



MARKSCHEME

November 2005

HISTORY- EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

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1. To what extent did the treaties signed by China with Britain, France and the United States in the years 1842-44, remove the grievances of the western powers trading with China?

The treaties were the Treaty of Nanking (1842) and the Supplementary Treaty of the Bogue (1843), both with Britain, the Treaty of Wanghsia (July 1844) with the United States and the Treaty of Whampoa (October 1844) with France. The British treaties were concerned mainly with trade and official equality. The Treaty of Nanking obtained an indemnity for the opium destroyed, the expenses of the war and the debts of British merchants; the opening of five ports for trade and residence; the cession of Hong Kong island; and equality in official correspondence. The Bogue Treaty set import and export duties and gave the British extraterritoriality (the right to try their own subjects in consular courts) and most-favoured-nation status, meaning that Britain would enjoy any concessions conceded later to other powers. In addition to banning the opium trade, extraterritoriality and the most-favoured-nation clause, the Americans acquired the right to build churches and schools in the treaty ports and treaty revision in 12 years. The French acquired all the above and the right freely to spread Catholicism. Expect candidates to link these treaty terms to the interests of the respective powers as demonstrated by events before the outbreak of the Opium War.

[7 marks] maximum for a list only of treaty terms.

[8 to 10 marks] for a full description of the treaty terms gained by each power and some awareness that these met prior grievances.

[11 to 13 marks] expect some analysis of the links between prior events and the treaties and some understanding of the implications of the individual clauses.

[14 to 16 marks] for more extended analysis which reveals a sound knowledge of the treaties and of the grievances which the foreign powers had with the situation before the Opium War and which also considers how far those grievances were met.

[17+ marks] for analysis which extends to the consequences of these treaties for China and of the extent to which the powers were satisfied by what they had gained. Better candidates will recognize that the treaties gravely undermined Chinese sovereignty and provided the powers with the means to intervene later if they felt the Chinese did not conform to the terms.

2. “The process of modernisation began in Japan decades before the arrival of Commodore Perry in 1853.” How far do you agree with this statement?

Candidates will probably agree that changes were occurring before 1853, but may dispute how far these represented modernisation and will need to define the term as they see it. For example, modernisation is not synonymous with westernisation in that there was evidence of a growing money economy and banking system which may be termed modern but was indigenous. Give credit for thoughtful discussion based on historical evidence.

[7 marks] maximum for a simple account of change in the period before 1853.

[8 to 10 marks] for attempts to discuss the issues of change and modernisation, which may be muddled and confused but display accurate historical knowledge.

[11 to 13 marks] for some analysis of what is meant by modernisation and of those events and changes before 1853 which may be so termed, including the rise of the merchant class and the money economy, the effects of Dutch Learning, the beginnings of military modernisation and the strains in feudal structures.

[14 to 16 marks] for a more full analysis covering most developments and clearly defining modernisation in contemporary terms.

[17+ marks] for well-structured essays which reveal an understanding of the changes taking place and analyse them within the context of modernisation.

3. To what extent was the Taiping rebellion (1850-64) in China a response to the agrarian crisis in the countryside?

The agrarian crisis was caused by a number of factors: increasing population, unequal distribution of land, peasant indebtedness and landlessness, landlordism and natural disasters, aggravated by declining official standards, an increase in corruption, currency devaluation, partly the effect of the unfavourable trade balance with the West, and increasing military ineffectiveness as demonstrated by the Opium War. These problems and the consequences of the Opium War increased anti-Manchu sentiment and were exploited by Hong Xiuquan (Hung Hsiu-ch'uan), leader of the Taiping Rebellion. Expect discussion of Hong's background and his ideology, drawn from his understanding of the Rites of Chou and of Christian teaching. Candidates have to analyse the economic, social, political and military milieu from which the rebellion emerged and determine the extent to which it was a response to agrarian crisis.

[7 marks] maximum for a narrative account of the rebellion.

[8 to 10 marks] for awareness of the causes of the rebellion, including reference to the agrarian crisis.

[11 to 13 marks] for answers which provide simple analysis of the causes of the rebellion with attention given to the agrarian crisis and its causes.

[14 to 16 marks] for deeper analysis and discussion of the causes of the rebellion arriving at a conclusion.

[17+ marks] for a sophisticated analysis of the causes of the rebellion with a balanced assessment as to their contributory roles, arriving at a conclusion based on the historical evidence.

4. Explain why the “Arrow Incident” of 1856 had such serious consequences for China.

The seizure of the “Arrow” by Chinese authorities in Guangzhou (Canton) in 1856 gave the British and the French the opportunity to force the treaty revision they had been demanding, leading to the Treaty of Tianjin (Tientsin) in 1858 and culminating in the Convention of Beijing (Peking) in 1860. The consequences for China included the payment of indemnities, losses of territory, the opening of further treaty ports and diplomatic access to Beijing (Peking). These and the granting of other concessions to the West prompted the Self-Strengthening Movement. Better candidates will note the gains made by Russia.

[7 marks] maximum for narrative alone.

[8 to 10 marks] for simple reference to consequences.

[11 to 13 marks] for simple analysis of the consequences associated with the incident itself and the terms of the treaties.

[14 to 16 marks] for more sophisticated analysis of the consequences arising out of the motives of the British and French and other powers, including the Russians, who made large territorial gains.

[17+ marks] for a well-balanced analysis in which the majority of factors receive attention and the reasons for the actions taken by the foreign powers and the consequences for China are analysed and placed in their historical context.

5. **With reference to at least *two* countries in South East Asia, explain how and why European powers expanded their influence in that region in the period 1880-1890.**

This period saw the rapid expansion of European control over the region in contrast to the more indirect influence that was exercised before, except for territories originally acquired for trading or strategic reasons. The main examples: for Britain, North Borneo (Sabah)(1881), Negri Sembilan and Pahang in Malaya, Upper Burma (annexed 1886 after the Anglo-Burmese War of 1885); for France, Tonking, Treaty of Hue (1884), Union Indo-Chinese (1887); for the Netherlands, Sumatra, Borneo and the Outer Islands; for Spain, Mindanao and Sulu. The reasons include European rivalry in Europe being extended to South East Asia; commercial competition; strategic considerations like the protection of sea-routes and communications; investment opportunities; raw materials; markets; national prestige.

[7 marks] maximum for simple narrative or a list of examples.

[8 to 10 marks] for some recognition of causes.

[11 to 13 marks] for simple analysis of the causes of expansion.

[14 to 16 marks] for comparative analysis of the reasons for the expansion of the different colonial powers, recognising the differing potential of the regions occupied.

[17+ marks] for sophisticated running analysis of the different reasons driving expansion and their interaction.

6. How effective were the Land Selection Acts, introduced in Australia in the 1860s, in achieving their aims?

Land Selection Acts is the term given to a series of Land Acts beginning with the Land Occupation Act of 1861 in New South Wales, often referred to as Robertson's Act, after John Robertson, its originator. The aim was to free up land leased to squatters for their sheep runs in order to provide land for small farmers (selectors) and opportunities for the increased population attracted by the gold-mining boom which had run its course. The measure achieved limited success. The squatters undermined it, buying the best land, including waterholes, (peacocking) or engaging agents to do so (dummying). Successive acts in New South Wales and the other colonies failed effectively to break up the large holdings while many genuine selectors were inexperienced, under-financed and unable to cope with the relatively harsh conditions. Candidates may mention the Victorian Land Acts of Charles Gavin-Duffy (1862) and James Macpherson Grant (1865) and the Act of 1869. In South Australia the Strangways Act of 1869, followed by that of 1872, led to an advance of farming and then a retreat as good seasons failed. In all states, selections were generally too small for effective farming in Australian conditions and failed farms were gradually bought out. Nevertheless, in more favoured regions farming communities survived, particularly as mechanization enabled larger tracts to be farmed. Better candidates will recognize the power of the squatocracy in the colonial legislatures, the role of the banks and the relative powerlessness of the selectors against these and the forces of nature. Candidates may reveal a particular knowledge of one state only, but expect the better candidates to be aware of developments in more than one state.

[7 marks] maximum for a general narrative only, perhaps confined to one state.

[8 to 10 marks] for a knowledge of what the original acts aimed to achieve and awareness of their failure fully to achieve it.

[11 to 13 marks] for a simple analysis of the causes for introducing the original acts and their successors and for their relative failure.

[14 to 16 marks] for detailed analysis covering all areas of settlement and showing awareness of changes overtime, perhaps largely confined to one state.

[17+ marks] for balanced, detailed analysis and assessment of the acts and their aims and the reasons for their relative failure to establish farming communities of the kind originally intended. At this level expect comparative reference to two or more states.

7. Analyse why government policies towards the Maoris in New Zealand between 1840 and 1870 failed to keep the peace.

Candidates may consider conflict to have been inevitable given that settlers occupied Maori lands. The British Government attempted to recognize and protect Maori rights by the Treaty of Waitangi (1841) but nevertheless claimed sovereignty over the whole territory. Moreover, not all Maori chiefs accepted the Treaty and problems developed as settlement spread. The first Maori War (1843–1848) was settled by Governor George Grey, who cancelled his predecessor's land ordinances. The constitution of 1852 reserved the regulation of Maori affairs to the home government, but the continued expansion of settlement and the acquisition of Maori land led to the outbreak of hostilities, mainly, like the first, in the North Island, which were not settled until 1870. Sir George Grey returned as governor (1861–67) and with a mixture of force (troops and confiscation of rebel lands) and concessions (admitting four chiefs to the legislative assembly in 1867) brought the disorder under control. Meanwhile, an Act in 1862 established free trade in native lands and established in 1865 a native land court to investigate land titles before sale. Maori solidarity was broken and the best land passed to the settlers, a process made easier in 1873 by individualising the ownership of Maori land. Candidates may argue that Government land policies were largely responsible for conflict.

[7 marks] maximum for narrative only or for general statements on government policies.

[8 to 10 marks] for some attempt to discuss reasons for the Maori Wars of 1843 and 1860, with reference to government policies and Maori and settler attitudes to land.

[11 to 13 marks] for simple analysis of government policies and the reasons for their failure to prevent conflict.

[14 to 16 marks] for more detailed analysis of the failure of government policies, the attitudes of the settlers and the specific causes of violence in 1843 and 1860, with reference also to the conditions prevailing at the end of the Second Maori War.

[17+ marks] for a sophisticated analysis of the changing relationships between the British Government, the settlers and Maoris over the period, with particular reference to the changed circumstances by 1870 and backed by relevant evidence.

8. Why, and with what consequences for China, did the 100 Days reform of 1898 fail?

The question focuses on the reforms initiated by Kang Yuwei (K'ang Yu-wei) and Emperor Guangxi (Kuang-hsu) between 11 June and 20 September 1898, when some forty to fifty decrees were issued to reform education, government administration and the legal system, to promote railways, industry and commerce and to improve agriculture. The main reasons for failure were the inexperience of the reformers, their misguided strategy for introducing reform, the opposition of powerful conservative groups, and the reluctance of the Empress Dowager to surrender power. The effects of failure were far-reaching. It made clear that the court was in need of new leadership and that reform could not be imposed from the top against the opposition of the Empress Dowager and the conservative elite. The inability of the Emperor to order the regional authorities was demonstrated. Anti-foreigner sentiment increased, leading to the Boxer Rebellion and its consequences. Reformers wishing to retain the Manchus were discredited and the movement to overthrow the Manchus and to impose more radical reform grew in strength. Both parts of the question need to be addressed.

[7 marks] maximum for a list of reforms or for vague narrative.

[8 to 10 marks] for a simple account of the reforms, their failure and the consequences.

[11 to 13 marks] for a simple analysis of the reasons for the movement's failure and the consequences.

[14 to 16 marks] for detailed analysis covering most reasons for failure and most of the consequences of that failure.

[17+ marks] for a balanced and detailed analysis clearly set within the historical context and considering the actual chances of the reform movement attaining success.

9. Assess the impact of the Tonghak movement upon Korea up to 1895.

The Tonghak or “Eastern Learning” Movement developed as a response to western ideas which entered Korea even before its opening by Japan in 1876. Founded by Ch’oe Ch’u, it incorporated elements from Taoism, Buddhism, Neo-Confucianism, traditional Korean shamanism and Catholicism. It gained popularity amongst the peasantry and spread rapidly in the south where risings were crushed in the 1860s and Ch’oe was executed. His ideas continued to inspire those who resisted modernisation and the increasing Japanese influence. By 1894 it had acquired a large following, including those who suffered economic hardship from high taxation. It also had an anti-Japanese element. The rebellion of 1894 was crushed with Chinese assistance, but the Japanese also sent forces, thus precipitating the Sino-Japanese War of 1894-5. This war resulted in China’s surrendering its suzerainty over Korea, which became, nominally, independent. In the following years, the Russians and Japanese competed at the Korean court, until Russia’s defeat in the Russo-Japanese War (1904-5) resulted in Japanese influence becoming predominant. The Tonghak gradually took on the attributes of an independence movement.

[7 marks] maximum for narrative only.

[8 to 10 marks] for an account which includes some understanding of the nature of the Tonghak movement.

[11 to 13 marks] for understanding of the Tonghak movement and its role in 1894 in precipitating the Sino-Japanese War.

[14 to 16 marks] for analysis of the origins, course and outcome of that war in relation to the Tonghak movement.

[17+ marks] for analysis which places the Tonghak in its context in Korean history and sees its role continuing as an embryonic nationalist movement.

10. Analyse the role of the Zaibatsu in Japan's industrialization between 1868 and 1912.

The *zaibatsu* were Japanese business houses with widespread interests with a bank at their core. They grew out of the merchant family banks of the later Tokugawa period and their expertise and capital were invaluable to the new Meiji modernizing regime. Other *zaibatsu* were created by successful *samurai*. The four most important *zaibatsu* were Mitsui, Mitsubishi, Sumitomo and Yusada. Most of the industrial enterprises of the Meiji period were created by them or came under their control. Their banks underwrote government loans. Government projects were financed by them. Strategic industries started by the Government were sold off to them on favourable terms: at other times they were forced to buy failing government enterprises. In times of financial depression, the larger *zaibatsu* also bought out failing enterprises from weaker *zaibatsu*, thus increasing the dominance of the big four. Close links thus existed between the *zaibatsu* and the Government by the end of the Meiji era. Without these links, Japan's industrialisation and economic growth would not have been as rapid, or as independent of foreign capital. Candidates should bear in mind that even at the end of the Meiji era Japan was still only partially industrialized, but that the foundations for the more spectacular developments of the following years had been laid and that links had been forged between the emerging political parties and the various *zaibatsu*.

[7 marks] maximum for a general account only.

[8 to 10 marks] for a descriptive account indicating the importance of the *zaibatsu* in Japan's economic development.

[11 to 13 marks] for a simple analysis of the interrelationship between the government and the *zaibatsu* over the Meiji period.

[14 to 16 marks] for detailed analysis of this interrelationship in the context of Japan's industrialisation and early assertion of its growing influence internationally.

[17+ marks] for balanced, detailed analysis and assessment of the *zaibatsu* and their role over the period.

11. **With reference to at least *two* countries in South East Asia, how far do you agree that the earliest expressions of nationalism in the twentieth century were religious and cultural?**

Factors to be considered could include colonial repression of open political activity, the collaboration of elites with the colonial administration, the lack of any political traditions associated with national self-government on the western model, and the role of religion and culture in creating a sense of identity in opposition to the colonial power. Moreover, colonial governments were unwilling to involve themselves in curtailing or controlling religious and cultural expression for fear of arousing opposition. Examples of such early organisations include Budi Utomo (1908) and Sarekat Islam (1911) in Indonesia; The Young Men's Buddhist Association (1906) in Burma; Cao Dai (1920s) in Vietnam; Malay Associations in Malaya (1930s). Candidates should be aware of the differing circumstances pertaining in each colony and of the possibility that culture and religion could prove divisive factors, pitting the emerging nationalist movements against those who did not belong to the majority culture.

[7 marks] maximum for narrative or description only, or for reference to only one country.

[8 to 10 marks] for accounts drawn from two or more countries.

[11 to 13 marks] for simple analysis of the relationship between cultural activity and national identity.

[14 to 16 marks] for more detailed analysis into the interconnections between cultural and religious activities and organisations and the development of political parties and of a nationalist agenda.

[17+ marks] for a detailed comparative analysis of developments in two or more countries in order to arrive at a conclusion as to the validity of the statement in the light of the evidence gathered.

12. Analyse the impact of the Russo-Japanese War (1904-5) upon the countries of East Asia up to 1918.

Candidates should examine the effects of the war upon China, Japan and Korea. The war firmly established Japan as the leading nation in the region. Korea was annexed by Japan in 1910. Although its communications and industry developed and Koreans received education in Japanese, benefits were offset by the loss of independence and the often harsh treatment by the Japanese. China was progressively weakened and was to suffer Japanese aggression. The 21 Demands in 1915 were an indication of China's weakness, which continued through the warlord era, the loss of Manchuria and Japanese expansion into Northern China. Japan's victory upset the balance of power in the region. Candidates may also mention the impact upon Russia's position in the region.

[7 marks] maximum for a simple narrative account.

[8 to 10 marks] for awareness of the impact on all three countries of the region.

[11 to 13 marks] for a detailed account with some simple analysis.

[14 to 16 marks] for a detailed analysis of the consequences of Japan's victory.

[17+ marks] for a sophisticated comparative analysis of developments in the region in the context of the region's relations with other world powers.

13. To what extent did the proclamation of the Commonwealth of Australia, on 1 January 1901, represent a victory for national over state interests?

Candidates should recognize that the Commonwealth of Australia was a federation of once separate states and that its creation represented a compromise between state and federal interests. They should show awareness of the differences between the individual states in size, population, wealth and interests and of the countervailing arguments for federation. This requires analysis of the domestic and international issues which both united and divided Australians, particularly from the creation of the Federal Council in 1885. Candidates may consider such factors as the personalities and roles of political leaders like Barton, Parkes, Deakin, Kingston and Griffith, the problems of distance and communications (the failure to incorporate New Zealand and the late decision of Western Australia to join), and the imbalance of resources and population between states. There is a great deal of material.

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

[8 to 10 marks] for awareness of the differences between states and the arguments for federation.

[11 to 13 marks] for some attempt to analyse the domestic and international issues involved.

[14 to 16 marks] for clear and organised analysis covering most of the geographical, demographic, political, economic, social, defence, tariff, financial and international issues.

[17+ marks] for sophisticated and detailed analysis of all or nearly all the relevant issues, which supports a coherent argument arriving at a balanced conclusion.

14. Assess the impact of the First World War upon the domestic and foreign policies of New Zealand between 1914 and 1929.

New Zealand suffered high loss of life in the war (one in three men between eighteen and thirty-five), which caused difficulties in terms of manpower and leadership in the inter-war years. The war stimulated nationalism, prosperity and domestic unity, but the postwar world economic depression affected the economy and created political difficulties and uncertainty. Exports of primary produce increased as the world economy improved and the social reforms undertaken before the war were maintained until the Great Depression of the 1930s. New Zealand became a member of the League of Nations, acquired the mandate of Samoa and began to acquire status as a sovereign state.

[7 marks] maximum for description only.

[8 to 10 marks] for an account of events over the period with some awareness of links to the war.

[11 to 13 marks] for simple analysis, which may not be fully balanced between domestic and international consequences and effects.

[14 to 16 marks] for a detailed account of domestic and foreign affairs and analysis of the effects of the war upon them. There will be awareness that by 1929 the immediate effects of the war had largely worn off.

[17+ marks] for a critical analysis which may raise the question as to how much of New Zealand's political, economic, social and international development was affected by the war and, if so, for how long.

15. “The May 4th Movement was of greater importance for China than the Revolution of 1911.” To what extent do you agree with this assessment?

The May Fourth Movement takes its name from the demonstration in Beijing (Peking) on 4 May 1919. The Movement was partly responsible for the demonstration, but gained strength from it. Candidates may argue that the actual revolution of 1911 was important in that it overthrew the Qing (Ch’ing) dynasty, but that it did not greatly alter the political culture of China in that the old system had not been destroyed, as witnessed by Yuan’s attempt to revive the monarchy. The May Fourth Movement was an intellectual and literary movement which began the transformation of Chinese mental attitudes and encouraged the development and spread of new social and political ideas such as socialism, communism, individualism and democracy. Some may argue that without the collapse of the old order and the hopes thus raised, the May Fourth Movement may not have occurred.

[7 marks] maximum for unsupported assertion or brief description of the two events.

[8 to 10 marks] for a largely descriptive account which recognises in general terms the significance of each event.

[11 to 13 marks] for a simple analysis of the outcomes of each event and its significance.

[14 to 16 marks] for detailed analysis and assessment of each event and its significance at the time and for the history of China in the twentieth century.

[17+ marks] for a comparative analysis which studies the significance of both events and reaches a balanced conclusion based on the evidence.

16. Analyse the reasons for the rise of militarism in Japan in the 1930s.

The rise of militarism coincided with the Great Depression, and economic distress in the countryside was a factor in fueling the extremism to be found in the ranks of younger officers drawn from rural backgrounds. The introduction in 1925 of the vote for all men over the age of 25 introduced a mass electorate for which nationalism and militarism had appeal. Civilian politicians were often regarded as self-seeking and corrupt and there was little respect for the political system. Expansion into Manchuria and China was seen by many as necessary if Japan was to remain strong and gain a place of importance, and foreign powers which opposed such action were regarded as enemies of Japan. The education system and the system of conscription encouraged nationalist and militaristic attitudes, as did the examples of the Fascist states in Europe. Militarism was further encouraged when no effective action was taken to curb it, with the exception of the 26 February attempted coup in 1936.

[7 marks] maximum for a list of causes or general narrative.

[8 to 10 marks] for an account which provides some connection between events and their causes.

[11 to 13 marks] for simple analysis of the causes of militarism.

[14 to 16 marks] for more detailed analysis which produces evidence from a number of quarters for the rise of militarism and attempt to account for it.

[17+ marks] for a detailed and well-organized analysis covering most relevant factors and providing a balanced assessment.

17. Compare and contrast the policies and tactics of the Guomindang (Kuomintang) and the Chinese Communist Party during the Sino-Japanese War (1937-1945).

During the war the United Front against Japan broke down. The GMD (KMT) bore the brunt of the early fighting and retreated to Chongqing (Chungking) from where it fought a defensive war, especially after the entry of the United States into the conflict. The CCP largely reverted to guerrilla war, especially after the Hundred Regiments campaign in 1940 provoked vicious Japanese reprisals. Both parties consolidated their areas. Mao developed his political ideas and emerged as the party's theoretician and undisputed leader. Guerrilla activity against the Japanese and the puppet regime extended the area under CCP control. From 1942 the CCP introduced rural reforms which attracted peasant support. Both parties benefited at the end of the war from the actions of their respective ideological allies. The CCP moved into areas taken by the Soviet Union in Manchuria while the GMD (KMT) were supported by the United States in their return to the occupied territories in eastern China. Candidates will probably portray the GMD and its leadership in a negative light - corruption, military ineptitude, reluctance to fight the Japanese occupier and preparation for continuing the war against the CCP. Better candidates will recognize beneath the relatively favourable impression created upon visitors to Yan'an (Yenan) and by CCP propaganda that the CCP was also conserving its forces and preparing for the eventual renewal of the internal struggle.

[7 marks] maximum for general description of the policies and tactics of the two parties.

[8 to 10 marks] for accounts which provide some comparative comment.

[11 to 13 marks] for simple analysis which recognizes the motivation behind the policies and tactics of the two parties.

[14 to 16 marks] for detailed comparative analysis.

[17+ marks] for an overall critical but balanced analysis and assessment of the policies and tactics of the two sides placed in the context of the war against Japan and the situation in which each would find itself at the end. Candidates should show awareness of the changes in policies over the period.

18. Explain how the Sino-Japanese war of 1937 to 1945 affected international relations in the region over that period.

Candidates need to be aware that the region includes East and South East Asia and Oceania. The conflict between Japan and China gradually drew in others powers whose interests were threatened, first in China and, from 1939, in the regions surrounding the conflict. As the Chinese continued to resist, the Japanese became increasingly aware of their dependence on foreign raw materials. Thus in July 1938 and again between May and September 1939 Japanese forces clashed with the Soviet Union on the Soviet border with Manchukuo as the Japanese probed into their territory. The Japanese pulled back when the Soviet Union signed its nonaggression pact with Nazi Germany in August 1939, thus freeing its forces for action against Japan. Thereafter the western colonial powers were aware of the increasing threat to their South East Asian colonies. The defeat of France by Germany gave the Japanese the opportunity to enter northern Vietnam in order to attack the Nationalist Chongqing (Chungking) regime. The United States saw its interests in the Philippines threatened, increasingly favoured China and in June 1941 imposed an oil embargo on Japan. In April 1941 Japan had signed a Neutrality Pact with the Soviet Union, thus removing any Soviet threat, before turning its attention to the south. The diplomatic tension ended with the attack on Pearl Harbor and outright war, which drew in Australia and New Zealand, cut off from Britain by the fall of Singapore and the Japanese advance. These two nations became dependent upon the United States. The situation remained complicated when the war ended with the United States attempting to negotiate between the Communists and Nationalists in China, the Soviet Union and the United States dividing Korea between them and the United States claiming the dominant role in the Occupation and postwar reconstruction of Japan. The defeat of Japan had left a major power vacuum in the region and the defeat of Germany in Europe had increased the prestige and power of the Soviet Union and given it greater status in the region.

[7 marks] maximum for a general account of events only.

[8 to 10 marks] for a descriptive account indicating some awareness of the impact of the Sino-Japanese conflict upon the relations between the other powers in the region.

[11 to 13 marks] for a simple analysis of the interrelationship between the countries affected showing awareness of changes once Japan began its conquest of South East Asia and of the changes again at the end of the war.

[14 to 16 marks] for detailed analysis of this interrelationship in the context of Japan's open invasion of China in 1937, the refusal of China to accept defeat and its continued resistance, the Japanese attempts to break the stalemate and its relations with the Soviet Union and the United States, the invasion of South East Asia and Japanese defeat culminating in the new balance of power in the region in 1945.

[17+ marks] for balanced, detailed and sophisticated analysis covering the whole period. Reward awareness of the global diplomatic situation and the impact of the events and alliances in Europe.

19. Assess the successes and failures of the presidency of Dr Sukarno in Indonesia between 1945 and 1967.

As the first President of an independent Indonesia, Sukarno was a charismatic, unifying leader whose early successes were marred by the problems and failures of the later years. In domestic policy his successes included the creation of the unitary state in 1950; the development of a national ideology (Pancasila), language and education system; guided democracy (introduced in 1959); NASAKOM (standing for nationalism, agama, and kommuniste – nationalism, religion, and communism, which he claimed were the three strands of Indonesian life) and nationalisation of the economy. In foreign policy he followed a policy of anti-imperialism, anti-colonialism and non-alignment, which won him support among many emerging nations, as the Bandung Conference (1955) showed. He gained Irian Jaya (West New Guinea) from the Dutch in 1962, but Confrontation with Malaysia in 1963 proved a failure and contributed to his downfall. Indonesia's economy was in poor shape and Sukarno's prestige was failing. The Nasakom concept was under strain because of rivalry and distrust between the army and the Communists. On 1 October 1965, dissident army units attempted a coup which was crushed by General Suharto, the Communists were turned upon and Suharto was elected acting President in 1967 and full president in 1968. Sukarno died in June 1970.

[7 marks] maximum for an outline of his life or for vague generalisations.

[8 to 10 marks] for a reasonably complete account with some attempt to measure success and/or failure.

[11 to 13 marks] for simple analysis of his success and failures, which may not be completely recorded.

[14 to 16 marks] for a detailed analysis balancing his successes and failures in the context of his life and the issues he faced.

[17+ marks] for a sophisticated analysis of his presidency and its problems and of his role, arriving at a balanced assessment of his achievement.

20. “The Great Proletarian Cultural Revolution (1966-1969) was a struggle for power rather than for ideals.” How far do you agree with this assessment?

Candidates will probably agree, but will need to support their conclusion with close reasoning and analysis based on the events from Mao’s return from obscurity until the Red Guards were brought under control and normalcy began to return. They will need to consider the rivalries within the CCP leadership and support their views with references to the fortunes of the various leaders over the period. Reward well-argued essays that arrive at a conclusion based on the evidence.

[7 marks] maximum for a simple narrative of events or for unsupported assertion only.

[8 to 10 marks] for a complete but non-analytical narrative which provides a simple conclusion.

[11 to 13 marks] for simple analysis of the intentions and aims of Mao.

[14 to 16 marks] for a detailed analysis focused on the aims and intention and actions of the main leadership figures.

[17+ marks] for detailed analysis of the personalities and events with emphasis on motives and outcomes in order to produce a well balanced argument leading to a conclusion firmly based on the evidence provided.

21. Analyse the factors which led to changes in Australia’s immigration policy in the 1960s.

Candidates should reveal knowledge of the White Australia Policy and why it was originally introduced in the early twentieth century on a mixture of racial grounds and a desire to keep out cheap labour, which it was believed would undermine wages and the position of the Trade Unions. After 1945, Australia took in large numbers of migrants from central and southern Europe displaced by the Second World War and by the spread of Communism. These provided a labour force and were partly responsible for the rapid economic development which began in the 1950s. They also introduced new elements into what had been a population largely of British origin. As peace and prosperity returned to Europe, migration from this source slowed. By the 1960s, many new nations in Southeast Asia had received their independence. The White Australia Policy offended them and undermined diplomatic and economic relations. In Australia there was growing liberalism and tolerance of immigrants. Moreover, the ties with Britain were weakening as a result of the US alliance, Britain’s move towards entry into the EEC and non-British European immigration.

[7 marks] maximum for a general list of factors.

[8 to 10 marks] for some recognition of the changing circumstances in Australia and the outside world.

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

[14 to 16 marks] for more detailed analysis placing the different factors in context.

[17+ marks] for detailed and sophisticated analysis of the domestic and foreign factors and considerations which led to the change in government policy and to general Australian acceptance of it.

22. How far do you agree that Japan became a major power between 1960 and 1995?

Candidates will probably recognize that Japan became a major economic power but that its military and political power and influence did not match this role. Candidates may also recognize that by accepting a lesser role politically and militarily, in which at first Japan had little choice, Japan was able to concentrate its talents and resources on economic growth. Expect candidates to focus on Japan's "economic miracle" of the 1960s, the expansion of Japanese overseas investment and manufacturing during the 1970s and 1980s and its growing influence worldwide. Expect analysis also of Japan's security treaty with the United States and constraints on its foreign policy and military outreach because of the antiwar clause in the constitution and the legacy of the Second World War. By 1995, Japan was beginning to play a more active role in aid programmes and UN sponsored activities and had also built up its self-defence forces.

[7 marks] for a vague descriptive account or general comment.

[8 to 10 marks] for accounts which largely comment on Japan's economic growth and influence.

[11 to 13 marks] for attempts to analyse the changing nature of Japan's economic growth and influence over the period, with some awareness of other factors.

[14 to 16 marks] for analysis of Japan's economic, political, military and diplomatic capabilities and influence over the period, with reference to domestic and international factors and constraints. Candidates should also be aware of Japan's role in the East Asian region, economically and diplomatically.

[17+ marks] for a balanced detailed analysis of the paradox of Japan's economic power and influence not being matched by equivalent military, diplomatic and international influence. The best candidates may be aware of the changing nature of Japan's position over time and of the debate on these issues within Japan.

23. Compare and contrast the reasons for the economic success of Singapore and Hong Kong in the 1980s.

Both states were large port cities with relatively little land area, but Singapore had been independent since 1965 and Hong Kong remained a British colony. Both states had a largely Chinese population. Both encouraged foreign trade and investment and served in various ways the regions around them – Hong Kong had connections with China and Taiwan; Singapore with Malaysia and Indonesia. Candidates will probably notice other differences and similarities. Expect discussion of Hong Kong's link with China as it implemented economic reform in the 1980s, the role of the British colonial government and the relative freedom allowed to private enterprise. Expect reference to Singapore's government and leadership, its political control and its role in economic policies. Expect reference to the relations of each state with its neighbours.

[7 marks] Maximum for vague generalizations only or for reference to only one state.

[8 to 10 marks] for descriptive accounts of both states which make some simple comparisons, or for an analysis of the economy of one state only.

[11 to 13 marks] for simple comparative analysis.

[14 to 16 marks] for more detailed and structured comparative analysis which considers similarities and differences between the two states and their economies.

[17+ marks] for running comparative analysis of the various factors affecting the economic growth of the two economies and arriving at a conclusion as to the degree of similarity between them.

24. **“Modernization means westernization and the destruction of traditional culture.” With reference to *at least one* country in the region, how far do you agree with this statement?**

There is room for debate. Candidates may accept that the view is correct, particularly in urban areas into which people have moved from their original homes and communities. Many will comment on the role of the media, including the international influence of satellite television, radio and the worldwide web. Some may recognize the rise of different cultures and sub-cultures. Others may see traditional cultures and values surviving in various forms, either as expressions of national or regional or group identity or as tourist attractions. There may be wide-ranging views, but expect them to be supported by knowledge and evidence.

[7 marks] maximum for vague generalization.

[8 to 10 marks] for a simple general argument with some specific examples and comment.

[11 to 13 marks] for simple analysis of changes and their causes.

[14 to 16 marks] for detailed and extended analysis of particular cultural activities and the influences upon them, their survival or extinction and of adaptations made. Some may refer to the creation of a new culture from some amalgam of old and new.

[17+ marks] for a wide-ranging analysis and discussion of the points mentioned above arriving at a balanced assessment of the effects of modernization upon traditional cultures in the specific cases studied.

25. To what extent had the Association of South East Asian Nations (ASEAN), formed in 1967, become an effective regional organization by 1995?

ASEAN in 1967 comprised Malaysia, Indonesia, the Philippines, Thailand and Singapore. Brunei joined on gaining independence in 1984. By 1995 membership had been extended to Vietnam which joined in 1995 (Laos, Cambodia and Burma, were admitted in 1997). Candidates may recognize that in terms of geography, population, culture, religion, resources, government structures, history and traditions, this is a disparate region. They may also see the similarities in culture, colonial experience and war-time occupation by the Japanese as elements of a common experience. In 1967, Malaysia and Indonesia had just ended confrontation, Singapore had uneasy relations with both, Thailand was a Buddhist monarchy, the Philippines a largely Christian republic, Brunei a Malay, Muslim monarchy. Each saw advantages in cooperation and consultation, to avoid conflict, settle differences and promote economic cooperation and growth. In 1992 an Asean Free Trade Area was established.

[7 marks] maximum for general description of ASEAN and its members.

[8 to 10 marks] for accounts which include reference to regular meetings and conferences and the creation of common policies on social and economic matters.

[11 to 13 marks] for simple analysis which recognizes both the diversity and similarities of the region and links this with examples of ASEAN activities and their successes and failures.

[14 to 16 marks] for comparative analysis recognizing how the problems of cooperation have been tackled and recognizing that effective action is often hindered by the need for consensus and agreement.

[17+ marks] for an overall critical but balanced assessment of ASEAN up to 1995 with possible reference to the potential problems associated with broadening membership.
