



# **MARKSCHEME**

**November 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.***

<b>0:</b>	Answers not meeting the requirements of descriptors should be awarded no marks.
<b>1–2:</b>	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.
<b>3–4:</b>	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.
<b>5–6:</b>	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.
<b>7–8:</b>	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.
<b>9–11:</b>	Answers indicate that the question is understood, but not all implications are 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.
<b>12–14:</b>	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.
<b>15–17:</b>	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.
<b>18–20:</b>	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. To what extent was religion the main cause of the Great Revolt (Indian Mutiny) of 1857?**

Candidates may identify what they consider to be the causes of the Great Revolt (Indian Mutiny), both long-term and short-term. These may be divided into immediate causes: the issue of cartridges and cow and pig fat followed by military revolt, and/or the long-term causes such as: British rule; interference with traditional ruling systems; the way India was governed; economic changes; land reform; trade; the nature of the relationship between the British and the Indians; and other grievances. Religion must be dealt with, both Islam and Hinduism were connected to the Revolt. Many answers may focus on religion and the issue of cartridges as the causes, but “to what extent” must be addressed, indicating the merits of the argument and opinion about religion, as well as an evaluation of its importance.

**2. Explain why there were so few revolts and little opposition to colonial rule in the region during the nineteenth century.**

Despite the widespread nature of colonial domination over South and Southeast Asia and Oceania, there were surprisingly few major revolts against foreign rule in the period. The Great Revolt (Indian Mutiny) was the exception rather than the rule. Candidates need to consider why this was the situation. Answers may focus on the military strengths and the technological advancement of the colonizers. Was it because of the relative superficiality of colonial rule? Most indigenous peoples were agriculturalists and not impacted by foreign rule. Was it because the rulers preferred “commerce to dominion” as one British politician stated? Candidates may refer to the policies of “divide and rule” that were followed by the imperialists and the relative “popularity” of rule by the imperialist powers. Collaborators amongst the native population played a part too – they stood to gain more than they lost. Answers may refer to the heterogeneity (dissimilar or diverse constituents) of Asian society, which made unified resistance more difficult and to the calibre of some of the officials who ran the colonial administration. Examples where there were revolts and resistance include: Burma which fought three wars against the British, 1824–1826, 1852 and 1885–1886; Afghanistan 1842; resistance to the Dutch in Java in 1825. In the Philippines there had been steady resistance on a small scale ever since the arrival of the Spanish. The Palaris Revolt of 1762–1765 was the largest revolt, followed by the Ambaristo Revolt in 1807. Spanish policies of repression both helped cause as well as curbed resistance in the Philippines. In New Zealand, Maori resistance led to local wars against the British despite the Treaty of Waitangi 1840 – conflicts over land led to the First Maori War 1843–1848 and the Second Maori War 1860–1870. Candidates may focus on resistance to British rule in India, 1857. This example can be used, but should not constitute the main focus of the answer.

**3. Compare and contrast the ways in which imperial China and Japan responded to the challenges posed by the arrival of Western powers in the early to mid-nineteenth century.**

This will probably be a popular question. Both countries responded in different ways to the arrival of the Western powers. Expect a description of the situations in both countries when the Westerners arrived, but the command terms require that at least some awareness of the differences in actions/attitudes are pointed out with specific evidence provided to support the analysis. Chronologically, China will probably be dealt with first and will include: the Macartney, Amherst and Napier missions; the Chinese reactions to Western attempts to secure concessions and the Canton trade system; refusal of the Emperor to deal with the Western powers. Expect the clash of cultures, opium trade, war and the forcing open of Chinese ports. Japan too had handled foreigners through isolation earlier, but in the middle of the nineteenth century, the arrival of Perry and the Black Ships led the Japanese to deal with the Americans through treaties. Expect some similarities to be pointed out as well as differences, (greater Japanese interest in Western learning, for example), based on the difference in government structures and power balances between the two countries; the question is open-ended regarding when candidates can chose to conclude.

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

**4. Analyse the reasons for the Taiping (Taip'ing) Rebellion's initial successes and eventual failure.**

Candidates may set the scene in China in the mid-nineteenth century following China's defeat in the First Opium War. The reasons for the initial success of the Taiping Rebellion lie in the widespread discontent in China in the middle of the century caused by the economic and social problems of China: growing population pressure; the land problem; high taxation; price rises; the situation of the peasantry; 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 initial successes can also be attributed to the military weakness of the Ch'ing government and the sympathy of some Westerners. Hong Xiuquan (Hung Hsiu-ch'uan) founded the "Heavenly Kingdom of Great Peace" with its capital at Nanjing (Nanking) and it ranged over sixteen provinces. This rebellion, from 1850 to 1864, was the most serious faced by the Ch'ing Dynasty and it cost the lives of about 30 million people and caused widespread destruction. The reasons for its eventual failure include: the internal dissension that developed; the hypocrisy in the lifestyles of the leaders; strategic blunders; the rise of Zeng Guofan (Tseng Kuo-fan) and Li Hongzhang (Li Hung-chang) and their provincial armies; 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 Western powers to support the Qing (Ch'ing) rather than the rebels.

**5. Compare and contrast the contributions of Rizal and Bonifacio to the Philippine independence movement in the late nineteenth century.**

Candidates will identify that both men played significant roles in the Philippine independence movement in the late-nineteenth century. Candidates may look at background; beliefs about how independence should be achieved; actions; death. Many answers will focus on contrasts, but some comparisons should also be identified. 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, organized 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. He returned from Spain in 1892, founded the Filipino League, an organization advocating peaceful reform, was arrested by the Spanish authorities and sent to Mindanao. In 1896, the Spanish authorities ordered the arrest of revolutionary leaders, sparking revolt. Although not involved in the revolt, Rizal was arrested, tried for treason and executed, making him a nationalist martyr. Andres Bonifacio was another leader, who initially joined Rizal's Filipino League, but he became disillusioned and abandoned the idea of a peaceful struggle and founded the Katipunan in 1892, a secret society dedicated to rebellion. He also published his ideas and supported the Revolution which began in 1896. The Katipunan split into two groups and leadership conflicts between Bonifacio and Emilio Aguinaldo culminated in the execution of Bonifacio in 1897. Candidates may discuss who they think had a more significant contribution.

*If only Rizal or Bonifacio is discussed, mark out of a maximum of [7 marks].*

**6. Examine the reasons why the Government of India Act (1858) and the Morley-Minto reforms (1909) were passed and evaluate their impact on the political organization of British India.**

For two hundred years up until 1857 the British East India Company had administered India in the name of the British Crown. The Government of India Act 1858 abolished the British East India Company and transferred its functions to the British Crown and tried to solve the defects in the existing system of the government of India following the Great Revolt (Indian Mutiny). Reasons why include: inefficiency of the system; the Great Revolt. The impact of these includes changing attitudes to British rule although changes were more in form than substance. Candidates need to identify the major constitutional changes (they may mention Victoria being declared Empress in 1877). They may also include the contribution to the rise of Indian nationalism including formation of the Indian Nationalist Congress (INC) and the All India Muslim League. The Morley-Minto reforms of 1909 should be well-known. Candidates could also address discontent in India itself; lack of progress in meeting the demands of the Indian Nationalist Congress; the development of extremism. Impact should include an increase in numbers of representatives for the legislative councils although these still had little real power. The principle of separate electorates for Muslims was established. The introduction of the electoral principle laid the groundwork for a parliamentary system, even though this was not the intent of Morley, increasing political awareness amongst educated Indians and their awareness of the contradictory nature of British government.

*If only the Government of India Act or the Morley-Minto reforms are dealt with, mark out of a maximum of [12 marks].*

**7. “The Meiji Restoration (1868) was not just a political change, but a real cultural revolution.”  
To what extent do you agree with this statement?**

Candidates may initially explain that the Meiji Restoration in 1868 returned power to the Emperor after centuries of rule by the Tokugawa Shogunate. The catalyst for this change was the upheavals following the forced opening of Japan by Perry in 1853. The new Emperor ruled with the help of an oligarchy. The Charter Oath of 1868 aimed to seek knowledge from around the world in order to modernise Japan and make her equal to the Western powers. Candidates will need to analyse and assess the impact of the Meiji reforms and to distinguish between political changes and those affecting Japanese culture, including beliefs and values. The question looks at Japan in 1868 and in 1890, when the Meiji Constitution came into effect. Candidates should do more than simply describe the events of the Restoration and indicate the impact of these changes on Japanese society and culture. Expect some understanding of the meaning of “revolution”.

Politically, the major institutional accomplishment after the Satsuma Rebellion was the beginning of the trend toward the development of representative government. The Meiji Restoration saw the fast modernization and Westernization of Japan, with many Japanese scholars and politicians sent to study the Western system and technologies in Europe and North America, and Westerners invited to Japan to help develop new industries. Better candidates will recognize that politically, many of the feudal principles were preserved and transferred from the old feudal leaders to the Emperor as the embodiment of the new state.

Cultural changes occurred with the adoption of Western dress, music, drama and dance. However, this transformation was not complete or universal. The impact culturally on Japan encompassed educational reforms with attention given to Western subjects and a popularity of many things Western. Buddhism came under attack and Christianity was allowed but Shintoism was still the national faith of most Japanese. Reformers were willing to accept what they needed from the West but many reacted in favour of a cultural nationalism to preserve Japanese identity and traditional moral values. Some Westerners came to Japan to promote an interest in Japanese arts and literature but the Restoration encouraged a revival of interest in Japanese culture. Cultural innovation was often the pursuit of fashion and fads among an educated elite and did not affect society as a whole. Moreover, leadership remained with a relatively small group of reformers around the Emperor, although by 1912 the original leaders, the genro, were dying out. Political innovation went as far as a conservative imperial constitution based on that of the conservative powers in Europe. Much of Japan’s traditional beliefs and practices remained unchanged and constituted a cultural core supporting the Emperor and the authority of the government. Candidates may refer to the Constitution of 1889 and the Imperial Rescript on Education of 1890 to illustrate how the adoption of Western political institutions did not imply the abandonment of traditional values and ways of thinking. Candidates may agree, disagree or remain undecided, depending on their perspective. Credit sound arguments that are based on historical evidence.



**8. Discuss the consequences for the region of *either* the Sino–Japanese War (1894–1895) *or* the Russo–Japanese War (1904–1905).**

Candidates may identify that in 1894 the major powers in the region were Britain, France, the United States and Russia. Initially, China was expected to win the war with Japan which began in 1894, but Japanese modernization in the decades prior to the war had been more thorough than China's and its armed forces and their command were more efficient. Even so, Japan was ready to make peace in 1895 because of the economic effects of the war. China's traditional claim to superiority had been decisively discredited. The Treaty of Shimonoseki was unequal in Japan's favour with China being forced to concede territory, pay an indemnity, open new ports to Japanese trade and recognize the independence of Korea. The balance of power had shifted towards Japan, to the extent that Britain saw it as a useful potential ally against her traditional rival, Russia. The Anglo–Japanese alliance of 1902 suited both Japan and Britain, but Japan was not regarded as an equal.

The war with Russia in 1904–1905 further upset the Western powers' calculations. The defeat of Russia left Japan dominant in Northeast Asia. The Treaty of Portsmouth recognized Japanese interests in Korea and China. Britain, France and the United States were greater powers on the world stage, but none had military or naval bases of any importance in Northeast Asia. It was not fully recognized at the time, but the balance of power in Northeast Asia had shifted to Japan, which continued to develop its military and imperialist ambitions.

**9. To what extent has the role of Mahatma Gandhi in the Indian nationalist movement been exaggerated?**

Candidates should identify what they consider to be Gandhi's role in the Indian nationalist movement. This may include: Gandhi's ideas and philosophy; his return to India in 1915; the first satyagraha campaign 1917; the second and third satyagraha campaigns; Gandhi's support for the Khilafat issue; his continuation of non-cooperation; boycott of foreign goods; khadi movement; impact of jailing Gandhi; causes and consequences of the Salt March 1930 and the Civil Disobedience campaign in the same year; Gandhi–Irwin Pact March 1931; Round Table Conferences and Gandhi's popularity in Britain; the second Civil Disobedience campaign; Gandhi jailed 1932–1933; Gandhi's use of fasting; deterioration of relationships between Hindus and Muslims and Gandhi's attempts at unity; Quit India Campaign 1942. The importance of his role needs to be assessed in the light of other factors which may have also contributed to the Indian nationalist movement. These may include: Gandhi's relationship with Congress; the roles of Motilal Nehru and Jawaharlal Nehru; the role of Jinnah and the revival of the All Muslim League; the Government of India Act 1935 and those for and against; the impact of the Second World War; change of government in Britain; Wavell and Mountbatten. Some distinction could be made between Gandhi's role in the Indian nationalist movement and in the final achievement of independence in 1947.

**10. Compare and contrast the extent to which Japanese expansion in Southeast Asia during the Second World War influenced the nationalist movements in *two* countries in Southeast Asia.**

Candidates will probably choose from Indonesia, Vietnam, Burma, Malaya or the Philippines. The Second World War and Japanese occupation may be seen as a watershed with the pre-war period of colonial rule where the nationalist movements initially developed. Although nationalist movements did not all follow exactly the same path there are some common themes. There may be some discussion of the pre-war situation in order to assess the impact of the Japanese occupation on each country later on. The Japanese expansion into each country and the nature of the occupation will need to be examined. This may include: Japanese atrocities; resistance to Japanese rule; the way the Japanese restructured the government (*e.g.* Burma, Philippines); the way the Japanese used the colonial administration of the European countries occupied by the Nazis (Indonesia, Vietnam); the opportunities for nationalists to acquire experience in administration and in the military; the impact of Japanese ideas such as “Asia for the Asians”; Japanese support for independence from Western colonial rule; the immediate declaration of independence after the defeat of the Japanese in an attempt to pre-empt the return of the colonial power (*e.g.* Indonesia and Vietnam); the subsequent struggle with the colonial power until the final achievement of independence; the development of internal factional fighting and the need for the colonial power to unite the country again (Malaya). Candidates may compare and contrast the roles of charismatic nationalist leaders: Sukarno (Indonesia); Ho Chi Minh (Vietnam); Aung San (Burma); Datuk Onn and Tunku Abdul Rahman (Malaya); Quezon and Osmeña (the Philippines). Some assessment of the extent to which the Japanese occupation influenced the nationalist movements needs to be addressed. Many answers will focus on comparisons, but some contrasts should also be identified.

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

**11. Analyse the factors that led to the rise of warlordism in China in the period from 1911 to 1926.**

Candidates will need to define “warlordism” and recognize that its roots may be traced to the decline of the authority of the Qing (Ch’ing) central government in the second half of the nineteenth century. These long-term factors may include: the Chinese system of Banner armies; the impact of the Taiping (Taip’ing) Rebellion; and the rise of provincial leaders such as Zeng Guofan (Tseng Kuo-fan) and Li Hongzhang (Li Hung-chang), the Boxer Rebellion; the weakness of the Qing (Ch’ing) government. The role of Yuan Shikai (Yuan Shih-k’ai) may be examined: his betrayal of Guangxu (Kuang-hsu) in the Hundred Days Reform Movement; his allegiances during the Boxer Rebellion; his support for the 1911 Revolution; the reasons why Sun Yixian (Sun Yat-sen) gave the Presidency of the Republic to him in 1912. Yuan’s actions showed that he had no loyalty to either the Qing (Ch’ing) or the new Republic. Problems beset his government; party politics failed; Yuan tried to make himself Emperor in 1915, but was thwarted and by the time he died in 1916 the power of the central government had been seriously weakened. His example undoubtedly encouraged other military commanders to use their armies to establish control over whatever regions they could. Other factors that may also be mentioned include: the way the government gave in to Japan’s 21 Demands in 1915 and the humiliation for China as a result of the Treaty of Versailles terms. In the period 1917–1926 warlordism spread throughout China.

- 12. “The Nationalists failed to attend to China’s urgent problems.” Examine the nature of these problems between 1926 and 1937. To what extent do you agree that these failures led to the eventual downfall of the Nationalists?**

Candidates will probably more readily see the faults and not the achievements, but much was achieved in terms of international recognition including: revision of the treaty system and the return of foreign concessions; financial reform; tariff autonomy; industrial development; communications; education; literature. In 1926 the situation in China was not very different to that a decade earlier with dominance of warlords and an absence of central control. By 1937, the Communists had been driven from Jiangxi (Kiangsi) and reduced in strength. The new United Front could be seen as evidence of success or failure depending on one’s point of view. Territory had been lost to Japan, but a new national purpose appeared to be forming. However, the regime failed to introduce social and economic reforms to benefit the masses, in particular land reform, because of its reliance on support from the propertied and landlord classes. There was no significant move towards democracy, corruption and cronyism were widespread, and the fiscal irresponsibility of the government was such that government receipts covered only 80% of expenditure, and deficit spending led to inflation. Candidates may also cite the failure to engage the Japanese as a failure. Some will probably mention the analysis provided by Immanuel Hsu in dealing with: financial reform; tariff autonomy; the recovery of foreign concessions; communications; industrial development; education; the New Life Movement; literature; the neglect of social and economic reforms; fiscal irresponsibility. How far these perceived failures precipitated their eventual downfall is the assessment required in the question. There is a wealth of material and much will depend on the candidates’ ability to order and analyse.

- 13. Examine the circumstances behind the Japanese decision to enter into the First World War and assess the consequences for Japan and other countries in the region.**

Japan entered the war as an ally of Britain in August 1914. It was a test of her alliance with the British and her acceptance as an equal with the other world powers. It was a chance for revenge against Germany for her role in the 1895 Triple Intervention and to take the German naval base at Jiaozhou (Kiaochow), which was a threat to her. Other circumstances include Japan’s growing population pressure and the chance to gain territories from the defeated German Empire and also to extend her control over parts of Asia. Japan saw opportunities in China and presented the 21 Demands in 1915. The consequences were a disappointment for the Japanese. Japan received Shandong (Shantung) and Germany’s north Pacific possessions, but not a declaration of racial equality. For others, candidates could mention China who resented the loss of Shandong (Shantung). From these grievances sprang the May Fourth Movement (1919) in China and all that stemmed from it. Japan’s claim to Shandong (Shantung) was surrendered to China in 1922, but deep resentment at this fueled Japanese desires for compensation in Manchuria. Asians in general were disappointed with the results of the Treaty of Versailles, with the rejection of the declaration of racial equality being a trigger for nationalist sentiments across the region.

*N.B. Candidates may well refer to other countries/states in the region.*

**14. Why did Japan fail to establish a democratic system of parliamentary government in the period 1918 to 1931?**

Liberal values appeared to have triumphed at the end of the First World War and the 1920s were a time of prosperity after the First World War, which was regarded as a victory for liberal democracies over autocracy. In Japan, intellectuals and students began a campaign for universal suffrage and true parliamentary democracy and this led to the development of the Minseito and Seiyukai political parties in Japan in the early 1920s. The 1920s saw more liberal internal policies, including the introduction of universal male suffrage in 1925 and the beginning of what appeared could develop into a genuine cabinet government. After the 1925 Manhood Suffrage Act, the number of voters rose from 3 million to 14 million. In the political *milieu* of the day, there was a proliferation of new parties, including socialist and communist parties. Political parties had to appeal to a broader electorate whose interests differed from those of the much smaller, propertied electorate prior to the reform. This all occurred in a period of economic growth as Japanese manufacturers made inroads in world markets. Candidates should acknowledge the existing conflict between liberalism and democracy on the one hand and authoritarianism and militarism on the other. Candidates will need to show awareness that there was a strengthening of liberal values in Japan in the 1920s, but that they were strongly challenged by conservative values and institutions which undermined them. Politicians were seen as serving business interests and as being corrupt, showing little concern for the difficulties of the peasantry and the labour force. The result was to be, by the end of the decade, the rise of a new militant nationalism which began to see the older institutions of the state and army as embodying the spirit of Japan, which partially helps to explain why Japan failed to establish a democratic system of parliamentary government in the period.

The Depression of 1929 threatened Japanese industries and livelihoods as countries closed their markets to Japanese manufactures. The perceived failures of the political parties to handle the effects of the Depression and to withstand the extreme nationalists and militarists discredited democracy. 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.

**15. Assess the view that the Second World War radically altered the foreign policies of Australia and New Zealand in the period from 1945 to 1965 and changed their loyalties to Britain and the Commonwealth.**

Both Australia and New Zealand followed similar foreign policies with some difference in emphasis and candidates will largely agree with the statement. Relations with Britain were maintained but both countries moved into closer links with the United States for defence purposes. The Pacific War in particular caused both New Zealand and Australia to realize that they could not depend on Britain for defence and they entered the ANZUS (Australia, New Zealand, United States Security Treaty) Pact (1951) with the United States providing for mutual defence. The rise of Communism in East 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) in 1954. Both agreements assumed a policy of forward defence so that both countries sent forces to fight in Korea and later in Vietnam. Both countries were active members of the United Nations and of the British Commonwealth. Economically, both countries moved to closer links with Asia. The extent to which the policies reflected a change of loyalties is one which candidates need to address.

*If only Australia or New Zealand is dealt with, mark out of a maximum of [12 marks].*

**16. Why did the Australian Prime Minister, Robert Menzies, remain in power from 1949 to 1967?**

Candidates may initially discuss Menzies' loss of office as Prime Minister in 1941. He then left the United Australia Party and formed a new political party, the Liberal Party, in 1945. This party was to be Australia-wide and one that also appealed to the mass of the people. However, the Australian Labor Party (ALP) won the 1946 election, but the beginning of the Cold War in 1947 began to turn public opinion away from the Chifley Labor government. Many of its policies, such as the proposed nationalization of the banks, were perceived as too socialist. Menzies won the 1949 election, though the ALP still had a majority in the Senate. He was a skilful politician and, at the 1951 election, Menzies and the Liberal party won control of both Houses.

Menzies' attempt to ban the Communist Party in 1951 was overturned by the High Court so he held a referendum on the issue, but this was narrowly defeated. Despite this set back Menzies remained popular. The Cold War heavily influenced his policies. The strengthening of the alliance with the United States and Australia's involvement in the Korean War were popular policies. The Petrov Affair in 1954 fuelled the public's Cold War fears which Menzies used to his advantage and he won the 1954 election. As a result of this election the Australian Labor Party split and some members left to form the Democratic Labor Party. The DLP subsequently gave its preferences to Menzies' Liberal Party and was, therefore, a significant factor in why Menzies remained in power for so long. Menzies used the fear of Communism to encourage divisions within the Labor party, domestically and in his foreign policy. Candidates will also need to refer to other policies that maintained his popularity these may include: the economy and its steady growth in the 1950s; the boom in agriculture; the rapid growth in manufacturing; the exporting of Australian goods; full employment; rising incomes; population growth aided by a massive immigration programme; and the expansion of both secondary and tertiary education. Menzies had the support of the suburban middle-class, especially women. Menzies narrowly won the 1961 election in the aftermath of the credit squeeze, and his foreign policies contributed to his 1963 win. His commitment to the American alliance and the sending of troops to Vietnam were well accepted by the electorate. At the same time as developing Australia's defence ties with the USA, he also remained culturally very British and this reflected the public mood. Menzies was a gifted speaker and very charismatic. He symbolized security and prosperity. He retired in 1966 and remains Australia's longest serving Prime Minister.

17. **“The American effort to preserve the Indo–Chinese peninsula from Communism was long, drawn-out and ended in total failure.” To what extent do you agree with this statement?**

This should be a popular question with candidates. The reasons why the US entered the conflict should be linked to the Cold War and its spread in Asia. In the late 1950s when the French left Vietnam and 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. South Vietnam established itself as a separate state, prompting insurrection in the South, supported by the Communist North. Candidates may link the reasons why the US entered the war, the stalemate which developed, the armistice and the developing hard-line approach taken by Eisenhower and Dulles to Communism in the region. Rollback of Communism, US strategic interests, the unpopularity of Diem in the South, and the unwillingness of Ho Chi Minh and the North Vietnamese to accept the situation could be mentioned as why the US became more deeply involved. Eventually, the United States 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. Following the Tet Offensive and Johnson’s decision to stand down in 1968, Nixon came to power. 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 reasons why the US joined and why she left. Expect domestic issues – economic, social and political – to be mentioned too as reasons why the US left. The issue of “total failure” should be addressed and many students may challenge the assumption inherent in the question. Expect a wide range of material and reward all relevant comment.

18. **With reference to any *two* newly independent countries in South and Southeast Asia, compare and contrast the ways in which their governments dealt with the problem of creating national unity in the second half of the twentieth century.**

Candidates may choose any two newly independent countries in the region. Popular choices may be India, Pakistan, Vietnam or Indonesia. With reference to the chosen countries candidates may discuss the political tension that developed between the ideal of democratic institutions and the desire for strong government to prevent political divisions leading to partition and fragmentation. Ethnic and religious minorities existed to a greater or lesser extent in all countries of the region and for each country they posed a problem with regard to developing a sense of national unity. Candidates will need to compare and contrast the ethnic and cultural diversity within the two countries of their choice and provide evidence of the problems and difficulties this generated for the respective governments. Expect references to: integration or lack of occupations; areas of residence; political representation; religious observance; resistance; rebellion. Strong centralized government, often with military backing, was seen as a means of imposing a national ideology and maintaining national unity. In some cases the national identity may have been based on the culture and symbols of one group, in others a broader range of national symbols may have been incorporated. The impact of the rise of religious fundamentalism and terrorist groups may also be discussed. Each country will have its own particular issues. Many answers will focus on comparisons, but some contrasts should also be identified. Reward reasoned discussion based on historical evidence.

*If only one country is dealt with, mark out of a maximum of [12 marks].*

- 19. Describe the problems faced by Mao Zedong (Mao-Tse-tung) and the Chinese Communist Party in China between 1949 and 1959. To what extent were they able to solve these and establish China on a sound footing?**

This should be a popular question and 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 include the period of reconstruction, land reform, the first Five Year Plan to 1957 and the Hundred Flowers Campaign 1956-7, which should both be seen in the context of the Great Leap Forward 1958 onwards. A balanced judgment should be arrived at despite the situation China found itself in economically by the end of the decade.

- 20. “A strange mixture of economic reform and political rigidity characterized Deng Xiaoping’s (Teng Hsiao-p’ing’s) (1976–1997) rule in China.” To what extent do you agree with this statement?**

Candidates may initially discuss Deng Xiaoping’s (Teng Hsiao-P’ing’s) economic ideas that had caused him to be denounced and exiled during the Cultural Revolution. Further comment may be made about the brief power struggle after Mao Zedong’s (Mao Tse-tung’s) death which resulted in the emergence of Deng (Teng) as leader in 1978. Without ever openly criticizing Mao, he set about changing Mao’s policies and abandoned Maoism. The aims of his economic reforms were to stimulate China’s domestic economy and open Chinese trade to the outside world. His policy of the Four Modernizations was designed to improve agriculture, industry, science and technology and national defence. They aimed to create a modern Chinese state by 2000. Political reformers believed that a “Fifth Modernization”, political democracy, was required. This led to the pro-democracy movement and student unrest that resulted in the 1989 Tiananmen Square massacre. Deng (Teng) may have introduced economic reform, but he did not believe in political reform. He believed in the authority of the Chinese Communist Party as the only legitimate power. He wanted internal stability after the upheavals of the Cultural Revolution. His government treated dissidents harshly.

**21. Analyse the factors that contributed to the economic success of Japan in the second half of the twentieth century.**

Post-war Japan saw the introduction of reforms in a number of areas which radically changed the country, although in the immediate post-war period, the prospect for economic recovery looked bleak. Expect some reference to both internal and external factors that promoted economic success. Candidates may discuss the reforms such as those connected to labour and the new *zaibatsu*. American aid helped Japan's recovery, with the US providing over \$2 billion by 1952. The Korean War "boom" which helped stimulate industrial growth and trade in the decade afterwards, averaging almost 10% growth per annum. The agricultural economy was boosted by more varied production, newer methods and new machinery, and that laid a base for a degree of self-sufficiency which helped Japanese society as well as the economy. Expect reference to the experienced and well-educated labour force and management. New industries had the latest machinery from the West. Economic growth continued into the 1960s and 1970s with Japan gaining a reputation for high quality goods which also contributed to their achievement. Japan's economic success depended largely on foreign trade.

Factors such as political stability and the security pact with the US meant that money could be spent on other aspects such as the economy, in order to stimulate growth and help provide capital for new investments. The Cold War actually aided Japan as the US sponsored liberal economic and political policies towards Japan. Candidates may refer to government stability and sound leadership which promoted economic success. Japan's success led other Asian nations to copy the Japanese model and in the 1980s, the "Japanese miracle" was becoming the "Asian miracle". Japanese investment in the same region also promoted economic success for Japan. Some candidates may refer to Japan's disadvantages in raw materials and its dependency on imported energy as being indicators of why the high growth in the economy began to slow down in the late 1980s and, in the last decade, Japan's economy declined as the "bubble" burst with Japan entering a recession. Expect reasonable coverage of the fifty-year time span indicated in the question and reward reasoned analysis based on evidence.

**22. Evaluate the social and economic development of *one* South Asian country in the second half of the twentieth century and show the extent to which these developments could be regarded as a success.**

Responses to this question require knowledge and analysis of social and economic development in any one country over the period. Some may adopt a descriptive approach for both social and economic developments but an evaluation of the policies must be present. Popular choices may well be India or Pakistan. A balanced judgment should be arrived at and reward initiative and sophisticated analysis based on appropriate evidence.



**23. In what ways, and with what results, did the role of women change in *one* country of the region in the second half of the twentieth century?**

Candidates should focus on one country in the region and should demonstrate knowledge of the changes in women's roles and status in that country in the second half of the twentieth century. Candidates will need to provide specific factual detail and evidence of the results of these changes. Some candidates may initially discuss the roles and status of women in the chosen country earlier in the century in order to establish that there was considerable change in the second half. The ways in which women's roles changed may be attributed to: education; greater social mobility; changing economic roles; access to new jobs and careers; living standards; rising expectations; government policies; international pressure. Changes in status came when there was a shift in social and cultural attitudes in society at large. The results of this may be: changes in family law; property rights; inheritance; political representation and participation; leadership; participation in religious and community affairs. Candidates may have different views as to the desirability of the changes, but should produce an argument based upon analysis and factual evidence.

**24. Analyse the social and economic impact of demographic changes in *one* country of the region since 1945.**

This may discuss immigration and emigration. Migrants are mostly young and productive and therefore movement away from a country may cause a demographic crisis with the population aging, which can cause economic problems: a shrinking group of an economically active population which has to finance a large inactive population. On the other hand, an influx of people into a country may boost the economy. Social structures refer to the distinctive, stable arrangement of institutions whereby human beings in a society interact and live together. Social structure is often treated together with the concept of social change, which deals with the forces that change the social structure and the organization of society. This could be taken with regard to the position of women in the region. Candidates could refer to social movement and to issues of population and migration. Education, literacy, poverty and any or all of these factors could be dealt with. Changes may impact the economy and the political structure but with attention primarily paid to social structures and internal consequences. Economic results, which are of the greatest importance for the development of countries, often go hand in hand with social changes. Reward initiative in the country chosen but expect an evaluation based on relevant historical and statistical evidence.

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