



# **MARKSCHEME**

**November 2006**

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

**Higher Level**

**Paper 3**

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**1. Analyse the reasons for, and the impact of, European interest in South East Asia from the late eighteenth century to 1860.**

Up to 1860, European presence in the area was limited to the British in Lower Burma, the Straits Settlements and Sarawak (under Rajah James Brooke); the Dutch in Java with insignificant presence elsewhere; and the Spanish in the Philippines. The Portuguese had an outpost in Timor. The French were beginning to show interest in Vietnam and had occupied Saigon in 1857. On the whole, the Europeans were on the edges of South East Asia and territory had been acquired in the interests of trade. South East Asia was on the trade route between Europe and China and India and China. South East Asian products were in demand and its ports provided places where ships could call and be repaired and resupplied with food and water and goods from different areas could be exchanged. Thus the British acquired Penang, Singapore, Malacca and Rangoon; the Dutch acquired Batavia (Jakarta); the Spanish had earlier acquired Manila. By 1860, the British in India were putting pressure on Burma, having acquired the Arakan region in 1826 and Rangoon and Lower Burma in 1852. The Dutch were expanding in Java in order to grow crops like coffee for export. The Spanish had gained control over the previous century of the northern and central Philippines. James Brooke was a private adventurer who sought trading opportunities in Borneo. There was increasing rivalry for trade and this was to expand as industrialisation created new demands in Europe for markets and for raw materials. As European competition grew European powers were to compete for control of strategic ports and bases in order to exclude their rivals. This brought them into treaty relations and occasional conflict with local rulers and led to a gradual extension of territory.

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

**[0 to 7 marks]** maximum for a general narrative or comment only.

**[8 to 10 marks]** for awareness of the importance of the region for trade and ports of call with some reference to examples.

**[11 to 13 marks]** for a simple analysis of the reasons behind the activities of the particular European powers.

**[14 to 16 marks]** for detailed analysis covering the region as a whole and revealing knowledge of the commercial and strategic reasons for the expansion of European influence.

**[17+ marks]** for balanced, detailed analysis and assessment of the roles of all the major European powers in the region.

**2. Explain why the Macartney, Amherst and Napier Missions to China failed.**

The underlying reason was the Chinese view of the world as expressed through the Tribute System whereby China was the Middle Kingdom and other countries its tributaries. No protocol existed or could be imagined which would enable embassies from another state to be treated as equals of the Emperor. The very concept of diplomatic relations between China and another state on equal terms was impossible to accept. The question expects candidates to explain how this situation had arisen and its impact on China's response to those three missions. The reasons were cultural, philosophical, geographical and historical. Expect discussion of the different cultural, diplomatic and legal traditions and China's view of itself as the Middle Kingdom surrounded by tribute states, its attention directed towards Central Asia. Candidates should show awareness of Confucian attitudes to commerce and militarism and of China's prevailing ignorance of the West and of the changes taking place there, which increased British confidence and economic expansionism. In 1834 the English East India Company lost its monopoly of trade. It had long had a working relationship with the Chinese authorities, but Lord Napier was a representative of the British Crown and was not prepared to compromise with Chinese practices. His attitude and behaviour angered the Chinese officials at Canton (Guangzhou), who stopped trade and eventually forced his withdrawal.

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

*[8 to 10 marks]* for awareness of the reasons for Chinese attitudes.

*[11 to 13 marks]* for a simple analysis of Chinese attitudes and how these applied to the respective missions.

*[14 to 16 marks]* for detailed analysis covering the three missions and indicating awareness of the change in British attitudes by 1834.

*[17+ marks]* for balanced, detailed analysis and assessment of the clash of cultures these missions exemplified.

**3. To what extent did the emergence of “Dutch Learning” (rangaku) and of “National Learning” (kokugaku) contribute to the decline of the Tokugawa shogunate (Bakufu) in Japan?**

In addition to other reasons for the decline of the Tokugawa, the schools of thought undermined its philosophical credentials. Rangaku introduced an awareness of the outside world, particularly of the West, through translations of scientific, medical and military texts through the Dutch trading factory at Deshima in Nagasaki Bay. It influenced both the Tokugawa and other clan leaders, especially those of the western clans including Satsuma and Choshu. Kokugaku or National Learning was more dangerous to the status of the Shogun. It emphasised pure Japanese culture uncontaminated by influence from China and included the revival of ancient texts.

The status of the Emperor was raised and Shinto beliefs revived. Kokugaku led to criticism of the Bakufu and the eminence of the Shogun. Relatively high literacy encouraged the spread of both schools of thought. Increasing awareness of the threat from outside Japan from the West and doubts about the legitimacy of Tokugawa rule led to growing lack of confidence with Tokugawa rule which made it more difficult for the Tokugawa to respond effectively to the western threat after Commodore Perry’s visit in 1853.

*[0 to 7 marks]* maximum for a description of only one school of learning or for simple and incomplete description of both.

*[8 to 10 marks]* for adequate awareness of both schools of learning and basic awareness of their impact.

*[11 to 13 marks]* for a simple analysis of both schools of learning and of their impact.

*[14 to 16 marks]* for detailed analysis with specific details of the impact and influence on events of both schools of learning and their effect upon the Tokugawa.

*[17+ marks]* for balanced, detailed analysis and assessment of the impact and influence of both schools of learning with reference to other factors affecting the position of the Tokugawa.

**4. Compare and contrast the policies of Mindon and Thibaw of Burma.**

After succeeding to the throne after the Second Anglo-Burmese War, Mindon followed a conciliatory and modernising policy hoping that Britain would return Lower Burma, occupied in 1852. Formal diplomatic contact ended over the “shoe question” in 1875, *i.e.* how far should British representatives conform to traditional court etiquette, including the removal of shoes. Mindon’s policies had little support among the Burmese elite and he failed to groom a successor after an earlier choice was assassinated. Thibaw antagonised the British by putting to death his political rivals, hindering all commercial interests and inclining towards the French, by this time established in Indo-China.

While Thibaw’s policy contrasted with that of Mindon, better candidates will realise that Mindon had hardened his attitude before his death and that British commercial and strategic interests found in Thibaw’s policies a convenient excuse for intervention that the commercial interest in particular had long desired.

**[0 to 7 marks]** maximum for an account of the reign of one ruler or for a brief comment only on the reigns of both.

**[8 to 10 marks]** for awareness of the different policies of each ruler with some examples.

**[11 to 13 marks]** for a simple analysis of the policies of the two rulers and some awareness of the reasons for them.

**[14 to 16 marks]** for detailed comparative analysis of both reigns and showing awareness of the difficulties facing each ruler, given the attitudes of the British merchant community in Lower Burma and the increased influence of the French in Indo-China, seen as a threat by the British.

**[17+ marks]** for balanced, detailed comparative analysis and assessment of the policies of both rulers in the light of the economic and geo-political situations each faced.

**5. Why did the separate Australian states federate in 1901?**

Although there were marked differences between the several states, these were outweighed in the end by geographic, demographic, political, economic, social, defence, tariff, financial and international issues. In brief, factors which might have kept them apart were seen as less important than that they were isolated British/European settlements far removed from Europe but nevertheless occupying one continent. Federation had proved successful in the United States and Canada and was a solution which enabled the separate states to retain an identity and degree of self-government while belonging to a larger entity more able to provide protection and assistance. The main issues were to balance the rights of the states against those of a federal government. Candidates need to analyse in particular developments from the creation of the Federal Council in 1885 to the creation of the Commonwealth in 1901. Candidates may consider the roles of political leaders like Barton, Parkes, Deakin, Kingston and Griffith; the problems of distance and communications (the role of the telegraph, railway and steamers); the control of immigration; a single tariff system; international issues and defence. There is a great deal of material. Give credit for relevant argument supported by evidence.

*[0 to 7 marks]* maximum for a general narrative or list of reasons only.

*[8 to 10 marks]* for awareness of the main arguments for federation.

*[11 to 13 marks]* for a simple analysis of the main arguments for federation and why they may have outweighed opposition based on the differences between the states.

*[14 to 16 marks]* for detailed analysis of the arguments put forward by proponents of federation with reference to the course of events between the setting up of the Federal Council and federation.

*[17+ marks]* for balanced, detailed analysis and assessment of the arguments for federation and how they came to be accepted.

**6. In what ways, and for what reasons, did British land policies in New Zealand change during the nineteenth century?**

British land policy was driven by the need to satisfy settlers and to placate the Maori. Before British sovereignty was proclaimed and the Treaty of Waitangi (1840) guaranteed Maori possession of their lands, the New Zealand Association had laid claim to 20 million acres. In June 1841, Governor William Hobson declared void all land agreements made before the treaty of Waitangi. The Company finally received rights to 283 000 acres. Governor Fitzroy (1843–5) permitted settlers to buy land direct from the Maori, but this was disallowed by the British Government. Conflicts over land led to the First Maori War (1843–8). Governor George Grey (1845–54) cancelled Fitzroy’s land ordinances and forbade direct purchases. The constitution of 1852 left considerable power with New Zealand’s six provinces. In 1853 Grey reduced the price of crown lands to encourage the small farmer. In 1856 New Zealand acquired responsible government and the provincial councils were empowered to dispose of crown lands in their districts. The rapid acquisition of Maori land by the Native Land Purchase Department to satisfy the growing demand for land by white settlers was a factor in bringing about the Second Maori War (1860–70). As governor for a second time (1861–7), 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 provincial government ended in 1875. The New Zealand Government continued to favour settlers. By 1892, most of the best land was in settler hands.

If only one part is answered, award **[12 marks]** maximum.

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

**[8 to 10 marks]** for awareness of the conflict of interest between the settlers and the Maori over land.

**[11 to 13 marks]** for a simple analysis of how this conflict of interest dominated land policy during the century.

**[14 to 16 marks]** for detailed analysis of this conflict and of the sometimes conflicting policies followed by the British Government and their Governors on the one hand and by the New Zealand provincial and national governments on the other.

**[17+ marks]** for balanced, detailed analysis and assessment of land policy over the whole period.



**7. Compare and contrast the self-strengthening movements of China (1861–94) and Japan (1868–94).**

Candidates will be able to describe or at least outline the events and achievements of the two attempts to modernise and strengthen in the face of the threat from the West and will see the war of 1894–5 as providing evidence of Japanese success and Chinese failure. Expect candidates to realise that to some extent the degree of change required in China was greater for a number of reasons – geographical size; size of population; communications; historical and cultural factors; government structures; leadership qualities; prior movements towards change and so on. Better students will recognise that significant progress was made by China and that strong resistance to change had existed in Japan.

*[0 to 7 marks]* maximum for a general account of reforms only or for reference to only one country.

*[8 to 10 marks]* for an awareness of the changes occurring in both countries with very basic comparisons being made.

*[11 to 13 marks]* for a simple analysis of the two reforming movements in terms of motivations, difficulties and outcomes.

*[14 to 16 marks]* for detailed comparative analysis covering most areas of reform and self-strengthening.

*[17+ marks]* for balanced, sophisticated comparative analysis and assessment of the two self-strengthening movements probably organised thematically.

**8. “The ‘Hundred Days Reforms’ (1898) had no chance of success.” How far do you agree with this statement?**

The reforms were introduced by the Emperor Guangxu (Kuang H’su), advised by the reformer Kang Youwei (K’ang Yu-wei), after the humiliation of defeat in the Sino-Japanese War (1894–5) and the consequent Scramble for Concessions. The Empress Dowager had removed herself from active participation in government and the Emperor was thus able to introduce the reforms by decree. The reforms covered education, political administration, industry, the preparation of a budget and other matters. However, conservatives opposed the changes in administration, education and the exam system, which would have weakened their influence. The Empress Dowager became alarmed at the extent of the reform programme and brought it to an end.

*[0 to 7 marks]* maximum for a general list of the reforms only.

*[8 to 10 marks]* for awareness of the reasons for attempting reform and for the opposition to it.

*[11 to 13 marks]* for a simple analysis of the reforms and their purpose and of conservative reaction to them.

*[14 to 16 marks]* for detailed analysis covering most aspects of the reforms and the reasons for their failure and assessing their chances of success.

*[17+ marks]* for balanced, detailed analysis and assessment of the reforms, the conservative opposition to them, the weaknesses of the reformers and their chances of success.

9. **“During the Meiji period, Japan changed its clothes but not its soul”. Is this a fair assessment of the modernization and westernization which took place over that period?**

Candidates will need to analyse and assess the impact of the Meiji reforms and to distinguish between institutional changes and those affecting Japanese beliefs, values and culture. Some may see the quotation as referring to the Japanese adoption of western dress and fashions in public life but their retention of traditional dress within the home. Many candidates will agree that the statement is a fair assessment of the degree to which Japan adopted western institutions, commercial and financial systems, armaments and industrial practices, though it can be argued as to how far these prevailed throughout Japanese society. By the end of the Meiji era there had been a reaction against the more extreme acceptance of all that was western. Candidates may refer to the Constitution of 1889 and the Imperial Rescript on Education of 1890 to illustrate how the adoption of western political institutions did not imply the abandonment of traditional values and ways of thought.

*[0 to 7 marks]* maximum for a general narrative account only of the Meiji reforms.

*[8 to 10 marks]* for awareness of the point of the question in assessing the extent of the reforms.

*[11 to 13 marks]* for a simple analysis of a range of reforms with the point of the question in mind.

*[14 to 16 marks]* for detailed analysis covering all or most areas of reform and arriving at an assessment as to the validity of the statement.

*[17+ marks]* for balanced, detailed and sophisticated analysis focused on the issues raised by the question.

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

There was resistance to the Japanese, which was crushed, but great resentment remained culminating in the March First Movement of 1919, which was also crushed. Japanese rule was more benign during the 1920s, but became harsher in the 1930s. Over the period of Japanese rule, Korea's interests were subordinated to those of Japan and its language and culture suppressed. At first rice and raw materials were exported to Japan in return for Japanese manufactures, but by the 1920s Japanese capital was being invested in Korea, communications were improved, industry expanded and the infrastructure of a modern economy was created. There was a high level of education in Japan and an increasingly skilled workforce. The desire for independence remained, but Koreans had little alternative but to cooperate. Korea entered the war against China and then the West as part of Japan. A Communist-led resistance movement developed and was involved in the Russian advance into Korea as the war ended. Candidates will probably emphasise the negative effects of Japanese rule. Better students should provide a more balanced approach and realise that many Koreans both participated in, and benefited from, aspects of Japanese rule and that the Japanese legacy was not entirely negative. Some candidates may look to the post war situation as an element of the Japanese legacy and the emergence of rival nationalist movements as a factor in the division of Korea. Others may link the economic success of South Korea to the infrastructure and skill acquired under Japanese rule. Give credit if the link to the Japanese impact is made.

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

*[8 to 10 marks]* for awareness that Japanese rule may have had some positive impact.

*[11 to 13 marks]* for a simple analysis of the period and of the overall impact of Japanese rule.

*[14 to 16 marks]* for detailed analysis covering positive as well as negative aspects and impacts of Japanese rule over the whole period.

*[17+ marks]* for balanced, detailed and sophisticated analysis, which attempts to produce a thorough assessment and which may refer to the post war situation.

**11. To what extent did the United States “Open Door” policy (1898) influence international relations in East Asia before 1918?**

The Open Door policy was proposed by the United States Secretary of State in September 1899 and was defined in the Anglo-German agreement of 1900. This was after the “Scramble for Concessions” following China’s defeat in the Sino-Japanese War. The policy aimed to provide free access of all nations to the coast, ports and rivers of China for economic purposes while retaining China’s unity and independence. It was opposed to the “spheres of influence” approach, which had developed over the years. Candidates may conclude that the Open Door was proposed because the US had arrived on the scene too late to share in the spoils and was paid lip service to by the other powers to cover their own attempts to expand into the spheres of others while protecting their own. Candidates should recognize the significance of Japan’s actions, given that it too was a late arrival on the imperial scene; and may well argue that the Open Door policy had little impact, given Japan’s 21 Demands in 1915 and the treatment accorded to China when it hoped to regain the German Concession in Shantung (Shantung).

*[0 to 7 marks]* maximum for a general statement of the policy and its purpose.

*[8 to 10 marks]* for awareness of the situation at the time it was announced and some comment on its application.

*[11 to 13 marks]* for a simple analysis of the policy and its aims, implications and application.

*[14 to 16 marks]* for detailed analysis covering the period, critically examining how far the policy was observed or ignored during the period.

*[17+ marks]* for balanced, detailed analysis and assessment of the impact of the policy, which may look forward to later events.

**12. Compare and contrast the policies and achievements of *two* independence movements in South East Asia in the period 1900 to 1941.**

Candidates should look to factors such as the early emergence of a movement for independence, usually from earlier religious and cultural movements; the rise of secular political organisations; the role of communism; kinds of protest – strikes, boycotts, demonstrations; the role of education and/or of leaders educated overseas; the reaction of the colonial power; the options offered by the creation of some form of legislature or entry into the existing colonial councils; divisions in the independence movement between moderate/constitutionalists and extremists/rebels; degrees of repression by the colonial authorities; the situation in 1941. Expect candidates to provide a running comparative analysis.

If only one independence movement is addressed [**8 marks**] cannot be reached.

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

[**8 to 10 marks**] for awareness of similarities and differences between the experiences of the two countries of choice.

[**11 to 13 marks**] for a simple comparative analysis of the two independence movements.

[**14 to 16 marks**] for detailed comparative analysis. At this level expect a thematic approach.

[**17+ marks**] for balanced, detailed comparative analysis and assessment of the experiences of the two independence movements.

**13. For what reasons, and with what results, did liberal ideas and values become more widespread in Japan in the 1920s?**

The 1920s were a time of prosperity after the First World War, which was regarded as a victory for liberal democracies over autocracy. To this was added the impact of the Russian Revolution. Intellectuals and students began a campaign for universal suffrage and true parliamentary democracy. Students formed clubs and societies to discuss democratic and liberal ideas and in 1924 they united into the National Federation of Societies for the Study of Social Science. Some elements in the press like the *Tokyo Asahi* supported liberal ideas. In 1924 a party government was formed, a three party coalition headed by Kato Komei of the Kenseikai Party. Over the same years, trade unionism developed and the Japan Federation of Labour Unions was formed in 1921. Limited steps were taken by the government to improve labour conditions, but attempts to establish left-wing political parties were generally suppressed. Nevertheless left-wing parties won eight seats in the 1928 elections. The passage of the Universal Male Suffrage Act in 1925 was another indication that democratic ideas were gaining ground, although it was accompanied by the Peace Preservation Law of the same year which limited public political expression. The more conciliatory foreign policy of the period was also an indication of more liberal views. However, these were not deeply imbedded: traditional and right-wing views remained strong and came into the ascendancy again when Japan was hit by the Great Depression of 1929. The Tanaka Government had begun acting against the radicals as early as 1928 by banning student associations for the study of social science, while censorship had been retained throughout. Tanaka was followed as Prime Minister by Hamaguchi Yuko, who followed a more conciliatory foreign policy which was unpopular with more nationalistic Japanese. His assassination marked the rise of ultranationalism which was to bring about the end of party government, which in any case had not won the confidence of the general public who regarded the parties as self-seeking and corrupt.

Candidates will need to show awareness that there was a strengthening of liberal values in Japan in the 1920s, but that they were strongly challenged by conservative values and institutions which undermined them.

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

**[8 to 10 marks]** for awareness of what liberal ideas and values were, that there were attempts to extend liberal values and policies but that there was strong opposition to them.

**[11 to 13 marks]** for a simple analysis of how and why liberal views gained some support.

**[14 to 16 marks]** for detailed analysis of the reasons for the early achievements of liberals in the 1920s and for their ultimate failure.

**[17+ marks]** for balanced, detailed analysis revealing awareness of the complex situation in 1920s Japan and of the reasons for the successes and failures of liberal ideas and values. A few candidates may point out that despite the rise of militarism and ultra-nationalism, such values were not completely eliminated.

**14. Why did Australia abandon its “White Australia Policy” in the 1960s?**

The Australian government had introduced the Immigration Restriction Act in 1902 by which prospective immigrants had to pass a dictation test in any European language, changed in 1905 to a test in a prescribed language. While not prescriptively racist, the act could be used to fail would be entrants who were considered undesirable for any reason, including political, by prescribing any obscure language and it was used to restrict non-white immigration. The restrictive policy was both economic and racist in that it was aimed at preventing an influx of cheap Asian or Pacific labour which it was believed would undermine wage levels and working conditions won by the labour unions. The dictation test remained obligatory until 1958.

Australian attitudes to immigration had been changing since the end of the Pacific War. Australian forces had been engaged in South-East Asia from the start and there was a new awareness of both the threat from and potential of Asia. The first response was to build up the population of what was perceived as an empty continent and to supply labour for industry, agriculture and further development. Between 1946 and 1974 the Federal Government provided assistance to encourage mass European immigration. Approximately 100 000 immigrants per year were allowed into Australia, about one third of whom were British. These, added to already established non-British communities, resulted in a more culturally mixed society and prepared the way for growing tolerance of non-British cultures. Australian involvement in the Colombo Plan and other aid schemes, and the admission of Asian students, particularly from Malaysia, altered public perceptions of Asians. As Europe prospered and immigration from that source declined, Asian immigration increased. Immigration quotas were raised in 1978. Vietnamese refugees were taken in and Australia began recruiting Asians with wealth and skills. Australia was aware of the necessity to be on friendly and mutually beneficial terms with its neighbours to the north both diplomatically and economically.

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

*[8 to 10 marks]* for awareness of the changing attitudes in Australia to immigration in general over the period.

*[11 to 13 marks]* for a simple analysis of the changes in immigration patterns and their causes.

*[14 to 16 marks]* for detailed analysis centred on the gradual abandonment of the White Australia Policy and the acceptance of non-European immigration among the populace as a whole.

*[17+ marks]* for balanced, detailed analysis and assessment of post-war immigration policy and the abandonment of restrictions on purely racial grounds.



**15. In what ways did the First World War affect the domestic and foreign policies of New Zealand in the 1920s?**

The First World War stimulated nationalism, prosperity and domestic unity, but also deprived the country of a pool of leadership, talent and labour at its end. New Zealand had suffered high casualties (one in three men between 18 and 35). Nevertheless the country had acquired international recognition and became a member of the League of Nations, acquiring also the mandate over Samoa. It retained its close links with Britain. The process of receiving full sovereignty from Britain was achieved with the passage of the Statute of Westminster in 1931. After the war there was economic depression in 1921 and political uncertainty and coalition government. There was trouble in Samoa in 1927, leading to government action against the German settler population who were largely repatriated and their land taken over. The end of the 1920s saw the beginning of the Great Depression, which was to lead to a decline in exports, unemployment and a curtailment of expenditure, including salaries, and the decline of the social services.

If only domestic or foreign policy is analysed, award *[12 marks]* maximum.

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

*[8 to 10 marks]* for awareness of the effects of the war particularly of the losses amongst the generation who fought it.

*[11 to 13 marks]* for a simple analysis of foreign and domestic developments.

*[14 to 16 marks]* for detailed critical analysis of the period with reference to the effects of the war.

*[17+ marks]* for balanced, detailed analysis and assessment of the period arriving at a conclusion as to the effects of the war and the effects of other factors.

**16. “The achievements of the Nationalist Government of China between 1928 and 1937 have been greatly under-estimated.” To what extent do you agree with this statement?**

Candidates will doubtless be highly critical of the Nationalist government but expect them to recognise that there were solid achievements. Many will probably follow the analysis provided by Immanuel Hsu dealing with financial reform, tariff autonomy, the recovery of foreign concessions, communications, industrial development, education, the New Life Movement, literature, the neglect of social and economic reforms and fiscal irresponsibility. However the material is arranged, it should be placed in the context of the pressures placed upon the regime by the communist insurgency and Japanese expansionism, and also by the policies those foreign powers which resisted treaty revision and diminution of their privileges in China. There is a wealth of material and much will depend on the candidate’s ability to order and analyse.

*[0 to 7 marks]* maximum for a general narrative or lists only of achievements and failures.

*[8 to 10 marks]* for awareness of some of the difficulties facing the government.

*[11 to 13 marks]* for a simple analysis of achievement and failures with reference to the difficulties of the government.

*[14 to 16 marks]* for detailed analysis covering most factors, problems and difficulties arriving at a balanced assessment of the government’s success.

*[17+ marks]* for balanced, detailed, sophisticated analysis and assessment of the government’s overall performance.

**17. Evaluate the contribution of the Long March (1934–6) to the final victory of the Communist Party.**

The Long March acquired legendary significance in Communist propaganda and this contributed as much to its importance as the actual March itself. The Communists presented what had begun as a defeat and retreat as an epic journey by the Communist forces to fight their way to their base in Yan'an (Yenan) in order to fight the Japanese. This resonated with those Chinese who recognised the Japanese threat and believed that Jiang Jieshi (Chiang Kai-shek) was ignoring it. Thus the Manchurian troops ordered to launch a final extermination campaign upon the new Communist base refused to do so, resulting in the Xi'an (Sian) Incident and the creation of the Second United Front. This gave the Communists a respite and the events up to 1945 saw their position greatly strengthened. Candidates may vary in their approaches to the question and their evaluation of the importance of the Long March. Significant events associated with the Long March include the Zunyi (Tsunyi) Conference and Mao Zedong's (Mao Tse-tung's) emergence as leader, the dissemination of Communist propaganda, and the survival of the leadership and a sufficient number of party members to create a secure base in Yan'an (Yenan).

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

*[8 to 10 marks]* for awareness of possible links between the Long March and the final victory of the Communists.

*[11 to 13 marks]* for a simple analysis of such links and their validity.

*[14 to 16 marks]* for detailed analysis and evaluation of any links between the Long March and the circumstances leading to eventual Communist victory.

*[17+ marks]* for balanced, detailed analysis and evaluation, which questions the validity of making connections between the Long March and the final victory of the Communists.

- 18. “The Japanese conquest and occupation of South East Asia (1941–45) was a turning point in the region’s history.” To what extent do you agree with this statement?**

Candidates will probably agree. The question demands a comparative study of the region between 1941 and 1945, with awareness that the return of the colonial powers was short-lived. The role of the Japanese in undermining the status of the colonial powers and in arousing nationalist feeling must be analysed and placed in the context of world politics and shifts in the balance of power brought about by the Japanese conquest and occupation. The argument should be backed by reference to events, personalities and policies from more than one country, which support the candidate’s views and final conclusion. Better candidates will have both detailed knowledge and a broad perspective.

*[0 to 7 marks]* maximum for a general or very limited narrative only.

*[8 to 10 marks]* for awareness of the changes which took place and of the Japanese role.

*[11 to 13 marks]* for a simple analysis of these changes and of the Japanese role embracing more than one country.

*[14 to 16 marks]* for detailed analysis covering most areas with a clear perspective on the role played by the Japanese in general and in particular cases.

*[17+ marks]* for balanced, detailed and sophisticated analysis with a thematic structure and supported by evidence drawn from the whole region.

**19. Assess Mao Zedong's (Mao Tse-tung's) contribution to China's development after 1949.**

Candidates will need to discuss both his achievements and his failures and mistakes and to analyse the contributions of other leaders who supported and/or opposed/corrected him. The government and CCP were not composed only of Mao and others played significant roles. With this in mind expect candidates to relate the usual litany of policies, campaigns and plans, through the reconstruction period, the First Five Year Plan, the 100 Flowers, The Great Leap Forward and the Proletarian Revolution, but expect also a critical appraisal of Mao's role and the roles of others. Candidates may recognise that Mao continued to assert an influence after his death in that his legacy and the cult that had surrounded him could not immediately be ignored.

*[0 to 7 marks]* maximum for a general narrative only and excluding any reference to other significant figures.

*[8 to 10 marks]* for awareness that Mao was supported and sometimes corrected by other leaders.

*[11 to 13 marks]* for a simple analysis of China's development over Mao's lifetime and of Mao's role and that of others in it.

*[14 to 16 marks]* for detailed and critical analysis of both Mao's contributions and those of others, recognising Mao's errors as well as his achievements.

*[17+ marks]* for balanced, detailed and sophisticated critical analysis and assessment of Mao's role, possibly thematic and not tied to a chronological structure, in which Mao's virtues and faults are clearly examined and his role assessed in the context of the country's leadership as a whole.

**20. To what extent did the allied occupation transform Japanese society between 1945 and 1952?**

Expect most candidates to make a strong case for this view. The more perceptive will note the effects of the “Reverse Course”, when more conservative policies were adopted by the Occupation authorities in response to the perceived threat from Communism and the realisation that a strong conservative capitalist Japan allied to the United States was in the latter’s interests. The democratic and social reforms during the Occupation were tempered by the interests of the United States and the conservative liberal politicians they favoured. Some may dispute that change during the Occupation, largely dictated by an occupying power, can be regarded in the same light as reform introduced from within. Others may answer this to some extent by highlighting the general acceptance of the changes and the role of Japanese in assisting the Occupation authorities to draw them up.

*[0 to 7 marks]* maximum for a general narrative or list of reforms only.

*[8 to 10 marks]* for some general awareness of the degree of change Japan underwent between 1945 and 1952.

*[11 to 13 marks]* for a simple analysis of the Occupation period of reform.

*[14 to 16 marks]* for detailed analysis covering all areas of change during the Occupation.

*[17+ marks]* for balanced, detailed and comparative analysis and assessment, which arrives at a conclusion based on evidence.

**21. Compare and contrast the routes to full independence of *two* countries in South East Asia after August 1945.**

The best examples are probably Indonesia, Burma, Malaya and Vietnam. Different time scales are involved with Burma achieving independence in 1947, Indonesia in 1949, Malaya in 1957 and Vietnam, depending on one's perspective, in 1954 or 1975. August 1945 is the month that Japan surrendered. There was a time lag between the surrender of the Japanese and the arrival of allied forces to take over control. In all cases there had been anti-Japanese resistance movements, but these did not necessarily welcome the returning colonial power. The colonial regimes quickly learned they could not turn the clock back and had to make compromises and agreements with the nationalists or fight them. Attempts were made to find more amenable elements among the nationalist groups. Rather rapidly the British concluded agreements to grant independence to Burma, despite the assassination of the nationalist leader Aung San and many of his proposed cabinet. In Malaya, the British fought a Communist insurgency but had to promise eventual independence, which was then granted in stages. The Dutch fought a war against Sukarno's Indonesian Republic before international pressure and growing economic problems persuaded them to grant independence. In Vietnam, the French refused to acknowledge Ho Chi Minh's newly proclaimed republic and fought a vicious war until 1954. The compromise arrived at by the Geneva Accord of that year was not followed through, creating two Vietnams and further conflict which did not end until the North overran the South in 1975. There are many points of difference and many similarities in these events and candidates should find plenty of material.

*[0 to 7 marks]* maximum for general points only or for reference to only one country.

*[8 to 10 marks]* for awareness of the similarities and differences in the experiences of any two countries.

*[11 to 13 marks]* for a simple analysis of those differences and similarities.

*[14 to 16 marks]* for detailed comparative analysis of the experiences of the two countries.

*[17+ marks]* for balanced, detailed comparative analysis and assessment of the different paths to independence.

**22. Assess the impact of the Korean War (1950–3) on international relations in the region up to 1960.**

The outbreak of the Korean War in June 1950 had important consequences. The United States was still formulating its policy towards the Communist regime in China and the defeated Nationalists on Taiwan. Korea was divided between a Communist north and a non-Communist south, both of which wanted reunification on their own terms. The United States had not intervened to save the Nationalists, had withdrawn its forces from South Korea and appeared to have decided to make Japan its main base in East Asia. The North Korean invasion of the South changed all that. President Truman of the US had already announced his policy of “containing” Communism, a vote in the Security Council of the United Nations in the absence of the Soviet Union authorised UN intervention and US forces, joined by those of other non-Communist powers, entered the conflict. The North Koreans were forced back to the Yalu River, on the border with China. Chinese “volunteers” crossed the border and drove the UN forces back to the 38<sup>th</sup> parallel. A ceasefire was agreed in 1953.

The effects were profound. US policy towards Japan changed and it became a base for the US effort in Korea. Industry was revived and the “reverse course” restored conservatives to power. The Occupation was ended in 1951 and the Security Agreement tied Japan to the United States. When the war broke out and before China’s involvement the US imposed its fleet between Taiwan and China to protect the Nationalists, to whom the US now provided aid. Diplomatic contacts with the Communists were ended and China’s seat on the UN remained with the Nationalists. China and the USSR drew closer together. The Chinese success against UN forces raised their prestige among non-aligned countries and indicated that China was a significant power. The Communist regime was not recognised by the US and its allies for the next 20 years. US policy became the containment of China and hence US involvement in Vietnam and elsewhere in South East Asia.

*[0 to 7 marks]* maximum for a general account of the war only.

*[8 to 10 marks]* for awareness that the war changed US policy in the region.

*[11 to 13 marks]* for a simple analysis of the main changes in international relations.

*[14 to 16 marks]* for detailed analysis of the impact of the war.

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



**23. To what extent did the Nationalist Government of Taiwan after 1949, show that it had learned from its earlier mistakes on the mainland?**

The Nationalists introduced social, economic and political reforms. Land Reform, introduced in stages, resulted by 1968 in some 90 per cent of farming land being owned by those who worked the land. In a series of Four Year Plans industry rapidly developed and the standards of living rose. Taiwan achieved an annual economic growth rate of 9.7 per cent over the period 1963–73. The Nationalists benefited from economic and military aid from the United States in the context of the Cold War. Over the period political reforms were limited and there were restrictions on freedom of speech, but this was generally accepted because of the economic prosperity and the awareness that mainland China was a potential threat. Candidates will probably agree that the Nationalist Government had learned much from their earlier mistakes, but should also point out the changed circumstances and the relative ease of governing a relatively small island.

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

*[8 to 10 marks]* for awareness of the changes in policy introduced by the Nationalists.

*[11 to 13 marks]* for a simple analysis of nationalist rule on Taiwan with some comparison made with their rule on the mainland.

*[14 to 16 marks]* for detailed comparative analysis covering social, economic and political developments.

*[17+ marks]* for balanced, comparative analysis and assessment backed by evidence.

**24. In what ways, and to what extent, did the role and status of women change in the second half of the twentieth century? Specific examples should be given from *one* country.**

This requires a comparative approach and knowledge of the changes in women's roles and status after 1945. Candidates may consider the effects of education, greater social mobility, changing economic roles, access to new jobs and careers, living standards, rising expectations, government policies and international pressure. Changes in status can come only if there are changes in social behaviour and culture in society at large and amongst men and public leaders. Candidates may have different views as to the extent and desirability of change, but should produce an argument based upon analysis and factual evidence.

*[0 to 7 marks]* maximum for general comment only.

*[8 to 10 marks]* for awareness of factors producing or hindering changes in status.

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

*[14 to 16 marks]* for detailed analysis and discussion of factors encouraging and hindering changes in status.

*[17+ marks]* for balanced, detailed analysis and assessment of the role of women over the period supported by historical evidence.

**25. To what extent do you agree that technological developments in the region have made its societies and cultures less diverse?**

Candidates may well agree. Expect reference to the effect of modern technology on transport and communications, methods of work, living standards, education, leisure activities, entertainment and so on. The role of the Internet, mobile phones, television, films and popular music in creating a global culture may feature. Better candidates should realise that there may be developing a world in which a global culture pertains for part of the population while the poor may be excluded. Many may conclude that traditional arts and crafts, music, drama, beliefs and practices are being undermined or retained only as tourist attractions. Others may see technology as enabling aspects of culture to penetrate to a wider audience. Award reasoned and balanced argument based on evidence and a historical perspective.

*[0 to 7 marks]* maximum for a general description of examples of technology.

*[8 to 10 marks]* for awareness of the impact that modern technology has had.

*[11 to 13 marks]* for a simple analysis of instances where modern technology has reduced differences between societies.

*[14 to 16 marks]* for detailed analysis covering a range of areas of life where technology has encouraged similarities or produced deeper differences.

*[17+ marks]* for a balanced, sophisticated analysis of the role of technology over time and arriving at a reasoned conclusion.