of religion in the process in comparison to other factors.

*[17+ marks]* for a balanced, knowledgeable answer which arrives at a reasoned conclusion based on close analysis of the evidence.

**13. "The rise of militarism in Japan in the 1930s was a reaction against western policies." How far do you agree with this view?**

Candidates may well agree, but should also recognize that elements in Japanese traditional society and culture encouraged militarism and supported expansionism. Nevertheless, Japanese political and military leaders were very sensitive to western attitudes as they attempted to achieve great power status and acceptance as equals by the west. Elements in Japan were easily offended by real and imagined slights to Japan's international status and honour, believed that western attitudes were often hypocritical as well as hostile to Japan's national interests and were attracted to and found justification for their actions in the rise of Fascism in Europe. Candidates will also recognize that Japan in the 1930s faced severe economic and social problems for which militarism appeared to provide a solution which weak and corrupt civilian politicians were unable to address.

*[0 to 7 marks]* maximum for answers which merely chronicle the rise of militarism or list examples of western policies which adversely affected Japan.

*[8 to 10 marks]* for answers which are largely descriptive but attempt some linkage between western policies and the rise of militarism in Japan.

*[11 to 13 marks]* for simple analysis of links between western policies and the rise of militarism, which may also note domestic and cultural factors contributing to militarism.

*[14 to 16 marks]* for balanced analysis of domestic, cultural and other factors which contributed to the rise of militarism. There will also be recognition that militarism took different forms, ranging from conservative designs for conquest for economic, demographic and strategic reasons to the radical militarism of younger officers who sought social and economic change and domestic reform as well as conquest.

*[17+ marks]* for analysis which places the rise of militarism in its broader strategic and historical context, sees it as the product of many diverse factors and assesses the importance of western policies among them.

**14. To what extent was Yuan Shikai (Yuan Shih-k'ai) responsible for the rise of warlordism in China in the early twentieth century?**

Candidates will need to define “warlordism” and to recognize that its roots may be traced to the decline of the authority of the Qing (Ch'ing) central government in the face of the rebellions of the mid-nineteenth century, which saw the rise of strong Chinese provincial leaders like Zeng Guofan (Tseng Kuo-fan), Zuo Zongtang (Tso Tsung-t'ang) and Li Hongzhang (Li Hung-Chang) who raised their own armed forces to defeat the rebels. These men remained loyal to the Qing (Ch'ing) but the increase in provincial authority and the decline in that of the Qing (Ch'ing) was demonstrated during the 100 Days Reform and again during the Boxer Revolt, when directives from Beijing (Peking) were ignored by provincial leaders who disagreed with them. Moreover, the practice of rotating officials after three years service in a province was abandoned so that Li Hongzhang, for example, remained governor-general of Chihli for 25 years. Yuan Shikai was himself a protégé of Li. Yuan's actions during 1911–12 showed that he had no loyalty to the Qing (Ch'ing) and his behaviour between 1912 and 1925 indicated he had no loyalty to the Republic. Yuan failed to become emperor, but his example undoubtedly encouraged other military commanders to use their armies to establish control over whatever regions they could and then to expand, if possible, to control all China.

*[0 to 7 marks]* maximum for an account of Yuan's career.

*[8 to 10 marks]* for an account which establishes a connection between Yuan and warlordism, or sees the origins of warlordism as preceding him.

*[11 to 13 marks]* for a simple analysis of warlordism that draws parallels between Yuan and later warlords and recognizes that the antecedents of warlordism lay in the nineteenth century.

*[14 to 16 marks]* for a more complete and balanced analysis of warlordism, its precedents and Yuan's role in its twentieth century development.

*[17+ marks]* for a well-balanced analysis of warlordism, its precedents and Yuan's role in perpetuating it, with awareness that it persisted well beyond the creation of the Nationalist Government and that the phenomenon was not unique to China.

**15. Assess the view that Australia's history of boom, depression and recovery between the two world wars illustrated its lack of economic independence.**

There will be general support for this view, but better candidates will realize that the Australian Government was able to respond in various ways to temper effects of international economic swings. During the First World War, Australian industries had developed. In December 1921 the government adopted a higher tariff to protect them and set up a federal tariff board. During the 1920s the government favoured immigration by the Empire Settlement Act of 1922, whereby the British government undertook to assist in the emigration and settlement of emigrants from Britain. The Immigration Restriction Act of 1925 enabled the government to prohibit the entrance of aliens for economic or racial reasons. While not specifically economic, these actions increased Australia's ability to exercise control in certain ways. In 1927 the financial arrangements between the states and the federal government were also defined. The federal government thus had greater powers when the depression dealt a severe blow in 1930 to Australia's primary export economy. The Government responded with severe economy measures, but the rising price of gold and, from 1933, the rise in wool prices enabled the country slowly to recover. In 1936 new and higher tariffs were introduced to protect industry. When this led to a dispute with Japan, the government reached agreement to accept certain levels of Japanese textiles in return for Japanese purchase of quantities of Australian wool. The increase in the defence industry, beginning in 1934 and expanding rapidly in 1937, also benefited other sectors of the economy.

Candidates will need to argue whether the economy was entirely dependent on the outside world, or whether a degree of autonomy existed.

**[0 to 7 marks]** maximum for a chronological account of economic developments.

**[8 to 10 marks]** for a largely descriptive account which recognizes linkage between Australia's economy and external events.

**[11 to 13 marks]** for simple analysis of economic developments and Australian responses.

**[14 to 16 marks]** for analysis which considers more closely the responses of government, primary producers, manufacturers and financial interests to economic changes in the world at large in order to reach a conclusion regarding Australia's level of dependence.

**[17+ marks]** for answers which present an analysis which may consider different state responses as well as consider the international dimension, perhaps concluding that in the crisis of the 1930s no countries could claim to be economically independent, that Australia's export-oriented primary producer economy was more dependent than many but that Australian government, business and producers could exercise some powers of decision.

**16. To what extent did New Zealand follow an independent foreign policy between 1945 and 1995?**

New Zealand sought to retain an independent role while maintaining close relations with those who could protect her, joining the ANZUS and SEATO pacts. New Zealand forces fought in Malaya during the Emergency, Korea, Borneo during Confrontation and in Vietnam. New Zealand was closely involved in the Colombo Plan. Close trading and sentimental links with Britain were weakened by Britain's entry into the European Economic Community in 1972. Improving US relations with China coincided with recession and heavy foreign borrowing as New Zealand felt the effects of Britain's entry to the EEC and the oil crisis of 1973. New Zealand followed an increasingly isolationist policy while retaining close interest in the Pacific Islands and developed a strong anti-nuclear stance opposed to French and US policies.

*[0 to 7 marks]* maximum for a narrative account of policies.

*[8 to 10 marks]* for indicating whether policies or actions revealed a degree of independence or dependence.

*[11 to 13 marks]* for simple analysis of the reasons behind foreign policy decisions.

*[14 to 16 marks]* for a balanced analysis indicating the restraints upon New Zealand's freedom of action imposed by its size and its attachment to the American alliance, and the reasons for its more independent stance in the 1970s.

*[17+ marks]* for analysis of New Zealand's international role and foreign policy over the period with reference to its relations with Australia, Britain, the United States and the Pacific islands.

**17. To what extent do you agree with the assertion that 4 May 1919 was one of the most significant dates in Chinese history?**

The events following 10 October 1911 saw the overthrow of the Qing (Ch'ing) and the establishment of the Republic followed by its betrayal by Yuan Shikai (Yuan Shih-k'ai). This was a change of regime, but not a change in political culture. 4 May 1919 saw a new type of political activism and gave its name to an intellectual, cultural and political movement which may be dated back to the founding of New Youth in 1915 and lasted into the early 1920s. Politically, expect reference to student demonstrations, opposition to the Treaty of Versailles, the impact of the Russian Revolution and Communist ideology, the creation of the Chinese Communist Party and Sun's reform of the Guomintang (Kuomintang). Intellectually, it included the rejection of Confucianism, the debate between science and metaphysics, the vernacular language movement and the emergence of writers like Lu Hsun (Chou Shu-je).

Some may argue that the act of creating a republic may not have had the immediate effects hoped, but that doing so laid the foundation for what was to follow. Others may see the real renaissance of China as stemming from the events of 4 May 1919 and the intellectual and cultural renaissance it came to represent. Give credit to candidates who trace significance forward, provided the comment is relevant to the question.

Although candidates can disagree that 4 May was the most significant date, they must analyse it thoroughly to explain why it was unimportant before suggesting other dates.

**[0 to 7 marks]** maximum for an account of events.

**[8 to 10 marks]** for accounts which provide a clear description of events associated with the dates which candidates may choose, with some attempt to suggest which was the more significant.

**[11 to 13 marks]** for accounts which attempt to provide an analysis of events and their significance.

**[14 to 16 marks]** for a more detailed comparative analysis of events in their political, cultural and intellectual context.

**[17+ marks]** for well-structured analysis which reaches a clear conclusion supported by historical evidence.

**18. “The Washington Treaties of 1921–22 caused more problems than they solved.” With reference to events in the years up to 1941, how far do you agree with this statement?**

The Washington Conference met from 12 November 1921 to 6 February 1922. It was called by the United States to consider naval armaments and developments in East Asia and was attended by the US, Britain, France, Italy, Belgium, the Netherlands, China, Japan and Portugal. The Soviet Union was not recognized by the US and was not invited. The conference resulted in a) the Four-Power Pacific Treaty between the US, Britain, France and Japan whereby the signatories guaranteed each other's rights in the Pacific and promised to consult if their rights should be threatened. The Anglo–Japanese Alliance came to an end; b) the Shantung Treaty, by which Japan agreed to return Shantung to China; c) two Nine-Power Treaties guaranteeing the territorial integrity of China and restating the “Open Door” principle; d) the Naval Armaments Treaty by which no new capital ships would be built for ten years (the size and armament of capital ships being defined) and establishing a ratio for capital ships of 5-5-3-1.67-1.67 which meant that the US and Britain were each allowed 525 000 tons, Japan 315 000, and France and Italy each 175 000. The US and Britain claimed they had to maintain world-wide fleets. Japan could expect naval supremacy in East Asian waters, but Japanese nationalists felt betrayed by their leaders, resented the loss of the British alliance, felt the Anglo-Saxon powers were uniting against Japan and believed that Japan's special interests in China were being ignored. The conference was followed by another in 1927 in Geneva at which Britain, the US and Japan failed to reach an agreement upon cruisers, destroyers and submarines. At the London Naval Conference in 1930, agreement was reached to extend the life of the Washington Treaty and to scrap certain warships by 1933, although there was a clause allowing an increase over specified tonnages if the national needs of a signatory demanded it. The terms angered the extreme nationalists in Japan, leading to the assassination of Premier Hamaguchi in November. Candidates must consider these Washington agreements in the light of later events. Many may consider that they were a cause of Japanese resentment and later hostility. Others may recognize that Japan entered into them openly and that it accepted them until changed conditions in the 1930s placed increased pressure upon Japan economically and fostered rising militant nationalism which regarded the Washington Treaties as an insult in treating Japan as an inferior. They may argue that these results, ten years later, could not have been foreseen and were not a necessary consequence of the treaties.

**[0 to 7 marks]** maximum for an account of the terms of the treaties or for a narrative of events.

**[8 to 10 marks]** for knowledge of the terms of the treaties and an awareness that there was some disapproval in Japan.

**[11 to 13 marks]** for analysis of the treaties and their terms with attention, in particular, to Japan and its relationship with the US and Britain.

**[14 to 16 marks]** for analysis which considers all aspects of the treaties in relation in particular to Japan, its relations with Britain and the US and its interests in China, the effect upon domestic politics and the rise of nationalism and militarism and the creation of a sense of victimization, especially once Japan felt the full force of the Depression.

**[17+ marks]** for a full and detailed analysis arriving at a conclusion as to how far these problems were a consequence of the treaties.

19. **“The Great Proletarian Cultural Revolution (1966–76) was Mao Zedong’s (Mao Tse-tung’s) last great effort to impose his will upon China.” To what extent do you agree with this statement?**

Mao had been sidelined after the Great Leap Forward and by 1965 was concerned that Liu Shaoqi (Liu Shao-ch’i) and other pragmatic leaders were departing from his revolutionary ideals. The Cultural Revolution began as Mao’s attempt to regain control of China’s media and the party apparatus and to discredit those he believed were revisionists leading China down the capitalist road. The GPCR was thus both ideological and political. Mao was also aging and hoped to indoctrinate the young in revolutionary ideals to discredit his rivals. By 1970 factions had developed which claimed to speak in the name of Mao and the country had descended into disorder.

Candidates will probably agree that the GPCR was Mao’s last great effort to impose his will, but the more perceptive should see that by the end Mao was being used by rival factions seeking their own ends and may argue that Mao had lost control.

**[0 to 7 marks]** maximum for a narrative account which does not properly address the question.

**[8 to 10 marks]** for narrative with some attempt to assess events in terms of a power struggle and/or ideological struggle.

**[11 to 13 marks]** for analysis which considers the background to events and the motives of leaders and participants other than Mao.

**[14 to 16 marks]** for detailed analysis of motives, actions and consequences arriving at a conclusion answering the question.

**[17+ marks]** for a balanced and reasoned analysis based on evidence and with reference to the main participants, their motives and their roles in order to assess whether the GPCR as it evolved remained an assertion of Mao’s will. Candidates at this level may express doubts as to whether Mao was actually in control and should show awareness of the complexity of the situation as it evolved.

**20. To what extent did the creation and survival of Japan’s conservative democracy up to 1990 depend on the American alliance?**

This requires reference to the American Occupation and the social and political reforms associated with it, including the transition to the “reverse course”, which favoured conservative elements in Japan and prevented the rise of a strong socialist and union movement. After the Occupation, the security treaty with the United States (1951) brought economic advantages and tied Japan to American foreign policy in the Cold War era. This favoured conservative political parties, particularly the Liberal Democratic Party, with its links to big business, which governed the country throughout the period. Politics were fought within the LDP, whose factions were united in supporting the status quo. The economy prospered, Japan’s status rose, the alliance with the United States was accepted, even though, as time went by, it made Japan appear subservient. By 1990, with the ending of the Cold War, Japan was becoming less subservient, and was meeting greater economic competition, but this did not lead to a change of government in our period.

**[0 to 7 marks]** maximum for narrative or general description of Japan’s political system or its links with the US and terms of the US–Japanese Security treaty.

**[8 to 10 marks]** for providing an account which links events to the existence of the alliance and indicates awareness of what is meant by “conservative democracy”.

**[11 to 13 marks]** for simple analysis of the role played by the United States during the Occupation in establishing the new constitution and social and economic system and thereafter in supporting it.

**[14 to 16 marks]** for a detailed and balanced analysis giving weight to both the influence and role of the US and the interests and role of the Japanese government and people in maintaining the existing system of government and foreign relations.

**[17+ marks]** for answers which offer the above but with a deeper assessment of the benefits or otherwise for Japan, especially after the end of the Cold War, with awareness that both the relationship with the United States and conservative democracy may have begun to undergo change.

21. “Communism in South East Asia owed its strength after 1945 to the Japanese occupation of the region between 1941 and 1945.” With reference to at least one country you have studied, how far do you agree?

Candidates may refer to the *Hukbalahap* in the Philippines, the *Vietminh* in Indo-China (Vietnam), the Malayan Communist Party. Communists in Indonesia and Burma did not benefit to the same extent because they were eclipsed by the emergence of strong and popular nationalist movements. The main reason for the increase in Communist prestige was their resistance to the Japanese Occupation and their revolutionary social programs. The Huks appealed particularly to the peasants of Luzon. The *Vietminh* stressed their nationalist credentials and actually established a government in Hanoi in September 1945. The MCP was hampered by its almost exclusively Chinese membership, but gained credit for its resistance to the Japanese. It was to make a bid for power in 1948.

Candidates are expected to concentrate on the years 1941–45 in order to explain the rise in importance or the eclipse of the Communist party in the country of choice, or candidates may produce a comparative essay embracing two or more countries of South East Asia.

*[0 to 7 marks]* maximum for a narrative account.

*[8 to 10 marks]* for an account which recognizes factors helping to explain how the war-time and occupation experience altered the fortunes of the Communist organization selected.

*[11 to 13 marks]* for simple analysis of these factors.

*[14 to 16 marks]* for more detailed analysis, possibly with comparison or cross-reference to the experiences of other communist groups in the region.

*[17+ marks]* for a balanced analysis based on sound knowledge, perhaps drawing comparisons across the region and reaching conclusions about the impact of the Japanese occupation when compared to other factors.

**22. Analyse the impact of the Korean War (1950–53) upon international relations in the region up to 1970.**

The Cold War had begun when the Korean War broke out in 1950. The Communists had come to power in China the previous year, and the United States was still formulating its policy towards China and the defeated Nationalists on Taiwan. Korea was divided between a Communist north and a non-Communist south, both of which sought unification on their terms. The United States had not intervened to save the Nationalists, had withdrawn its forces from South Korea and appeared to have decided to make Japan its main base in East Asia. The North Korean invasion of the South in June 1950 changed all that. President Truman had already announced his policy of containment, a vote in the UN Security Council in the absence of the Soviet Union authorized UN intervention, and US forces, joined by those of other non-Communist powers, entered the conflict, stemming the tide and pursuing the North Koreans towards the Yalu River border with China. Chinese “volunteers” drove the UN forces back to the 38th parallel where the war stalemated until a ceasefire in 1953.

The effects were profound. US policy to Japan changed and it became a base for the US effort in Korea. Industry was revived and the “reverse course” restored conservatives to power, the Occupation was ended in 1951, the Security Agreement signed and Japan became tied to the United States. On war breaking out, and before China’s involvement, the US interposed its fleet between mainland China and Taiwan to protect the Nationalists and to prepare them for an eventual return to the mainland. Diplomatic contacts with the Communist government were not pursued and China’s seat on the UN remained with the Nationalists. China and the USSR closed ranks. The Chinese success in the war raised their international prestige among non-aligned countries and indicated to the world that China was a significant power. The Communist regime was unrecognized by the US and its allies for the next 20 years.

Award no credit if the Korean War itself is the entire focus of the answer, although, if candidates mention any effects of the war upon international relations, they should be rewarded appropriately.

**[0 to 7 marks]** maximum for uncritical accounts which indicate some awareness of the war’s impact upon international relations.

**[8 to 10 marks]** for accounts which make clear references to changes in relations brought about by the war compared to the situation before the war.

**[11 to 13 marks]** for answers which provide more detailed accounts explaining changes.

**[14 to 16 marks]** for detailed analysis showing awareness of the fluidity of international relations in the region before, during and after the Korean War and analysing the reasons for the changes that occurred and their impact for the future.

**[17+ marks]** for a balanced and sophisticated analysis of the tensions in international relations before, during and after the war and their implications for the future of the region.

**23. With reference to *one* or more countries, analyse the changing role of sport in the region between 1945 and 1995.**

Sport has become a major activity in the region since 1945. National sports have been developed on modern lines as expressions of national identity, while international sports, largely developed in the west, have become globalized, so that participation is a measure of international recognition and also of national identity. Sport may be seen as serving national ends – producing a fit vigorous and population, or projecting an image of competitiveness and achievement. Sports champions are national heroes and sports stadiums national monuments. The ability to host international sporting events is a sign of international acceptance and a source of prestige. Participation in sport may be seen as a factor fostering closer relations between regions in a country and between countries within the region; or it may be regarded as divisive. Candidates may make connections between the rise in the profile of sport, the role of the media and improved communications, and the involvement of big business.

There is wide scope, but expect candidates to recognize the national and international dimensions. Candidates may choose to focus in detail on a particular country or upon particular sports. Award all relevant comment. Note that the cut-off date is 1995 so that the Japan Olympics of 1964 is relevant, the Sydney Olympics not.

**[0 to 7 marks]** maximum for generalized comment.

**[8 to 10 marks]** for providing comment which acknowledges change over the period in the types of sporting activity, its organization or its national or international profile.

**[11 to 13 marks]** for more focused comment indicating awareness of the reasons for the increasing importance of sport and sporting events at the local, national and international level with reference to particular sports and events.

**[14 to 16 marks]** for reasoned and well-structured discussion which either analyses the impact of sport within a chosen country or provides a comparative analysis across two or more countries.

**[17+ marks]** for analysis of the changing role of sport over the period supported by relevant examples across a range of sporting activities and providing well supported critical explanations for the increasing profile of sport nationally and internationally.

**24. Analyse the reasons for Taiwan’s economic success since the 1950s.**

The Nationalists established themselves on Taiwan (Formosa) in 1949 and, despite conflict with the native Taiwanese, established an effective government, which initiated land and economic reforms neglected while they were in power on the mainland. A number of factors assisted economic development and growth. These include the following: the Nationalists who fled with Jiang (Chiang) included many with skills and training. Infrastructure and skills remained from the period of Japanese rule. Land reform established a prosperous peasantry. Development was guided by Four Year Plans, beginning in 1953, the first concentrating on agriculture, the later plans developing secondary and tertiary industries. American economic aid, until 1966, and investment financed development. Japanese investment became a factor from the 1960s. Overseas Chinese facilitated business and commercial connections and the high literacy rate provided an educated work-force.

*[0 to 7 marks]* maximum for an account of Taiwan’s development.

*[8 to 10 marks]* for awareness of factors encouraging economic development.

*[11 to 13 marks]* for answers which provide a more detailed account of Taiwan’s economic development with some analysis of the factors encouraging it.

*[14 to 16 marks]* for answers which analyse the international, political, economic and social factors which contributed to development with awareness of their changing relevance and importance over time.

*[17+ marks]* for a well argued analytical essay which assesses the relative contribution of the various factors and reaches a conclusion regarding their relative importance over the period.

**25. For what reasons, and with what results, was the Malaysian Federation established in 1963?**

Malaysia was publicly proposed, in May 1961, to create a federation of Malaya, Singapore and the British Borneo territories of Sarawak, Sabah (British North Borneo) and the British protectorate of Brunei. Malaya was fully independent, the others were to become “independent within Malaysia” in the belief that they were too small to survive as viable states alone. Singapore’s Lee Kuan Lew was in favour. Merger with non-Communist Malaya would defeat the Communists while enabling the British to retire from their colonial role. Singapore was Malaya’s main port and thus economically the merger made sense. The Borneo states were included to maintain a non-Chinese majority in the new State (Singapore was predominantly Chinese and there was a large Chinese minority in Malaya) and to enable it to call on Brunei’s wealth from oil to aid the development of Sarawak and Sabah.

Opposition within the Borneo territories was supported by President Sukarno of Indonesia. The Philippines raised territorial claims to Sabah. Communists in Sarawak were supported by Indonesia in a campaign called *Confrontasi* (Confrontation). Many countries called Malaysia a form of *neo-colonialism*, seeing it as a ruse by which Britain, through Malaysia, retained control of its ex-colonies. A revolt in Brunei in December 1962 was quickly crushed by British troops. Malaysia was formed, without Brunei, but British, Australian, New Zealand and Malaysian forces were engaged in conflict against Indonesian and Communist infiltrators until Confrontation ended in 1965.

*[0 to 7 marks]* maximum for a description of events.

*[8 to 10 marks]* for general awareness of the reasons for forming Malaysia and opposition to it.

*[11 to 13 marks]* for simple analysis of these reasons.

*[14 to 16 marks]* for detailed analysis and comment indicating awareness of the policies and attitudes of the groups and parties within the new federation and of countries and groups internationally.

*[17+ marks]* for balanced analysis which takes into account the internal and external factors affecting the creation of Malaysia and international response to it.

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