



MARKSCHEME

November 2011

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, 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 are 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 effects of the political structures and the colonial systems of the Dutch and the French in Southeast Asia in the period from the late eighteenth century to the mid nineteenth century.**

Candidates should identify what they consider to be the main features of the political structure and the colonial systems of the states chosen. These named examples must be from both the French and Dutch colonies. The response should indicate: the nature of political structures established by the Dutch and French; the type of rule, direct or indirect; the structure of the bureaucracy including the economy and land distribution. The effects will include the relationships between the colonial rulers and the indigenous people, and the way both may have handled rebellions and resistance to colonial rule. Answers may focus on comparisons, but some contrasts should also be identified. Candidates who comment on the effects of French rule after 1850 should be given credit.

If only the Dutch or the French are discussed, mark out of a maximum of [7 marks]. However, the response may not be balanced as French influence in the region was limited in this time period.

- 2. Analyse the reasons for the increasing dominance of the British East India company in the late eighteenth century.**

The British East India Company had the distinction of becoming the effective ruler of a large country. Candidates may identify a number of reasons for this, which could include: the growing power of Britain, as well as domestic issues inside India such as the collapse of the Moghul Empire; the rivalry between the Rajputs, the Maharattas and the Sikhs. The eclipsing of Britain's rivals in India, such as the French, and the latter's defeats at Madras, Plessey and Pondicherry led to an end of their influence and the expansion and dominance of the East India Company. The Company, despite the increase in trade and the revenues coming in from various sources, faced massive military expenditure, but state intervention put the company back on its feet, and Lord North's India Bill, also known as the Regulating Act of 1773, provided for greater parliamentary control over the affairs of the Company, and placed India under the rule of a Governor-General. In addition, the vigorous leadership of Clive and Hastings are factors that will probably be mentioned by candidates. Reward balanced answers which look at both internal and external reasons for the growth and dominance of the company in the time period.

Candidates should focus on the time frame in question. Although some credit can be given to candidates who include early 19th century events this is not a question about the 1857 Great Revolt (Indian Mutiny) and no credit should be given for details of this.

3. **“A collision of two planets ... one celestial and lunar; the other with its feet firmly on the ground – mercantile, scientific and industrial.” To what extent do you agree with this assessment of Sino–British relations between 1793 and 1839?**

Candidates will probably deal with the situation in China at the turn of the century, describing the Chinese government, the role of the emperor and the face shown to the world by the Qing (Ch’ing) government in Beijing (Peking), which was of wealth and power. Most candidates will probably agree with the interpretation of the quotation and refer to China’s view of the world, in which they saw themselves as the Middle Kingdom. Candidates may also mention: Chinese institutions including the authority of the emperor, the mandarins, Confucianism and Buddhism; the Chinese “tribute system” of international relations, which contrasted with the British desire to establish diplomatic relations; the Guangzhou (Canton) system of trade versus the British view of free trade; the Chinese legal system, which emphasized collective responsibility versus the British view of individual innocence or guilt; differences in science and technology and how these may explain why the dynasty failed to deal with the challenges posed by the British. Candidates may identify what they consider to be the lack of understanding of the British challenge in the differences between China and the British and suggest that there was a lack of understanding between the two cultures. Candidates should address these issues up to the outbreak of the First Opium War in 1839. They may also refer to details such as the emperors who came after Qianlong (Ch’ien-lung), Jiaqing (Chia-ch’ing) and Daoguang (Tao-kuang); the trade missions, Macartney (1793), Amherst (1816) and Napier (1834), and the opium trade up until the First Opium War.

Generic comments about other Western powers should be credited.

For higher marks candidates should pay some attention to the quotation, however not all parts of the quotation need to be directly addressed.

4. Explain why Commodore Perry’s arrival in Japan in 1853 created a crisis for the Bakumatsu and assess the consequences up until 1868.

Candidates will probably discuss the nature of the Bakumatsu and the situation in the middle of the nineteenth century prior to Commodore Perry’s arrival with a naval squadron in 1853. The crisis and the abandonment of the traditional exclusion policy has to be placed in the context of pressures upon the Tokugawa because of changing social and economic conditions within Japanese society and, more importantly, because of growing awareness that contact with the West could not be avoided. The Tokugawa Bakufu 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 the *rangaku* school of “Dutch Learning” and awareness that scientific and military developments in the West posed a challenge to Japan. At the same time, increasing pressure came from Western powers, particularly Russia and the United States, seeking to establish relations in order to protect their seamen if shipwrecked, and also to develop trade. In addition, there was a growing awareness amongst the Japanese of European activities in China. At the same time, social and economic changes had weakened the traditional feudal structures that supported the Shogunate, and the *kokugaku* national school of learning called for a restoration of the emperor. Candidates may then identify what they consider to be the reasons why Perry’s arrival created a crisis for the Bakufu: the technological might of the US fleet; the indecision of the Shogun in the face of Perry’s demands; the consultations with the Emperor and the daimyo which were seen as a sign of weakness; the Shogun’s decision to agree to Perry’s demands; opposition of many of the daimyo to this decision. Further consequences of the Bakumatsu crisis should be discussed: the unequal treaties, Treaty of Kanagawa 1854 and Treaty of Edo 1858 (Harris Treaty); the opening up of trade; the *Sonno Joi* movement, ‘Honour the Emperor and expel the barbarian’; the weakening of the alternative attendance rule and the other ways in which the Shogun had maintained control over the daimyo; the Satsuma and Choshu wars against the West 1860–1864; the meeting of the Shogun and the Emperor in Kyoto in 1863 when the Shogun was ordered to expel the Westerners; the inability of the Shogun to withstand Western demands; the legal power of the Emperor and the Western negotiations with him; the *tozama* clans’ challenge to the Shogun’s power; the deaths of the Shogun Iemochi in 1866 and Emperor Komei in 1867; the surrender of Shogun Keiki and the fall of the Tokugawa Shogunate in 1867; the Meiji Restoration in 1868.

Responses should be mainly focused on the period 1853 to 1868 however some relevant detail pre-1853 can be credited.

5. Explain and analyse the nature of the relationship between New Zealand and Britain in the second half of the nineteenth century.

The question covers the period following the landing of the first settlers in January 1840 and the signing of the Treaty of Waitangi in 1840 through the Maori wars, the depression of 1869–1870, the banking crisis in the late 1870s and early 1890s and the return to prosperity by the end of the century. The development of New Zealand depended largely on its relationship with Britain and its ability to attract settlers. The latter depended on the government's land policy and on its relations with the Maoris. Land policy (in particular the price at which land might be bought), was an area of dispute between the New Zealand Company, the colonial and home governments and the Maoris. The New Zealand Company was dissolved in 1851 but land policy continued to disturb relations between settlers and Maoris until the end of the Second Maori War in 1870. Meanwhile, settlement was extended in the South Island, where Maoris were less numerous and large areas were opened to sheep farming, the government issuing fourteen-year grazing leases from 1851. By 1871, ten million sheep were producing wool for export valued at £2700000. In 1861 gold was discovered at Otago and a rush began, the population rising from 100 000 in 1861 to 250 000 in 1871, the South Island thus becoming the more prosperous. Following the gold rush boom, there was a prolonged period of economic depression, which the government alleviated by heavy borrowing and expenditure on public works. Purchase of Maori land was made easier in 1873 by individualizing Maori land ownership, and an assisted immigration scheme overseen by a New Zealand government agent in London saw white settlement rise to 772 000 in 1901. Improvements in communications enabled New Zealand to benefit from the development of refrigeration for the transport of meat by steamship in 1882. Sheep were now raised for meat rather than wool, and an export-oriented dairy industry developed to supply the English market. In the 1890s the introduction of factory laws indicated a growth in industry. Candidates may consider the emerging sense of national identity in New Zealand by the end of the nineteenth century: involvement in the Boer War; the rugged and enterprising man alone against nature; egalitarianism; double patriotism; cultural nationalism. New Zealand made the decision not to ratify the Australian Constitution in 1901 and federate with the other British colonies. Independence in New Zealand came about as a result of her evolving constitutional status within the British Empire: gradually developing greater degrees of self-rule over the latter half of the nineteenth century, culminating in the granting of Dominion status in 1907. Candidates could consider the nature of the relationship between Britain and New Zealand from both countries' perspectives. Candidates will probably be familiar with the events but analysis must be present for a good mark.

6. Explain how and why the Philippines resisted Spanish rule in the late nineteenth century but found themselves under American control by the early years of the twentieth century.

The Philippine nationalist movement featured two key figures, Jose Rizal and Andres Bonifacio. Rizal, who was educated at the Jesuit College in Manila and studied medicine in Spain, gained a reputation as a writer and poet and became the symbol of the Philippine resistance movement to Spanish rule. In 1887 his novel, *Noli Me Tangere*, described Filipino suffering under Spanish rule and 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. Rizal returned to Spain in 1892, founded the Filipino League, an organization advocating peaceful reform, and was arrested by the Spanish authorities and sent to Mindanao. The nationalist movement passed into extremist hands when Andres Bonifacio founded the Katipunan in 1892, a secret society dedicated to rebellion. In 1896, the Spanish authorities ordered the arrest of the leaders of the Katipunan, sparking revolt. Although not involved in the revolt, Rizal was arrested, tried for treason and executed, making him a nationalist martyr.

War between the United States and Spain over Cuba soon involved the Philippines and, in 1898, during the Spanish–American War, the United States navy destroyed a Spanish fleet in Manila Bay. The Americans brought back the exiled nationalist leader Aguinaldo, who established a government and, in 1899, declared independence from Spain. Meanwhile, American forces occupied Manila and Spain ceded the Philippines to the United States. When the United States refused to grant independence to the new republic, Aguinaldo declared war. Aguinaldo was captured in 1901 and resistance effectively ended in 1902. In 1901, the Americans established a civil government to replace the military government and promised they would guide the Philippines to full independence. In 1907, an Assembly was created and the vote given to those who had property and were literate in Spanish or English. The Upper House was composed of American officials. In the same year, the Nationalist Party was formed. In 1913, a Filipino majority was appointed to the Upper House, which, in 1916, was replaced with an elected Senate and voting was extended to all literate males. Political parties increased in number, although most power remained with the American Governor-General. Candidates will probably go as far as the capture of Aguinaldo and the establishment of US political rule, which began a process of creating a democracy on the American model. Many Filipinos saw it as the replacement of one form of imperialism with that of another.

To score highly candidates should address both parts of the question.

7. “Westerners bore some blame for China’s plight but the prime cause was the empire itself and its rulers.” To what extent do you agree with this statement with reference to the period 1850 to 1901 in China?

The contention of the Chinese has largely been that her problems were caused by the arrival of foreigners in the nineteenth century, but this can be challenged. Candidates will probably note the circumstances of the treaties after both Opium Wars and the problems China faced from the Taiping (Taip’ing) Rebellion after 1850. The weaknesses of China should be identified, and also the introduction of the Self-Strengthening Movement in China, which helped to suppress rebellion, consolidate the dynasty and extend its life span by another fifty years. The Self-Strengthening movement was based on the idea that Western technology was the key to withstanding the West, but that traditional culture and values could be maintained. The conservative elements in Chinese society opposed change. Thus there was tension at court and amongst the mandarin class. The Self-Strengthening Movement may have prevented the collapse of the dynasty, but it did not solve the internal and external problems facing China. Candidates may consider the reasons for, and consequences of, the failure of the 100 Days Reform Movement. The causes of the Boxer Rebellion and the Qing (Ch’ing) dynasty’s failure to suppress it, which led to further foreign encroachment of China, could also be examined. Candidates may examine the role of the Empress Dowager Cixi (Tz’u-hsi) in these reform movements and events. The influence of missionaries and the rise of the new classes in the treaty ports may also be discussed.

Candidates will need to address the point regarding where blame could be directed; was the whole system rotten and were the rulers to blame for their own downfall or could other factors be held responsible? What was the role of foreigners in China’s problems?

Candidates may not have detailed knowledge pre-1861 and should not be penalised for this.

Higher level marks should be reserved for candidates whose answers indicate understanding of problems or issues in the late nineteenth century.

8. To what extent did the Sino–Japanese War (1894–1895) and the Russo–Japanese War (1904–1905) change the balance of power in East Asia?

Candidates will need to remember that in 1894 the major powers in the region were deemed to be Britain, France, the United States and Russia. China was expected to win the war with Japan which began in 1894. Japanese modernization had been more thorough than China's, and its armed forces and their command more efficient. Even so, Japan was ready to make peace in 1895 because of the economic effects of the war. The balance of power changed in that China's traditional claim to superiority had been decisively discredited and the balance shifted towards Japan. This was manifested in the way that Britain saw Japan as a useful potential ally against her traditional rival, Russia. The Anglo–Japanese alliance of 1902 suited both Japan and Britain. However, Japan was not seen as an equal to the European powers. The war with Russia in 1904–1905 further upset the strategic balance and shifted the balance of power, leaving Japan as the dominant power in North East Asia. Britain, France and the United States were greater powers on the world stage, but none had military or naval bases of any importance in North East Asia. Although it was not fully recognized at the time, the balance of power in North East Asia had tilted in favour of the Japanese, especially as Russia was soon engulfed in revolution and, a decade later, the European powers and the United States became involved in the First World War. Better candidates may note that this war altered the balance of power in Japan's favour in East Asia as a whole. Candidates may consider the 1922 Washington Conferences as evidence of the Western powers desire to curb Japanese strength in the region. Some candidates may also have considered the consequences of Japan's increasing power on Korea (annexation of Korea in 1910) or China (the 21 Demands in 1915). The outcome of the Treaty of Versailles in Japan's favour may also be used as evidence of Japan's new status.

If only the Sino–Japanese or the Russo–Japanese War is discussed, mark out of a maximum of [12 marks].

9. Compare and contrast the roles of Nehru and Gandhi in the success of the Indian Nationalist Movement.

Both Gandhi and Jawaharlal Nehru were charismatic leaders who attracted the masses to the Indian Nationalist Movement and who played an important role in the achievement of Indian independence. Jawaharlal Nehru became recognized as Gandhi's political heir. Some candidates may be confuse Motilal Nehru (father) and Jawaharlal Nehru (son), as both were involved in the nationalist movement, and they may wrongly attribute the 1928 Nehru Report in response to Simon Commission to Jawaharlal Nehru. Given that the question is not specific enough, candidates should not be harshly penalised for this, but obviously to score highly the better candidates should be able to distinguish between the father and the son and focus on Jawaharlal Nehru.

Answers could examine both Jawaharlal Nehru's and Gandhi's roles within the development of Indian nationalism – the situation in 1919 and by 1935, the emergence of a mass movement. Candidates may identify Gandhi's role in the Indian Nationalist Movement, which may include: Gandhi's ideas and philosophy; his return to India in 1915; first *satyagraha* campaign (1917); second and third *satyagraha* campaigns; Gandhi's support for the continuation of non-cooperation; boycott of foreign goods; the causes and consequences of the Salt March (1930) and the Civil Disobedience campaign; Jawaharlal Nehru became a follower of the ideas of Gandhi, so comparisons could be made regarding both men's support for the non-cooperation movement in the 1920s and beyond. Both Jawaharlal Nehru and Gandhi were jailed for their opposition to British rule. Jawaharlal Nehru became the Indian National Congress President in 1929; in 1938, the rift in Congress between the more radical Bose and Gandhi was clear and Jawaharlal Nehru supported Gandhi's methods of non-violence. Both regretted the deterioration of relationships between Hindus and Muslims and the situation after the Second World War from 1945 to 1947. Both leaders embraced secularism, socialist economic policies and a non-aligned foreign policy, which helped them gain support in the Nationalist Movement. Both men's policies challenged the traditional caste system and religious discrimination and both leaders shared a common understanding regarding the social classes in India.

Candidates may point out contrasts between the two men in their actions, although comparisons will be easier to find. Gandhi concentrated more on the spiritual development of his supporters and gradually distanced himself from direct political action, whereas Jawaharlal Nehru brought the Indian Nationalist Movement to power in 1947 and became India's first Prime Minister. In ruling from 1947 until 1964, Jawaharlal Nehru is India's longest serving Prime Minister so his contributions to the Indian Nationalist Movement after Gandhi's death in 1948 may be pointed out. The question is about the development of Indian nationalism and the contribution of both leaders so expect details from the lives of both men. Expect comparisons and contrasts, although candidates may reasonably conclude that both men contributed greatly to the success of the Indian Nationalist Movement.

To score highly candidates should offer running comparisons throughout their response.

If only Jawaharlal Nehru or Gandhi is discussed, mark out of a maximum of [7 marks].

10. Analyse the role of Islam in the development of the Indonesian Nationalist Movement between 1900 and 1942.

Nationalism in the modern sense began to emerge in Indonesia in the early twentieth century with the moderate Budi Utomo, which was basically Javanese and formed in 1908. The vast majority of Indonesia's population is Muslim and, in 1911, Sarekat Islam was founded. Originally created to organize Javanese batik traders in opposition to Chinese competition, it was also opposed to Christian missionary activity. In 1912 a Dutch and Eurasian National Indies Party was formed but was banned the following year to be replaced by the more moderate *Insulinde* and the left-wing Social-Democratic Association of the Indies. The Dutch creation of the *Volksraad* did not satisfy Indonesian nationalism and nationalism was fanned by Russia's defeat by Japan in 1905, the effects of the First World War and the Russian Revolution of 1917. In 1918 Sarekat Islam adopted a socialist programme. In 1920 Semaun and Darsono formed the PKI or Communist Party of the Indies. PKI members were expelled from Sarekat Islam, which declined in importance as secular nationalism took over. Islam did play a part here however, as Sarekat Islam campaigned against the suppression of Indonesians, and Islamic ideology became the foundation of its political struggle.

In 1926, a PKI revolt was crushed and nationalist support turned to the Indonesian National Party (PNI), founded by Sukarno in 1927. Sukarno and other leaders were arrested in 1929 and the party banned in 1931. On his release, Sukarno formed the Indonesia Party (*Partindo*) but was exiled to New Guinea in 1933, as were Hatta and Sjarir in 1934. In 1934 Sarekat Islam split between Muslim conservatives and socialists. Moderate nationalists attempted to work through the *Volksraad* but their calls for a transition to independence were rejected. In 1939 they formed the *Gobongan Politek Indonesia* (GAPI) which adopted a national flag, language and anthem. 1942 marks the time when the Japanese occupied Dutch Indonesia and began, on the surface, to give Sukarno and his associates symbolic political freedom. It is clear that Islam played a part in the development of nationalism in Indonesia. It is also clear that secular parties became increasingly important and Islam was only one factor in defining Indonesian identity. Candidates should be able to identify this in their responses but reward an analysis of the role of Islam together with other factors.

11. “Neither the Chinese Communist Party nor the Guomindang (Kuomintang) entered the First United Front in 1924 believing that it would survive for very long.” To what extent do you agree with this statement?

This should be a fairly popular topic and requires an analysis of the aims and policies of the Communist Party of China, created in 1921, and the Guomindang (Kuomintang), as reformed by Sun Yixian (Sun Yat-sen) in 1924. Both sought the reunification of China on their own terms, but had a common interest in defeating the warlords. The Chinese Communist Party (CCP) was formed in 1921 and this fledgling party was supported by the Comintern. Sun Yixian (Sun Yat-sen) started to reorganise the Guomindang (Kuomintang) in 1923 and entered into negotiations with the Soviet Union for aid. The 1923 Sun-Joffe Declaration agreed that whilst Communism would not be substituted for Sun’s Three Principles, there were certain shared aims for the GMD and the CCP. These included nationalism, ridding China of foreign domination, socialism, defeat of the warlords and the establishment of a unified government for China. Despite some objections the CCP members were ordered by Comintern to join with the GMD. Both parties differed about the ultimate form of government for China and they used the First United Front to further their own goals. The CCP members had to join the GMD as individuals and they could see the value of being part of a stronger party. The CCP and Comintern believed that the GMD could be subverted from within. Sun Yixian (Sun Yat-sen) was fairly idealistic and he wanted to utilise the CCP’s support among the peasantry and workers to gain popular support. The GMD felt that this would give impetus to the military advance against the warlords in the North. The CCP saw the opportunities created by the Northern advance to spread their ideology among the people. Support for the GMD came largely from the urban areas and the commercial classes. After Sun’s death in 1925, tensions between the left and right factions within the GMD developed and Jiang Jieshi (Chiang Kai-shek) became leader and military commander. Tensions were developing between the CCP members and the GMD over the issue of dual membership and the Communists’ influence within the organisation. Jiang’s ambitions and aims were not those of the CCP. Cooperation during the Northern Expedition brought success, which meant that Jiang could safely turn on the Communists in 1927. Reference to the reasons for the formation of the First United Front in 1924; analysis of the tensions between the partners over the period are needed to indicate why the viability of the partnership in the United Front was always tenuous. Once the some aims had been achieved, the relationship began to fall apart and, following the Shanghai massacre, the First United Front was dead. Candidates may consider the extent to which each party entered the First United Front in good faith, and whether one was more genuine than the other.

Some credit may be given for reasons why the First United Front collapsed but to score highly candidates should focus on the aims of both the GMD (KMT) and the CCP.

12. “Mao’s leadership was the crucial factor in leading the Communists to victory in the Chinese Civil War (1946–1949).” Discuss the validity of this claim.

Prior to the outbreak of the Sino–Japanese War in 1937, the Communists were on the verge of military defeat. However, during the Second World War, the Nationalists bore the brunt of the Japanese offensive and suffered enormous losses whilst the Communists expanded and consolidated their position in northern China so that in August 1945, when the war finished, they were in a much better position than before. However, the Nationalists were still superior on paper and should have been able to win the civil war that followed. The eventual victory of the Communists in the civil war was a consequence of Communist strengths and Nationalist weaknesses. Candidates will need to identify what these factors were in the light of the quotation regarding Mao’s leadership, and how crucial that was as a factor in determining their eventual success. The nature of Mao’s leadership, his decisions and actions will need to be taken into account along with factors such as Communist strengths in policy, propaganda, strategy and morale. These may be balanced by Nationalist weaknesses including errors of judgment, corruption, incompetence, economic mismanagement, low morale, strategic blunders and a loss of the people’s confidence. How much the Communists’ victory was a consequence of Mao’s leadership, versus other factors and the mistakes made by the Nationalists is for the candidates to decide.

Credit should be given for relevant details about Mao or the Nationalists in the 1930s; however responses that are solely based on the events of the 1930s cannot be awarded the highest marks. There should also be details and analysis of Mao’s leadership during the Civil War.

13. Why did the Japanese “decade of good behaviour” (1921–1931) come to an end?

The years after the First World War saw the Hara government in Japan follow a period of cooperation between themselves and the Western powers. In 1922 Japan signed the Washington Naval Agreement, although their failure to secure an agreement on racial equality fuelled some discontent at home. But the period was a difficult one domestically, and economic troubles caused political problems. 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. The result was, 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. This partially helps to explain why Japanese democracy was weak, and encouraged the upsurge of militarism in Japan later in the period. The onset of the Depression, in 1929 threatened Japanese industries and livelihoods as countries closed their markets to Japanese manufacturers. The failure of the political parties to handle the effects of the Depression, and to withstand the extreme nationalists and militarists, discredited democracy and paved the way for militaristic solutions such as the invasion of Manchuria in September 1931. Candidates will also recognize that Japan at the beginning of the 1930s faced severe economic and social problems, which brought the decade of good behaviour to an end.

Better candidates may challenge the assumption in the question.

- 14. “The Japanese expected a cruel and harsh occupation but found a benevolent one. They feared vindictive rule but found a constructive one.” How accurate is this assessment of US Occupation between 1945 and 1952?**

Candidates will probably be familiar with the reforms of the US in Japan in the decade after the Second World War. The reforms under the US Occupation should be identified. These may include: demilitarization, changing the role of the emperor; the constitution of 1947; land reform; dismantling the power of the *zaibatsu* and the trade unions and widening the availability of education. The issue of how constructive the reforms under the US Occupation were may be addressed. The question concerns the expectations of the Japanese regarding their conquerors and the positive light in which occupation was received. This was achieved because the democratic powers had triumphed, and the Japanese were prepared to defer to what was seen as a superior system of government: militarism had been discredited by defeat; the emperor cooperated in presenting himself as an ordinary individual and the people accepted the change, partly because they still respected the emperor’s wishes. The Occupation authorities however, relied greatly on Japanese leaders to carry out their programme of reform. In the process, the Japanese were able to adapt the reforms to their own advantage.

This became easier when the Cold War broke out and the “reverse course” was adopted, preventing fundamental social change. With the outbreak of war in Korea, Japan became an important base for US and UN forces and a supplier of military material. Conservative elements in Japan benefited and left-wing and socialist elements were suppressed, the trade union movement controlled, self-defence forces created and the *zaibatsu* revived in the guise of the *keiretsu*. The Security Pact with the United States linked Japan to the US and the defence arrangements enabled Japan to develop its economy without committing large sums to military expenditure. Candidates may refer to the Yoshida Doctrine, named after Yoshida Shigeru, prime minister five times between 1946 and 1954 and a key conservative figure. Yoshida did much to temper reform and took full advantage of the opportunities offered by the Korean War and the US alliance. For high marks, expect a clear assessment of the quotation and a sophisticated analysis of Japanese involvement in the Occupation period in both working for reform, or attempting to dilute it, and in using American preoccupations for Japan’s own ends.

15. Evaluate how immigration between 1945 and 1995 has changed the nature of society in *either* Australia *or* New Zealand.

This is a popular theme for this section and the material ought to be well known. Candidates may first identify the nature of society in Australia or New Zealand in 1945. Both were conservative societies which were strongly influenced by a British political, legal, economic and cultural heritage. The majority of the population was of British ancestry. Both countries had restricted immigration policies, although there had been some immigration from other European countries prior to 1945. Australia received a higher proportion of non-British immigrants than did New Zealand. For Australia, Calwell as minister for immigration in 1945 said that Australia must “populate or perish”; he wanted ten British for every non-English speaking immigrant, but this was unattainable, so immigrants from Europe were encouraged; 1945–1951, displaced persons including Jewish immigrants; 1950s and 1960s, southern European immigration; mid 1960s, some relaxation of the White Australia Policy for skilled workers. In 1972, the White Australia Policy was formally ended; 1970s, boat people from Indo-China and other Asian immigration; 1980s, people from the Middle East. These provided a labour force and were partly responsible for the rapid economic development which began in the 1950s. They also introduced new elements into what had been a population largely of British origin. Assisted immigration from Britain continued to boost migration into both countries. Asian and Pacific Islander immigration rose with the lifting of restrictions in the 1970s. When racial barriers were lowered in both countries, New Zealand received more immigrants from the Pacific Islands than from Asia, whilst Australia attracted more Asians.

The question asks though, how did this immigration impact the society of the chosen country? People in both countries initially saw immigration as a perceived threat to their large but sparsely populated country from the densely populated countries to the north. Expect candidates to consider social, economic, political and cultural impacts. Both countries became more cosmopolitan, particularly in the larger cities; cultural diversity created social and ethnic tensions, some of these due to the continuation of old feuds from immigrants who carried them to their new countries. Later immigrants competed with earlier immigrants; white conservative backlash as immigrants entered the work force. In Australia the gradual abandonment of the White Australia Policy in the 1960s brought firstly a growing number of Asian immigrants but also selected immigrants based on wealth and skills. Politically, this reduced sentimental links with the British and encouraged a growth in republicanism. Ultimately, the immigrations have encouraged multicultural and multiracial societies in both countries and assimilation has been largely peaceful and positive. Social and cultural change to the Australian and New Zealand way of life was apparent by the 1990s: in food and in eating out in cafes and restaurants; in liquor licensing laws; in the diversity of sports played; in the variety and the appreciation of all forms of the arts; in religious composition. Both countries became more open and tolerant societies, although there were still instances of racism and discrimination. Reserve higher marks for candidates who acknowledge the impact of change on a number of areas of national life in the country chosen.

16. What effect did the rivalry between the Labour party and the National party in New Zealand after 1945 have on the conduct of domestic policies?

Between 1945 and 1975 Labour could count on all the inner-city electorates. Conversely, until the 1980s, the National Party could rely on its richer city constituencies. Candidates should recognize that key dates were 1949 and 1972. A revitalized Labour Party defeated the National Party, and this was seen as a watershed in New Zealand's political history. When in power, the National Party proved to be rather conservative, leading to criticism by the Labour Party which took power in 1957. However, their economic policies were criticized, and they lost power back to the National Party in the next election and were out of power until 1972. In terms of the impact, a major effect of the Labour/National rivalry was the general dissatisfaction of the electorate with both parties in the 1970s and the 1980s. The differing ideologies have tended to converge in an effort to win support during recent elections. The end result has been a coalescence of many policies and the electorate has been left with little real choice. The key question has been the resolution of New Zealand's economic difficulties based on an import/export imbalance and high unemployment has replaced the prosperity of the 1950s/1960s. Accounts of domestic policies should receive a satisfactory mark but for higher marks, expect candidates to show the relationship between the rivalry of the political parties and a clear understanding of the impact on the domestic policies themselves.

17. To what extent were the domestic policies pursued by Indira Gandhi a continuation of those of her father?

Indira Gandhi was the prime minister of the Republic of India for three consecutive terms from 1966 to 1977 and for a fourth term from 1980 until her assassination in 1984, and the dominant figure in India for almost two decades. She was India's first and, to date, only female Prime Minister. Indira Gandhi was autocratic and determined to govern an almost ungovernable nation that seemed always in domestic turmoil. She was born to politics and power, the granddaughter of Motilal Nehru, an early leader of the Indian independence movement, and daughter of Jawaharlal Nehru, who led India as prime minister in its first 17 years of independence from Britain. Jawaharlal Nehru's social policies/programmes included "Untouchability" (Offences) Act of 1955, quotas for *harijans* in civil service, state assemblies, the universities, Hindu Marriage Acts removing barriers to intercaste marriage, raising minimum age of marriage to 18 for males and 15 for females and giving Hindu women right of divorce. Economic programmes and policies under Jawaharlal Nehru included emphasis on centralized economic planning – First Five Year Plan (1951) with its attempts to deal with agricultural and, to a lesser extent, industrial growth, the Second Five Year Plan (1956 to 1961) with emphasis on heavy industry, mining, power and textiles and the Third Five Year Plan (1961 to 1966), which led to India's ranking of seventh in the world's most advanced industrial nations.

Candidates will probably refer to areas such as the economy, Five Year Plans, industrial development and the pursuit of socialist goals in addition to social policies such as dealing with the caste system, social equality, the rights of women, population control and education. As Prime Minister, Indira Gandhi presided over the world's most populous democracy, with the population rising from just under 500 million to over 730 million people by the time of her death in 1984. During her tenure the government made limited headway against such age-old Indian problems as overpopulation, hunger, caste, inadequate sanitation and chronic religious strife among the majority Hindus, Muslims and other sects. Indira Gandhi was found guilty of electoral malpractice in the 1975 elections and from 1975 to 1977, she ruled India under a state of emergency. Analysis from candidates could consider the extent to which Indira Gandhi used undemocratic methods in contrast to Jawaharlal Nehru's commitment to democracy. Better candidates will be able to go beyond recounting the domestic policies and should look for the methods of implementation such as Jawaharlal Nehru's encouragement of social change and domestic improvements, whereas Indira Gandhi was more willing to use forceful methods for change.

Candidates should identify the key policies and aims of both leaders; however the focus of the question is Indira Gandhi. Candidates who have misunderstood who Indira Gandhi's father was cannot score highly.

18. Consider the view that Ayub Khan provided stability in Pakistan in the years between 1958 and 1969.

Candidates will need to set Ayub Khan's accession to power in context and should examine the problems experienced in Pakistan since 1947 (death of Jinnah, death of Liaquat Ali Khan, political instability, economic problems including refugees, food shortages *etc.*, tensions between East and West Pakistan, dominance of landlords). An examination of his policies such as land reform, implementation of the Second Five Year Plan leading to increased food production, hydroelectric power projects, sacking of corrupt civil servants should be expected. Candidates may argue that this represented stability. Stability could also be represented by securing electoral victory in 1965 providing continuity, but plans "to return to democracy" led to the emergence of opposition groups led by Bhutto (often representing landowners). Ultimately Ayub Khan lost the support of the military and was deposed in 1969 by Yahya Khan.

Candidates may comment that Ayub Khan provided a measure of economic stability but political stability was only possible with fairly authoritarian methods. Some may argue that Ayub Khan provided as much stability as was possible in a nation that was so divided culturally and geographically, and also economically. Candidates may look at subsequent events (1971 war, *etc.*) to sustain argument on Ayub Khan's relatively stable regime which was considered by many to be beneficial to Pakistan.

19. How successful were Mao Zedong (Mao Tse-tung) and the Chinese Communist Party (CCP) in creating a socialist state in the period 1949 to 1961?

This should be a popular question and requires a thorough knowledge and analysis of domestic events and the consolidation of Communist power over the period. Candidates may attempt to define what they consider socialism to be and in particular socialism in the Chinese context. This may involve a discussion of Mao Zedong's (Mao Tse-tung's) adaptation of Marxism to suit the Chinese situation: land redistribution; peasant participation; class struggle, downwards flow of Chinese Communist Party (CCP) workers and ideas to the people and upwards flow of ideas and needs to the CCP; gender equality; right thinking, rectification; continuous revolution and Chinese nationalism. The success of Mao Zedong (Mao Tse-tung) and the CCP in creating a socialist state in the period 1949–1961 may then be assessed in light of the definition. Domestic events and policies that candidates may include are: Agrarian Reform 1950 and the "speak bitterness" sessions with the landlords; CCP organisation and structure; Marriage Act 1950; Three and Five Antis campaigns 1952–1953; 1st Five Year Plan 1952–1957; Constitution 1954; 100 Flowers Campaign 1956 and the Anti-Rightist Campaign 1957; Great Leap Forward 1958; Sino-Soviet split 1959; Three Bitter Years and the Famine 1959–61; Peng Dehuai's (P'eng Te-huai's) criticism of Mao and the Lushan Conference 1959.

The material used needs to be relevant to the attempts to build a socialist state, and so expect answers to evaluate the attempts made by Mao in applying socialist measures to deal with the economy, the government and social reforms and their success. A balanced judgment should be arrived at in the context of the situation in which China found herself in 1961, more than a decade after the Communists came to power.

To score highly candidates should address the question by demonstrating an understanding of a socialist state/Communism in the context of China.

20. Analyse the changing relationship between mainland China and Taiwan between 1949 and 1995.

This question requires candidates to consider the position since the flight of the Guomindang (Kuomintang) to Taiwan in 1949. Each regime on the mainland continued to regard Taiwan as a province of China and to represent itself as the legitimate government. The Communists did not have the naval forces required to invade Taiwan, and the opportunity was lost with the outbreak of the Korean War in 1950 and the American decision to protect Taiwan with its fleet. The United States refused to recognize the Beijing (Peking) government and its allies followed suit. Taiwan retained the Chinese seat in the United Nations and on the Security Council until improved relations with mainland China caused the United States to withdraw its opposition to entry in 1971. Candidates may show an awareness of the growing complexity of the relationship between the mainland and Taiwan, particularly after Jiang Jieshi's (Chiang Kai-shek's) death in 1975. In addition, candidates ought to demonstrate an awareness of the changing relations caused by changes in Cold War tensions and attitudes, and the improved relations between the United States and China after 1970. The United States continued to protect Taiwan, and attempts by the Chinese and Taiwanese governments to find a compromise solution have failed. China's economic growth since the 1980s has been largely fuelled by Taiwanese investment and expertise channelled mainly through Hong Kong. Taiwan continues to represent itself as an independent state, a situation which China opposes. Some better responses will incorporate economic and social links and relations, as well as the political and international relationships, and also consider the various suggestions for incorporating Taiwan into China, perhaps with reference to the Hong Kong model. Reward answers that offer a detailed and balanced analysis giving weight to the factors affecting and changing attitudes on both sides over time.

21. Explain the impact of the conflict that began in 1950 between North and South Korea on the region in the decade that followed.

This is not a question simply about the causes of the Korean War and candidates should focus on the impact of the conflict on the region. The division of the peninsula was originally a military accident in that Japan surrendered before the Soviets could complete their conquest of Korea and the country was divided into two occupation zones, which became separate as the Cold War developed. Korea was divided between a Communist north and a non-Communist south, both of which wanted reunification on their own terms. In June 1950, the north struck first, invading the south, which in turn caused the United Nations to react and the conflict to become an international crisis when major powers became involved. Candidates should be aware that the outbreak of the Korean War in June 1950 had important consequences on the region and the world. The United States was still formulating its policy towards the Communist regime in China and the defeated Nationalists in Taiwan. President Truman had already announced his policy of “containing” Communism; a vote in the Security Council of the United Nations in the absence of the Soviet Union authorized UN intervention, and US forces, joined by those of other non-Communist powers, entered the conflict. The North Koreans were forced back to the Yalu River, on the border with China. Chinese “volunteers” crossed the border and drove the UN forces back to the 38th parallel. A ceasefire was agreed in 1953. Candidates should concentrate on the international dimension within the context of the developing Cold War, Communist success in China, American perceptions of the intentions of the Soviet Union and the role of the United Nations.

The war had a great impact in the region and beyond. US policy to 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 was ended in 1951, the Security Agreement signed and Japan became tied to the United States. The war impacted the US’s relations with China for the immediate future and beyond; diplomatic contacts with the Communist government were not pursued and China’s seat on the UN remained with the Nationalists. China and the USSR closed ranks. China’s success in the war raised their international prestige among non-aligned countries and indicated to the world that China was a significant power. The Communist regime was unrecognized by the US and its allies for the next twenty years. US policy became the containment of China, hence US involvement in Vietnam and elsewhere in Southeast Asia.

22. To what extent did globalization play a key role in the development of *one* country of the region in the second half of the twentieth century?

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 the tendency for large multinational companies to grow to service global markets.

Candidates may use Japan as the country of the region; Japan is a special case and globalization has played a key role in its development. After the war, Japan's major trading partner was the US in the early stages of its international trade. With the advantageous tariff and quota Japan faced after the Second World War, Japanese imports flooded into the US. To maintain their price advantage with the West, Japan moved production facilities to other Asian countries as costs rose domestically in the latter part of the twentieth century. Since Japan was already comfortable with moving raw materials to its own shores and adding value to it before shipping to Western markets, it was a relatively easy transition to move production facilities to other Asian countries with lower costs. Japan effectively expanded its available labour force to include those of other Asian countries as well and has diversified economic production to sell their products to foreign markets, ranging from children's toys to electronics and automobiles. Whichever country the candidate selects, they need to discuss its development in the context of globalization, and assess the extent to which it has played a key role.

Candidates should offer some definition or show understanding of globalization in the context of the question.

23. Assess the impact of economic development since 1945 on the living standards of any *one* nation of the region.

This is an intentionally broad question and candidates may choose any state within the region. All countries (including Australia and New Zealand) have in common the changes that have occurred in living standards since 1950. Candidates will probably argue that living standards have improved, and will cite examples ranging from personal wealth and possessions to improved social services, civil order and security, communications, leisure and entertainment. More perceptive candidates will realize that there are pockets of poverty in even the most affluent societies, that economic development may degrade regions and peoples, that development may be uneven, that rural areas may be drained of population and investment, that certain nations, regions, provinces, ethnic minorities and others may not all benefit to the same extent, if at all. Some candidates may be tempted to write a criticism on the evils of development and other candidates, to over-emphasize its blessings. For high marks, expect reasoned, balanced discussion based on evidence, knowledge and awareness that political and social factors play an important role.

The chosen country should be assessed to the end of the twentieth century.

24. Which has had the most significant effect on East and Southeast Asia in the second half of the twentieth century, Western ideas or Western technology?

There is room for debate on both ideas and technology, so reward candidates who argue convincingly and use supporting evidence. Some may comment on the role of the media, including the international influence of satellite television and the worldwide web, for bringing ideas or as representing Western technology. Some may condemn the influence of both ideas and technology on traditional cultures and values in various forms. Other candidates may argue that both Western ideas and technology have brought about the development of democratic institutions albeit with an Asian stamp. There may be wide-ranging views, but expect them to be supported by knowledge and evidence. Candidates may argue that by the end of the century, technology and its development was no longer a preserve of the West.

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