



MARKSCHEME

May 2007

HISTORY – EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

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1. Why had European and American merchants become dissatisfied with the “Canton System of Trade” by the 1830s?

The system of trade established in 1760 restricted foreign maritime trade to Guangzhou (Canton) and to a group of Chinese merchants known as the Cohong. Foreign merchants were subject to the Eight Regulations, which restricted their activities. By the 1830s opium smuggling was a major problem, private traders had increased in number and in 1834 the English East India Company lost its monopoly. Lord Napier’s mission of that year failed. The Qing (Ch’ing) Government resolved to stop the illegal trade in opium and in 1838 sent Lin Xexu (Lin Hsi-hsu) as Imperial Commissioner to Guangzhou (Canton). His actions increased foreign dissatisfaction and prompted the events leading to war with Britain.

Candidates should focus on the trading system itself and on the reasons for growing dissatisfaction with it. This is not a question about the causes of the Opium War.

[0 to 7 marks] for an uncritical description of the Guangzhou (Canton) system or for a list of grievances.

[8 to 10 marks] for awareness of the reasons for the system and for the grievances of foreign merchants.

[11 to 13 marks] for a simple analysis of the workings of the system and of the causes of dissatisfaction.

[14 to 16 marks] for detailed analysis of the system and European dissatisfaction over time, clearly explaining why dissatisfaction increased.

[17+ marks] for balanced, detailed analysis and assessment covering both Chinese and foreign perceptions and attitudes.

2. Why did the Taiping Rebellion (1851–1864) in China fail?

Candidates will cite a number of reasons including dissension among the Taiping leadership, the growing isolation of Hong Xiuquan (Hung Hsiu-ch’ian) in Nanjing (Nanking), the unpopularity of Hong’s religious ideas, failure to win European support, the loss of military momentum and the failure to capture Beijing (Peking) or to cooperate effectively with other rebellious movements like the Nien. Most importantly, powerful Chinese provincial officials remained loyal to the Qing (Ch’ing) and raised armies trained and equipped on western lines which defeated Taiping forces and caused the western powers to eventually support the Qing (Ch’ing).

[0 to 7 marks] for a descriptive account or for a list of causes only.

[8 to 10 marks] for a narrative with an attempt to mention causes for eventual failure.

[11 to 13 marks] for a simple analysis of events and the causes of defeat.

[14 to 16 marks] for detailed analysis of the causes of defeat backed by sound knowledge of events.

[17+ marks] for balanced, detailed analysis and assessment of the causes of defeat.

3. “Commodore Perry knocked on an open door.” To what extent do you agree with this assessment of the Japanese response to Commodore Perry’s arrival in Japan in 1853?

The statement assumes that Tokugawa Japan was ready to end its policy of isolation, although it required Commodore Perry’s arrival with a naval squadron to force a decision. Perry’s visit has to be placed in the context of pressures upon the Tokugawa because of changing social and economic conditions within Japanese society and, more importantly, because of growing awareness that contact with the West could not be avoided. The Tokugawa Bakufu had contact with Europe only through the Dutch trading factory at Deshima in Nagasaki harbour. By the 19th century this contact had prompted the rise of the Rangaku school of “Dutch Learning” and awareness that scientific and military developments in the west posed a challenge to Japan. At the same time, increasing pressure came from western powers, particularly Russia and the United States, seeking to establish relations in order to protect their seamen if shipwrecked and to develop trade. There was awareness of European activities in China. At the same time, social and economic changes had weakened the traditional feudal structures which supported the Shogunate and the Kokugaku school of learning called for a restoration of the emperor. The Shogun had little choice but to consent to Perry’s demands.

[0 to 7 marks] for a description of the policy of isolation and simple awareness of growing foreign interest in opening relations.

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

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

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

[17+ marks] for a sophisticated analysis of these often contradictory factors which were to culminate in the arrival of Commodore Perry in 1853 and the decision of the Tokugawa government to sign treaties with the West.

4. Compare and contrast *two* colonial systems established by the European powers (British, Dutch, French and Spanish) in South East Asia in the last quarter of the nineteenth century.

The period covers Burma, completely brought under British control in 1886; Malaya, where the British developed a system of direct colonial rule in the Straits Settlements and two forms of indirect rule in the Federated Malay States and the separate Unfederated Malay States respectively; the French in Indo-China; the Spanish in the Philippines and the Dutch in Indonesia. In all cases there were differing degrees of control within these various colonial territories. There is considerable room for discussion. Award any comment that attempts to compare and contrast the two colonial systems chosen.

[0 to 7 marks] for simple description of only one colonial system.

[8 to 10 marks] for a simple comparative description of two chosen systems.

[11 to 13 marks] for a simple analysis of points of similarity and contrast.

[14 to 16 marks] for detailed comparative analysis.

[17+ marks] for balanced, detailed running comparative analysis arriving at a balanced assessment of the two colonial systems chosen.

5. Why did Australia develop a largely urban society concentrated in only a few large cities in the nineteenth century?

Australian colonial development in the nineteenth century took the form of relatively high concentration of population in the capital cities of each colony/state. This was partly a matter of geography and communications and the economy being based largely upon pastoralism and agriculture. Access to the hinterland was, at first, from the first points of settlement which developed into the governmental and administrative centres for each state and thus into the commercial and financial centres. As settlements spread the principal ties were to the founding settlement. For some periods there were concentrations of considerable populations in mining areas, such as the Victorian goldfields, but these were relatively short-lived and reverted to agriculture or pastoralism supporting relatively small towns and villages. Improvements in communications tended to link such centres with the capitals through which most production and wealth flowed, as they were also the principal ports of entry and trade. The interior was increasingly dry as settlers travelled out from the coastal areas and large population centres were not viable.

For the highest marks expect candidates to refer to developments in more than one state.

[0 to 7 marks] for general descriptive comment.

[8 to 10 marks] for awareness of factors which accounted for the concentration of population in the cities.

[11 to 13 marks] for a simple analysis of the reasons for the development of the capital cities and the relative sparse population elsewhere.

[14 to 16 marks] for detailed analysis with reference to a variety of factors and specific examples, and revealing awareness of changing populations over time.

[17+ marks] for balanced, detailed analysis and assessment covering the century and awareness of changes and fluctuations in more than one state and the reasons for them.

6. To what extent did New Zealand become a leader in political and social reform between 1890 and 1910?

In 1889, New Zealand introduced universal manhood suffrage and in the following year the Liberal Labor Party was elected to power. In 1893, women received the vote. Under Richard Seddon, Prime Minister (1893–1906), New Zealand introduced a form of state socialism. Taxes on unimproved estates broke up large estates to make way for small farmers. Factory laws in 1894 and 1902 improved working conditions and a progressive income tax was introduced. In 1894, industrial conciliation and arbitration boards were introduced and encouraged the growth of trade unions and the regulation of working conditions and wages by the arbitration courts. In 1897, the eight-hour working day was introduced. Old age pensions were introduced in 1898. Less liberal to modern eyes was the restriction of immigration from Asia by means of a language test and the annexation of the Cook Islands and two smaller islands (Savage and Suvarov). Preferential tariffs linked New Zealand economically to Britain and New Zealand sent a force to support Britain during the South African (Boer) War.

[12 marks] maximum for only political or social reform.

[0 to 7 marks] for a list of reforms.

[8 to 10 marks] for awareness of those reforms aiming to improve the conditions of ordinary people.

[11 to 13 marks] for a simple analysis of the reforms showing some understanding of their implications.

[14 to 16 marks] for detailed analysis of the reforms, perhaps with some comparative comment regarding the situation in other places and of their political and social significance.

[17+ marks] for balanced, detailed analysis and assessment of the bulk of the reforms introduced over the period revealing awareness of the liberal and socialist views of the day, New Zealand's performance with respect to other countries and indicating nationalist but arguably less liberal attitudes in immigration and colonial policy.

7. Analyse the influence of Christian missions and missionaries in China between 1860 and 1912.

Missionaries had entered China before 1860, but the treaties of that year and of 1858 enabled them to establish themselves in the interior as well as the treaty ports. As well as converting Chinese to Christianity, the missions established hospitals, orphanages and schools, influencing many who did not become Christian but gained access to western ideas and education. More negatively, missions and their converts aroused hostility among conservative Chinese, who blamed them for upsetting the natural order and bringing disasters upon the country. The former influence helped introduce many Chinese to western ideas and to encourage modernisation, including political modernisation, demonstrated by the career of Dr Sun Zhongshan (Sun Yat-sen). The latter inspired violence, including the riots in Tianjin (Tientsin) in 1870, the murder of two German missionaries in Shandong (Shantung) in 1897 and the Boxer Rebellion of 1900. These attacks led to foreign interventions and indemnities further reducing China's sovereignty. Missionaries also promoted knowledge of China in the West, again with both positive and negative effects for China.

There is much material for candidates to choose from. Award all relevant comment.

[0 to 7 marks] for general description or comment.

[8 to 10 marks] for awareness of the influence of missions and missionaries with particular but limited comment.

[11 to 13 marks] for a simple analysis connecting missions and missionaries with events.

[14 to 16 marks] for detailed analysis of the policies and personalities influenced by missions and missionaries and of the significance, or lack of it, of their impact in the context of overall influences from western or other sources.

[17+ marks] for balanced, detailed analysis and assessment, which places the missions and missionaries in the overall context.

8. Assess the role of the genro in Meiji Japan, 1868 to 1912.

The genro were the leaders of the Meiji Restoration who continued in office into the latter part of the Meiji period. They were held in great respect and retained influence with the emperor, especially within the Privy Council. They played an important if often informal role in decision making. They were to be increasingly challenged by business interests and younger politicians, administrators and military and naval officers and increasingly to be seen as conservative.

[0 to 7 marks] for general statements or irrelevant narrative.

[8 to 10 marks] for awareness of who the genro were and of their role over time, with specific examples.

[11 to 13 marks] for a simple analysis of the activities of named genro or of the genro as a group.

[14 to 16 marks] for detailed analysis linking policies and events to specific genro and indicating their influence upon policies and events.

[17+ marks] for balanced, detailed analysis and assessment revealing awareness of the positive and negative effects of the genro upon policies and developments in Japan over the period. Reward comment which looks forward, though not in detail, to their influence beyond 1912.

9. To what extent did Korea's geographical position within East Asia create problems for its government in the period 1876 to 1910?

1876 is the year Korea was opened to the world by Japan's intervention. 1910 is the year in which it was annexed by Japan. Korea's position placed it between Japan and China, whose vassal it was in 1876. To the north was the expanding power of Russia, which competed with Japan for influence after the defeat of China in the Sino-Japanese War (1894–1895). Russia's defeat by Japan in 1905 left Korea at Japan's mercy.

Korean governments were forced to play a balancing act between these neighbouring powers. The question expects candidates to discuss the internal affairs of Korea in the light of this international contest.

[0 to 7 marks] for a brief description of events or for vague generalization.

[8 to 10 marks] for awareness that international rivalry influenced events and encouraged factions within Korea.

[11 to 13 marks] for a simple analysis of the competing influence of the three neighbouring powers.

[14 to 16 marks] for detailed analysis of this international rivalry and the role of the Korean leaders and factions within it.

[17+ marks] for balanced, detailed analysis and assessment of the inter-connected international and factional rivalry over the period.

10. “A turning point in China’s history.” To what extent do you agree with this judgment of the Boxer Rebellion?

The Boxer movement developed in Shandong (Shantung) and took on an anti-foreign, anti-Christian stance after German intervention there in 1897. In 1900 they arrived in Beijing (Peking), gained the support of the Empress Dowager and besieged the foreign embassies. Foreign governments, including Japan, sent troops, lifted the siege and forced on the Chinese the humiliating protocols of Beijing (Peking), huge indemnities and loss of territory and the beginning of the Scramble for Concessions. These events lowered Qing (Ch’ing) prestige even further, causing the Empress Dowager to attempt belated reforms. It also encouraged anti-Qing sentiment and support. Russia made gains in Manchuria; Japan raised its international prestige. Candidates may argue that these events themselves were not the turning point, in that the Qing reforms may have taken hold if the Emperor and Empress Dowager had not died in 1908. Some may see the reconstitution of the Tongmenghui (Tung Meng Hui) in 1905 as the turning point. Others may look back to the failure of the 1898 reforms. Award discussion based upon historical evidence. A few may question whether “rebellion” is the right term to use.

[0 to 7 marks] for a descriptive account only of the Boxer movement.

[8 to 10 marks] for awareness of the context of the rebellion and of the Protocols.

[11 to 13 marks] for a simple analysis of events and their consequences.

[14 to 16 marks] for detailed analysis of events, their consequences and to what extent the rebellion was a turning point.

[17+ marks] for balanced, detailed and sophisticated analysis and assessment of the rebellion and other events to decide which may have been a turning point. Award argument based on historical evidence.

11. Compare and contrast the rise of nationalism in any *two* countries of South East Asia in the first half of the twentieth century.

Nationalist movements tended to have their roots in cultural and religious movements, which were tolerated by the colonial powers. These either began to express sentiments which became nationalistic or took up particular causes which took on a nationalist perspective. Another strand of nationalism developed from students educated in mission or state schools, some of whom went on to study in Europe or the United States, where they acquired political ideas ranging from liberal democracy to communism. The First World War brought disillusionment with western culture and civilisation and also, to differing degrees, a desire to bring democracy, socialism and independence to their homelands. The colonial powers responded in different ways, ranging from repression to making concessions, so that by 1940 the different independence movements, themselves divided, were at different levels of development. Some parties participated in colonial legislatures with restricted powers; others fought for complete independence; some were completely suppressed.

The Japanese Occupation provided opportunities for nationalists to acquire experience in administration or in military units either trained by the Japanese or fighting as a resistance to them. With the Japanese surrender came an opportunity to acquire power and the ability to resist the colonial power's return. The transition to independence was achieved soon after. No nationalist movement followed exactly the same path as another, although there were also similarities. Candidates should have a wealth of information to draw upon.

[7 marks] maximum for one nationalist movement.

[0 to 7 marks] for simple description or narrative.

[8 to 10 marks] for awareness of general similarities and differences between events in two countries.

[11 to 13 marks] for a simple comparative analysis of the nationalist movements in two countries.

[14 to 16 marks] for detailed comparative analysis of the nationalist movements in two countries.

[17+ marks] for balanced, detailed, running comparative analysis and assessment of the nationalist movements in two countries.

12. In what ways, and to what extent, could the 1920s be regarded as a lost opportunity for democracy in Japan?

The introduction of universal male suffrage in 1925, the practice of responsible government whereby governments were formed by the leader of the majority party in the lower house, a conciliatory foreign policy and the relative subordination of the military all appeared to reflect a growing acceptance of the democratic process. Nevertheless, conservatives remained influential in the court, the Privy Council, the armed forces and the electorate, and extremist nationalist groups existed. Candidates may consider whether the short period of apparent democratic process was representative of attitudes in Japan and analyse its weaknesses, including corruption. The full impact of the Great Depression did not hit Japan until the 1930s, but the shift to nationalism and militarism that then occurred reflects upon the strength of democratic values in Japan in the 1920s.

[0 to 7 marks] for general evidence of democratic practice in the 1920s or general reference to its failure.

[8 to 10 marks] for awareness of the weaknesses of the democratic institutions.

[11 to 13 marks] for a simple analysis of Japanese democracy in the period and its failure to meet the challenges of the early 1930s.

[14 to 16 marks] for detailed analysis of the politics of the period and of the relative strengths of democracy and conservatism during the 1920s.

[17+ marks] for balanced, detailed analysis and assessment of the political balance during the 1920s arriving at a conclusion based on historical evidence.

13. Analyse the causes and effects of changing attitudes towards the aboriginal population in Australia in the twentieth century.

The main changes in attitude occurred after the Second World War and then only gradually. In general terms aborigines were regarded as wards of the state to be protected, largely isolated from white settlement. As racial perceptions changed, assisted by the emergence of some aboriginals into public view as artists, athletes and public figures, and as an aboriginal movement developed, legislation placing them in a position of equality was enacted. This brought further problems of adjustment on both sides and the situation is complex. Relevant legislation may be state or federal and developments may have occurred at a different pace in different areas. Award credit where candidates support their opinions with evidence.

[12 marks] maximum for only causes or effects.

[0 to 7 marks] for a general and limited account or expression of opinion without supporting evidence.

[8 to 10 marks] for awareness of changes in attitudes over time and of general reasons for this.

[11 to 13 marks] for a simple analysis of changing attitudes with specific reference to events, policies and persons.

[14 to 16 marks] for detailed analysis covering the whole period, placing the question in its historical and social context and demonstrating its complexity.

[17+ marks] for balanced, detailed and sophisticated analysis of the racial, intellectual, social, economic and political factors producing changing attitudes over the period.

14. Compare and contrast New Zealand’s foreign policy before and after the Second World War.

Before the war, New Zealand’s foreign policy was closely linked to Britain’s. Although it had an independent status as a state and as a member of the League of Nations, and its own interests in the South Pacific, including its relations with Australia, these were subordinate to the interests of Britain, New Zealand declaring war on Germany in 1939. After the war, New Zealand moved closer to the United States for defence purposes (ANZUS) and established relations with the newly emerging Asian and Pacific States (Colombo Plan; SEATO) and opposed the spread of Communism. New Zealand forces fought in Malaya, Korea, Borneo and Vietnam. Trade links with Japan and the United States increased and New Zealand was hard hit by Britain’s entry into the Common Market in 1972. Some candidates may mention its later more-isolationist policy and anti-nuclear stance.

[0 to 7 marks] for a bare factual account.

[8 to 10 marks] for awareness of the changes in policy after the war.

[11 to 13 marks] for a simple analysis of policies before and after the war.

[14 to 16 marks] for detailed comparative analysis of pre- and post-war policies with similarities and contrasts in policies clearly discussed.

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

15. To what extent was “warlordism” in China defeated by Jiang Jieshi (Chiang Kai-shek) in the period 1926 to 1937?

1926 marks the beginning of the Northern Expedition to re-unite China. 1937 marks the beginning of war with Japan. In theory, Jiang (Chiang) re-united China in 1928. However, this was largely achieved through negotiations with warlords who were incorporated into the new Nationalist regime while still retaining significant power and influence in their own territories. Some candidates may regard Jiang himself as retaining many attributes of a warlord.

[0 to 7 marks] for an account of events only or for vague assertions.

[8 to 10 marks] for awareness of what constituted warlordism and of the failure to entirely eliminate it.

[11 to 13 marks] for a simple analysis of warlordism and why it survived.

[14 to 16 marks] for detailed analysis of the period with evidence of the persistence of warlords and of warlordism within the Nationalist government and its structures.

[17+ marks] for balanced, sophisticated and detailed analysis of warlordism and its survival supported by historical evidence.

16. Analyse the impact of the Manchurian Incident of 1931 on the balance of power in East Asia by 1937.

The Manchurian Incident showed that the balance of power in 1931 lay firmly with Japan. The Soviet Union was preoccupied with its First Five Year Plan, the United States and Europe were suffering the first effects of the Great Depression and had no powerful naval or military forces in the region. The new Nationalist government of China was preoccupied with establishing its rule and eliminating the Kiangsi Soviet. A Manchurian warlord represented the Chinese Government in Manchuria, where the Japanese had important concessions. The Manchurian Incident enabled the Japanese to bring all of the territory under their control and the weak response of the League of Nations demonstrated that they were the most important power in the region. However, Japanese success prompted change. The Russians built up their forces on the borders of Manchukuo. Britain, France and the United States accepted the change but became more wary of Japan's ambitions and began to build up their forces, though slowly because of other factors, in the region. Anti-Japanese feeling mounted in China. Japan remained the dominant power, but her incursions into Soviet territory in 1939 proved that Soviet military strength had grown while the United Front formed in 1936 indicated the growing resolve of the Chinese to resist further Japanese encroachment. The development of the British base at Singapore and the United States bases at Pearl Harbor and in the Philippines indicated that the balance had begun to shift.

[0 to 7 marks] for narrative or an account of the Incident only.

[8 to 10 marks] for awareness of the existing balance of power.

[11 to 13 marks] for a simple analysis of Chinese and foreign response to the Incident.

[14 to 16 marks] for detailed analysis of Chinese and foreign response and its implications for the balance of power in the region.

[17+ marks] for balanced, detailed analysis and assessment of Chinese and foreign responses over the period to 1937 and of the changing balance of power by that time.

- 17. How far do you agree that concentration upon Mao Zedong (Mao Tse-tung) has overshadowed the contributions of other Chinese leaders to China's development between 1949 and 1976?**

Candidates will probably agree that key figures have been overshadowed and should attempt to analyse the role of Mao in relation to the roles of other leading figures, such as Liu Shaoqui (Liu Shao-ch'i), Peng Dehuai (P'eng Te-huai), Deng Xiaoping (Teng Hsiao-p'ing), Lin Biao (Lin Piao) and in particular Zhou Enlai (Chou En-lai). While these leaders on the whole deferred to Mao, their individual achievements and their roles in rectifying Mao's own excesses were of great importance. Candidates should show awareness of the tensions within the leadership and of those occasions when Mao was forced into the background so that stability could be restored.

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

[8 to 10 marks] for awareness of the contribution of other leaders to China's development.

[11 to 13 marks] for simple analysis of the contribution and influence of leaders other than Mao, with some awareness of the struggles and rivalries within the leadership.

[14 to 16 marks] for a more sophisticated analysis and discussion of Mao's unique role and the contribution of others in specific fields or in attempting to curb and/or rectify Mao's excesses. Expect reference to the roles in particular of Zhou, Liu and Deng.

[17+ marks] for a balanced assessment of Mao with reference to those in the leadership who both shared many of his ideals and supported his policies and who at different times resisted his policies and rectified his mistakes. Expect the better students to arrive at a balanced assessment of Mao and of other figures in the leadership with reference to their policies, actions and their inter-actions. Award credit for relevant comment regarding Deng's post-Mao career only if it illuminates his role before 1976.

18. Assess the reasons for Japan's economic recovery and growth in the 1950s and 1960s.

This is in many respects a straightforward question. The process begins with post-war reconstruction and the changing priorities of the Occupation authorities with the Communist victory in China in 1949 and the outbreak of the Korean War in 1950. Candidates are required to analyse internal and international factors which produced economic growth.

[0 to 7 marks] for a descriptive account of Japan's economic growth.

[8 to 10 marks] for some awareness of the reasons for this, beginning with changes in the attitudes of the Occupation authorities with the commencement of the Cold War.

[11 to 13 marks] for a simple analysis of economic growth over the period with reference to external factors, Japanese motivation, expertise, economic structures, trade relations, corporate and management structures, financial institutions, government institutions, *etc.*

[14 to 16 marks] for detailed analysis of the various factors contributing to economic growth.

[17+ marks] for balanced, detailed analysis and assessment covering the whole period.

19. Compare and contrast the importance and influence of the communist rebellions in Malaya (1948–1957) and in the Philippines (1945–1954).

Communism may have been defeated in both cases, but both rebellions had important consequences. Influence may refer to economic, social and cultural matters as well as to the political and military. Award all relevant comment based on evidence.

[7 marks] maximum if only one country is discussed.

[0 to 7 marks] for a narrative account only.

[8 to 10 marks] for awareness of the impact of the two rebellions.

[11 to 13 marks] for a simple comparative analysis of the influence of the two rebellions upon the development of each nation.

[14 to 16 marks] for detailed comparative analysis of the influence of the two rebellions.

[17+ marks] for balanced, detailed comparative analysis and assessment based on historical evidence.

20. To what extent did the formation of the Association of South East Asian Nations (ASEAN) and the disbanding of the South East Asian Treaty Organisation (SEATO), reflect political changes in South East Asia?

SEATO was a defence organisation, created after the signing of the South East Asia Collective Defence Treaty in 1954 (the Manila Pact), to oppose the southward expansion of Communism. The governments involved were the United States, Britain, France, Australia, New Zealand, Thailand, the Philippines, Laos, Cambodia and South Vietnam. Cambodia withdrew in 1956, Laos was excluded in 1962 after the country was neutralised and South Vietnam never officially called on its support. There were too many differences between the signatories' foreign policy aims for it to be effective and it became an anachronism after the improvement of US-Chinese relations in 1972, the secession of Bangladesh from Pakistan at the end of 1971 and the Paris Peace Agreements on Vietnam in 1973. It was formally dissolved in June 1977, although the Collective Defence Treaty was not itself revoked.

ASEAN was established by Indonesia, Malaysia, Singapore, the Philippines and Thailand in 1967. Brunei joined in 1984. Its aim was to promote economic and social cooperation but its main achievement has been to establish political cooperation and to create a regional identity. Candidates will note the differences in membership and of their relative achievements, ASEAN reflecting the emergence of its member states as independent players on the world stage. ASEAN has since grown to include in the 1990s Vietnam, Laos, Myanmar (Burma) and Cambodia.

[12 marks] maximum if only one organisation is discussed.

[0 to 7 marks] for a description only of the membership and aims of the two organisations.

[8 to 10 marks] for awareness of the circumstances in which they were formed and of their differing aims.

[11 to 13 marks] for a simple analysis of the two organisations and their aims and achievements and to what extent they represented political changes in the region.

[14 to 16 marks] for detailed comparative analysis of their aims and achievements and of the differing political circumstances.

[17+ marks] for balanced, detailed comparative analysis based on clear historical evidence.

21. Analyse the role of education in at least *one* new nation in South East Asia, New Guinea or the Pacific since 1945.

If candidates write of only one country expect a thorough and detailed analysis. If candidates choose two or more countries expect comparative analysis. The emphasis should be on the role of education, but factors affecting the delivery of education will also be relevant.

[0 to 7 marks] for narrative or description only.

[8 to 10 marks] for awareness of the problems of providing education and some reference to its aims.

[11 to 13 marks] for a simple analysis of the education system or systems of choice.

[14 to 16 marks] for detailed analysis of the education system and its problems, successes, failures and effects or for a comparative analysis if two or more systems are discussed.

[17+ marks] for balanced, detailed analysis and assessment of the system of choice or a sophisticated comparative analysis if more than one system is chosen.

22. “State planning was essential for the creation of flourishing economies in East and South-East Asia.” With reference to *either* Singapore *or* Taiwan between 1965 and 1995, how far do you agree with this statement?

Candidates may take more than one approach to this question, arguing from the general to the particular or analysing the economic development of the country of choice in the light of the quotation. Candidates should realise that in general all Asian economies incorporated a degree of government intervention and planning. There is scope for candidates to argue the advantages and disadvantages of planned and/or free economies. Expect close reference to the country of choice and to particular examples. Candidates may refer to terms like the “Asian Way” and other terms, which have been applied to economic policies within East and South East Asia. The question expects that candidates should reach a conclusion as to the roles of planning and free enterprise in the economies of the region with particular reference to the country of choice.

[0 to 7 marks] for general comment or for description only.

[8 to 10 marks] for awareness that factors other than state planning may affect economic development, with particular reference to the country of choice.

[11 to 13 marks] for a simple analysis of the economy of choice with reference to planning and other factors.

[14 to 16 marks] for detailed analysis of the economic development of the country chosen.

[17+ marks] for balanced, detailed analysis and assessment arriving at a conclusion based upon evidence.

23. Analyse the impact on China of the “Four Modernisations” adopted after the death of Mao Zedong (Mao Tse-tung).

The Four Modernisations were aimed at improving agriculture, industry, science and technology and national defence. Publicly announced by Zhou Enlai (Chou En-lai), they were written into the Party Constitution in 1977 and the State Constitution and the Ten Year Plan in 1978. They aimed to create a modern Chinese state by 2000, but realities caused them to be reassessed. They became closely associated with Deng Xiaoping (Teng Hsiao-P’ing). Political reformers believed that a “Fifth Modernisation”, political democracy, was required. This led to student unrest and government repression.

[0 to 7 marks] for a narrative of events or a brief description of the Four Modernisations.

[8 to 10 marks] for awareness of the complexity of the situation facing the Chinese Communist Party and government during this period of modernisation.

[11 to 13 marks] for a simple analysis of the process of modernisation and the difficulties of implementing economic and technological reform while suppressing political reform.

[14 to 16 marks] for detailed analysis of the reforms and their impact economically, socially, intellectually and politically.

[17+ marks] for balanced, detailed analysis of interactions between economic change, the democracy movement, rivalries within the Communist Party and international pressures as China entered the global economy and sought international respectability.

24. “Women were and remained second-class citizens.” With reference to at least *one* country, how far do you agree with this assessment of women’s status between 1945 and 1995?

Candidates may argue for or against the proposition, but must provide evidence of women’s status in the country or countries of choice in 1945 and over the period since that date and reach a balanced conclusion.

[0 to 7 marks] for general and descriptive comment.

[8 to 10 marks] for awareness of the situation in 1945 and of changes since.

[11 to 13 marks] for a simple analysis of changes in women’s status or of factors which have affected it.

[14 to 16 marks] for detailed comparative analysis of the situation over the period.

[17+ marks] for balanced, detailed comparative analysis and assessment of women’s status and changes to it over the period.

25. Evaluate the changing political and economic role of Japan in the region between 1980 and 1995.

As China began to modernise its economy and armed forces while improving its relations with the United States, Japan's economy ran into problems, its relative importance in the region altered and it began to question its policy regarding the development and use of its armed forces. Candidates may refer to changes within the Soviet Union, which affected the global and regional balance of power. At the same time, Japan was also involved with economic developments in China while attempting to improve relations with China, where memories of Japanese actions during the Second World War were still strong. Candidates may also emphasise different aspects of the role of Japan within the region, including relations with Southeast Asia, Australia, New Zealand and the Pacific. This is a wide topic. Reward any relevant comment supported by evidence.

[12 marks] maximum if only political or economic role discussed.

[0 to 7 marks] for narrative only.

[8 to 10 marks] for awareness of the changing role of Japan in relation to other countries in the region.

[11 to 13 marks] for a simple analysis of this changing role.

[14 to 16 marks] for detailed analysis of the changes occurring in the region and of the role within Japan.

[17+ marks] for balanced, detailed analysis and assessment of Japan's changing role during the period.
