



MARKSCHEME

November 2008

HISTORY – EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

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1. “The ‘Opium War’ of 1839–42 was only partly about opium.” How far do you agree with this statement?

Expect candidates to refer to factors relating to trade in general and the resentment at the restrictions placed upon it by the Canton System, diplomatic relations, legal jurisdiction and the cultural differences underpinning these. Expect the actual outbreak of war to be placed within the context of an informed discussion of all relevant factors, including the role of opium in the trading system and the efforts of the Qing (Ch’ing) government to ban it. Candidates should refer to events leading up to the war and to the terms of the post-war treaties to deduce causes of British dissatisfaction with the situation prevailing before the war.

[0 to 7 marks] maximum for a general narrative or listing of causes only.

[8 to 10 marks] for an attempt to link the outbreak of hostilities to factors other than Chinese action against opium.

[11 to 13 marks] for a simple analysis of contributing factors with some attempt to discuss their relative importance.

[14 to 16 marks] for detailed analysis covering all areas of difference and disagreement between China and Britain and explaining why these should have come to a head in 1839.

[17+ marks] for balanced, detailed analysis and assessment of all the factors concerned.

2. Why did the Taiping Rebellion (1851–64) fail to overthrow the Qing (Ch’ing) dynasty?

Expect some brief comment on the causes of the rebellion and its early success, but candidates should focus on the failure of the Taiping regime to spread its influence further. These include failure of leadership, a loss of momentum, faulty strategies, failure to seek Western support, and the loyalty to the Qing (Ch’ing) regime of Chinese officials, for whom Hang Xiuquan’s (Hung Hsia-Ch’uan’s) ideology held no appeal.

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

[8 to 10 marks] for awareness of the failure of the Taiping regime to exploit its early success and of the loyalty to the Qing (Ch’ing) of regional officials.

[11 to 13 marks] for a simple analysis of the factors resulting in Taiping failure.

[14 to 16 marks] for detailed analysis of all relevant factors both internal and external to the Taiping regime.

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

3. “By 1853 the isolation policy of the Tokugawa had already failed.” To what extent do you agree with this statement?

1853 marks the arrival of Commodore Perry. The question implies that the isolation policy was failing before this date. Evidence for this may be found in the activities of the Dutch at Deshima and the entry of Western learning, or *ranguku*, of which the Tokugawa shoguns were themselves aware. The regime was also aware of the increasing presence of Western shipping in the region and of the events taking place in China. The activities of the Western clans were also undermining the policy of total exclusion. Nevertheless, the policy of exclusion remained in place and the arrival of Admiral Perry was to throw the Shogunate into turmoil.

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

[8 to 10 marks] for awareness of the threat to the isolation policy posed by the activities of the Dutch at Deshima, the study of Western knowledge by Japanese scholars and of the increasing threat of Western intervention.

[11 to 13 marks] for a simple analysis of the situation preceding the arrival of Commodore Perry.

[14 to 16 marks] for detailed analysis of the internal and external pressures on the Tokugawa regime with an assessment of the success of the isolation policy.

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

4. Why did the Dutch introduce the Liberal Policy in Indonesia in the mid-nineteenth century?

The Liberal Policy was gradually introduced from 1864 to replace the Culture System which had been widely criticized as exploitative. Nevertheless, elements of the Culture System persisted until 1917. Political changes within the Netherlands had produced liberal governments supportive of private enterprise and investment, especially required as Dutch influence spread into the regions outside Java and international demand for minerals and cash crops increased. The Liberal Policy improved the standard of living for Indonesians until 1885 and produced large remittances from the Dutch East Indies to the Netherlands until 1877. It was replaced by the Ethical Policy in 1901.

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

[8 to 10 marks] for awareness of criticism of the Culture System and the agitation in the Netherlands for change.

[11 to 13 marks] for a simple analysis of the reasons for change, including reference to the political changes in the Netherlands and the growing influence of the commercial, business and financial classes backing investment in the so-called “outer islands” of the Dutch East Indies.

[14 to 16 marks] for detailed analysis of the situation in the Dutch East Indies, including a critique of the Culture System and the arguments in favour of private enterprise and investment.

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

5. How successful were the Selection Acts, introduced into the Australian colonies in the 1860s?

The Selection Acts, the most famous being the Robertson’s Land Act (1861) in New South Wales and the Strangways Act (1869) in South Australia, attempted to break up the power of the large land-holders, the “squatters” who leased and occupied large areas of the interior and grazed sheep and cattle. The aim was to encourage close settlement and farming. There were limited successes, but frequently the rainfall was too erratic for farming, settlers were too inexperienced and lacked capital, the land holdings (“selections”) were too small or the soils unsuitable. Squatters responded by “dummying”, getting employees or relatives to take up selections, thus effectively retaining their land; often combining this with “peacocking”, acquiring the most fertile areas of land, or land with access to water, leaving genuine selectors to scratch a living from poor land. Nevertheless, there were some successes as lessons were learned.

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

[8 to 10 marks] for awareness of the purposes of the Acts and the squatters’ responses.

[11 to 13 marks] for a simple analysis of the Acts and their workings.

[14 to 16 marks] for detailed analysis and assessment of the Acts, with attention being given to more than one state.

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

6. Analyse the relationship between the British Government and its representatives and the settler communities in New Zealand between 1840 and 1870.

Settlement had begun before the British Government proclaimed British sovereignty on 30 January 1840 and signed the Treaty of Waitangi with Maori chiefs on 6 February.

1870 marked the end of the Second Maori War (1860–1870) and the withdrawal of British troops. During the intervening years there were often disagreements between the British Governor, representing the British Government and organizations representing the interests of various sections of the settler community. These included the New Zealand Company, until it was dissolved in 1851, the Church organizations which settled the Canterbury (Anglican) and Otago (Scottish Free Church) districts in the South Island and, from 23 December 1846, the first governments established under the constitution of that date. This was short-lived because of the Maori War, but in 1852 a new constitution was granted. Government policies regarding the Maoris, land and the responsibilities and powers of local and provincial government were among issues of importance. The important governors over this period were Captain William Hobson (1840–43); Captain Robert Fitzroy (1843–45); Captain (later Sir) George Grey (1845–54 & 1861–67).

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

[8 to 10 marks] for awareness of the role of the governors and of settler organizations and government.

[11 to 13 marks] for a simple analysis of the changing relationship under the constitution.

[14 to 16 marks] for detailed analysis of the relations between the governors and the settlers.

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

7. Compare and contrast Chinese and Japanese attempts at self-strengthening and modernization in the second half of the nineteenth century.

Candidates will place this in the context of the Self-Strengthening Movement and the Tongzhi (T'ung chih) Restoration in China and the Meiji Restoration in Japan and will see the Sino-Japanese War (1894–5) as the test of their relative success. Expect reference to the different styles of government, the nature of the problems facing each country, the nature and extent of the reforms introduced, the degree of acceptance of reform by the different classes in society and the people as a whole; the cultural factors aiding or hampering reform and the differences in size and population between the two countries.

[0 to 7 marks] maximum for a descriptive account of the reforms only.

[8 to 10 marks] for simple comparison of the reforms.

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

[14 to 16 marks] for detailed running comparative analysis with reference to the factors aiding or hindering modernization.

[17+ marks] for balanced, detailed comparative analysis and assessment of all aspects of the modernization process in both countries.

N.B. If only one country is discussed mark out a maximum of [7 marks].

8. To what extent was Sun Yixian (Sun Yat-Sen) responsible for bringing about the revolution of 1911 in China?

Candidates should analyse Sun Yixian's (Sun Yat-Sen's) role in fomenting rebellion, obtaining funds and devising a political programme, although the details were not fully worked out. His role needs to be seen in relation to other revolutionaries and the actual revolution placed in the context of the situation in, and events of, 1911. The revolution itself took place without Sun and was not of his planning, but his impact on the events before and after was significant.

[0 to 7 marks] maximum for a descriptive account of events only or for an account only of Sun's career.

[8 to 10 marks] for awareness of Sun's contribution and role in events.

[11 to 13 marks] for a simple analysis of Sun's role over the years.

[14 to 16 marks] for detailed analysis of the revolutionary movement and Sun's role in it when compared to other individuals and revolutionary groups.

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

9. To what extent had the changes introduced under the Meiji Restoration (1868) transformed Japan by 1890?

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 affected and Japan appeared to be a modernizing, constitutional, imperial monarchy comparable in many respects to imperial Russia or Germany. Changes had occurred also in the government and bureaucracy; military and naval organisation, equipment and training; the economic and financial system; communications; education; social behaviour and dress; the arts.

[0 to 7 marks] maximum 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 covering most of the areas of change, showing awareness of different degrees of change and of continuity as well as change, 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.

10. Why did the Taewǒn-gun's policy of maintaining Korea's isolation fail in 1876?

Taewǒn-gun (Great Lord of the Court) was the title given to the father of the young King Kojong when he became regent on his son's accession in 1864. Hostile to all foreign influence, he rejected contact with the West. French priests, who had secretly entered the country, were executed and in 1866 a French expedition was forced to withdraw. In 1871 an American attempt to open trade failed. From 1867, the Chinese advised the Koreans to seek accommodation with the West, without success. Japan's attempts to revise existing relations were rejected. In 1875, when a Japanese surveying expedition was fired upon in Kanghai Bay, its protecting gunboats destroyed the Korean forts. China refused to protect its vassal and in 1876 permitted Korea to sign the Treaty of Kanghai, which recognised Korea's independence but acquired concessions for Japan. A treaty with the United States followed in 1882 and then with other Western powers including Britain (November 1883) and Russia (July 1884).

The Taewǒn-gun ceased to be regent in 1873, and King Kojong came under the influence of his wife, Queen Min, who supported reform on the Japanese pattern. The Taewǒn-gun sought to destroy her and in July organised an attack upon the palace and the Japanese legation. Queen Min escaped, but the Taewǒn-gun returned to power. The Chinese, however, fearful of Japanese reprisals, sent the Taewǒn-gun into exile in China and reached an agreement with the Japanese by which Korea apologised, paid an indemnity and allowed them to station troops at their embassy and to send troops in the future. The Chinese attempted to re-establish their suzerainty over Korea. Meanwhile, the Japanese established advisers at the Korean Court. Strong rivalry developed between the pro-Chinese Koreans headed by Queen Min and a pro-Japanese group headed by Kim Ok-kyun. In December 1884, Kim attempted a coup with Japanese aid, 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 and the eventual loss of Korea's independence.

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

[8 to 10 marks] for awareness of the effects of Taewǒn-gun's policy and of Western and Japanese pressure upon Korea.

[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 which places 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 and its effects analysed.

11. Account for the rise of Japan to international importance in the region between 1855 and 1905.

Following the signing of the Treaty of Kanagawa with the United States in 1854, treaties with other states followed. The Meiji Restoration and subsequent reforms brought Japan more fully onto the world stage. Japan established friendly relations with the Western powers and built up its armed forces with their aid and began to seek its own sphere of influence, leading to the opening of Korea in 1876 and to war with China in 1894. By 1905 it had defeated Russia and established itself as a major regional power. Its geographical position gave it a strategic advantage, which the Anglo-Japanese Alliance of 1902 recognised.

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

[8 to 10 marks] for awareness of the factors bringing Japan into prominence in the region.

[11 to 13 marks] for a simple analysis of Japan's modernization and the extension of its influence in the region.

[14 to 16 marks] for detailed analysis of Japan's rise to prominence as a regional power.

[17+ marks] for balanced, detailed analysis and assessment of all aspects of the above, indicating that as yet it was a regional power rather than a major international power.

12. With reference to *two* countries in South East Asia you have studied, analyse the role of religion in the development of nationalist movements in the period 1900 to 1922.

The two most relevant examples are the role of Buddhism in Burma, where the Young Men's Buddhist Association was founded in 1906, and that of Islam in Indonesia, where Budi Utomo, a cultural organization was formed in 1908 and was followed by Sarekat Islam in 1911. The earliest expressions of Malay nationalism in Malaya were linked to Islam and in Vietnam Buddhism played an important role.

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

[8 to 10 marks] for awareness of the role of religion in early nationalism.

[11 to 13 marks] for a simple comparative analysis of the role of religion in early nationalism in the countries of choice.

[14 to 16 marks] for detailed comparative analysis of the role of religion in early nationalism.

[17+ marks] for balanced, detailed analysis and assessment of all aspects of the role of religion in the development of nationalism in the region.

N.B. If only one country is discussed award a maximum of *[12 marks]*.

13. To what extent did participation in the First World War (1914–18) develop a sense of Australian identity and nationalism?

The Commonwealth of Australia was proclaimed in 1901, but a sense of Australian identity and nationalism preceded and grew from it. Participation in the war both gave it a new expression and built on the existing Australian national “myths” of the outback and the bushman. In this sense, the Australian involvement in the Gallipoli campaign became a defining moment, which developed further with Australian action in Palestine and the Middle East and on the Western Front in Europe. This is a question about ideas and attitudes and the best answers should reflect this.

[0 to 7 marks] maximum for a descriptive account only of Australia’s role in the war.

[8 to 10 marks] for awareness of the importance of occasions like Anzac Day and Remembrance Day in the national calendar, and of symbols like the “digger” and the national attributes he reputedly displayed.

[11 to 13 marks] for a simple analysis of the links between these events and symbols and the established legends and national icons of the earlier period.

[14 to 16 marks] for detailed analysis encompassing other markers of national identity, such as convictism, anti-British sentiment, the White Australia Policy and other prejudices and attitudes.

[17+ marks] for balanced, detailed analysis and assessment of various sources of a national identity and an assessment of the contribution made to it by the First World War.

14. Analyse the reasons for the rise and changing nature of militarism in Japan between 1925 and 1936.

Candidates should 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] maximum 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 are largely descriptive but attempt some linkage between Western policies and the rise of militarism in Japan.

[11 to 13 marks] simple analysis of links between Western policies and 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, sees it as the product of many diverse factors and assesses the importance of Western policies among them.

15. Analyse the impact of the Great Depression of the 1930s upon economic, political and social developments in New Zealand.

The Great Depression had serious effects upon New Zealand's overseas trade and upon investment within New Zealand. Unemployment increased, government revenues fell causing the United Party government of Sir Joseph Ward to curtail government expenditure, restrict imports, introduce exchange controls and reduce social services; causing the Labour Party to withdraw its support from the government. Compulsory military training was suspended to save costs. Although the new coalition of the United and Reform (Liberal) parties won the election of 1931, its popularity declined as the Depression continued and in 1935 Labour was elected to power and began a programme of social reform, nationalization and government intervention which continued until the outbreak of the Second World War in 1939.

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

[8 to 10 marks] for awareness of the impact of the Great Depression upon developments in New Zealand.

[11 to 13 marks] for a simple analysis of these developments and the reasons for them.

[14 to 16 marks] for detailed analysis of the economic, political and social changes and their links to the Great Depression.

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

16. In what ways, and for what reasons, was the period 1928 to 1937 a turning point in Chinese history?

These years saw the Guomintang (Kuomintang) Party in power as the Nationalist Government of China after the break-up of the United Front with the Communists. 1937 marks the beginning of war with the Japanese. In 1928 there was the possibility of a united China under a single government, but many of the warlords remained in power after swearing allegiance to the new regime. The conflict with the Communists diverted the Government's attention from the Japanese and, dependant on the financiers and business interests of Shanghai and Nanjing (Nanking) and on landowners in the countryside for support, it largely ignored the problems of the peasantry and the urban working class and poor. Although the Communists were driven to Yan'an (Yenan), they were not eliminated and forced upon Jiang Jieshi (Chiang Kai-shek) the Second United Front in 1936. Despite many achievements by the government in the areas it fully controlled, the social, and economic reforms which might have produced a more united China were not pursued. Despite the pressures upon China it is possible to argue that the decade was one of missed opportunities for the Guomintang (Kuomintang), though some candidates may trace a more positive story through the survival of the Communist Party. Whichever line is taken, candidates will probably agree with the question.

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

[8 to 10 marks] for awareness of the options facing China over the decade.

[11 to 13 marks] for a simple analysis of the events of the decade and their outcome and impact.

[14 to 16 marks] for detailed analysis of the period which addresses the idea of it being a turning point, perhaps in more than one way.

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

17. Analyse the impact and consequences of the Japanese conquest and occupation of South East Asia between 1941 and 1945.

The most significant impact was upon the speeding up of the achievement of independence from European colonial rule. Japanese victories were a blow to European prestige but less important than the Japanese occupation which followed. The following all had an effect: anti-Western propaganda, the recognition of nationalist leaders, arming local forces, giving greater responsibility to local officials, anti-Japanese resistance, shared hardships. These resulted in a new self-confidence – a psychological shift so that people were not prepared to return to colonial rule. European colonial powers, weakened by the war in Europe as well as that against Japan, could not sustain large or long campaigns. World opinion had turned against old-style colonialism. Decolonization was beginning before the Japanese occupation and this now resumed. The US granted independence to the Philippines, actually delayed because of the Japanese conquest. Britain speeded up the transfer of power in Burma. The Netherlands and France fought to retrieve their position in Indonesia and Indo-China respectively, but the nationalist movements and international pressure were too strong.

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

[8 to 10 marks] for awareness of how events were affected by the Japanese conquest and occupation.

[11 to 13 marks] for a simple analysis of this impact and its consequences with reference to more than one country.

[14 to 16 marks] for detailed analysis of the impact and consequences throughout the region.

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

18. Why did the Communists win the Civil War in China between 1945 and 1949?

Candidates will need to analyse Communist strengths and Nationalist failings and weaknesses during the period. Communist victory was not certain in 1945 and was aided by Nationalist mistakes in strategy, policy and behaviour in a situation that would have tested any government and tended to undermine its support while strengthening that of an ably led Chinese Communist Party (CCP). In the end, the Nationalists were weakened by corruption, weak government, poor military strategy and failure to retain respect and support, while the Communists possessed an able and confident leadership and offered policies attractive to the bulk of the population, undermining the morale of nationalist forces.

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

[8 to 10 marks] for awareness of both the strengths and weaknesses of both sides.

[11 to 13 marks] for a simple analysis of Communist strengths and of Nationalist failings as the civil war progressed.

[14 to 16 marks] for detailed analysis of the strengths and weaknesses of both sides and of the factors which gave victory to the Communists.

[17+ marks] for balanced, detailed analysis and assessment of all aspects of the conflict and of the parties involved. Some candidates may link the rapid collapse of support for the Nationalists to the traditional dynastic concept of the Mandate of Heaven.

19. Compare and contrast the processes by which Burma and Indonesia achieved independence after the Second World War.

Indonesia achieved independence from the Netherlands in 1949 after Dutch attempts to crush the government established at the end of the Japanese occupation had caused international condemnation and pressure to grant independence. Burma received independence from Britain in 1948 despite conflict within its own nationalist movement which had resulted in the assassination of its potential first president, Aung San. Candidates will find similarities and differences in how independence was achieved, the attitudes and policies of the two colonial powers and the policies and structure of the independence movements.

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

[8 to 10 marks] for awareness of similarities and differences in the two independence movements, the colonial powers and the way independence was achieved.

[11 to 13 marks] for a simple comparative analysis of these differences and similarities.

[14 to 16 marks] for detailed running comparative analysis.

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

N.B. If only one country is discussed award a maximum of [7 marks].

20. “The Cultural Revolution was a struggle for control over the future of China.” To what extent do you agree with this statement?

The Cultural Revolution was a power struggle in which Mao attempted to assert his ideology over that of the more pragmatic figures who had dominated events since the failure of the Great Leap Forward. In that sense it was a struggle for control over the future of China. Mao was concerned that Liu Shaoqi (Liu Shao-ch’i) and other pragmatic leaders were departing from his revolutionary ideals. 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, leading China down the capitalist road. Mao was aging and hoped to indoctrinate the young in revolutionary ideals to discredit his rivals. By 1970 factions had developed which claimed to speak in the name of Mao and the country had descended into disorder.

Candidates will probably agree that the Cultural Revolution was Mao’s last great effort to impose his will, but the more perceptive should see that by the end Mao was being used by rival factions seeking their own ends and may argue that Mao had already lost control.

[0 to 7 marks] maximum for a narrative account which does not properly address the question.

[8 to 10 marks] for narrative with some attempt to assess events in terms of a power struggle and/or ideological struggle.

[11 to 13 marks] for analysis which considers the background to events and the ideology, views and motives of leaders other than Mao.

[14 to 16 marks] for detailed analysis of motives, actions and consequences arriving at a conclusion answering the question.

[17+ marks] for a balanced and reasoned analysis based on evidence and with reference to the main participants, their motives and their roles in order to assess whether the Cultural Revolution was a struggle for control over the future path China would follow. Candidates at this level may express doubts as to whether Mao was actually in control and should show awareness of the complexity of the situation as it evolved.

21. Explain the failure of the United States to defeat the Vietnamese Communists between 1956 and 1975.

Candidates will need to analyse the reasons for America’s entry into the war, placing it in the context of American perceptions of the Cold War as demonstrated at the Geneva conference of 1954 and by the acceptance of the domino theory, whereby the fall of Vietnam to the Communists would cause other countries in the region also to fall. America’s entry into the war was reluctant and gradual, but failed to appreciate the degree of support for the Vietminh and the degree of dissatisfaction with the American-supported leaders of South Vietnam. Candidates need to analyse the role of the American forces in Vietnam and the reasons why they failed.

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

[8 to 10 marks] for awareness of the nationalist aspects of the struggle and of reasons for continued support for North Vietnam and the Vietminh.

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

[14 to 16 marks] for detailed analysis placed of these factors placed in their historical, regional and international context.

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

22. “Japan’s economic success during the 1960s owed more to the United States than to the Japanese themselves.” To what extent do you agree with this statement?

The question suggests that American policies during and after the occupation period prepared the ground for Japanese economic revival which began during the 1950s and took off in the 1960s. Candidates should see that there is evidence for this, but should also analyse the Japanese success at exploiting those aspects of American policy which assisted their economic recovery and growth and also those aspects of Japanese government, society and culture which enabled them to take advantage of the regional and global economic opportunities of the 1960s.

[0 to 7 marks] maximum for a descriptive account only of Japanese economic growth.

[8 to 10 marks] for awareness of both aspects of American policy which aided Japanese economic recovery and growth and those attributes of Japanese culture and society which contributed.

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

[14 to 16 marks] for detailed analysis of the factors already mentioned, supported by examples and evidence.

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

23. Assess the impact of pressure groups upon developments in *one* country in South East Asia since the Second World War.

Expect candidates to clearly identify pressure groups and to describe and analyse their aims and methods of operation and their impact. Better answers will recognize that pressure groups may produce outcomes counter to their aims and may antagonize other sectors of society and the government. Candidates should also recognize that pressure groups are not necessarily benign and, also, that, while immediate aims may not be achieved, events in the future may be affected.

[0 to 7 marks] maximum for a descriptive account only of the activities of one or more pressure groups.

[8 to 10 marks] for awareness of the aims and methods of the pressure groups chosen and of their degree of success.

[11 to 13 marks] for a simple analysis of the degree, extent and success of pressure groups in the country of choice.

[14 to 16 marks] for detailed analysis of the degree and extent of pressure group activity, the problems faced and the level of success.

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

24. “Modern technology has resulted in the decline and loss of traditional culture.” With reference to *two* countries in South East Asia, how far do you agree with this statement?

Candidates may well agree, but award credit where the statement is questioned or where the loss of traditional culture is accepted as a necessary or positive consequence of modernization, provided any argument is backed by evidence. Candidates may also see positive outcomes in that modern technology may assist the distribution and survival of aspects of traditional culture.

[0 to 7 marks] maximum for a descriptive account only of changes.

[8 to 10 marks] for awareness of the effects of changes to traditional culture.

[11 to 13 marks] for a simple analysis of the causes and effects of such changes.

[14 to 16 marks] for detailed analysis of these changes and of the extent these may be regarded as decline and loss.

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

N.B. *If only one country is discussed award a maximum of [12 marks].*

25. Analyse the relationship between the United States and the Philippines since 1946.

Candidates should be aware of relations with regard in particular to military bases, extraterritoriality, trade terms and tariffs, and foreign policy and migration.

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

[8 to 10 marks] for awareness of the difficulties in the relationship.

[11 to 13 marks] for a simple analysis of the relationship showing awareness of the benefits and difficulties on both sides.

[14 to 16 marks] for detailed analysis of the changing relationship over time, perhaps with reference to the Cold War and the changing international situation in the region.

[17+ marks] for balanced, detailed analysis and assessment of all aspects of the relationship over the period.
