



# **MARKSCHEME**

**May 2005**

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

**Higher Level**

**Paper 3**

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**1. Compare and contrast the motives for the expansion of the European powers into South East Asia up to 1860.**

Candidates will probably point out that early European interest was in the trade of the region and that when territory was acquired it was to establish a trading port. Candidates may cite Malacca, Penang, Singapore, Batavia and Manila as examples. In other cases agreements were reached with local rulers, as in Bangkok. Nevertheless, an element of force or the threat of force was present and with the development of western military and naval superiority and growing competition between the western powers themselves, territory was expanded to acquire a buffer between the Europeans and native rulers or to forestall attempts by other European powers to acquire territory. Until the 1850s the amount of territory gained was relatively small and arrangements were made with local rulers to protect European interests, the main exceptions being Java and the northern and central Philippines. By 1860, however, European rivalry was increasing and a more active policy of European territorial expansion was beginning to bring the Malay States and Burma under British control, Indonesia under Dutch control and Indo-China under the French and the southern Philippines under the Spanish.

**[7 marks]** maximum for a narrative account or a list of European possessions.

**[8 to 10 marks]** for an account which mentions European aims and awareness that they may have changed over the period.

**[11 to 13 marks]** for answers which provide simple analysis of the reasons for European interest in the region.

**[14 to 16 marks]** for detailed comparative analysis of the aims and influence of the European powers and of the degree of competition between them.

**[17+ marks]** for answers which clearly present a sustained comparative analysis of the motives, aims and degree of influence of the European powers and showing awareness of the changing nature of these aims by the 1860s and of the increasing subjugation of native states as a consequence.

**2. To what extent does the reign of Jiaqing (Chia-ch'ing) (1796-1820) provide evidence of Qing (Ch'ing) decline?**

This question requires candidates to relate the events of the reign to the responses of the emperor and his officials. The dynasty is regarded as having reached its peak during the reign of Qianlong (Ch'ien-lung). However, by the end of that long reign, population pressure on the land was beginning to create discontent, corruption was increasing, military effectiveness was declining and secret society activity was increasing, culminating in the White Lotus Rebellion (1793-1804). By the end of the reign, the effects of western trade upon the economy were beginning to be felt. Jiaqing (Chia-ch'ing) and his officials proved unable to meet these challenges effectively.

**[7 marks]** maximum for a descriptive narrative of the reign or for a mere list of problems facing the regime.

**[8 to 10 marks]** for some attempt to provide links between events and government or dynastic failures.

**[11 to 13 marks]** for simple analysis of the problems of the time and the response of the emperor and government to them.

**[14 to 16 marks]** for detailed analysis of the social, economic, political and administrative problems caused by corruption, population pressure, landlordism, commercial and economic changes and the of character and ability of the emperor and government officials to deal with them.

**[17+ marks]** for answers which provide a sophisticated analysis and see the origins of many of these problems in the preceding long reign of Qianlong (Ch'ien-lung).

**3. Analyse the effects of the treaties imposed on China by the Western powers after the Opium War (1839-42) up to 1860.**

This question requires candidates to provide a detailed analysis of the treaties of Nanjing (Nanking) (1842) and the Supplementary Treaty of the Bogue (1843) signed with Britain, which were mainly commercial in character, opened five treaty ports and ceded Hong Kong to Britain; the Treaty of Wanghsia with the United States (1844), which specified the prohibition of the opium trade, extra-territoriality, the right to maintain churches and hospitals in the treaty ports, the most-favoured nation clause and treaty revision in 12 years; the Treaty of Whampoa (1844) with France which added the right to freely spread Catholicism. Any analysis will have to consider the impact upon China's sovereignty and its freedom of action; the reaction of the Chinese people affected by the treaties; the expectations of the western powers and their reaction when these expectations were not fully met; and the outbreak of hostilities in 1858 leading to the Convention of Beijing (Peking) in 1860.

**[7 marks]** maximum for a general list of the terms of the treaties or for general narrative.

**[8 to 10 marks]** for some reference to the impact and implications of the terms of the treaties.

**[11 to 13 marks]** for simple analysis of the impact upon China of the different treaties signed with the western powers or of the treaties taken as a whole.

**[14 to 16 marks]** for detailed analysis of the treaties and their terms with particular reference to the overall impact of the treaties taken together upon China's sovereignty and freedom of action, with reference to relations between China and the western powers.

**[17+ marks]** for answers which provide sophisticated analysis of the treaties and their impact and which clearly indicate the reasons why further conflict occurred in 1858 and led to the expansion of the Treaty System in 1860.

**4. Explain the rise in importance of Satsuma and Chōshū in Tokugawa Japan in the early nineteenth century.**

As the Tokugawa weakened, the position of the Tozama or Western clans (Chōshū, Satsuma, Tosa and Hizen) strengthened. These clans were far from the centre of power and close to Nagasaki, the one port opened to European (Dutch) contact. They also traded with the Ryukyu Islands and Formosa (Taiwan). Their leaders developed an interest in western military technology and began modernizing before the arrival of Commodore Perry. No more welcoming of western influence than the Tokugawa, they more readily understood western military superiority and became leaders of the movement to overthrow the Tokugawa and to restore the emperor.

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

*[8 to 10 marks]* for an account revealing awareness of the relations between the Togugawa and the Western clans.

*[11 to 13 marks]* for simple analysis of the roles of Chōshū and Satsuma in the events prior to the arrival of Commodore Perry.

*[14 to 16 marks]* for a detailed analysis of the relationship between the Chōshū and Satsuma leadership and elites and the various new influences and schools of thought developing in the later Tokugawa period and of their relative rise in importance.

*[17+ marks]* for a sophisticated analysis of the relationship between the two clans and the Tokugawa and of their attitudes to the changes in Japanese society and to the opportunities they provided. Candidates should be aware that the situation was complex.

**5. Why and with what success did the Dutch introduce the Liberal Policy in Indonesia in the mid-nineteenth century?**

Dutch policy was motivated by both altruism and self-interest. The Dutch middle class demanded the opening of Indonesia to private investment at a time when humanitarians were criticizing the excesses and abuses of the Culture System. It is significant that change was gradual and that crops most profitable to the Government under the Culture System were the last to be phased out. The Liberal Policy appears to have improved the Indonesian standard of living till the mid-1880s, but candidates should note the effects of labour conditions, imported plantation labour, imported manufactures and Dutch immigration. Dutch expansion into the Outer Islands (outside Java) opened up new territories to plantations and mining. One serious consequence was the Aceh War, which began in 1873 as the Dutch attempted to extend their control over Sumatra, and which became a serious drain on Dutch resources.

Candidates need to debate these issues with reference to historical evidence and to the different developments in Java and the Outer Islands.

**[7 marks]** maximum for description only of the relevant policies.

**[8 to 10 marks]** for more detailed accounts revealing awareness of developments in Java and the Outer Islands.

**[11 to 13 marks]** for simple analysis of the reasons for the introduction of the policy and its effects upon the Indonesian population, Dutch investment and the development of the Outer Islands.

**[14 to 16 marks]** for more detailed analysis of the changes and of the impact upon the Indonesian population.

**[17+ marks]** for detailed and sophisticated analysis and a balanced assessment of the impact of the Liberal Policy by the time the Ethical Policy was introduced in 1901. The reasons for the introduction of the Ethical Policy are bound up with the consequences of the Liberal Policy and are thus relevant.

**6. Analyse the contributions of different groups of settlers to the development of the Australian colonies in the first half of the nineteenth century.**

There is wide scope for candidates to reveal their knowledge of the period and relevant comment should be rewarded. The settlers included convicts and their guards, in particular the officers and men of the New South Wales Corps who stayed on, a number of the officers taking up land as squatters. Free settlers included; merchants and traders; settlers attracted by land and work; the sponsored colonists of Western Australia and South Australia; gold seekers and miners. Candidates may define settler groups in different ways; ethnic groups like the Chinese; political groups; religious groups; agriculturalists; pastoralists (squatters); miners and so on.

Convicts provided labour for public works, became domestic staff for the better off and were employed on the land. Many played an important role in exploring expeditions. Some became important figures – such as Francis Greenway, the architect. Emancipists became significant figures in colonial life.

Expect candidates to mention the convict settlements of Sydney, Hobart and Brisbane and the planned settlements of Western Australia and South Australia, the latter established on lines proposed, but not followed fully, by Edward Gibbon Wakefield. Other settler groups included, among the convicts, political prisoners – Chartist, trade unionists, Irish republicans – who were to exert a political influence. Among the free settlers were refugees from religious and/or political repression such as the German settlers in South Australia. Expect a wide variety of examples and give credit for answers which link specific groups to particular achievements or areas of settlement and development. The cutoff date is important and precedes the gold rushes. While candidates may be rewarded for relevant consequences after 1850 of settlement prior to that date, the emphasis should be upon the period to 1850. Expect reference to the deleterious effects of settlement upon the natural habitat and, in particular, to the impact on the aboriginal population. Some candidates may direct their attention to such impacts and should be rewarded for pertinent comment backed by evidence if it is relevant to the question.

**[7 marks]** maximum for a general list of settler groups or for general comment.

**[8 to 10 marks]** for an account which reveals awareness both of different groups and their specific contributions.

**[11 to 13 marks]** for a simple analysis of these groups and their contributions, perhaps confined to the eastern states or to one or both of Western and South Australia and perhaps with reference to the impact of settlement upon aboriginal communities and the environment.

**[14 to 16 marks]** for detailed analysis covering all areas of settlement and showing awareness of changes over time, along with settler impact on aboriginal societies and the habitat.

**[17+ marks]** for balanced, detailed analysis and assessment of the roles and impacts of different groups of settlers over the period.



**7. Explain why Government land policies in New Zealand changed during the nineteenth century.**

Before British sovereignty was proclaimed in 1840, the New Zealand Association in England had laid claim to 20 million acres. The Treaty of Waitangi (1840), however, guaranteed Maori possession of traditional lands. 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 (1843–45) permitted settlers to buy land direct from the Maori. Conflicts over land led to the First Maori War (1843–48). Governor George Grey (1845–54) cancelled Fitzroy’s land ordinances and forbade direct purchase. 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. The rapid accumulation of Maori land by the Government’s Native Land Purchase Department to satisfy the growing demand by white settlers was a factor in bringing about the Second Maori War (1860–70). As governor for a second time (1861–67), 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 1873. The New Zealand Government continued to favour settlers, particularly as the the introduction of refrigeration opened up a large and profitable export market for sheep and dairy products. By 1892, most of the best land was in settler hands.

*[7 marks]* maximum for an account only.

*[8 to 10 marks]* for awareness of the settler demand for land and Maori desire to retain their traditional lands.

*[11 to 13 marks]* for simple analysis of the reasons for changes in land policy.

*[14 to 16 marks]* for a detailed account of the changes over the whole period with analysis of the reasons for the changes introduced.

*[17+ marks]* for detailed analysis covering the whole period, and placing land policy in the context of settler demand and Maori desire to retain their lands and analysing the different concepts of land ownership and use held by the Maori and the British settlers.

**8. Why did China fail to modernize effectively between 1861 and 1894?**

This will probably be a popular question, but its emphasis is on explanation and analysis rather than description. Better candidates should offer a thematic approach.

Candidates will probably consider the following factors: lack of coordination because of the weakness of leadership at the centre and the rise of provincial authorities; limited vision and lack of understanding as to what modernization entailed so that the aim became to seek the means to resist the foreigners and suppress domestic unrest rather than to create a modern state. The aim was to strengthen the existing order, not to change it and little effort was made to obtain popular involvement and support. There was shortage of capital because of the lack of resources, widespread poverty and the payment of foreign indemnities. The effects of foreign imperialism created anti-foreign feeling and resistance to foreign influence, ideas and technology. Conservative Confucian officials opposed change. China's size was itself a disadvantage.

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

*[8 to 10 marks]* for an attempt to provide explanations as well as examples of modernization.

*[11 to 13 marks]* for a simple thematic approach to analysis.

*[14 to 16 marks]* for thematic analysis which covers most factors.

*[17+ marks]* for a detailed thematic analysis supported by relevant historical reference.

9. **“Land tax and military reform destroyed feudal Japan.” To what extent do you agree with this assessment of the effect of these early Meiji reforms between 1869 and 1912?**

The question refers to two important developments. One was the offering of their lands to the Emperor by the feudal lords – firstly by Satsuma, Chōshū, Tosa and Hizen – in 1869 followed by abolishment of the fiefs in 1871, the creation of prefectures, and the creation of an imperial administration and taxation system. In 1872 conscription was introduced. These were crippling blows to feudalism, destroying the power bases of the daimyo and the samurai. Other reforms were further to modernize the state. Candidates will probably agree, therefore, with the statement, but better candidates will recognize that many of the feudal principles of loyalty and service were preserved and transferred from the old feudal leaders to the Emperor as the embodiment of the new state.

**[7 marks]** maximum for listing reforms or narrating the events of the Meiji Restoration.

**[8 to 10 marks]** for a coherent account which recognizes the importance of the relevant reforms and links them to the end of feudalism.

**[11 to 13 marks]** for simple analysis of these changes and recognition of their effect upon feudalism, with some awareness that feudal elements may have survived.

**[14 to 16 marks]** for more detailed analysis of the early Meiji reforms, including education, recognizing that feudal ideals were transformed and redirected rather than entirely destroyed.

**[17+ marks]** for a well balanced analysis of the Meiji reforms and their impact upon feudal institutions and ideals arriving at a conclusion supported by relevant historical evidence, which may be drawn from later examples.

**10. Assess the impact of Japanese rule on Korea between 1910 and 1945.**

Korea was subordinated to Japanese interests and its language and culture were suppressed. Raw materials and rice were exported to Japan in return for Japanese manufactures. Japanese rule was resented and resisted, as demonstrated by the March First Movement of 1919, which was ruthlessly crushed. During the 1920s, however, Japanese rule was relatively benign. Japanese investment in Korea improved communications, industry expanded and the infrastructure of a modern economy was created. There was a high level of education in Japanese and a skilled workforce developed. Japanese rule became harsher during the 1930s. The desire for independence remained, but the Koreans had little choice but to cooperate until the Japanese defeat in 1945 ended Japanese rule. Candidates will probably have strong views, but expect an attempt to produce a balanced assessment.

*[7 marks]* maximum for narrative alone.

*[8 to 10 marks]* for an account which attempts to provide some balance.

*[11 to 13 marks]* for simple analysis considering Japanese and Korean points of view.

*[14 to 16 marks]* for more detailed analysis of developments within Korea under Japanese rule along with an attempt to provide balance.

*[17+ marks]* for balanced assessment based upon an impartial analysis of the historical evidence.

**11. “Only international rivalry saved China from complete subjection and partition in the period 1875 to 1918.” How far do you agree with this assessment?**

The pressure upon China, beginning with the Margary affair of 1876, was constant over this period, with the British, French, Russians and Japanese making territorial gains at China’s expense. The main crisis occurred during the scramble for concessions after the Sino-Japanese War (1894–5). The Open Door Policy (1899) had little effect and more territory was lost after the Russo-Japanese War (1894–5), culminating in Japan’s annexation of Korea in 1910. All the great powers were involved. Candidates will probably agree that only international rivalry prevented any one power seizing all China, as such a solution would not be acceptable to the other powers. Others may argue that China practiced sufficient diplomatic skills to play on the rivalry while the various powers received what they wanted, by their agreement among themselves on spheres of influence, to prevent them risking the costs and uncertainties of deeper involvement.

**[7 marks]** maximum for narrative alone.

**[8 to 10 marks]** for narrative supported by some relevant assessment.

**[11 to 13 marks]** for simple analysis of the policies and rivalries of the powers and/or of Chinese responses to the threat.

**[14 to 16 marks]** for more detailed and complete analysis and assessment covering most incidents of pressure upon China and recognizing changing priorities among the powers and the effects of Chinese diplomacy.

**[17+ marks]** for a detailed and comprehensive analysis arriving at a conclusion based on historical evidence.

**12. “Democratic Imperialism.” To what extent do you agree with this view of America’s role in the Philippines between 1898 and 1941?**

In 1898, during the Spanish-American War, the United States navy destroyed a Spanish fleet in Manila Bay. The Americans brought back the exiled nationalist leader Aguinaldo, who established a government and in 1899 declared independence from Spain. Meanwhile, American forces occupied Manila and Spain ceded the Philippines to the United States. When the United States refused to grant independence to the new republic, Aguinaldo declared war. Aguinaldo was captured in 1901 and resistance effectively ended in 1902. In 1901, the Americans established a civil government to replace the military government and promised they would guide the Philippines to full independence. In 1907, an Assembly was created for which those who had property and were literate in Spanish or English could vote. The Upper House was composed of American officials. In the same year, the Nacionalista Party was formed. In 1913, a Filipino majority was appointed to the Upper House, which, in 1916, was replaced with an elected Senate and voting was extended to all literate males. Political parties increased, although most power remained with the American Governor-General. In 1934, the Tydings-McDuffie Act, passed by the United States Congress, gave the Philippines a large measure of self-government, although the United States retained control over foreign affairs and defence and the US President retained important veto powers regarding the constitution and import and export policy. Independence was promised after ten years. In 1935, the Commonwealth of the Philippines was created with Manuel Quezon of the Nacionalista Party as president. Independence was promised for 1945. Delayed by the Japanese occupation, it was declared in 1946. The Philippines continued to be linked to the United States commercially and in defence and foreign policy for many years.

Candidates will probably agree with the phrase. The American actions constituted imperialism, but, after crushing Filipino resistance, they began a process of creating a democracy on the American model, providing social services like education and health care. The process of economic development was a form of economic imperialism by which certain of the Filipino elite benefited along with American economic interests. Candidates may argue that the process was not so different from that occurring in other European colonies in the region during the nineteenth century as the imperial powers gave concessions to nationalists but retained economic control.

**[7 marks]** maximum for narrative only.

**[8 to 10 marks]** for some awareness of the progress towards democracy while retaining United States control.

**[11 to 13 marks]** for attempts to analyse developments over the period in the light of the phrase “Democratic Imperialism.”

**[14 to 16 marks]** for more detailed analysis backed by accurate knowledge, with better candidates unpacking the phrase “Democratic Imperialism.”

**[17+ marks]** for answers which provide a running analysis of developments over the period in the light of the phrase and which arrive at a balanced conclusion.

**13. Analyse the failure of political parties in Japan in the 1920s to win public respect and support.**

Political parties until 1925 represented the Japanese elite and differences of opinion within it. After the 1925 manhood suffrage Act, the number of voters rose from 3 million to 14 million. Political parties had to appeal to a broader electorate whose interests differed from those of the much smaller, propertied electorate prior to the reform. Politicians were seen as serving business interests and corrupt, showing little concern for the difficulties of the peasantry and the labour force. The result was to be, by the end of the decade, the rise of a new militant nationalism which began to see the older institutions of the state and army as embodying the spirit of Japan.

*[7 marks]* maximum for narrative alone.

*[8 to 10 marks]* for awareness of the change in political activity brought in by the extension of the vote.

*[11 to 13 marks]* for simple analysis of the political parties before 1925 and the effects of the larger electorate upon them.

*[14 to 16 marks]* for more detailed analysis and comment demonstrating the changes that occurred within the parties and how the broader electorate became disillusioned with the cronyism and corruption of the politicians and supportive of expressions of Japanese nationalism and militarism which developed as economic conditions worsened at the end of the decade.

*[17+ marks]* for a more complete analysis of the whole decade, looking forward to the changes which were to come as social and economic pressures increased, politicians appeared incompetent, self-seeking and corrupt and the electorate turned to nationalists and the military for answers.

**14. To what extent did Australia develop an independent foreign policy between Federation in 1901 and 1941?**

In 1901 most Australians regarded themselves as British and members of the British Empire. Australians volunteered for service in the Boer War and the Government declared war on Germany in 1914, with Australian forces playing a significant role in the conflict. The events of that war reinforced Australian national pride and identity while raising questions about the role played by Australian forces and their subordination to British commanders. Australia fought for its interests at the Peace Conferences and questions began to be raised about the unquestioning support for British interests. Australia gained international status as a member of the League of Nations, while constitutional ties with Britain were largely severed by the Statute of Westminster in 1931. During the 1930s, the growing sense of threat from Japan caused governments to question Britain's defence priorities, while the events of 1941 and the fall of Singapore in 1942 caused Australia to rethink its dependence on the Empire and to regard its interests as linked to those of the United States.

**[7 marks]** maximum for a narrative or outline of key points.

**[8 to 10 marks]** for a fuller account with some awareness of changing attitudes and perceptions.

**[11 to 13 marks]** for simple analysis of the reasons for changing perceptions.

**[14 to 16 marks]** for a fuller account and more detailed analysis backed by evidence over the period.

**[17+ marks]** for a knowledgeable account and analysis of the developments in Australian foreign policy over the period and seeing 1941 as a watershed.



**15. What effects did the Great Depression of the 1930s have on New Zealand society?**

Before the First World War, New Zealand had earned a reputation for social reform. Under Richard Seddon (prime minister 1893–1906), a programme of reform was instituted. Women received the vote, land policy aimed at breaking up large holdings and establishing small farmers on the land; a progressive income tax was introduced, trade unions were encouraged, strict factory laws were introduced, industrial arbitration and conciliation boards were set up to manage disputes, arbitration courts regulated wages, hours of work and factory conditions, the eight-hour day and old-age pension were introduced. This system of socialization and social welfare continued till 1930. The Great Depression hit New Zealand hard as a producer of primary materials. Exports declined, prices fell and unemployment grew, causing the government to curtail expenditure drastically. Salaries were cut, imports restricted, exchange controls introduced, wages fell and working hours increased. The social legislation fell into disuse. The Labour Party withdrew its support from the Government and in 1935 came into power with a program of socialization and social reform. The Reserve Bank was nationalized, the Primary Products Marketing Act guaranteed producers a fair price, the State Advances Corporation Act liberalized government lending activities, the Industrial Conciliation and Arbitration Amendment Act restored the compulsory arbitration system for industrial disputes. A basic wage was established. The railways were brought back under complete government control and road transport companies were regulated. Health and education services also expanded. Though opposed by the Nationalist Party, formed in 1938 to favour private enterprise and to oppose state control, the Labour party won the 1938 election.

Candidates will need to be aware of the situation before the depression, though they will not be expected to go back to the 1890s. These programs were in place in 1930. They need to analyse the impact of the depression and then record the recovery.

**[7 marks]** maximum for a general account.

**[8 to 10 marks]** for an account which shows awareness of the impact of the depression.

**[11 to 13 marks]** for some simple analysis of the effects of the depression.

**[14 to 16 marks]** for detailed analysis of the pre-depression system, the changes brought about by the depression and the success of the recovery in the later 1930s.

**[17+ marks]** for sophisticated analysis of New Zealand socialization and social policies, the impact of the depression and their reinstatement, backed by relevant evidence and placed in the context of New Zealand's historical development.

**16. Assess the successes and failures of Guomindang (Kuomintang) rule in China between 1928 and 1937.**

Candidates will probably more readily see the faults and not the achievement, but much was achieved in terms of international recognition, revision of the treaty system and the return of foreign concessions, financial reform, tariff autonomy, industrial development, communications, education and literature. By 1937, the Communists had been driven from Jiangxi (Kiangsi) and reduced in strength. The new United Front could be seen as evidence of success or failure depending on one's point of view. Territory had been lost to Japan, but a new national purpose appeared to be forming. However, the regime failed to introduce social and economic reforms to benefit the masses, in particular land reform, because of its reliance on support from the propertied and landlord classes. There was no significant move towards democracy, corruption and cronyism were widespread and the fiscal irresponsibility of the government was such that government receipts covered only 80 percent of expenditure, and deficit spending led to inflation. Candidates may also cite the failure to engage the Japanese as a failure.

**[7 marks]** maximum for a summary of points without discussion or for answers concentrating only on success or failure.

**[8 to 10 marks]** for general discussion of the regime's successes and failures.

**[11 to 13 marks]** for some analysis of the reasons for successes and failures.

**[14 to 16 marks]** for detailed analysis of successes and failures, covering most examples and providing some explanation based on evidence.

**[17+ marks]** for a sophisticated analysis of the nature of the regime, its leadership, the problems it faced and the nature of its achievements and failures over the period, arriving at a balanced assessment based on historical evidence. Some candidates may refer to the outbreak of the war with Japan as evidence of the regime's overall failure to strengthen and unite China and to isolate Japan diplomatically.

**17. Analyse the international response to the Japanese conquest of Manchuria and the creation of Manchukuo between 1931 and 1934.**

The action of Japan's Kwantung Army brought Manchuria under Japanese rule at a time when the major world powers were distracted by other events. The Soviet Union was preoccupied with Stalin's First Five-Year Plan. The United States was in the throes of the Great Depression and following an isolationist foreign policy. In January 1932 the United States Secretary of State, Stimson, notified all signatories of the Nine-Power Treaty of February 4 1922 that the United States would recognize no gains achieved through armed force, but took no other action. Germany was insignificant as a power, having been disarmed, and could exert no influence. Britain and France, the two important powers in the League of Nations, were distracted by the Depression, had allowed their armed forces to decline and were in no position to provide a military response so far from their main naval bases. Japan dominated the North East Asian region and could act with impunity. The League of Nations sent the Lytton Commission, which in October 1932 condemned the Japanese action and recommended establishment in Manchuria of an autonomous administration under Chinese sovereignty with international advisers and police and recognition of Japanese economic interests. The Japanese walked out of the League of Nations and continued to tighten their control. The League had no power to enforce its recommendation and adopted, in February 1933, the Stimson formula of non-recognition of Manchukuo. The League's powerlessness was made obvious.

*[7 marks]* maximum for narrative or general comment.

*[8 to 10 marks]* for an account which reveals awareness that the other powers were preoccupied.

*[11 to 13 marks]* for a simple analysis of events and of the world situation at the time.

*[14 to 16 marks]* for detailed analysis which considers the roles of the various interested powers, including China and the League of Nations.

*[17+ marks]* for balanced, detailed analysis and assessment which explains the international response.

**18. Why did the Great Leap Forward (1958) fail to achieve Mao Zedong's (Mao Tse-tung's) expectations?**

Candidates are expected to consider the circumstances at the time Mao pushed forward his scheme. Factors include the dissatisfaction revealed by the Hundred Flowers Campaign (1956) and the developing split with the Soviet Union. Mao believed he had a quicker path to Communism, which would utilize the peasantry, already organized into collectives and constituting the large majority of the population. He believed that industrialization could occur at the Commune level and expected to catch up with the other industrial powers. Its failure was due to its unrealistic goals, the lack of proper planning and foresight, the belief that more was necessarily better and to the lack of skill and expertise among the peasantry and the party cadres who drove them forward. Lack of communication and willful distortion of the figures prevented the real situation being reported until disaster occurred, made worse by natural calamities. This will probably be a popular question and candidates will have a great deal of material. Be wary of answers that describe events and reward those who analyse Mao's motives, intentions and hopes for the GLF and the reasons for its failure.

*[7 marks]* maximum for a descriptive account.

*[8 to 10 marks]* for awareness of Mao's aims and/or the reasons for failure.

*[11 to 13 marks]* for simple analysis of Mao's hopes and intentions and the reasons for failure.

*[14 to 16 marks]* for detailed analysis of Mao's hopes and of the reasons for failure.

*[17+ marks]* for sophisticated analysis which considers the practicality of Mao's vision and links the scheme's failure to basic flaws in concept and application.

19. “The reforms imposed on Japanese society by the American Occupation between 1945 and 1952 were, in reality, quite limited.” How far do you agree with this statement?

Candidates will probably be familiar with the themes of democratization, demilitarization and demythification (particularly of the emperor and the system supporting his elevation to godlike status) which were the main intentions of the Occupation. These were achieved because the democratic powers had triumphed and the Japanese were prepared to defer to what was seen as a superior system of government: militarism had been discredited by defeat; the emperor cooperated in presenting himself as an ordinary individual and the people accepted the change partly because they still respected the emperor’s wishes. The Occupation authorities, however, relied greatly on Japanese leaders to carry out their programme of reform. In the process, the Japanese were able to adapt the reforms to their own advantage. This became easier when the Cold War broke out and the Reverse Course was adopted, preventing fundamental social change. With the outbreak of war in Korea, Japan became an important base for US and UN forces and a supplier of military material. Conservative elements in Japan benefited and left-wing and socialist elements were suppressed, the trade union movement controlled, self-defence forces created and the *zaibatsu* revived in the guise of the *keiretsu*. The Security Pact with the United States linked Japan to the US and the defence arrangements enabled Japan to develop its economy without committing large sums to military expenditure: the Yoshida Doctrine, named after Yoshida Shigeru, premier five times between 1946 and 1954 and a key conservative figure. Yoshida did much to temper reform and took full advantage of the opportunities offered by the Korean War and the US alliance.

**[7 marks]** maximum for a general summary or list.

**[8 to 10 marks]** for a coherent general account demonstrating awareness of Japanese involvement in reforms and in attempts to limit them.

**[11 to 13 marks]** for simple analysis of the Occupation programme, the impact of the Korean War and the “Reverse Course” and the Japanese response and involvement in events.

**[14 to 16 marks]** for more detailed analysis indicating that the United States imposed many important changes which the Japanese might not have introduced themselves - such as the constitution in its present form, the change in status of the emperor, the antiwar clause and land reform - which have survived and are generally accepted.

**[17+ marks]** for detailed and sophisticated analysis of Japanese involvement in the Occupation period in both working for reform or attempting to dilute it and in using American pre-occupations for Japan’s own ends.

**20. Compare and contrast the problems facing *two* new nations in South East Asia at independence, and their success at solving them during their first twenty years.**

Burma achieved independence in 1948 under the great disadvantage of the loss of its most charismatic leader, Aung San, and six of his cabinet assassinated by a political rival. U Nu became the first Prime Minister and was faced with Communist and ethnic minority insurgencies. The ethnic minorities included the Arakinese, the Chin, the Karen and the Shan and had a long history of opposition to the Burmans. The uprisings were defeated by 1950 because they did not unite. Factional rivalry leading to violence was prevalent in Burmese politics and in 1958 U Nu called in the army, under General Ne Win, to restore order and prepare the country for new elections, which the Anti-Fascist People's Freedom League won. U Nu granted concessions to the ethnic minorities, causing Ne Win to seize power in 1962 and set up a Revolutionary Council to govern the country. Burma became a one-party state under the Burma Socialist Programme Party, which created an ideology based on a mixture of Marxist and Buddhist principles and whose aim was to make Burma self-sufficient. This led to economic decline, isolation and repression.

Indonesia declared independence in August 1945 under President Sukarno, but only in 1949 was war with the Dutch ended and independence officially recognized. The new state was a federation of the separate islands and provinces but became a unitary state in 1950. Sukarno provided charismatic leadership, the symbols of nationalism and the national language (Malay) were taught and opposition in the outer islands brought under control. A Communist rising had been defeated in 1948. The democratic parties failed to establish stable government and martial law was introduced in 1957. In 1959, supported by the armed forces, Sukarno established Guided Democracy. As President, he embodied the state and attempted to balance the army, the Muslims and the Communists. In 1962, Indonesia acquired Irian Jaya (West New Guinea) from the Dutch and in 1963 confronted Malaysia. The economy deteriorated, the Communists gained strength and in 1965, after an aborted coup, the army seized power. General Suharto became President in 1967 and established an army dominated one-party state. Sukarno died in 1970. For a time, Indonesia's economic and international standing improved. NB: Burma and Indonesia are used as examples. Candidates may choose other states.

**[7 marks]** maximum for a list only of the problems of only one country or for a general descriptive account.

**[8 to 10 marks]** for an account which considers each nation's problems and the attempts to solve them.

**[11 to 13 marks]** for answers which provide some simple comparative analysis of the reasons for the problems of each nation and the success or otherwise in solving them.

**[14 to 16 marks]** for more detailed comparative analysis and awareness of the complexity of developments as new problems emerged.

**[17+ marks]** for a balanced comparative analysis of both nations' development over the years and a balanced assessment of the degree of success or failure in solving the problems they faced, both domestically and internationally.

**21. Assess the importance of Deng Xiaoping (Teng Hsiao-p'ing) to the history of modern China.**

The analysis should place Deng (Teng) within the context of the most important events of the period: the Civil War, reconstruction, the First Five-Year Plan, the Great Leap Forward and its aftermath, the Cultural Revolution and its aftermath, the post-Mao succession dispute and his eventual emergence as leader with the policy of four modernizations, the Tiananmen Square incident and his record thereafter. Reward candidates who place his career in perspective with reference to his role in relation to other leading figures other than Mao.

*[7 marks]* maximum for a narrative only of his career.

*[8 to 10 marks]* for an account which attempts to place him in the context of events.

*[11 to 13 marks]* for analysis of some of the more significant points in his career.

*[14 to 16 marks]* for detailed analysis of his career and a running assessment of his role at key points.

*[17+ marks]* for a detailed analysis which places him in his historical context and reaches a conclusion based on evidence as to his overall importance over the period.

**22. Analyse the impact upon the region of the conflict in Vietnam between 1956 and 1975.**

This is linked to the reopening of conflict in the late 1950s when South Vietnam, with American support, opposed reunification elections, which would have probably brought in a Communist regime, and established a unified state. This prompted insurrection in the south supported by the Communist north. Eventually, the US was fighting a major conflict, supported on the ground by Australia and New Zealand and diplomatically by other allies. The Communists were supported by China, the Soviet Union and the Communist bloc in general. The war eventually spilled over into Laos and Cambodia, and threatened Thailand's eastern borders. It created dissent within societies within the region, whose citizens divided over the justice of the war and America's role. Candidates should be aware that this region includes Australia and New Zealand. American withdrawal began with President Nixon's Vietnamisation policy from 1969. It ended with the defeat of South Vietnamese forces and the fall of Saigon in 1975.

There is wide scope for candidates to discuss the ramifications of the conflict and its impact on states in the region, including the rise of the Khmer Rouge and Pathet Lao, the relations between various states in the region, the support for conservative regimes and relations between the United States and other powers; the development of US relations with China, Taiwan and Japan and of China with Japan; the effect upon communist and socialist movements in the countries of South East Asia; the creation of ASEAN, and so on. Practically no area of the region and no political and international relationship was unaffected in some way. Expect a wide range of material and reward all relevant comment.

**[7 marks]** maximum for an account only of the American role in the Vietnam War.

**[8 to 10 marks]** for accounts which relate events to neighbouring countries.

**[11 to 13 marks]** for accounts which recognize the impact upon countries involved in the conflict or neighbours of Vietnam, with some attempt to explain these impacts.

**[14 to 16 marks]** for comparative analysis of the impact across the region.

**[17+ marks]** for sophisticated comparative and thematic analysis which assesses the domestic and international impacts over the period.



**23. With particular reference to a country which you have studied, analyse the changing role of women in society since 1945.**

This offers wide choice, but expect candidates to be specific and to provide factual detail and evidence of change. The focus should be on one country, but reward relevant comparative analysis which furthers the argument. Comment may focus on matters like education, employment opportunity, discrimination in the workplace and in law; attitudes to domestic violence; family law; property rights; inheritance; political representation and participation; religious roles and so on. Expect any opinions to be supported by evidence.

**[7 marks]** maximum for a general list.

**[8 to 10 marks]** for an account which covers the period and provides general evidence of change over time, with some awareness of its significance.

**[11 to 13 marks]** for simple analysis of the reasons for change and its effects on women's status overall.

**[14 to 16 marks]** for more detailed analysis placing women's roles and status in the context of the chosen society and demonstrating awareness of the advantages and disadvantages such changes may bring with them.

**[17+ marks]** for a balanced analysis revealing awareness of the complexities of society in that different social, ethnic and religious groups may follow different courses and that legal status attained may not represent customary practice.

**24. Compare and contrast the impact of economic development since 1950 upon the living standards of *two* nations of the region.**

This is intentionally broad and candidates may choose any two states within the region. All countries, including Australia and New Zealand, have in common the changes which have occurred in living standards since 1950. Candidates will probably argue that they have improved and will cite examples ranging from personal wealth and possessions to improved social services, civil order and security, communications, leisure and entertainment. More perceptive candidates will realize that there are pockets of poverty in even the most affluent societies, that economic development may degrade regions and peoples, that development may be uneven, that rural areas may be drained of population and investment, that certain nations, regions, provinces, ethnic minorities and others may not all benefit to the same extent if at all. Many candidates may be tempted to write a diatribe on the evils of development and others over emphasize its blessings. Expect reasoned balanced discussion based on evidence and knowledge, and awareness that political and social factors play an important role.

**[7 marks]** maximum for vague assertions or examples drawn from one nation only.

**[8 to 10 marks]** for attempts to present examples of the impact of development upon living standards in both nations.

**[11 to 13 marks]** for accounts which attempt a simple comparative analysis of the links between economic development and the examples of its impact.

**[14 to 16 marks]** for detailed comparative assessment of development and its impact with specific examples analysed and assessed within the context of a coherent argument.

**[17+ marks]** for detailed and sophisticated comparative analysis of economic development and the impact it has had upon living standards, showing awareness of the diversity of outcomes and arriving at a conclusion based on evidence.

**25. Analyse the changing relationship between Mainland China and Taiwan between 1949 and 1995.**

This question requires candidates to consider the position since the flight of the Guomintang (Kuomintang) to Taiwan in 1949. Each regime continued to regard Taiwan as a province of China and to represent itself as the legitimate government of China. The Communists did not have the naval forces required to invade Taiwan and the opportunity was lost with the outbreak of the Korean War in 1950 and the American decision to protect Taiwan with its fleet. The United States refused to recognize the Peking government and its allies followed suit. Taiwan retained the Chinese seat in the United Nations and on the Security Council until improved relations with mainland China caused the United States to withdraw its opposition to entry in 1971.

The United States continued to protect Taiwan and attempts by the Chinese and Taiwanese governments to find a compromise solution have failed, but China's economic growth since the 1980s has been largely fuelled by Taiwanese investment and expertise channelled largely through Hong Kong. Taiwan has begun to represent itself as an independent state, a situation which China opposes.

**[7 marks]** maximum for narrative only.

**[8 to 10 marks]** for awareness of the growing complexity of the relationship, particularly after Jiang's (Chiang's) death in 1975.

**[11 to 13 marks]** for an account which shows awareness of the changing relations caused by changes in Cold War tensions and attitudes and the improved relations between the United States and China after 1970.

**[14 to 16 marks]** for more detailed analysis which incorporates economic and social links and relations as well as the political and international, and also considers the various suggestions for incorporating Taiwan into China, perhaps with reference to the Hong Kong model.

**[17+ marks]** for a detailed and balanced analysis giving weight to the factors affecting and changing attitudes on both sides over time.

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