



MARKSCHEME

MAY 2010

HISTORY

Route 2

Higher Level

**Paper 3 – Aspects of the history
of Asia and Oceania**

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*Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking, but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.***

0:	Answers not meeting the requirements of descriptors should be awarded no marks.
1–2:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
3–4:	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
5–6:	Answers indicate some understanding of the question, but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
7–8:	The demands of the question are generally understood. Relevant, in-depth, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. An attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
9–11:	Answers indicate that the question is understood, but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context, and historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is used to indicate some in-depth understanding, but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present, but not always consistently integrated. Focus on AO3 and AO4.
15–17:	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well-structured and balanced and synthesis is well-developed and supported with knowledge and critical commentary.
18–20:	Answers are clearly focused with a high degree of the awareness of the question and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well-structured and well-focused. Synthesis is highly developed.

1. Compare and contrast the colonial systems of *two* states in Southeast Asia from the late-eighteenth century up until the mid-nineteenth century.

Candidates should identify what they consider to be the main features of the colonial systems of the two states chosen. These named examples could be British, French, Spanish or Dutch colonies. The response may include; the political structure; the type of rule, direct or indirect; the structure of the bureaucracy; the economy, including land distribution; the relationships between the colonial rulers and the indigenous people; the way the colonial power may have handled rebellions and resistance; the lifestyles of the colonial masters and the presence and activities of missionaries. Answers may focus on comparisons, but some contrasts should also be identified.

If only one state is addressed, mark out of a maximum of [7 marks].

2. Analyse the nature of the British presence in *one* of the following from the late-eighteenth century to the mid-nineteenth century: Australia; New Zealand; India.

Candidates will describe the nature of the British presence in one country: Australia, New Zealand or India, and in the process they should identify what they consider to be the main features. For Australia or New Zealand these may include: the claiming of the land for the British Crown; the reasons why the different colonies were established; settlement schemes; the manner in which each colony was governed; land distribution; trade and commerce; official policies towards the indigenous people; relationships between the settlers and the indigenous people; the level of violence used to control the indigenous people; the activities of missionaries; immigration, particularly in the 1830s and 1840s; the lifestyles of the settlers; the attempt to replicate British society and institutions; granting of responsible government in the mid-nineteenth century. For Australia: there were six colonies established, each for different reasons; South Australia was the only one free of convict transportation; there were no formal treaties with the indigenous people. For New Zealand: it was initially considered part of New South Wales until 1841; the 1840 Treaty of Waitangi was a formal treaty with the Maoris.

For India the British presence took a different form because it was basically the operations of the East India Company rather than a colonial settlement. The causes of the 1857 Great Revolt (Indian Mutiny) may well be considered, however the focus should be the nature of rule prior to this. Candidates will no doubt refer to differing policies of various Governor Generals: Wellesley created subsidiary alliances with the princes; Bentinck's "reforms" included the abolition of *sati* and *thuggee*, marriage reform and the extension of education; Dalhousie introduced the Doctrine of Lapse which annexed the princely states without heirs. The economic changes such as the opening of India to free trade had a negative impact on native industry and production; land reform and land taxation also caused difficulties for Indian peasants. British policies could all be considered as being aimed at extending and consolidating British control and trade.

3. Analyse the causes and consequences of the Taiping (Taip'ing) Rebellion in China.

This will probably be a popular question and should be reasonably straightforward. Candidates should set the scene in China in the mid-nineteenth century following China's defeat in the First Opium War and the 1842 Treaty of Nanjing (Nanking). The widespread discontent in China at this time made rebellion a distinct possibility and the causes include: the economic and social problems of China; growing population pressure; the land problem; rising prices; the situation of the peasantry; political causes such as the inefficient government; the unpopularity of the Qing (Ch'-ing) government; official corruption and incompetence; natural disasters; the effects of the Opium War and the unequal treaties; national humiliation. The leadership of Hong Xiuquan (Hung Hsiu-ch'uan) and his new ideas appealed to many people, particularly Hakka peasants and workers. These ideas included a version of Christianity; land redistribution and the abolition of private ownership; mutual sharing of resources; gender equality; banning of opium. The military weakness of the Manchu rulers made rebellion more likely. References may be made to the immediate causes of the rebellion: events in Guangxi (Kwangsi); the capture of Nanjing (Nanking) and the founding of the Heavenly Kingdom of Great Peace. Candidates should avoid a narrative of the Taiping (Taip'ing) Rebellion itself and Hong Xiuquan's (Hung Hsiu-ch'uan's) government and rule. This rebellion, from 1850 to 1864, was the most serious faced by the dynasty and its consequences were severe and cost the lives of about 30 million people as well as widespread destruction. The consequences for the Taipings (Taip'ings) included: the internal dissension that developed; the hypocrisy in the lifestyles of the leaders; strategic blunders; the inability to appeal to the mandarin class due to the ideological conflict between Confucianism and Christianity; poor diplomacy with the Western powers; the eventual decision by the Western powers to support the Qing (Ch'ing) rather than the rebels. Consequences for China in general include: the emergence of new provincial Han leaders such as Zeng Guofan (Tseng Kuo-fan) and Li Hongzhang (Li Hung-chang) and their provincial armies; the Tongzhi (T'ung-chih) restoration of Confucian government; the rise of the Self-Strengthening Movement and reforms. Expect reference to the weakening of the Manchu dynasty and how many believed that only major reform might save it. Other consequences were hostility to foreigners after the links with Christianity in the movement, the part played by some foreign powers in the rebellion, and, the decision by the Western powers to support the Qing (Ch'ing) rather than the rebels.

If only causes or consequences are addressed, mark out of a maximum of [12 marks].

4. Examine whether the isolation of Tokugawa Japan caused internal changes that weakened the Shogunate's rule in the period from the late-eighteenth century to the mid-nineteenth century.

Candidates may discuss the nature of the isolation policy (*shakoku*) of the Tokugawa Shogunate and should show awareness of the internal changes in Japanese society after the long period of peace. Expect reference to the changing social and economic status of the merchants and the samurai; currency changes; the increase in peasant rebellions; the floating world and the counter culture. The Japanese had contact with Europe only through the Dutch trading factory at Deshima in Nagasaki harbour. By the nineteenth century this contact had prompted the rise of Dutch Learning (*rangaku*) amongst the samurai and an awareness that scientific and technological developments in the West posed a challenge to Japan. The social and economic changes had weakened the traditional feudal structures which supported the Tokugawa Shogunate and the National Learning (*kokgaku*) school of thought called for a restoration of the Emperor. Also increasing pressure came from Western powers, particularly Britain, Russia and the United States for trade and some of the *tozama* clans already had some limited trade with them. Mention of the arrival of Commodore Perry and the opening of Japan to the West are relevant only in the context of an analysis of the weakness of the Shogunate's rule.

5. For what reasons, and with what consequences, was the All India Muslim League created in 1906?

Candidates will need to see the creation of the All India Muslim League in the context of British rule in India and Muslims as a minority group. The 1858 Government of India Act gave Britain direct control over India with the major constitutional changes. In the late nineteenth century an Indian nationalist movement developed with the Indian National Congress being founded in 1885. The Congress made no conscious efforts to enlist the Muslim community in its struggle for a more equitable share in government. Although some Muslims were active in the Congress, the majority of Muslim leaders did not trust the Hindu predominance and most of the Muslims remained reluctant to join the Congress Party. Also the British administration did not always recognize Muslim interests with regard to language and culture. This seemed to aggravate Muslim fears that the Hindu majority would seek to suppress Muslim culture and religion in an independent India. Partition of Bengal in 1905 was the catalyst for the emergence of the All India Muslim League in 1906. Initially, its goals did not include establishing an independent Muslim state, but rather concentrated on protecting Muslim liberties and rights, promoting understanding between the Muslim community and other Indians, educating the Muslim and Indian community at large on the actions of the government, and discouraging violence. The consequences could cover a range of events and policies: Morley–Minto reforms of 1909 which allowed for separate electorates and reserved seats for Muslims; 1916 Lucknow Pact with Congress; Gandhi and the Khilafat issue; Jinnah's failure to form a Hindu-Muslim alliance; Iqbal's Two Nation Theory; 1929 Nehru Report; the souring of relations between Congress and the League. The scope of this question does not require candidates to go beyond the 1920s. Both parts of the question should be addressed.

6. How important was the First World War in the growth of national identity in *either* Australia or New Zealand?

Candidates may choose initially to identify what they consider to be the emerging sense of national identity in Australia or New Zealand before the First World War. In Australia: the movement towards and the achievement of Federation; the celebration of Australia's uniqueness with reference to the flora and fauna; the adoption of the bushman image despite the fact that most people lived in towns and cities; the art and writing of this period; the different strands of nationalism, radical republicanism and dual loyalty to both Australia and the British Empire. In New Zealand a similar set of factors and sentiments prevailed: involvement in the Boer War; granting of Dominion status in 1907; the rugged and enterprising man alone versus nature; egalitarianism; double patriotism; cultural nationalists. The impact of Australia's or New Zealand's involvement in the First World War may then be discussed. For both: the initial enthusiasm for the war; the idea that Gallipoli was a defining moment in nationhood, for Australia "Baptism by fire" and New Zealand "Baptism of blood"; the soldiers come to represent the typical Australian or New Zealander in uniform with his values of resourcefulness and mateship; war correspondents and cartoonists popularized this image. Despite the fact that the Gallipoli campaign ended in withdrawal, the Anzac legend came to symbolize Australia's or New Zealand's involvement in the First World War and subsequent wars and Anzac Day became a public holiday and *de facto* national day. The aftermath of the war may be discussed. In both countries the sense of national identity is now linked with commemoration and remembrance and it becomes part of a conservative imperialist nationalism in the 1920s; an example of this is the establishment of returned servicemen's associations who become the keepers of the legend.

7. Why did Japan annex Korea in 1910?

Candidates may initially establish that Japan, during the Meiji period (1868–1912), was rapidly industrializing and modernizing. Early in this period the Japanese government was interested in Korea as a possible future possession: in order to emulate the imperialist nature of the Western powers; as a source of raw materials; as a steady market for Japanese exports; as a "granary" to feed the rising Japanese population; for protection from an expanding Russia; for strategic advantages in dealing with both Russia and China. Japan forced Korea to open its ports in 1876 with the Treaty of Kanwha. Japan recognized Korea as an independent state, but Korea still considered itself to be under Chinese control. The Treaty of Shimonoseki after the Sino–Japanese War (1894–1895) forced China to recognize Korea's independence and also gave Japan more trading ports in Korea. Japan began to dominate the internal politics of Korea. The Japanese murdered Empress Min who sought Russian help. The Treaty of Portsmouth following the Russo–Japanese War (1904–1905) recognized Japan's political, economic and military interests in Korea. Finally, Japan formally annexed Korea in 1910.

8. Compare and contrast the Self-Strengthening Movement in China (1861–1894) and the reforms under the Meiji Restoration in Japan (1868–1894).

The question requires candidates to analyse economic and military modernization, as well as the degree of social and political change in both China and Japan. Expect reference to the philosophical aims of both reform movements; to the different systems of government; to the underlying cultural attitudes that influenced the impact of modernization upon each society and to the nature of the actual reforms. 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. For China candidates may discuss: the Tongzhi (T'ung-chih) Restoration of Confucian government; the concept of self-strengthening; the weakness and conservatism of the central government; Cixi's (Tz'u-hsi's) power; roles of Zeng Guofan (Tseng Kuo-fan), Li Hongzhang (Li Hung-chang), Zuo Zongtang (Tso Tsung-t'ang) and Prince Gong (Kung); the success or failure of the various reforms undertaken. For Japan: the Meiji Restoration, the Regency and Imperial rule; "Western science and Eastern ethics"; Shintoism, Confucianism and Buddhism; readiness for reform; the Constitutions of 1868 and 1889; political, cultural, economic, military and social change. Candidates may cite the Sino-Japanese War (1894–1895) as evidence of Japanese success and Chinese failure. Many answers will focus on contrasts, but comparisons should also be identified.

If only China or Japan is addressed, mark out of a maximum of [7 marks].

9. “We will either have a divided India or a destroyed India.” Discuss the role of Jinnah and the creation of an independent Pakistan in light of this statement.

The role of Jinnah is of great importance in the creation of an independent Pakistan state. Candidates will know about his life and political career and they should put it into the context of the events in India at the time. The relationship between Hindus and Muslims deteriorated after the leadership of the League was taken over by Sir Muhammad Iqbal, who in 1930 first put forward the demand for a separate Muslim state in India. The Two Nation Theory, the belief that Hindus and Muslims were two different nations, who could not live in one country, gained popularity among Muslims. Gandhi’s vision of an inclusive and united India may be mentioned. The significance of other factors which also contributed to partition will need to be discussed. These may include: the Government of India Act 1935 and those for and against; the role of Congress and Nehru; the role of Jinnah and the revival of the All Muslim League and the impact of the Second World War. The League’s Lahore Resolution was adopted in 1940, and its principles formed the foundation for Pakistan’s first constitution. During the Cripps mission in 1942, Jinnah demanded parity between the number of Congress and League ministers, the League’s exclusive right to appoint Muslims and a right for Muslim-majority provinces to secede, leading to the breakdown of talks. Jinnah supported the British effort in the Second World War, and opposed the Indian National Congress’ Quit India Movement. Talks between Jinnah and Gandhi in 1944 failed to achieve agreement. This was the last attempt to reach a single-state solution.

The quotation comes from Jinnah’s speech in July 1946, shortly before his “direct action” to force the British to concede his demand for a separate Muslim homeland. Candidates will also describe and explain Jinnah’s attitude towards constitutionalism and the launching of “direct action” if a separate Pakistan was not granted. The ethnic killing and increased communal violence has been blamed on Jinnah – the “destroyed India”. Candidates may evaluate the Two Nation Theory and the importance of Jinnah’s role in this context in the creation of an independent Pakistan, but should also consider the responsibility of the divided India and the chaos and killing, which resulted from this.

10. Examine the impact of the Japanese occupation on *either* Korea or China between 1910 and 1945.

Candidates will probably have strong views, but expect an attempt to produce a balanced assessment.

Korea was subordinated to Japanese interests and its language and culture were suppressed. Raw materials and rice were exported to Japan in return for Japanese manufactures. Japanese rule was resented and resisted, as demonstrated by the March First Movement of 1919, which was ruthlessly crushed. During the 1920s, however, Japanese rule was relatively benign. Japanese investment in Korea improved communications, industry expanded and the infrastructure of a modern economy was created. There was a high level of education in Japanese and a skilled workforce developed. Japanese rule became harsher during the 1930s. The desire for independence remained, but the Koreans had little choice but to cooperate until the Japanese defeat in 1945 ended Japanese rule.

China could claim that she had been occupied by the Japanese prior to the outbreak of the First World War and then in 1919, lost some of her territories to the Japanese at the Paris Peace Settlement. Shandong (Shantung) was effectively a Japanese concession after the 21 Demands (1915) and economically, Japan was given rights in Manchuria and Eastern Mongolia. From 1931, Manchuria was occupied and in 1937 following the Japanese attack on China, large parts of the stern seaboard and some of the hinterland was occupied by Japan until 1945. Like the Koreans, the Chinese bitterly resented Japanese rule although the Nationalists did little to prevent it. Candidates will probably note the creation of Manchukuo (1931–1933), the attack in 1937 and the massacre in Nanjing (Nanking). There should be some discussion of the Sino–Japanese War (1937–1945) and its impact on China including the struggle between the Guomindang (Kuomintang) and the Chinese Communist Party.

11. To what extent was the May Fourth Movement (1919) significant in determining the future of China?

The events following the 1911 Revolution saw the establishment of the Republic followed by its betrayal by Yuan Shikai (Yuan Shih-k'ai). This was a change of regime, but not a change in political culture. The 1919 May Fourth Movement saw a new type of political activism and gave its name to an intellectual, cultural and political movement, which lasted into the 1920s and beyond. 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, "destroying the past" included the rejection of Confucianism, the debate between science and metaphysics, the vernacular language movement and the emergence of writers like Lu Xun (Lu Hsun). Candidates will need to analyse some of the ideas embodied in the May Fourth Movement in order to fully answer the question. The May Fourth Movement was a part of the wider New Culture Movement, an intellectual revolution and literary revival which promoted the publication of magazines in the everyday language and characters. It favoured Western ideas such as an emphasis on youth, liberalism and socialism and it criticized China's traditional society and Confucian values. The May Fourth Movement was also anti-imperialist, patriotic, favoured student and worker involvement in politics and the establishment of unions. Candidates must address "the past" in their evaluation. Some may argue that the act of creating a republic may not have had the immediate effects in "constructing the future" that had been hoped, but that the foundations had been laid for what was to follow. Others may see the real renaissance of China as stemming from the events of the May Fourth movement in 1919 and the intellectual and cultural renaissance it came to represent. Some candidates may argue that traditional Chinese values and society were destroyed and Western political ideas dominated without much constructive gain. Other candidates may argue that the future directions of China were set by the May Fourth Movement. Give credit to candidates who trace the significance forward, and expect evaluation in the context of developments in China as far as at least the 1930s. Some candidates may go as far as 1949 so credit relevant analysis and comment.

12. To what extent did Jiang Jieshi's (Chiang Kai-shek's) government address the problems facing China in the period between 1927 and 1937?

Candidates should look at the period of rule of Jiang Jieshi (Chiang Kai-shek) from the end of the 1927 Northern Expedition until the beginning of the Second United Front and the start of the Sino–Japanese War in 1937. Features of his rule include: appeal to nationalism; justification of his rule in terms of Sun Yixian's (Sun Yat-sen's) principles; single-party/leader with no significant move towards democracy; reliance on the military; attempt to create a mass movement and ideological control. Candidates may also identify the problems facing China: the need for financial and economic reform; tariff autonomy; the recovery of foreign concessions; communications; industrial development; education; the need for social reform; the plight of the peasants. Significant gains were made in the areas of foreign diplomacy, international recognition, the revision of the treaty system and the return of foreign concessions. There were developments in industry and communications and some attempt to reform aspects of life in China with the 1934 New Life Movement. The injustices of the peasants were not addressed and the government looked after the interests of industrialists and land-owners. Oppression was endemic and Jiang created the fascist-like organization, the Blue Shirts. He purged the Communists in the 1927 Shanghai Massacre and ended the First United Front. His aim was to unify China and thus the bandit extermination campaign against the Chinese Communist Party (CCP) between 1930 and 1934. Jiang never controlled much more than one third of China or two thirds of her population because warlordism was never fully subdued. Jiang seemed more intent on eliminating challenges to his rule than dealing with the threat of Japanese invasion. This eventually led to the 1936 Xian (Sian) incident where his own officers kidnapped him and insisted on the creation of the Second United Front to fight the Japanese. Generally, Jiang's government is characterized by administrative inefficiency, corruption, fiscal irresponsibility and self-seeking rule; but some students may challenge this interpretation.

13. Evaluate the claim that the rise of militarism and nationalism in Japan in the early 1930s was essentially a reaction against Western influence and modernization.

Post-Depression Japan saw the failure of the political parties to handle the effects of the Depression and to withstand the demands of the extreme nationalists and militarists. Candidates may well agree with the statement in the title, but should also recognize 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. Post-Versailles, the Japanese resented their treatment as well as the decisions made at the 1922 Washington Naval agreement. 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. For very good candidates expect detailed knowledge and an assessment of examples of Western influence and modernization in Japan as well as an evaluation of the statement in the title. Candidates will also recognize that Japan in the 1930s faced severe economic and social problems for which militarism appeared to provide a solution which weak and corrupt civilian politicians were unable to address. It also gave rise to ultra-nationalism rooted in traditional Japanese culture.

If only militarism or nationalism is addressed, mark out of a maximum of [12 marks].

14. Assess the reasons for the breakdown of relations between Japan and the United States in the late 1930s that eventually resulted in the Japanese attack on Pearl Harbor in 1941.

Most candidates will comment on the Pacific rivalry between the two countries. On the one hand the Japanese were exploiting Southeast Asia's raw materials and markets while the Americans were trying to persuade the Japanese of the possible consequences of this action. The Japanese resented decisions made at the Washington Naval Conference (1921–1922) which limited the Japanese naval fleet. They had steadily increased their sphere of influence in the region and in 1940 announced plans for the Greater East Asia Co-Prosperity Sphere. The Japanese resented the United States' restricted immigration laws and their trade embargo. Japan also signed the Tripartite Pact with the Axis powers in September 1940. Japan's invasion of China in 1937 and her conquest of Southeast Asia in 1940–1941 put great pressure on the United States to act. However, initially President Roosevelt increased the US military presence in the Pacific and brought in the nation's first peacetime draft. Candidates may debate the issue of whether Japan was provoked to attack Pearl Harbor or whether the US government deliberately allowed the attack so that the US could enter the Second World War on the side of the Allies.

15. What was the impact on the region when Great Britain joined the European Union (EU) in 1973?

Responses to this question may initially acknowledge the changed status of Britain in the region as a whole after the Second World War. In the case of Australia and New Zealand candidates may note that the Second World War caused these countries to realize that they could not depend on Britain for defence. This led to the ANZUS pact with the United States and Australia providing for mutual defence. The rise of communism in Asia presented another perceived threat and again Australia and New Zealand joined with others in order to meet it, this time entering the South East Asia Treaty Organization (SEATO). These agreements assumed a policy of forward defence so that both countries sent forces to fight communist insurgents in Malaya, Korea, Borneo and Vietnam. Candidates may also note that independence from Britain was granted, in the period from 1947 to the 1970s to countries in the Indian sub-continent, Southeast Asia and the Pacific. Therefore, Britain's withdrawal of a military presence from east of Suez in 1971 continued the trend of moving away from reliance on Britain. Britain's entry into the European Union in 1973 reduced the access of former British colonies and dominions in the region to British trade and markets. This caused Australia and New Zealand to turn to East and South East Asia as economic partners particularly with China. Australia and New Zealand played a significant role in the Colombo Plan, which provided developing nations in the region with aid and expertise. Despite these economic shifts, membership of the British Commonwealth remained significant to most former British colonies and dominions in the region. Some candidates may discuss the fact that the British had continued to invest in economic developments in Hong Kong and that they did not politically withdraw from Hong Kong until 1997.

Overall, the consequences of Britain joining the European Union and the extent to which this forced a change of loyalties and priorities amongst the countries in the region is one which candidates need to address.

16. Evaluate the policies of *either* the governments of Australia since 1945 in dealing with aboriginals *or* the governments of New Zealand since 1945 in dealing with Maoris and other minorities.

The main changes in attitude occurred after the Second World War and then only gradually. Until the 1930s the approach of all the state governments was one of “protection” whereby most aboriginal people were confined to missions and reserves, largely isolated from white settlement and were regarded as wards of the state. From the 1920s to the 1970s all the state governments pursued the policy of removing mixed race children from their families and placing them in institutions before being assigned to work in menial jobs. They became known as the “Stolen Generation”. During the 1940s and after the Second World War the policy of “assimilation” was adopted, whereby aboriginal people would submit to indoctrination in white ways before taking their place in the general Australian community. For much of their history, Australia’s major parties did not perceive a need to have “aboriginal affairs” policies, but this altered in the 1960s and 1970s as the aboriginal interest came to occupy a more prominent position. For a time, “integration” became a policy of the governments and, as attitudes changed, state governments began to amend many of the laws that denied aboriginal people equality with whites; though it was hard to identify the distinction between “assimilation” and “integration”. In 1967, all parties supported the proposed Constitutional amendment which was passed in a referendum. This gave the federal government the right to pass laws for the welfare of the aboriginal people and to count them in the census as Australians. As racial perceptions changed, assisted by the emergence of some aboriginals into public view as artists, athletes and public figures, and as an aboriginal movement developed, legislation placing them in a position of equality was enacted. This brought further problems of adjustment on both sides and the situation is complex. Relevant legislation may be state or federal and developments may have occurred at a different pace in different areas. The Labour Party under Whitlam made the most positive pitch for these interests. In 1975 they passed the Aboriginal Land Rights Act to restore land to indigenous people. In 1992 legislation was enacted to recognize native land claims and in 1998 a National Sorry Day was introduced to acknowledge the wrongs done to the Stolen Generation. On 13 February 2008 the new Labour prime minister, Kevin Rudd, formally apologized in parliament to the Stolen Generation.

In New Zealand after the Second World War there were significant demographic and cultural changes that impacted upon successive governments’ policies. Prior to the war Maoris had largely been confined to rural areas from whence they derived their identity. European New Zealanders believed that they had the best race relations in the world due to the Treaty of Waitangi which had been signed in 1840. During the war there had been a number of Maori officers who later moved into Maori-related posts in the Public Service. The Labour government passed the Maori Social and Economic Advancement Act in 1945 which allowed for the establishment of local tribal committees and indigenous welfare officers to work in urban areas. After the war there had been widespread Maori migration to the cities. This, along with the migration of Pacific Islanders to New Zealand, created ghettos of poverty and discrimination. Urbanization led to the need for Maoris to redefine their cultural identity. The Hunn Report of 1960 led to the establishment of the Maori Education Council which extended Maori educational opportunities and also helped the young adapt to city life. In 1962 the Maori Welfare Act was passed and this set up the New Zealand Maori Council, a pan-tribal organization. Maori land rights became an issue in the 1960s and 1970s. In 1977 the Waitangi Tribunal was established with the aim of monitoring any legislation, policy or practice that may have been considered a violation of the Treaty of Waitangi and in 1985 its jurisdiction was extended back to 1840. In 1993 a Mixed Member Proportional system of government was introduced.

Award credit where candidates support their opinions with evidence.

- 17. Compare and contrast the political, social and economic developments of *two* of the following states in South and Southeast Asia in the second half of the twentieth century: the Philippines; Malaysia; Singapore; Indonesia; Sri Lanka; Burma.**

This is intentionally a broad question and candidates may choose any two states of the region from those given. Candidates' responses will need to have a balance between the political, social and economic developments of their chosen states. Expect reasoned and balanced discussion based on evidence and knowledge.

If only one state is addressed, mark out of a maximum of [7 marks].

- 18. Analyse the controversial role of *either* Zulfikar Bhutto in Pakistan *or* Indira Gandhi in India.**

Candidates will need to address the issue of why Zulfikar Bhutto is a controversial figure as they evaluate his political career. Bhutto was in power between 1971 and 1977. He was the founder of the Pakistan People's Party (PPP), the largest and most influential political party in Pakistan. In 1962, he was appointed Pakistan's foreign minister and he significantly transformed Pakistan's hitherto pro-Western foreign policy. Bhutto began asserting a foreign policy course for Pakistan that was independent of US influence. Bhutto made Pakistan an influential member in non-aligned organizations. While he was hailed for being a nationalist, Bhutto was roundly criticized for opportunism and intimidating his political opponents. He gave Pakistan its third constitution, oversaw Pakistan's nuclear programme and held peace talks with neighbouring India. His socialist policies are blamed for slowing down Pakistan's economic progress owing to poor productivity and high costs. Bhutto is also criticized for human rights abuses perpetrated by the army. Many in Pakistan's military condemned Bhutto for having caused the crisis that caused the Bangladesh Liberation War by not accepting the outcome of the democratic elections in 1971. In 1977 the military, led by General Zia, staged a coup and relieved Bhutto of power. He was executed in 1979 for authorizing the murder of a political opponent. In spite of all the criticism Bhutto still remains a popular leader of the country.

Candidates will need to address the issue of why Indira Gandhi is a controversial figure as they evaluate her political career. She was prime minister of India for three consecutive terms between 1966 and 1977 and for a fourth term in 1980 until her assassination in 1984. The issues to be considered include: the implementation of the State of Emergency in 1975; other policies such as population control and the forced sterilization programme which were disliked because of their authoritarian nature. Indira Gandhi's support of her son, Sanjay, led to accusations of nepotism and corruption. Intervention in the Bangladesh conflict in 1971 was generally considered to be successful in containing a potential refugee crisis. Her economic policies initially were a continuation of Nehru's. She introduced left-wing economic policies and promoted agricultural productivity, but by the mid-1970s India was facing an economic crisis and her popularity was declining. Her most controversial measure was the State of Emergency and analysis will no doubt consider whether it was necessary or whether it was a non-democratic measure to enable her to retain power. In June 1984 she authorized the Indian army to forcibly enter the Sikh sacred Golden Temple to arrest insurgents. She was assassinated in 1984 by a disgruntled Sikh.

19. “An absolute monster or a great visionary – or both.” Discuss this assessment of Mao Zedong (Mao Tse-tung) in the period from 1949 until his death in 1976.

This is intentionally a broad question and candidates will have to cover a lot of material in their responses. Candidates’ responses will need to have a balance between the negative “monster” and the positive “great visionary” and provide an evaluation of the accuracy of these in their assessment of Mao Zedong’s (Mao Tse-tung’s) rule in China over more than 25 years. Candidates will need to evaluate both his achievements and his failures. Expect candidates to discuss Mao’s policies, campaigns and plans: through the New China reconstruction period, the First Five Year Plan, the 100 Flowers and Anti-Rightist Campaigns, the Great Leap Forward, the Socialist Education Movement and the Great Proletarian Cultural Revolution, but also expect a critical appraisal of Mao’s role. Candidates may also discuss his role in relation to other leaders such as Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch’i), Deng Xiaoping (Teng Hsiao-p’ing), Zhou Enlai (Chou En-lai), Peng Dehuai (P’eng Te-huai) and Jiang Qing (Chiang Ch’ing).

Foreign policy can come into this too and Mao’s rapprochement with the USA later in his life. Candidates may recognize that Mao continued to assert an influence after his death in that his legacy and the cult that had surrounded him could not immediately be ignored. Expect reasoned balanced discussion based on evidence and knowledge and reward originality and an evaluation based on the key terms in the question.

20. For what reasons, and with what results until 1976, did relations between China and the Soviet Union break down in the late 1950s?

Expect candidates to place this in the context of the Cold War with better candidates realizing that each power had national interests and priorities, which changed over time, most importantly with regard to their own relationships with the United States. The Chinese and the Soviets may have appeared natural allies early in the relationship and the Korean War cemented their relationship against the West with the United States regarding China as acting as an ally of the Soviet Union, blocking its entry into the United Nations and supporting the Nationalist regime on Taiwan as the true government of China. Initially, this encouraged the Chinese and Soviets to become closer, but the actual conduct of the Korean War and nuclear issues helped to divide them. Before the end of the decade, ideological differences between the Soviet Union and China led to worsening relations between them following the destalinization speech in 1956. The split in the international Communist movement grew worse in the 1960s. The impact this had in Sino–Soviet relations came to involve the USA, involved in Vietnam, who continued to regard China as opposing its policies and providing assistance to the Vietnamese. The growing tension between China and the Soviet Union marked by a Soviet military build-up on its borders with China in the late 1960s led to a change in Chinese foreign policy. Both China and the United States saw advantages in reconciliation, marked by President Nixon’s visit to China in 1972 (followed soon after by that of Tanaka of Japan). The United States established mutually beneficial trade links (as did Japan) and the Soviet Union’s strategic position was weakened. Tensions did not disappear, but the emergence of a different approach to foreign policy was evident with the acceptance of the People’s Republic of China into the United Nations in 1971. Expect reasoned and balanced discussion based on evidence and knowledge.

21. Explain how the Korean peninsula was divided by 1953, and what the consequences were for the Korean people and the region until 1960.

The Cold War had begun when the Korean War broke out in 1950. Following the Yalta agreements, Korea had been temporarily divided along the 38th Parallel, but the emerging Cold War saw the declaration of two Korean states in 1948, Communist North and a non-Communist South, both of which sought unification on their terms. The Communists came to power in China the following year, and the United States was still formulating its policy towards the People's Republic of China and the defeated Nationalists on Taiwan. The North Korean invasion of the South in June 1950 changed all that. A vote in the United Nations Security Council authorized UN intervention, and US forces, joined by those of other non-Communist powers, entered the conflict, stemming the tide and pursuing the North Koreans towards the Yalu River border with China. Chinese "volunteers" drove the UN forces back to the 38th parallel where the war stalemated until a ceasefire in 1953. The effects were profound. For the Korean people it was a total war. Casualties were in the millions and the country was devastated and occupied. North Korea became a bastion of communism under Kim Il Sung and allied with the Chinese and the Soviets to remain a repressive regime until today. South Korea became the Republic of Korea and an American ally and it began a process of democratic reform and economic development. But the Cold War remained in place and an armed truce was the best term to describe the situation on the Korean peninsula between the Communist Democratic People's Republic of Korea and the Republic of Korea. For the region, Chinese success in the war raised their international prestige among non-aligned countries and indicated to the world that China was a significant power. However, the People's Republic of China was unrecognized by the US and its allies for the next 20 years. US policy became the containment of China and communism and hence US involvement in Vietnam and elsewhere in Southeast Asia.

US policy towards Japan changed and it became a base for the US effort in Korea. Industry was revived and the "reverse course" restored conservatives to power. The occupation ended in 1951 and the Security Agreement tied Japan to the United States. Candidates should mention the Communist threat elsewhere in Asia and the development of containment policy in Vietnam. Award some credit if the Korean War itself is the entire focus of the answer, although candidates need to mention the effects of the war upon the Korean peninsula and the region.

22. Discuss the importance of globalization in creating economic, cultural and social change in *one* country of the region during the second half of the twentieth century.

Candidates may choose any country of the region. Globalization is a term that came into popular usage in the 1980s to describe the increased movement of people, knowledge, ideas, goods and money across national borders, which has led to increasing interconnectedness among the world's populations. It is the tendency for markets to become global rather than national, as barriers to international trade (*e.g.* tariffs) are reduced and international transport and communications improve, and with the tendency for large multinational companies to grow to service global markets. Candidates should offer some definition or show understanding of the term in the context of the question. The way in which it has created economic, cultural and social change in the chosen country needs to be addressed. These could include: the creation of more employment or the loss of jobs; the impact on working conditions and pay; the effects of multinational companies; a uniformity of products available; the creation of consumer markets; the globalization of popular culture and the youth culture; changes in the roles and status of women; the impact on the institution of the family; changing levels of education; the impact on sport and leisure pursuits; the impact on religious observance and values. Candidates may have different views as to the extent and desirability of change, but should produce an argument based upon analysis and factual evidence relating to the country chosen.

23. Evaluate the importance of religion in the social and economic development of *one* country of the region between 1945 and 2000.

Candidates need to consider the importance of religion along with other developments in the country of their choice.

Popular choices will probably be Indonesia and Burma, but reward any appropriate choice of country. Burma achieved independence in 1948 and factional rivalry leading to violence was prevalent in Burmese politics causing Ne Win to seize power in 1962 and set up a Revolutionary Council to govern the country. Burma became a single-party state under the Burma Socialist Programme Party, which created an ideology based on a mixture of Marxist and Buddhist principles and whose aim it was to make Burma self-sufficient. This led to economic decline, isolation and repression.

Indonesia declared independence in August 1945 under President Sukarno, but only in 1949 was war with the Dutch ended and independence officially recognized. The new state was a federation of the separate islands and provinces but became a unitary state in 1950. Islam had played an important part in the drive for independence and Sukarno provided charismatic leadership, the symbols of nationalism and the national language (Malay) were taught and opposition in the outer islands brought under control. A Communist rising had been defeated in 1948. The democratic parties failed to establish a stable government, and martial law was introduced in 1957. In 1959, supported by the armed forces, Sukarno established Guided Democracy. As president, he embodied the state and attempted to balance the army, the Muslims and the Communists. In 1962, Indonesia acquired Irian Jaya (West New Guinea) from the Dutch and in 1963 confronted Malaysia. The economy deteriorated, the Communists gained strength and in 1965, after an aborted coup, the army seized power. General Suharto became president in 1967 and established an army-dominated single-party state. Sukarno died in 1970. For a time, Indonesia's economic and international standing improved and economically the country is booming, but other problems have come with this rapid social and economic growth. The tensions between the Islamic majority and minority religious groups such as Christians in Aceh have also had a significant impact. In recent times, the rise of Islamic fundamentalism is an issue.

Burma and Indonesia are used as examples. Candidates may choose other states. India may be a popular choice. The role of Islam in Pakistan, Bangladesh or Malaysia; Christianity in the Philippines; or Buddhism and Christianity in Vietnam may also be considered.

24. Discuss the extent to which urbanization changed social structures and the standard of living in *one* country of the region after 1945.

Candidates may choose any country from the region. Responses need to show a clear understanding of what is meant by the term “urbanization”. Candidates need to demonstrate the links between urbanization and the social and economic changes that have taken place in the chosen country since the Second World War. Urbanization involves considerable upheaval and change. These may be both positive and negative. Social structures refer to the distinctive, stable arrangement of institutions whereby human beings in a society interact and live together. Candidates may refer to a range of changes in the social structure that have come about as a result of urbanization: the position of women; social mobility; population growth and distribution; migration from the countryside to cities; accessibility to education; effects upon rural and regional areas; community and political organizations; crime rates; rise of a middle class. Changes to the standard of living may vary: poverty and wealth will both have developed; rural areas may have become depressed. Look for clarity of thought, the statement of opinion based upon factual knowledge and specific reference. Weaker candidates will make sweeping generalizations with little factual reference. Better candidates should reveal knowledge, backed with evidence, of what urbanization entails and its impact, good or bad, upon the people of the country chosen.
