



MARKSCHEME

November 2007

HISTORY – EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of IBCA.*

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

Candidates are required to identify the areas of actual European control and commercial and political influence and then analyse the degree of influence which European powers exercised over those regions outside their direct control and the degree of independence from European influence South East Asian rulers and governments exercised. A comparative analysis should emerge, focussing on the European powers themselves and on the responses of the various South East Asian polities and powers and of rival factions within such entities.

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

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

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

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

[17+ marks] for sustained and detailed comparative analysis supported by historical evidence.

2. Assess the significance of *two* rebellions in China between the late eighteenth and late nineteenth centuries.

The rebellions of importance include the White Lotus rebellion (1796–1804); the Taiping rebellion (1850–1864); the Nien rebellion (1853–1868); the Muslim (Panthay) rebellion (1855–1873). The rebellions reflected the inadequacies and weaknesses of the Qing (Ch'ing) government and contributed towards them; their suppression demonstrate the regime's strength. Candidates may mention the Boxer Rebellion of 1900 and credit may be given if they are discussing the nineteenth century roots of this rebellion.

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

[0 to 7 marks] for narrative only.

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

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

[14 to 16 marks] for a running comparative analysis of two or more rebellions linking their impact and significance to those of rebellions in general within the fabric of Chinese society.

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

3. For what reasons, and with what results, was the Tokugawa Shogunate’s policy of isolation before 1850 subjected to pressure for change?

The Tokugawa Bakufu allowed 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.

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

[8 to 10 marks] for awareness of contact with foreign knowledge and ideas, even by the Tokugawa.

[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, including the rise of a nationalist response centred on the Emperor as envisaged by the kokugaku school of “National Learning”.

[17+ marks] for a sophisticated analysis of these often contradictory factors.

4. Compare and contrast Burmese and Thai (Siamese) responses to European imperialism in the second half of the nineteenth century.

This is essentially a comparison between the policies of Kings Mongkut and Chulalongkorn in Thailand and those of Kings Mindon and Thibaw in Burma. The external factors include the geographical proximity of Burma to British India and the loss of access to the sea through Lower Burma in 1852, which made British influence paramount; whereas both Mongkut and Chulalongkorn had more room for diplomatic manoeuvre, particularly between the British and the French. The character and policies of King Thibaw antagonised the British and the French were not in a position to intervene effectively. The Thai government was able to survive through a mixture of good government and diplomacy until the high tide of European imperialism had passed.

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

[0 to 7 marks] for a general narrative.

[8 to 10 marks] for awareness of European policies and the policies of the rulers of each state.

[11 to 13 marks] for simple comparative analysis of the characters and policies of the rulers of Burma and Thailand

[14 to 16 marks] for more detailed comparative analysis of British and French interests in the region and of the differing characters and policies of the rulers of Burma and Thailand, particularly the failures of Thibaw in contrast to Chulalongkorn.

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

5. **“European settlement in the nineteenth century had a negative effect on Aboriginal societies in Australia”. To what extent do you agree with this statement?**

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

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

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

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

[14 to 16 marks] for more sophisticated analysis, which may include reference to the philosophical and scientific theories, such as Social Darwinism, which justified the displacement and decline of the Aboriginals.

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

6. Assess the impact of (a) domestic and (b) outside influences on New Zealand’s economy between 1840 and 1900.

The development of New Zealand’s economy depended largely on its relationship with Britain and its ability to attract settlers, but events and government policies within New Zealand were also important. The latter included the government’s land policy and relations with the Maoris, which continued to be disturbed until the end of the Second Maori War in 1870. In the South Island, where Maoris were less numerous, large areas were opened to sheep farming. In 1861 gold was discovered at Otago and a rush began, the population rising from 100 000 in 1861 to 250 000 in 1871. Following the gold rush boom, there was a prolonged period of economic depression, which the government alleviated by heavy borrowing and expenditure on public works. Purchase of Maori land was made easier in 1873 by individualising Maori land ownership and an assisted immigration scheme saw white settlement rise to 772 000 in 1901. Improvements in transportation – the Suez Canal in 1869; steamship connection with San Francisco in 1870; the development of refrigeration for transporting meat in 1882 – meant that sheep were now raised for meat rather than wool and an export-oriented dairy industry developed to supply the English market. In the 1890s the introduction of factory laws indicated a growth in industry.

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

[0 to 7 marks] for a general account of New Zealand’s economic development.

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

[11 to 13 marks] for simple analysis that identifies both outside and domestic influences upon economic development, *e.g.* land policy; the existence of pasture land; gold; New Zealand government policy.

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

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

7. **With reference to the careers of Zeng Guofan (Tseng Kuo-fan), Zuo Zongtang (T'so Tsung-t'ang) and Li Hongzhang (Li Hung-chang) analyse the strengths and weaknesses of the Qing (Ch'ing) government of China between 1864 and 1895.**

1864 marks the defeat of the Taiping Rebellion; 1895, the defeat of China by Japan. Zeng (Tseng), Zuo (T'so) and Li rose to prominence because of their roles in defeating the Taiping and other rebellions and became leaders of the Self-Strengthening Movement. While recognising that the Self-Strengthening Movement had its successes, candidates should concentrate upon the revealed weaknesses of the Qing (Ch'ing) government. Self-Strengthening was largely a provincial affair: central planning and direction were lacking; Confucian-trained scholars despised the modernisers and undermined their authority. Corruption was rife; rebellion diverted attention; provincialism undermined cooperation.

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

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

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

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

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

**8. “By 1890 Japan had been transformed by the changes introduced under the Meiji Restoration.”
How far do you agree with this assessment?**

The question requires a comparison between Japan in 1868 and 1890, when the Meiji Constitution came into effect. The major institutional changes had by then been effected and Japan appeared to be a modernising, constitutional, imperial monarchy comparable to imperial Russia or Germany. Changes had occurred in the government and bureaucracy; military and naval organization, equipment and training; the economic and financial system; communications; education; social behaviour and dress and the arts: although aspects of traditional thought and practice remained.

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

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

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

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

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

9. Why did the Taewǒn-gun's policy of national isolation fail to protect Korea from foreign intervention in the period 1864–1910?

The Taewǒn-gun (Great Lord of the Court) became regent on his son's accession as King Kojong in 1864 until 1873. He remained a dominant political figure until his death in 1898. He was hostile to all foreign influence and it was not until 1876 that Korea was forced to sign the Treaty of Kanghwa with Japan. Rivalry between the Taewǒn-gun and Queen Min, who supported reform on the Japanese pattern, caused the Taewǒn-gun to organise an attack upon the palace and Japanese legation. Queen Min escaped. The Chinese sent the Taewǒn-gun into exile and reached an agreement with the Japanese by which Korea apologised, paid an indemnity and allowed Japan to station troops at their embassy and to send troops in the future. In December 1884, a pro-Japanese group headed by Kim Ok-Kyun attempted a coup, which failed. The agreement which followed led to the withdrawal of Chinese and Japanese troops from Korea, but allowed for their return if notification were given. This made Korea really a joint protectorate of China and Japan and laid the seeds for the conflict of 1894.

Candidates should display knowledge and link events to the international situation which made a policy of isolation impossible.

[0 to 7 marks] for narrative or for vague generalisations unsupported by evidence.

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

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

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

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

10. In what ways, and to what extent, did the Boxer Uprising (1900) and the Boxer Protocol (1901) affect China's position and international relations in East Asia?

The events of 1900 to 1901 lowered China's prestige and raised that of Japan, whose troops earned international respect for their discipline and behaviour. The various powers made gains at the expense of China. China itself began to reform and modernise its government. Expect candidates to analyse the terms of the Boxer Protocol and the changing international balance in the region as a consequence, looking particularly at the emerging rivalry between Russia and Japan, the Anglo-Japanese Alliance of 1902 and the attitudes taken by the United States, France and Germany.

[0 to 7 marks] for narrating only events or the terms only of the Protocol.

[8 to 10 marks] for awareness of the growth in relative importance of Russia and Japan.

[11 to 13 marks] for simple analysis of the Boxer Uprising and the Boxer Protocol and their effects upon the balance of power in the region.

[14 to 16 marks] for detailed analysis of these effects and of changes in power relations leading up to the Russo-Japanese War and the reactions of the other powers.

[17+ marks] for sophisticated analysis, perhaps looking forward towards the situation as it developed between 1905 and 1914.

11. Compare and contrast the role of religion in the development of nationalism in Burma and Indonesia in the period 1900–1940.

Nationalism in the modern sense emerged in Burma with a revival of Buddhism and the creation of The Young Men's Buddhist Association (YMBA), in 1906. In 1916 there was a mass campaign against the wearing of shoes in Buddhist holy places and monks played an important political role thereafter. A similar pattern occurred in Indonesia where the moderate Budi Utomo, formed in 1908, was basically Javanese and cultural. In 1911 Sarekat Islam was founded, followed in later years by secular parties. Religion thus played a part in the development of nationalism and a national identity in both countries, more so in Burma than Indonesia.

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

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

[8 to 10 marks] for awareness of the role of religion in the early nationalist movements in both states.

[11 to 13 marks] for simple analysis of the causes of nationalism, including the role of religion, in both states.

[14 to 16 marks] for balanced comparative analysis and discussion of the developments within the nationalist movements, assessing the role of religion in the process in comparison to other factors.

[17+ marks] for sophisticated comparative analysis and assessment.

**12. “May 4th 1919 is a more significant date in Chinese history than October 10th 1911.”
How far do you agree with this statement?**

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

Credit candidates who argue for either date. Some may argue that the act of creating a republic may not have had the immediate effects hoped, but that doing so lay the foundation for what was to follow. Others may see the real change as stemming from the events of May 4th 1919 and the intellectual and cultural renaissance it came to represent.

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

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

[11 to 13 marks] for attempts to provide an analysis of the two events and their significance.

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

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

13. Analyse the factors that led to the rise of militarism in Japan in the 1930s.

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

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

[8 to 10 marks] for answers which show awareness of some factors and the rise of militarism in Japan.

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

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

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

14. In what ways, and with what success, did Australian governments try to overcome their economic problems between the two world wars?

Better candidates will realise that the Australian Government was able to respond in various ways to temper the effects of international economic swings. Industries had developed during World War I and in December 1921 the government adopted a higher tariff and set up a federal tariff board to protect them. In 1922 the government favoured immigration from Britain by the Empire Settlement Act. The Immigration Restriction Act of 1925 enabled the government to prohibit the entry of aliens for economic, political or racial reasons. While not specifically economic, these acts increased Australia's ability to exercise control over immigration. In 1927 the financial arrangements between the states and the federal government were defined, strengthening the federal government's powers. When the depression dealt a severe blow in 1930 to Australia's primary export economy, the Government responded with severe economy measures, but the rising price of gold and, from 1933, that of wool helped a slow recovery. In 1936 higher tariffs were introduced to protect industry. When this led to a dispute with Japan, agreement was reached to accept certain levels of Japanese textiles in return for Japanese purchase of quantities of Australian wool. The increase in defence spending beginning in 1934 and expanding rapidly in 1937 also benefited other sectors of the economy.

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

[0 to 7 marks] for a chronological account.

[8 to 10 marks] for awareness of links between Australia's economy and external events.

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

[14 to 16 marks] for detailed economic analysis of the responses of government, primary producers, manufacturers and financial interests to economic changes in the world at large.

[17+ marks] for sophisticated, detailed analysis, which may consider different state responses as well as the international dimension while arriving at a balanced conclusion.

15. “A small state needs powerful friends.” To what extent did New Zealand’s foreign policy between 1945 and 1995 confirm this judgment?

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

[0 to 7 marks] for a narrative account.

[8 to 10 marks] for awareness whether policies or actions indicated a degree of independence or dependence.

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

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

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

16. In what ways, and to what extent, was Yuan Shikai (Yuan Shih-k'ai) responsible for the rise of warlordism in China in the early twentieth century?

Candidates will need to define “warlordism” and to recognise that its roots may be traced to the decline of the authority of the Qing (Ch'ing) central government and the rise of provincial leaders in the second half of the nineteenth century. Yuan Shikai was himself a protégé of Li Hongzhang (Li Hung-chang), who had remained governor-general of Chihli province for 25 years. Yuan's actions during 1911–1925 showed that he had no loyalty to either the Qing or the new Republic. Yuan failed to become emperor, but his example undoubtedly encouraged other military commanders to use their armies to establish control over whatever regions they could and then to expand if possible to control all China.

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

[8 to 10 marks] for awareness of the connection between Yuan and warlordism.

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

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

[17+ marks] for a well-balanced, detailed and sophisticated analysis.

17. Why, and with what results, did the Washington Treaties of 1921 create problems for international relations in the region up to the end of 1941?

The Washington Conference met from 12th November 1921 to 6th February 1922. It was called by the United States to consider naval armaments and developments in East Asia and was attended by the United States, Britain, France, Italy, Belgium, the Netherlands, China, Japan and Portugal. The conference resulted in a) The Four-Power Pacific Treaty between the United States, Britain, France and Japan whereby the signatories guaranteed each other's rights over their possessions in the Pacific and promised to consult if their rights should be threatened. The Anglo-Japanese Alliance came to an end; b) The Shandong (Shantung) Treaty, by which Japan agreed to return Shandong to China; c) Two Nine-Power Treaties guaranteeing the territorial integrity of China and restating the "Open Door" principle; d) The Naval Armaments Treaty by which no new capital ships would be built for ten years and establishing a ratio for capital ships favouring the United States and Britain. The London Naval Conference in 1930 extended the life of the Washington Treaty and agreed, with some reservations, to scrap certain warships by 1933. Its terms angered the extreme nationalists in Japan, leading to the assassination of Premier Hamaguchi in November 1930.

Candidates should consider these agreements in the light of later events. Many may regard them as a cause of Japanese resentment and hostility. Others may recognise that Japan accepted them until conditions in the 1930s placed increased pressure upon Japan economically and fostered rising militant nationalism which regarded the Washington Treaties as an insult in treating Japan as an inferior. They may argue that these results ten years later could not have been foreseen and were not a necessary consequence of the treaties.

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

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

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

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

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

18. Why were the Communists able to defeat the Nationalists in China in 1949?

Expect candidates to mention the improved military position of the Communists after the war with Japan and their occupation of Manchuria; their ideological appeal based on their relatively moderate policies in the areas they controlled; their military strength and experience; their freedom from corruption; and their effective propaganda and the favourable impression they had made upon western journalists and observers. The Nationalists had suffered severe defeats in resisting the early Japanese invasion; had become demoralised and on their reoccupation of eastern China failed to produce the social, economic and political reforms which may have won support. Unwise military strategy, low morale, war weariness and corruption undermined support within China and dissuaded the United States from effective intervention.

[0 to 7 marks] for narrative of events or vague generalisations.

[8 to 10 marks] for awareness of factors on both sides which contributed to Communist success.

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

[14 to 16 marks] for a detailed and balanced analysis of the political, economic, social and military factors on both sides.

[17+ marks] for a sophisticated, balanced comparative analysis of the factors on both sides which together contributed to the Communist victory and Nationalist defeat.

19. In what ways, and to what extent, did the American alliance promote conservative democracy in Japan up to 1990?

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

[0 to 7 marks] for narrative or general description of Japan’s political system or its links with the United States and terms of the United States-Japanese Security treaty.

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

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

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

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

20. Why did communist influence increase in South East Asia during the Japanese occupation of the region between 1941 and 1945?

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

Candidates are expected to produce a comparative study of the fortunes of the various communist movements in the region in the years 1941 to 1945.

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

[8 to 10 marks] for an account which recognises factors helping to explain how the war-time and occupation experience altered the fortunes of the communist organizations selected.

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

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

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

21. Examine the impact of the Korean War (1950–1953) on international relations in the region up to 1970.

The Cold War had begun when the Korean War broke out. The United States was still formulating its policy towards China and the defeated Nationalists in Taiwan. The United States had not intervened to save the Nationalists, and had withdrawn its forces from South Korea. President Truman had already announced his policy of containment. A vote in the United Nations Security Council in the absence of the Soviet Union, authorised United Nations intervention and United States forces, joined by those of other non-communist powers, entered the conflict and pushed the North Koreans towards the Yalu River. Chinese “volunteers” drove the United Nations forces back to the 38th parallel where the war stalemated until a ceasefire in 1953.

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

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

[8 to 10 marks] for clear awareness of changes in relations brought about by the war.

[11 to 13 marks] for simple analysis of changing relations.

[14 to 16 marks] for detailed analysis of international relations in the region before the war, of the reasons for the changes that occurred and of their implications for the future.

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

22. Assess the impact of “The Great Proletarian Cultural Revolution” on China in the period 1966–1976.

The Cultural Revolution began as Mao’s attempt to regain control of China’s media and the Party apparatus and to discredit those whom he believed were revisionists. The GPCR was thus both ideological and political. By 1970 factions had developed which claimed to speak in the name of Mao and the country had descended into disorder. Candidates should consider the impact upon the leadership struggle, culture, education, the economy, the military and China’s international status. There is a wealth of material and candidates should be rewarded for all relevant comment.

[0 to 7 marks] for narrative only.

[8 to 10 marks] for narrative revealing awareness of the Cultural Revolution’s impact in general terms.

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

[14 to 16 marks] for detailed analysis of events and their impact over several areas of national life.

[17+ marks] for a balanced, detailed and sophisticated analysis arriving at a conclusion based on relevant evidence and covering most aspects of national life.

23. In what ways did the formation of the Federation of Malaysia (1963) cause both internal and international problems?

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

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

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

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

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

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

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

- 24. “Since 1945 sport has become an expression of national identity.” With reference to at least two countries, how far do you agree with this statement?**

Sport has become a major activity in the region since 1945. National sports have been developed on modern lines as expressions of national identity; while international sports, largely developed in the West, have become globalised, so that participation is a measure of international recognition and also of national identity. Sport may be seen as serving national ends – producing a fit, vigorous, population or projecting an image of competitiveness and achievement. The ability to host international sporting events is a sign of international acceptance and a source of prestige. Participation in sport may be seen as a factor fostering closer relations between regions in a country and between countries within the region; or it may be regarded as divisive. Reward all relevant comment.

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

[0 to 7 marks] for generalized comment.

[8 to 10 marks] for awareness of different types of sporting activity, their organization and their national or international profile.

[11 to 13 marks] for simple analysis, indicating awareness of the reasons for the increasing importance of sport as an expression of national identity.

[14 to 16 marks] for reasoned and well-structured comparative analysis across two or more countries.

[17+ marks] for sophisticated, detailed comparative analysis of the changing role of sport supported by relevant examples across a range of sporting activities.

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

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

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

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

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

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

[17+ marks] for detailed sophisticated analysis of the relative importance of the various factors over the period, supported by evidence.
