



# **MARKSCHEME**

**May 2008**

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

**Higher Level**

**Paper 3**

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**1. To what extent did the treaties imposed on China by the great powers in the years 1842 to 1844 satisfy the grievances of those powers?**

Candidates should provide a detailed analysis of the treaties of Nanjing (Nanking) (1842) and the Supplementary Treaty of the Bogue (1843) signed with Britain, which were mainly commercial in character, opened five treaty ports and ceded Hong Kong to Britain; the Treaty of Wanghsia with the United States (1844), which specified the prohibition of the opium trade, extra-territoriality, the right to maintain churches and hospitals in the treaty ports, the most favoured nation clause and treaty revision in twelve years; the Treaty of Whampoa (1844) with France which added the right to freely spread Catholicism. Any analysis will have to consider how these terms reflected the grievances of the Western powers and to what extent those grievances were satisfied. Candidates will need to consider continued Western grievances which led to the renewed outbreak of hostilities in 1858 leading to the Convention of Beijing (Peking) in 1860.

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

*[8 to 10 marks]* for some reference to the grievances which the treaty terms addressed.

*[11 to 13 marks]* for simple analysis of the terms of the different treaties and their implementation.

*[14 to 16 marks]* for detailed analysis of the treaties and their terms with particular reference to their overall effectiveness in meeting Western grievances and their impact upon relations between China and the Western powers.

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

2. **“The reign of Qianlong (Ch’ien-lung) marked the beginning of Qing (Ch’ing) decline.”  
To what extent do you agree with this judgment?**

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

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

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

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

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

*[17+ marks]* for answers which provide a sophisticated analysis and see the origins of many of these problems in the prevailing Chinese world view of themselves and their civilization.

**3. To what extent did social and economic change threaten Tokugawa rule in Japan in the early nineteenth century?**

Candidates should show awareness of the changes in Japanese society after the long period of internal peace under the Tokugawa. Expect reference to the changing social and economic status of the merchants and the samurai, the increase in peasant rebellion and the development of new schools of learning indicating interest in the science and technology of the West and a desire to restore the power and influence of the Emperor. Mention of the arrival of Commodore Perry and the opening of Japan to the West are relevant only if this is seen as a catalyst for change.

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

*[8 to 10 marks]* for awareness of the social and economic conditions and the growing crisis.

*[11 to 13 marks]* for a simple analysis of the changes taking place in Japan over the first half of the century.

*[14 to 16 marks]* for detailed analysis of the social and economic changes taking place and their impact on the authority of the Bakufu and the rise of discontent with Tokugawa rule.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

**4. Assess the role of José Rizal in developing Filipino nationalism in the late nineteenth century.**

Rizal was educated at the Jesuit college in Manila and studied medicine in Spain. He gained a reputation as a writer and poet. His 1887 novel, *Noli Me Tangere*, described Filipino suffering under Spanish rule. He returned to Manila the same year, but Spanish persecution of his family caused him to leave again. He became a dedicated reformer, writing articles for *La Solidaridad*, the journal published by the Propaganda Movement organised by Filipinos in Spain who wanted greater liberty for the Philippines. His scientific and literary articles won him high esteem in Europe, while his second novel, *El Filibusterismo*, raised the question of revolution without advocating it. The novel implies that revolution would occur if the Spanish made no changes. He returned to Spain in 1892, founded the Filipino League, an organisation advocating peaceful reform, was arrested by the Spanish authorities and sent to Mindanao. The nationalist movement passed into extremist hands when Andres Bonifacio founded the Katipunan in 1892, a secret society dedicated to rebellion. In 1896, the Spanish authorities ordered the arrest of the leaders of the Katipunan, sparking revolt. Although not involved in the revolt, Rizal was arrested, tried for treason and executed, making him a nationalist martyr.

**[0 to 7 marks]** for narrative only.

**[8 to 10 marks]** for setting Rizal in the context of general discontent with Spanish rule and the activities of more extreme nationalists like Bonifacio and Aguinaldo.

**[11 to 13 marks]** for attempts to analyse Rizal's contribution to the nationalist movement, recognising Rizal as a reformer and the Katipunan as a revolutionary organisation.

**[14 to 16 marks]** for detailed analysis supporting an assessment of the contributions of Rizal to the nationalist movement.

**[17+ marks]** for well-balanced analysis and assessment based on the evidence. Candidates should recognise that Rizal's execution turned a large proportion of otherwise supportive middle-class Filipinos against the Spanish and strengthened nationalist feeling.

**5. Analyse the reasons for the emergence and growth of the federation movement in Australia between 1885 and 1901.**

1885 saw the creation of the Federal Council of Australasia by a British Act of Parliament in response to requests from those in the Australian colonies who since the 1850s had been campaigning for federation. The Council had no real powers but provided a platform for discussion and some cooperation between the individual states involved – Western Australia, Queensland, Tasmania, Victoria, South Australia (for a time), but not New South Wales. Fiji was also a member, but not New Zealand. 1901 saw the creation of the Commonwealth of Australia, excluding New Zealand and the Pacific Islands.

*[0 to 7 marks]* for narrative only.

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

*[11 to 13 marks]* for a simple analysis of the issues which both united and divided Australians at the time.

*[14 to 16 marks]* for detailed analysis of most of the geographic, demographic, political, economic, social, defence, tariff, financial and international issues involved. Candidates should be aware of the roles of political leaders like Barton, Parkes, Deakin, Kingston and Griffith and of the imbalance between states in terms of population and resources.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

6. **“Settler relations with the Maoris were dominated by desire for their land.” To what extent do you agree with this assessment of events in New Zealand in the nineteenth century?**

To a large extent the proposition appears self-evident, but the relations between the settlers and the Maori people were more complex and changed over time. Relevant issues include the decision by the British Government in 1838 to annex New Zealand, the activities of the New Zealand Association, the Treaty of Waitangi (1840), the Maori Wars (1843–1848 and 1860–1870), land legislation, the Maori Councils Act and the beginning of Maori revival in the 1890s. Throughout the period there were those in the settler community whose relations with the Maoris were influenced by other factors such as culture, religion, government, trade, economic and labour relations, and personal relations.

*[0 to 7 marks]* for a descriptive or narrative account of events.

*[8 to 10 marks]* for awareness of the complexities of the land issue and some awareness of other issues.

*[11 to 13 marks]* for a simple analysis of the land relationships between settlers and Maoris, with some awareness of other issues.

*[14 to 16 marks]* for detailed analysis of the overall relations between settlers and Maoris over the period.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of settler-Maori relations over the period.



**7. “The new China was born in the treaty ports.” How true is this of the period 1860 to 1912?**

The implication is that the treaty ports were areas where Chinese came into contact with Western culture, values and industrial, commercial and financial practices and institutions; had access to Western education; came into contact with Christian missionaries and found employment in Western firms. Many became *compradores* and intermediaries between the Westerners and Chinese. The treaty ports were sanctuaries for Chinese dissidents and provided links between China and the outside world, including the growing overseas Chinese population. Candidates are expected to comment on these influences and link them to the developments leading to reform and revolution in China. Expect reference to developments such as the Self-Strengthening Movement, the Hundred Days Reform and the emergence of the revolutionary movement. Better candidates may question the premise or provide wider explanations for change.

**[0 to 7 marks]** for a descriptive account of events or a list of examples only.

**[8 to 10 marks]** for awareness of the interconnection between China and the treaty ports and the spread of influence from them.

**[11 to 13 marks]** for a simple analysis of the influence of the treaty ports on developments in China.

**[14 to 16 marks]** for detailed analysis of the influence of the treaty ports and their impact over the period.

**[17+ marks]** for balanced, detailed analysis and assessment of all aspects of the above with reference to what may be meant by the term “new China”.

**8. To what extent had Japan become industrialized by 1912, the end of the Meiji period?**

Candidates are expected to be aware of the progress of industrialization in Japan during the Meiji period and of the ways it was brought about by a combination of private enterprise and government intervention and encouragement. The indemnity received after the Sino-Japanese War and the acquisition of the resources of Korea after the Russo-Japanese War aided the process. Expect candidates to be aware, however, that Japan was by no means a fully industrialized country by 1912.

*[0 to 7 marks]* for a descriptive account of economic developments only.

*[8 to 10 marks]* for awareness of the contribution of both government and private enterprise along with awareness of how much of Japan had not been greatly affected.

*[11 to 13 marks]* for a simple analysis of the process and of the circumstances which favoured it.

*[14 to 16 marks]* for detailed analysis of the degree of industrial development and of the role of the government and of the zaibatsu.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above with awareness that much of Japanese economy and society remained unaffected.

**9. Analyse the impact of Japanese rule on the development of Korea between 1910 and 1945.**

Korea was at first subordinated to Japanese interests and its language and culture were suppressed. Japanese rule was resented but opposition, such as the May First Movement of 1919, was ruthlessly crushed. The situation improved during the 1920s. Japanese investment in Korea developed communications and industry and a modern economy was created. Education expanded and a skilled workforce was created. Japanese rule became more repressive during the 1930s and the desire for independence remained, but Koreans had little choice but to cooperate until Japan's defeat in 1945. Candidates may have strong opinions, but expect an attempt to produce a balanced assessment.

*[0 to 7 marks]* for a descriptive account of events only.

*[8 to 10 marks]* for an attempt to provide some balanced assessment.

*[11 to 13 marks]* for a simple analysis of developments under Japanese rule.

*[14 to 16 marks]* for detailed analysis of developments along with an attempt to provide balance.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

**10. Compare and contrast the Chinese and Japanese approaches to modernization in the period 1860 to 1895.**

Candidates will see the Sino-Japanese War as evidence of Japanese success and Chinese failure. The question requires candidates to analyse not just economic and military modernization, but also the degree of social and political change. Expect reference to the systems of government, to the underlying cultural attitudes that influenced the impact of modernization upon each society and to the importance of geographical factors. Candidates may note that in Japan a political revolution occurred producing a new and dynamic leadership capable of sweeping reform on a national level, whereas China's government was reluctant to embrace change and unable to promote a sense of national unity.

*[0 to 7 marks]* for a descriptive account of both countries; or if only one country is addressed.

*[8 to 10 marks]* for a simple comparative account.

*[11 to 13 marks]* for a simple comparative analysis of the modernization process in both countries.

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

*[17+ marks]* for balanced, detailed running analysis and assessment of all aspects of the above.

**11. Analyse the impact of the First World War (1914–1918) on the balance of power in the region.**

The First World War had a great impact on the balance of power, much of it not immediately recognized at the time. Germany was eliminated as a power in the region with the loss of its territories largely to Japan. Russia was embroiled in revolution and civil war with Japanese troops stationed in eastern Siberia. China was further humiliated by its treatment following the Twenty-One Demands and was in political turmoil. The United States withdrew into isolation. France retained its interests in the region, but was gravely weakened by the losses suffered in the war. Britain, too, had been on the winning side, but the costs in men and wealth had been heavy. Japan emerged from the war with increased naval and military strength, and had extended its influence in China and in the region as a whole. It retained control of the Korean Peninsula. Japan was clearly the most powerful nation in the North East Asian region. American bases were distant – in the Philippines and Hawaii – and the British had no large military or naval base nearer than Hong Kong.

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

*[8 to 10 marks]* for awareness of situation, in particular with regard to Russia and the European colonial powers.

*[11 to 13 marks]* for a simple analysis of the situation with reference to the impact of the war.

*[14 to 16 marks]* for detailed analysis of the changes which had taken place.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

**12. Compare and contrast the reactions of *two* colonial powers to the rise of nationalism in their South East Asian colonies between 1918 and 1940.**

The colonial powers in the region were Britain in Burma and Malaya, France in Indo-China (Vietnam, Cambodia, Laos), the Netherlands in Indonesia and the United States in the Philippines. Nationalism had made little progress in Malaya so it is unlikely that that example will be chosen. In Indo-China, Vietnam produced the most active nationalist movement before 1940. Expect a brief description of the nature of the rule of the two powers chosen and of the nationalist movement or movements in the territories they governed, but candidates should concentrate upon comparing the policies followed by the colonial powers chosen, and their reactions to the rise of nationalism.

**[0 to 7 marks]** for narrative only of any two colonial powers; or if only one colonial power is discussed.

**[8 to 10 marks]** for awareness of the differences in the reactions and policies between the two powers chosen.

**[11 to 13 marks]** for a simple comparative analysis of the interaction between the chosen colonial powers and the nationalist movements in their respective colonies.

**[14 to 16 marks]** for detailed comparative analysis of the policies and reactions of the two chosen powers, with awareness that these changed over time.

**[17+ marks]** for balanced, detailed comparative analysis and assessment of all aspects of the above.

**13. Analyse the social, economic and political impact of war on Japan between 1937 and 1945.**

1937 marks the beginning of the Sino-Japanese war, 1945 the Japanese surrender to the Allied powers. Japan had suffered from the Great Depression of the 1930s and the occupation of Manchuria and its commercial activities in China and South East Asia were intended to improve its economic influence in the region and bolster its economy at home. Socially and politically this saw the rise of militarism and support for the concept of the Greater East Asia Co-Prosperity Sphere. Military expenditure boosted the economy, provided employment in industry and the armed forces and boosted the political influence of the military. By 1945, Japan had been devastated and its empire lost, the country itself occupied and at the mercy of foreign powers, particularly the United States. Candidates should be aware of the two stages of events, the first when Japan was victorious and dominant, the second as Japan was forced to surrender all it had gained and suffer enormous losses and destruction.

*[0 to 7 marks]* for a descriptive account of events only.

*[8 to 10 marks]* for awareness of the impact of the war upon Japan.

*[11 to 13 marks]* for a simple analysis of the earlier impact when Japan appeared to be becoming the supreme power in the region and of the effects of defeat.

*[14 to 16 marks]* for detailed analysis of the whole period and of Japan's changing social, economic and political fortunes.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above. Some candidates may look forward to Japan's post-war recovery. Award credit for this if expressed in a way relative to the question.

**14. “The Whitlam government (1972–1975) was a turning point in the domestic and foreign policies of Australia.” To what extent do you agree with this statement?**

(Edward) Gough Whitlam headed a Labor government (1972) which introduced a radical programme in areas like universal health care (introducing Medicare), increased expenditure on education, improved women’s rights and aboriginal rights and officially abandoned the “White Australia Policy” and encouraged the establishment of a multi-cultural society. There was increased freedom of thought and expression and a relaxation of social conventions. In foreign affairs it was less tied to US policy and more involved with Asia, recognizing the People’s Republic of China and supporting its admission to the UN. He withdrew military advisers from Vietnam and repealed the National Service Act which sent conscripts to fight overseas. Critics argued that he was arrogant, ignorant of economic matters and that wage increases and government expenditure contributed to the country’s economic problems. In 1975, the opposition controlling the Senate blocked the Government’s new budget, creating a constitutional crisis and Whitlam was dismissed by Governor-General Sir John Kerr and was defeated in the subsequent election. Nevertheless his period of government had lasting effects.

*[0 to 7 marks]* for a descriptive account of events only.

*[8 to 10 marks]* for awareness of the changes the Whitlam government introduced in style and substance.

*[11 to 13 marks]* for a simple analysis of the Whitlam government’s policies and their impact and of opposition to them.

*[14 to 16 marks]* for detailed analysis of the government’s policies and their impact in all fields and of the opposition to them and to Whitlam himself by his opponents.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above and set in the context of Whitlam’s failure to gain a majority in the Senate. Expect at this level some reference to the controversial nature of his dismissal from office and assessment as to whether his term of government was a turning point.

**15. Assess the political and economic impact of the Second World War (1939–1945) on New Zealand.**

Prior to the Second World War a Labour government had introduced a series of socialist measures which were opposed by the Nationalist Party, formed in 1937 to support private enterprise. The two parties formed a coalition in 1940 which was dissolved in August 1945. The Labour Party continued its programme of nationalization, narrowly won the election of November 1946 but was defeated in 1949. The Nationalist Party reversed many of the previous government's nationalization measures but retained the system of social security. Ties with Great Britain began to loosen as a result of the war in that New Zealand saw its security as better served by alliance with the United States (and Australia) and its interests as closely tied with developments in Asia and the Pacific.

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

*[8 to 10 marks]* for awareness of the impact of the war on developments in New Zealand.

*[11 to 13 marks]* for a simple analysis of these developments and the impact of the war.

*[14 to 16 marks]* for detailed analysis of war time developments and their overall impact on New Zealand's development during and after the war.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.



**16. Compare and contrast the attitudes of the Chinese Communist Party (CCP) and the Guomintang (Kuomintang) to the First United Front (1924–1927).**

The United Front was formed to defeat the warlords of central and northern China with the Communists supporting the Northern Expedition led by Jiang Jieshi (Chiang Kai-shek) against their common enemies. The Communists operated largely among the peasantry and the urban working classes, preparing the way for the advancing armies. Both parties looked forward to a time when they would dominate China, but Jiang (Chiang), with the support of the business and financial elites, struck first with the “White Terror” against the Communists in Shanghai. The Nationalist government established in Nanjing (Nanking) in 1928 began a long struggle to eliminate the Communist Party as a political force in China.

*[0 to 7 marks]* for a descriptive account of events only; or if only one party is addressed.

*[8 to 10 marks]* for awareness of the different agendas of the CCP and the Guomintang/Kuomintang (GMD/KMT) and their influence on events.

*[11 to 13 marks]* for a simple comparative analysis of the different aims and objectives of the two parties and how they affected their decisions and actions.

*[14 to 16 marks]* for detailed comparative analysis of the different ideologies, aims, policies and objectives of the two parties and how they affected events.

*[17+ marks]* for balanced, detailed comparative analysis and assessment of all aspects of the above.

**17. Analyse the reasons for Japan’s initial victories and for its eventual defeat in the Pacific War (1941–1945).**

Japan’s initial victories resulted from its well-planned and coordinated surprise attacks by well-trained, experienced forces upon relatively weak and unprepared opponents at a time when the European colonial powers were either under German domination or, in the case of Britain, facing the threat of invasion, and the United States was following a policy of neutrality. Its failure was due to its lack of resources for a long war against a rapidly rearmed United States and its allies, overextension of its forces over a large area against persistent resistance, failure to win the solid and active support of the colonial peoples in the territories it had “liberated” and the loss of its most experienced personnel in the earlier fighting. The atomic bombs ended a resistance which was already doomed.

Maximum *[12 marks]* if only one part of the question is addressed.

*[0 to 7 marks]* for a descriptive account of events only.

*[8 to 10 marks]* for awareness of the changing situation facing the Japanese over the period.

*[11 to 13 marks]* for a simple analysis of the early success and later failures with reference to the various factors mentioned above.

*[14 to 16 marks]* for detailed analysis of these factors, producing a coherent argument.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

18. **“Ten years of communist rule between 1949 and 1959 had transformed China into a major power.” To what extent do you agree with this statement?**

The question requires a thorough knowledge and analysis of domestic and foreign factors and events over the period. In international terms, China played an active role and had gained international prestige. Candidates may mention the Korean War, China’s international role in the non-aligned movement and its relations with the Soviet Union, but also its inability to attack Taiwan. Its domestic achievements in the period of reconstruction and the first Five Year Plan to 1956 should be seen in the context of the Great Leap Forward.

*[0 to 7 marks]* for a descriptive account of events only.

*[8 to 10 marks]* for awareness that both domestic and international developments are relevant.

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

*[14 to 16 marks]* for detailed analysis of the social, economic and political situation in China in 1959 and of the country’s international status.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

19. **Assess the importance of Deng Xiaoping (Teng Hsiao-P’ing) in the development of China after 1949.**

The analysis should place him within the context of the most important events of the period – reconstruction, the first Five Year Plan, the Great Leap Forward and its aftermath, the Cultural Revolution and its aftermath, the post-Mao succession dispute and his eventual emergence as leader with the policy of Four Modernizations, the Tiananmen Square incident and his record thereafter. Reward candidates who place his career in perspective, with reference to his role in relation to other leading figures other than Mao.

*[0 to 7 marks]* for a descriptive account only of his career.

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

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

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

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

**20. Analyse the changes in United States policy towards Japan between 1945 and 1952.**

This question refers to the occupation period during which United States influence in Japan was dominant. The aim of American policy at first was to punish Japan for its aggression and reduce it to a weak and non-threatening state. This included punishing war crimes and reducing the power of the governing elites, introducing democracy and breaking up the industrial, commercial and financial institutions which had supported war. The change in policy began with awareness that Japan needed to be able to support itself, coupled with the impact on American thinking of the beginning of the Cold War, the victory of the Communists in China and the outbreak of the Korean War, in which the United States became most actively involved. A strong, stable, productive Japan became a necessary base for operations in Korea and Japanese industry was revived. In effect, although denied the right to build up its own armed forces, Japan became an important ally. The period ends with the ratification by the United States in March 1952 of its security treaty with Japan.

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

*[8 to 10 marks]* for awareness of the reasons for changing United States policy over the period.

*[11 to 13 marks]* for a simple analysis of these changes, the reasons for them and their impact on Japan and its development.

*[14 to 16 marks]* for detailed analysis of the above set in both their regional and international context.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

**21. Compare and contrast the paths to independence of *two* colonial territories in South East Asia after the Second World War.**

Candidates will probably choose from Burma, Indonesia, Vietnam and Malaysia. The Philippines acquired independence, which had been delayed by the Japanese occupation, in 1946. Any candidate choosing the Philippines should show awareness of this and could be expected to analyse the extent to which conditions were attached regarding military bases and economic and trade links with the United States.

**[0 to 7 marks]** for a descriptive account of events only; or if only one colonial territory is addressed.

**[8 to 10 marks]** for awareness of the differences in the means by which independence was achieved.

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

**[14 to 16 marks]** for a detailed running comparative analysis of the similarities and differences of the paths to independence.

**[17+ marks]** for balanced, detailed analysis and assessment of all aspects of the above.

- 22. With reference to *one* country in *either* South East Asia *or* Oceania, analyse the problems of creating a unified nation in the years after independence was achieved.**

A wide range of factors may be relevant to the country of choice: geographical position and size; terrain and climate; natural resources; whether a single unit or an archipelago; population size; racial and cultural complexity; level of education and modernization at time of independence; colonial background; the country's relationship with the former colonial power; the ability of the national leadership; and other political, economic, demographic and economic factors.

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

*[8 to 10 marks]* for awareness the problems facing the newly independent nation.

*[11 to 13 marks]* for a simple analysis of the problems of nation building after independence.

*[14 to 16 marks]* for detailed analysis of the problems faced and the policies followed to overcome them.

*[17+ marks]* for balanced, detailed analysis and assessment of all aspects of the above.

**23. For what reasons, and with what results, did the United States become engaged in a war in Vietnam between 1954 and 1975?**

This is linked to the reopening of conflict in the late 1950s when South Vietnam, with American support, opposed the reunification elections required under the Geneva agreement which had ended the conflict between the French and the Communist-led Vietnamese nationalists in 1954. Instead, South Vietnam established itself as a separate state, prompting insurrection in the south supported by the communist north. Eventually, the US was fighting a major conflict, supported on the ground by Australia and New Zealand and diplomatically by other allies. The Communists were supported by China, the Soviet Union and the Communist bloc in general. The war eventually spilled over into Laos and Cambodia, and threatened Thailand's eastern borders. It created dissent within the societies within the region whose citizens divided over the justice of the war and America's role. Candidates should be aware that this region includes Australia and New Zealand. American withdrawal began with President Nixon's Vietnamization policy from 1969. It ended with the defeat of South Vietnamese forces and the fall of Saigon to the Communists in 1975.

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

Maximum **[12 marks]** if only one part of the question is addressed.

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

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

**[11 to 13 marks]** for accounts which recognize the impact upon countries involved in the conflict whether or not neighbours of Vietnam, with some attempt to explain these impacts.

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

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

**24. “Urbanization has brought benefits since the Second World War.” With reference to *one* country, to what extent do you agree with this statement?**

Candidates will need to demonstrate some understanding of the factors affecting urbanization in the country of choice, including geographical extent, climate, population, principal economic activities and the distribution and size of urban areas, bearing in mind that some countries may have only one major city. Expect reference not only to urban issues and problems but also to the economic and social effects upon rural and regional areas of population movement and urban development. Urbanization involves considerable upheaval and change. This requires balanced study, with awareness that urbanization may also have negative effects and arriving at a balanced assessment as to whether for the country chosen the benefits outweigh the costs.

**[0 to 7 marks]** for a descriptive account only of urban development in the country of choice with no reference to any negative factors.

**[8 to 10 marks]** for awareness of the benefits and problems associated with urbanization.

**[11 to 13 marks]** for a simple analysis of the process of urbanization and of the benefits and problems produced.

**[14 to 16 marks]** for detailed analysis of these factors with reference to specific examples.

**[17+ marks]** for balanced, detailed analysis and assessment of all aspects of the above, arriving at a conclusion based on evidence.



**25. Compare and contrast the development of Singapore and Hong Kong between 1965 and 1995.**

Singapore became independent in 1965, but had been a British colony. The British were to hand over Hong Kong (Xianggang) to China in 1997. Both had large Chinese populations. Each developed as a major port for its region and as a centre of commerce, trade and banking. Both encouraged industry, communications and their national infrastructure. Candidates will find comparisons and contrasts in how they developed. Expect reference to political, economic and social developments over the period.

*[0 to 7 marks]* for a descriptive account of development over the period; or if only one country is addressed.

*[8 to 10 marks]* for awareness of the factors encouraging and bringing about development in each country.

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

*[14 to 16 marks]* for running comparative analysis of the similarities and differences in the development of the two countries over the period.

*[17+ marks]* for sophisticated and balanced comparative analysis of the range of geographical, political, social and economic factors which helped produce economic growth and associated political and social development. The international dimension is important in both cases.

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